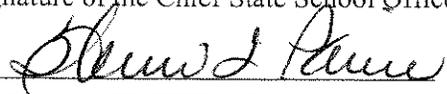


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant:</p> <p>Dr. Steven L. Paine, State Superintendent West Virginia Department of Education</p>	<p>Applicant's Mailing Address:</p> <p>West Virginia Department of Education 1900 Kanawha Boulevard East Building 6, Room 358 Charleston, WV 25305</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Jan Stanley</p> <p>Position and Office: State Title I Director – Office of Assessment, Accountability and Research</p> <p>Contact's Mailing Address:</p> <p>Jan Stanley, State Title I Director West Virginia Department of Education 1900 Kanawha Boulevard East Building 6, Room 330 Charleston, WV 25305</p> <p>Telephone: 304.558.7805</p> <p>Fax: 304.558.0459</p> <p>Email address: jstanley@access.k12.wv.us</p>	
<p>Chief State School Officer (Printed Name): Dr. Steven L. Paine</p>	<p>Telephone: 304.558.2681</p>
<p>Signature of the Chief State School Officer:</p> <p>X </p>	<p>Date:</p> <p style="text-align: center;">2/3/2010</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

INTRODUCTION AND STATEMENT OF NEED

In order to better understand the 1003(g) school improvement application, one must also understand the state context and specific issues West Virginia faces as it strives to raise students' levels of educational attainment. The population is small (37th in the nation), rural (the largest city has just over 50,000 residents), and 95 percent white. The geography of the state and its largely rural population mean that West Virginia's schools and school districts are small. Only two of its 55 districts enroll more than 12,500 students; the average enrollment in West Virginia's 694 schools is less than 350 students.

Poverty has been, and continues to be, a challenge for West Virginia as well. It is the state with the lowest median household income, the fifth highest level of persons living below the poverty line, and 51 percent of its 280,000 students are eligible for free or reduced price lunches. Educating students when more than half live in poverty presents numerous difficulties for the state, and one of the most consistent has been to move students into and through higher education. Only 58.8 percent of West Virginia's high school graduates go on to pursue higher education, and of those, less than half graduate in six years. Only 17 percent of West Virginia's citizens age 25 and over have a bachelor's degree or higher, 12 percent lower than the national average. Likewise, West Virginia's terrain and rural demographics present challenges that affect allocation of scarce resources. Many school districts cover large physical areas but have small student populations. Thus, transportation costs are significantly higher than urban and suburban districts across the nation. The rural demographics and transportation time affect the overall costs involved in supporting small schools. Consolidation in many areas is not a solution to allocation of limited resources.

Despite these challenges, the political and educational leaders of West Virginia have committed themselves to preparing the state's citizens to be full stakeholders in the social and economic opportunities of the 21st century. Educators and leaders in West Virginia have seen what does not work and have devoted a great deal of time and energy to developing ways for the state to chart a course that advances each school's ability to understand and respond to the academic and personal needs of each learner. Much work has been done in the past five years to move the state forward, and the groundwork has been laid to bring the state's students to where they need to be to take full advantage of the jobs and opportunities that are available to them. The efforts to date have built a strong infrastructure that West Virginia will build upon in the years ahead. Although the infrastructure has not been in place long enough to have achieved significant and measurable gains for a large enough number of students, there are glimpses of success and clear plans for how to apply state and federal funds to reach goals. West Virginia intends not just to demonstrate measurable gains for our students, but also to provide a model of reform and development that can be showcased nationally and internationally. Certainly, our country is at a serious crossroads in economic and educational policy. The importance of coordinating the Title I, Part A §1003(a) and Title I, Part A §1003(g) school improvement grants to West Virginia's educational goals and other funding sources available for ARRA, West Virginia State Longitudinal Data System Project Application and the Race to the Top grant application cannot be overstated. We believe that West Virginia can add much to the national discourse on how to energize educational transformation in rural America and in those places continuing to struggle with the great challenge of educating students in poverty.

Part I: State Education Agency Requirements

A. Eligible Schools: Provided below is a list by Local Education Agency (LEA) of each Tier I, Tier II and Tier III school in the state. The State's Tier I and Tier II schools are those identified as the persistently lowest achieving schools.

LEA Name NCES ID#	School Name	NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Barbour 5400030	Philippi Elementary 2 nd year of improvement-SES	540003000009			√		
Berkeley 5400060	Martinsburg North Middle	540006000024		√			√
Berkeley 5400060	Orchard View Intermediate Restructuring 1	540006001122			√		
Boone 5400090	Brookview Elementary 2 nd year of improvement-SES	540009000880			√		
Cabell 5400180	Enslow Middle School 2 nd year of improvement-SES	540018000103			√		
Clay 5400240	Clay Middle Restructuring 1	540024000030			√		
Doddridge 5400270	Doddridge Elementary 2 nd year of improvement-SES	540027001059	√				
Doddridge 5400270	Doddridge Middle Restructuring 2	540027000043			√		
Fayette 5400300	Mount Hope High School Among the lowest-achieving 10% of secondary schools	540030000195		√		82.98%	√
Grant 5400360	Petersburg Elementary Restructuring 2	540036000219			√		
Kanawha 5400600	Malden Elementary 1 st year improvement-SC	540060000416	√				
Kanawha 5400600	Cedar Grove Middle Note: Among the lowest- achieving 5% of secondary schools	540060001252		√			
Kanawha 5400600	East Bank Middle Note: Among the lowest- achieving 5% of secondary schools	540060000386		√			
Kanawha 5400600	Hayes Middle Note: Among the lowest- achieving 5% of secondary schools	540060000402		√			

LEA Name NCES ID#	School Name	NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Kanawha 5400600	Riverside High School Among the lowest-achieving 10% of secondary schools	540060001043		√		74.59%	√
Kanawha 5400600	Stonewall Jackson Middle Note: Among the lowest- achieving 5% of secondary schools	540060001442		√			
Kanawha 5400600	Cedar Grove Elementary 1 st year improvement-SC	540060001340			√		
Lincoln 5400660	Hamlin PK-8 Among the lowest-achieving 10% of secondary schools	540066001237		√			√
Lincoln 5400660	West Hamlin Elementary Restructuring 2	540066000502	√				
Lincoln 5400660	Guyan Valley Middle 1 st year improvement-SC Note: Moved from Tier III to Tier II based on interim guidance	540066001242		√			
Mason 5400780	Point Pleasant Intermediate Corrective action	540078001136			√		
McDowell 5400810	Mount View High School Among the lowest-achieving 10% of secondary schools	540081001246		√		72.57%	√
McDowell 5400810	Sandy River Middle School Among the lowest-achieving 10% of secondary schools	540081001046		√			√
Mineral 5400700	Keyser Primary/Middle Restructuring 1	54007001402			√		
Monongalia 5400930	Mason Dixon Elementary (met AYP 08-09) Holding 1 st year of improvement-SC	540093000750			√		
Monroe 5400960	Mountain View Elem./Middle Restructuring 2	540096001044			√		
Nicholas 5401020	Cherry River Elementary 2 nd year of improvement-SES	540102001263	√				
Preston 5401170	Kingwood Elementary (met AYP 08-09) Holding 2 nd year of improvement-SES	540117000907			√		
Randolph 5401260	George Ward Elementary (met AYP 08-09) Holding 1 st year of improvement-SC	540126000998			√		

Roane 5401320	Geary Elementary/Middle 1 st year improvement-SC Note: Moved from Tier III to Tier II based on interim guidance	540132001305		√			
Wood 5401620	Franklin Elementary Restructuring 2	540162000679	√				
Wood 5401620	Jefferson Elementary (met AYP 08-09) Holding restructuring 2	540162001157			√		
Wood 5401620	Van Devender Middle School Restructuring 2	540162001180			√		

According to West Virginia’s Accountability Workbook, “For the purpose of determining AYP, WV public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula outlined in W.Va. Code §18-9A-3 and W.Va. Code §18-9A-12. For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include **grades K-4, but does not contain grade 8 or higher**. A middle school is a school that does not meet the definition of an elementary school and **contains grade 8**, but does not contain grade 12. A high school is any school that **contains grade 12**”. West Virginia defines secondary schools as middle and high schools according to the definitions above.

For the purposes of identifying the lowest achieving schools, the West Virginia Department of Education used the all students group including those students who take the state’s assessment in reading/language arts and mathematics required under section 1111(b)(3) of the ESEA—i.e., students in grades 3 through 8 and 11. The “all students” group includes limited English proficient (LEP) students and students with disabilities, including students with disabilities who take an alternate assessment based on alternate academic achievement standards. All public schools in the state of WV were included. There are no charter schools in WV. West Virginia defined lack of progress as two consecutive years of not making adequate yearly progress in the all student subgroup, for school years 07-08 and 08-09. West Virginia identified the persistently lowest achieving schools by combining the percent proficient scores in the all subgroup for reading/language arts and mathematics and ranking the schools from lowest to highest. Both the academic achievement and the lack of progress were given equal weight when identifying the schools for each tier.

In determining “persistently lowest-achieving schools” for Tier I, WV identified the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, since this number was greater than 5% of the number of schools in improvement, corrective action, or restructuring. WV has no high schools in the state with a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60% over a number of years. Thus, no high schools in WV were added to Tier I. WVDE considered the addition of Tier I schools based on the changes brought by the Consolidated Appropriations Act, 2010. West Virginia declines the option to add any Tier I schools at this time. This decision is based on reviewing the lowest ten percent of the elementary schools in the state. This review indicates that two additional schools may be added to Tier I. Neither school was any higher achieving than the highest achieving Tier I schools identified by the SEA under the December 10th SIG final requirements. These schools will remain on the Tier III list.

In determining “persistently lowest-achieving schools” for Tier II, West Virginia identified the secondary schools that are eligible for, but do not receive Title I funds, that are among the lowest-achieving 10% of secondary schools. The original list of schools based on the lowest-achieving 5% of secondary schools was modified based on the Consolidated Appropriations Act, 2010. All schools identified for Tier II have a percentage of poverty above the respective district poverty rate and also above 40% poverty. WV utilized the guidelines from the *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965* to identify “persistently lowest-achieving schools” for Tier II. None of the schools added to the newly eligible list were any higher achieving than the highest achieving Tier II schools identified by the SEA under the December 10th SIG final requirements.

The schools on the Tier III list include the remaining 18 Title I schools identified for improvement, corrective action, or restructuring as per the *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965*. The option to add schools to Tier III was not applied due to a desire to adequately fund programs of sufficient size and scope in Tier I and Tier II schools.

B. Evaluation Criteria:

Part 1

West Virginia will require each LEA to address the three requirements listed in Part 1 of this SEA application prior to submitting an LEA application for a 1003(g) school improvement grant. The information will be submitted by the LEA as part of the requirements in a letter of intent to apply for a school improvement grant. Refer to sample letter to the districts in Appendix A. The SEA will evaluate the information provided by the LEA for requirements 1-3 listed below utilizing the evaluation tool found in Appendix B.

Requirement 1: The LEA has analyzed the needs of each Tier I, Tier II and Tier III school identified in the LEA’s application and has selected an intervention model (Tier I and Tier II) or activities (Tier III) for each school.

As part of the requirements for the WV five year strategic plans, each district and school in the State must annually complete and/or update a comprehensive needs assessment. The sections of the needs assessment require each district and every school to review and analyze data in the following categories:

- Overview of school AYP data
- External trend data
- Student achievement data
- Other student outcome data
- Analysis of culture, conditions and practices

Accordingly, to align the grant application with the current requirements for the needs assessment in the district and school strategic plans, each LEA submitting an application for 1003(g) school improvement funds must analyze the needs of each Tier I, Tier II and Tier III school identified in the LEA’s application using the indicators below.

Overview of school AYP data-Summarize the conclusions reached after examining AYP data.

- AYP status
 - Identification of the AYP targets the school met and missed
 - Student participation rate on State assessment in reading/language arts and mathematics by grade and subgroup
 - School improvement status and applicable sanctions
 - Number of **required** instructional days/minutes within the school year
 - Number of instructional days/minutes **fulfilled annually (excluding days of instruction lost for inclement weather or other emergencies)**

External trend data-Summarize the conclusions reached after examining external trend data.

- Local demographic trends are reviewed for the impact on student achievement.
 - District and school poverty rates
 - Mother's educational level
 - Number of college graduates in the district
 - Median age of district population
 - Substance abuse
 - Unemployment rate
 - Mobility rate of students
 - Readiness for School Indicators
 - Number of pre-k centers and pre-k enrollment

Student achievement data-Summarize the conclusions reached after examining student achievement data.

- Assessment Data

Data analysis includes review of student achievement trends over time from several data sources, not just WESTEST 2 scores.

 - Percentage of students at or above each performance level on State assessments in reading/language arts and mathematics by grade and subgroup
 - Average scale scores on State assessments in reading/language arts and mathematics by grade, for the "all students" group, for each performance level and for each subgroup
 - Percentage of limited English proficient students who attain English language proficiency
 - Number of classes utilizing Acuity, Writing Road Map and techSteps and the benchmark results from these assessments
 - Results of PLAN and EXPLORE assessments (if applicable)
 - Comparative gap analysis for all subgroups
- Classroom Performance
 - Number of students failing reading and mathematics per grade level
 - Grade distribution per teacher (i.e., % of A, B, C, D, and F)

Other student outcome data- Summarize the conclusions reached after examining other student outcome data.

- Dropout rates (if applicable)
 - Attendance-average daily rate per school and the percentage of students who attend school 80% of the time or less
 - Number of students receiving at least one out-of-school suspension
 - Math courses the students completed in grades 9 and 10
 - Student enrollment in the school
 - Student-teacher relationships
 - Number of times a student has been retained

Discuss the correlation (if any) drawn from the items above and the dropout rate.
- Promotion/retention rates
- Discipline referrals and reasons for office referral
- Discipline referrals by teacher

Analysis of culture, conditions and practices- Summarize the conclusions reached after examining culture, conditions and practices data.

- School culture and governance
 - Cultural Topology or Cultural Survey results conducted by the State System of Support (SSOS)
 - Current governance structure – presence of engaged principals, teacher input into decision-making, the organization of teachers by teams
 - Number of administrators in the building, definition of roles, years experience, specialized training and advanced degrees
 - Parent training and support for families
 - Degree of meaningful parent involvement and amount/frequency of communication with parents
- Instructional practice
 - Instructional Practices Inventory conducted by the SSOS
 - Use of standards-based instructional practices and formative assessments
 - Availability of current technology and degree to which technology is integrated into instruction
 - Questionnaires or classroom observations completed by staff or external evaluators
 - Results of classroom walkthroughs
- Highly qualified teacher data
 - Use of professional and paraprofessional staff to support students
 - Number of content and program specialists (e.g., counselors, health staff and social workers)
 - Teacher average monthly attendance rates

- Sustained, research based school professional development plan based on individual school needs

Root Causes

After the data has been examined and analyzed each school is required to determine the root causes from the results of the needs assessment. The root causes are identified for the following areas:

- Administrator(s) and teachers (i.e., teacher qualifications, number of years experience)
- Curriculum and resources (i.e., use of Teach 21 and balanced assessment system)
- Master schedule, classroom schedules and classroom management/discipline
- Students and parental involvement

Determining root causes means moving from problem finding to problem solving.

Examine Possible Reasons for Not Meeting Objectives Ask “WHY?” Five Times			
Curriculum and Resources	Schedule and Classroom	Administrator(s) and Teachers	Students and Parental Involvement

Selection of an Intervention Model

Based on the needs assessment and determination of root causes, identify an intervention model for each Tier I and Tier II school the district elects to serve. The justification for the selection of a specific model must be described in a narrative.

Below are questions the LEA should consider in the selection of an intervention model.

Turnaround Model

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA assign effective teachers and leaders to the lowest achieving schools?

3. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
4. How will staff replacement be executed—what is the process for determining which staff remains in the school and the process for selecting replacements?
5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?
6. What supports will be provided to staff being assigned to other schools?
7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
8. What is the LEA’s own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?
9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?
10. What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?

Restart Model

1. Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?
2. Will qualified community groups initiate a home grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served—home grown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure and restart of the school?
5. How will support be provided to staff that are reassigned to other schools as a result of the restart?
6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
7. What is the LEA’s own capacity to support the charter school with access to contractually specified district services and access to available funding?
8. How will the SEA assist with the restart?
9. What performance expectations will be contractually specified for the charter school, CMO, or EMO?
10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met?

Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA enable the new leader to make strategic staff replacements?
3. What is the LEA’s own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
5. What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

School Closure Model

1. What are the metrics to identify schools to be closed?
2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?
7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
8. What supports will be provided to recipient schools if current staff members are reassigned?
9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
11. How will the LEA track student progress in the recipient schools?
12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
13. How does school closure fit within the LEA's overall reform efforts?

Requirement 2: The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

According to WV Code §18-2E-5, capacity is defined as a course of action for improving education by which resources are targeted strategically to improve the teaching and learning process. Development of electronic school and school system strategic improvement plans, pursuant to subsection (b) of this section, is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school and school system performance. The code further states, "When deficiencies are detected through the assessment and accountability processes, the revision and approval of school and school system electronic strategic improvement plans shall ensure that schools and school systems are efficiently using existing resources to correct the deficiencies. When the state board determines that schools and school systems do not have the capacity to correct deficiencies, the state board shall work with the county board to develop or secure the resources necessary to increase the

capacity of schools and school systems to meet the standards and, when necessary, seek additional resources in consultation with the Legislature and the Governor.”

Specifically, the WVDE Title I office will determine LEA capacity through an evaluation of the district’s ability to plan, implement and target resources strategically to the teaching and learning process. Each LEA must complete a self analysis of the capacity it has to assist the low performing schools in the implementation of the selected intervention. This will be determined utilizing a scale of 1-3 ranking from poor (1), satisfactory (2) and commendable (3) for the following criteria:

District Capacity Index

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
LEA governance	State takeover district	Limited SEA intervention	No SEA intervention	
Title I audit reports	Findings in areas requiring a repayment of funds	Findings in areas noted-repayment of funds not required	No findings in the fiscal area	
LEA overall achievement ranking	Bottom (5% = 3 districts)	Middle (70% = 38 districts)	Top (25% = 14 districts)	
Approval of the district strategic plan by the SEA (entire plan, not just the Title I section)	Not approved by the SEA	Approved by the SEA with revisions	Approved by the SEA without revisions	
Percentage of Title I schools that met AYP in the last testing cycle	0-50% of the Title I schools met AYP.	51-75% of the Title I schools met AYP.	76-100% of the Title I schools met AYP.	
Development of schools as professional learning communities	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., parents; representatives of institutions of higher education; representatives of RESA or representatives of outside consultant groups) Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	
			Total Points	

Districts must obtain a score of 20 out of 24 possible points to demonstrate capacity to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA’s application in order to implement fully and effectively the selected intervention/activities in each identified school.

Requirement 3: Each LEA intending to apply for the competitive 1003(g) school improvement funds will submit a preliminary budget to implement the selected intervention fully and effectively in each Tier I and Tier II school in the application. Further, for each Tier III school an estimate of the funds needed to conduct school improvement activities shall be included in the preliminary budget. The preliminary budget shall cover the period of availability of these funds (SY10-11; SY11-12; and SY12-13) 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.

An LEA serving Tier I and Tier II schools receives priority for full funding in the SEA competitive award process. Districts serving only Tier III schools may receive less than the maximum amount that an SEA may award to an LEA for each participating Title I school, based on SEA allocation and the number of districts which submit an application. Each Tier III school funded in this competitive process will receive at least \$50,000 per year as required in NCLB section 1003(g). Note that the proposed allocation for each school served depends on the interventions to be carried out and level of benefits provided, and not on the funding generated by the school under the statute.

The budget should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.

2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years.
3. The budget must be planned as a minimum of \$50,000 not to exceed 2 million dollars per year per school.
4. The SIG portion of school closure costs may be lower than the amount required for the other models and will **be granted for only one year**.
5. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools and support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.
6. The number of Tier III schools that the LEA commits to serve and the services or benefits the LEA plans to provide to these schools over the three-year grant period.

Preliminary Budget Form

District Name:

School Name by Tier	Intervention Models: Select the model that will be implemented in each Tier I and Tier II school.			
	Turnaround	Restart	Closure	Transformation
Tier I School:				
Tier II Schools:				
Tier III Schools:	Not applicable to Tier III schools.			

Complete a separate table for each Tier I or Tier II school. Estimate the amount of funds required to implement the intervention model selected for each school.

School Name:	Tier:			
Turnaround Model	Year 1	Year 2	Year 3	Total
Replace the principal				
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment				
Screen all existing staff and rehire no more than 50 percent of existing staff				
Select new staff				
Implement strategies to recruit, place and retrain staff				
Provide high quality, job-embedded professional development				
Adopt a new governance structure				
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				
Promote continuous use of student data to inform and differentiate instruction				
Establish schedules and implement strategies to increase learning time				
Provide appropriate social-emotional and community-oriented supports for students				
Additional options (specify activities) Any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy)				
Total:				

Restart Model	Year 1	Year 2	Year 3	Total
Convert or close school and reopen under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.				
Enroll, within the grades it serves, any former student who wishes to attend the school.				
Total:				
School Closure Model				
School Closure Model	Year 1	Year 2	Year 3	Total
Close the school		n/a	n/a	
Enroll the students in other higher-performing schools in LEA		n/a	n/a	
Total:		n/a	n/a	
Transformation Model				
Transformation Model	Year 1	Year 2	Year 3	Total
A. Develop teacher and school leader effectiveness				
Replace the principal				
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth				
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate				
Provide high quality, job-embedded professional development				
Implement strategies to recruit, place and retain staff				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				
B. Comprehensive instructional reform programs				
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				
Promote the continuous use of student data to inform and differentiate instruction				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				
C. Increasing learning time and creating community-oriented schools				
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools				
Provide ongoing mechanisms for family and community engagement				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				

D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach				
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA				
Provide intensive technical assistance and related support from a designated external lead partnership organization				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				
Total for Transformation Model:				

Complete a separate table for each Tier III school. Estimate the amount of funds required to conduct school improvement activities.

School Name:				
List School Improvement Activities	Year 1	Year 2	Year 3	Total
Total:				

Part 2

The SEA will assess the actions an LEA may have taken prior to submitting a grant application and those conducted after receiving the grant.

1. Design and implement interventions consistent with the final requirements.
 - Each LEA will complete a letter of intent to apply for the grant including requirements 1-3 of evaluation criteria part one.
 - Each LEA will participate in technical assistance grant writing sessions conducted by the SEA.
 - The SEA will evaluate the final application utilizing a rubric to ensure it includes all components of the selected intervention model for Tier I and Tier II schools. Tier III schools will be evaluated according to the degree to which the selected activities align with the school’s strategic plan goals.
 - Technical assistance will be provided through the State System of Support process, the Title I Office and the Office of Organizational Effectiveness and Leadership.

2. Recruit, screen, and select external providers, if applicable, to ensure their quality.
 - LEA will develop procedures and a timeline to recruit, screen, and select external providers. The process must include input from a variety of stakeholders.
 - The LEA will provide a written explanation to the SEA outlining how the selected external provider meets the identified needs of the school. A copy of a sample contract, a copy of the projected work plan to be completed annually by the external provider and a description of how the LEA will evaluate the effectiveness of the external provider must also be provided.

3. Align other resources with the interventions.
 - The detailed budget narrative the LEA submits as part of the grant application 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.

4. Modify its practices and/or policies, if necessary, to enable it to implement the interventions fully and effectively.
 - The LEA will provide evidence that a review of district and school policies has been completed to ensure alignment with the selected interventions. Evidence will include copies of agendas and faculty senate minutes. If changes are required, additional documentation would include revised versions of policies and/or procedures and minutes of BOE meetings where the revised policies were approved.

5. Sustain the reforms after the funding period ends.
 - The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform changes will be institutionalized within the school setting.

The SEA will evaluate the LEAs ability to sustain the reform efforts by considering the following items:

 - Level and amount of technical assistance the LEA provides to the school in each year of the grant funding-It is expected that the LEA would provide intensive technical assistance the first year with decreasing amounts in the next two years.
 - Commitment to examine budgets to determine how the improvement efforts established can be sustained-This may require an adjustment in how current funding is being utilized.
 - Contract with the external partner/turn around specialist would provide a component to provide professional development for both the LEA level and the school level staff to ensure the practice is institutionalized and may continue to be monitored by the LEA after the contract ends.

C. Capacity: The narrative below describes how WV will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

Once the SEA determines the schools which are eligible for a competitive 1003(g) school improvement grant, the Deputy State Superintendent, State Title I Director and the Director of the Office of Organizational Effectiveness & Leadership (responsible for the SSOS) will arrange a conference call with each district superintendent to discuss the schools identified for Tiers I, II and III and explain the requirements and timelines. The district superintendents will be informed that an LEA with the intention of applying for a competitive 1003(g) school improvement grant must serve each of its Tier I and Tier II schools using one of the four school intervention models specified in the regulations, unless the LEA demonstrates that it lacks sufficient capacity to do so. Letters (refer to sample letter to the districts in Appendix A) will be distributed to each district superintendent explaining the three requirements which must be submitted prior to the submission of the grant application.

The capacity index included in Section B, Part 1 Requirement 2 will be submitted by the LEA to the SEA with the information required in Part 1. Upon receipt of the information for the three requirements in Part 1, the SEA will analyze the results of the capacity index included in Section B, Part 1 Requirement 2 to determine the LEA's overall capacity to lead the school improvement efforts. Thus, an evaluation of the district capacity will be completed prior to the district submitting a final application.

Even though WV has a small number of schools identified for Tier I (5 schools) and Tier II (12 schools), a lack of capacity may be an issue for this state. Since the five Title I Tier I schools are all located in different districts, no district in WV has more than one Tier I school in which to implement one of the four school intervention models. However, three districts have two or more schools in Tier I and/or Tier II (i.e., Kanawha, Lincoln and McDowell) which are also required to implement one of the four intervention models. These districts may not have sufficient capacity to serve all identified schools in Tier I and Tier II in this round of school improvement grants. Additionally, two of these three districts (i.e., Lincoln and McDowell) are currently under state takeover.

Should a district elect not to apply for the competitive funding under NCLB Section 1003(g), an individual contact will be made with the district superintendent to ascertain the reasons. If an LEA claims it lacks sufficient capacity to serve Tier I or Tier II schools, the SEA will evaluate the sufficiency of the LEA's claim. Furthermore, the SSOS and the SEA Title I office will provide technical assistance to the LEA to build capacity, write the grant application and plan for the implementation and evaluation of the grant.

D. Descriptive Information: An SEA must include the information set forth below.

1. Below is the process and timeline the WVDE will use for approving LEA applications.

Step One: A meeting was held on December 21, 2009 with the SEA and the superintendents of the LEAs at which time the list of schools that would be eligible to participate in both the Race to the Top and 1003(g) grant opportunities was presented. During the week of January 19-22, 2010, the WVDE Deputy Superintendent made phone calls to inform each LEA of their eligibility to receive 1003(g)

funding. Additionally, LEA superintendents were informed that Tier I and Tier II schools must implement one of the four intervention models.

Step Two: An overview of the 1003(g) grant program and a review of the letter of intent to apply will be conducted with pertinent superintendents on February 25, 2010. This same overview will be conducted with applicable LEA directors during the spring Title I conference on March 9, 2010. The letter of intent to apply, including all three requirements, will be due to the SEA Title I office April 9, 2010.

Step Three: A grant writing workshop will be held with the LEAs on April 21-22, 2010. The first day will be used to review the grant application step by step. The next day will be available for the LEAs to use for grant writing with technical assistance from Title I staff members. The grant application will be due to the SEA on or before May 25, 2010.

Step Four: The competitive grant proposals will be reviewed by SEA Title I staff members utilizing a rubric (Appendix C). Any grant proposal that does not meet the minimum threshold as determined through a review will be returned to the LEA with specific suggestions for improvement. Title I school improvement coordinators will provide additional technical assistance as needed.

Step Five: Each LEA team will present their competitive grant proposal and answer clarifying questions posed by WVDE staff members. Final determination of successful grant awardees will be based on the grant application and the presentation. All approved LEA grants will be awarded by July 6, 2010.

Step Six: Once the grants have been awarded, onsite technical assistance will be provided by the SEA Title I school improvement coordinators during late July, August and September, 2010 to each Tier I, Tier II and Tier III school receiving a grant. The district leadership team and school leadership team will begin a process to rewrite school strategic plans to reflect the selected school improvement model or activities adjust the achievement goals and identify the steps and timeline for implementing the model.

2. Provided below is the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's school improvement grant if Tier I and Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in Section III of the final requirements.

The SEA will review the WESTEST 2 results each August to determine whether the schools have made the progress specified on goals in the LEA grant applications. Furthermore, the SEA will review the specified progress on the leading indicators specified in Section III of the final regulations as reported by the LEAs. West Virginia recognizes that it will be difficult for a persistently low performing school to show improvement in academic achievement in the first year of implementation of one of the intervention models. Even if a Tier I or Tier II school does not meet the annual student achievement goals established by the LEAs, the SEA may renew the LEA's SIG application for that school if the school is making progress toward meeting the goals and leading indicators. In making

this decision, the SEA will also consider the fidelity with which the school is implementing the selected intervention model.

3. Provided below is the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's school improvement grant if one or more Tier III schools in the LEA are not meeting those goals.

The SEA will review the WESTEST 2 results each August to determine whether the schools have made progress specified for goals in the LEA grant application. Furthermore, the SEA will review the specified progress on the leading indicators specified in Section III of the final regulations as reported by the LEAs. The SEA will renew the SIG applications for funding in Tier III schools provided the school meets or makes progress toward the goals established by the LEA and approved by the SEA.

4. The West Virginia Department of Education Title I school improvement coordinators will regularly monitor to ensure that each LEA receiving a grant is implementing a school intervention model fully and effectively in Tier I and Tier II schools.

The WVDE School Improvement Model will be utilized to assist the SEA in this monitoring process. This model includes clearly defined components as related to each of the three tiers:

- Governance
- Identification
- Protocols and Expectations
- Progress Determinants
- Data Collection
- Essential Components and Capacity Building
- Human Resource Capacity Building
- Options
- Monitoring
- Evaluation and Consequences

As indicated on the WVDE 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.

5. The explanation below describes how the SEA will prioritize school improvement grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

The SEA will prioritize school improvement grants to LEAs if sufficient school improvement funds are not available for all the schools for which the LEA applies to serve. Priority will be given first to LEAs with Tier I and Tier II schools. If grant funds are not sufficient to serve all Tier I and Tier II schools for which LEAs apply then the following criteria will be utilized to determine which LEAs have the greatest need and strongest commitment:

- one or more schools in Tier I or Tier II
- a total score of twenty or more points on the capacity index
- inclusion of a signed assurance statement that the LEA will fully implement one of the rigorous intervention models
- LEAs with schools in the bottom 5% of achievement in reading and mathematics
- Total score received on the LEA application and presentation

6. The criteria the SEA intends to use to prioritize among Tier III schools in LEAs are listed below.

The SEA will use the following to prioritize among Tier III schools:

1. Tier III schools selecting one of the four intervention models will be given first priority.
2. The second priority will be given to schools further along in school improvement sanctions and they will be considered for higher levels of funding.

7. The SEA does not intend to take over any Tier I or Tier II schools.

See comments below item 8.

8. The SEA does not intend to provide services directly to any schools in the absence of a takeover.

The provisions in items 7 and 8 are not applicable to WV at this time. However, according to West Virginia State Code §18-2E-5 and West Virginia Board of Education Policy 2320, West Virginia has the legal authority to intervene directly in both low-achieving schools and districts.

State code and Policy 2320 authorize the West Virginia Board of Education to assign a school low performing accreditation status when the school falls below the criteria for full accreditation in three of the following performance measures: student achievement; participation rate; attendance rate or graduation rate. Whenever a school is issued low performing status, the West Virginia Board of Education appoints a team of improvement consultants to make recommendations to the Board within 60 days. If the school's low performance continues six months after the recommendations have been received by the school district, the West Virginia Board of Education appoints a monitor to the school, who will be paid by the school district. The monitor will work in the school, collaboratively with school leadership, to bring the school to full accreditation status.

If the low performance continues one year after the appointment of a monitor, the West Virginia Board of Education is authorized to intervene directly in the operation of the school. This intervention may include, but is not limited to, establishing instructional programs, taking such direct action as

may be necessary to correct the low performance, removing the principal, and replacing administrators and principals in low performing schools in districts in nonapproval status with individuals determined by the state superintendent to be the most qualified for the positions. The state board of education may choose to appoint a monitor to assist the school principal after state intervention in the operation of the school has been completed.

The West Virginia Board of Education has requested that the state legislature modify the state code in 2010 to enable the WVDE to intervene more quickly and more directly in schools than is possible through current policy. Further, the West Virginia Board of Education has requested the inclusion of an additional condition that would cause a school to receive low performing accreditation status – that the school’s results on the most recent statewide assessment in reading and math place the school in the bottom 5% of performance at their programmatic level.

E. Assurances: The SEA must provide the assurances set forth below.

By submitting this application, WV assures that it will do the following:

1. West Virginia will comply with the final requirements and ensure that each LEA carries out its responsibilities.
2. West Virginia will award each approved LEA a school improvement grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application that the SEA has determined the LEA has the capacity to serve.
3. West Virginia will apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
4. Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds (depending on the availability of appropriations), and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
5. Ensure, if the SEA is participating in the Department’s differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
NOT APPLICABLE FOR WEST VIRGINIA
6. West Virginia will monitor each LEA’s implementation of the interventions supported with school improvement funds as described in the SEA application.

7. To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

NOT APPLICABLE FOR WEST VIRGINIA

Note: This option is not currently available in West Virginia because there is not a charter school law. If a charter school law is passed in the future this may be an option for struggling schools in West Virginia.

8. West Virginia will post on its Website, within 30 days of awarding school improvement grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
9. West Virginia will report the specific school-level data required in Section III of the final requirements.

F. SEA Reservation: As permitted, WV will reserve an amount not to exceed five percent of its school improvement grant for administration, evaluation, and technical assistance expenses.

The allowed administrative reserve was issued to WV in two grants:

1. CFDA #84.377A - \$168,476.00
2. CFDA # 84.388A- \$926,535.00

The activities related to administration, evaluation, and technical assistance that WV plans to conduct with the State-level funds it has received from its school improvement grant are described for each of the grants received.

CFDA #84.377A - \$168,476.00

The grant for \$168,476.00 will support a .5 FTE salary and fixed charges for three years for a Coordinator for Research and Evaluation in the Office of Assessment, Accountability and Research. The Title I staff is a component of the accountability section of this larger office. Therefore, the Coordinator for Research and Evaluation will work in direct association with the Title I staff and the schools receiving the 1003(g) school improvement grants to complete evaluation studies.

For each year (SY10-11; SY11-12; SY12-13), \$37,915 will be allocated annually for salary cost and approximately \$14,000 per year will be allocated for fixed charges. Indirect costs are estimated at \$11,750.00 for the length of the grant, leaving a remaining balance of \$981.00 for any travel costs incurred by the coordinator.

The duties and responsibilities as described in the WVDE job posting for the Coordinator for Research and Evaluation are as follows:

1. Assume responsibilities for conducting formative and summative evaluations for various programs both short term and long term, costing all projects, maintaining budgets, and a variety of different assignments.
2. Assist in the development of research projects and/or studies in terms of final products.
3. Assist in the development and execution of the day-to-day research and evaluation activities.
4. Develop research instruments (surveys, interview protocols, focus group protocol/questions, etc.).
5. Conceptualize and plan research and evaluation activities and studies for diverse clients, select samples, specify procedures for data collection and data entry/capture/cleaning and verification.
6. Conduct appropriate statistical analysis of collected data.
7. Complete data analysis, report preparation, and dissemination of research findings.
8. Defend studies/findings to the WV State Board and general public.
9. Provide research on national issues, state issues and develop and prepare publications for public dissemination.
10. Develop research and write white papers, evaluations, publications, etc.
11. Develop and deliver local, state and national presentations relevant to evaluation and research.
12. Demonstrate superior skills with data analysis software, (i.e., SAS or SPSS) and possess strong technology skills and understanding of data collection systems.

CFDA # 84.388A - \$926,535.00

The grant for \$926,535.00 will support 1.0 FTE salary and fixed charges for three years for a Title I Coordinator for School Improvement in the Office of Assessment, Accountability and Research. The Title I School Improvement Coordinator will work in direct association with the Title I staff and the schools receiving the 1003(g) school improvement grants providing assistance with the SEA administration of the 1003(g) grants, onsite technical assistance to the districts and schools receiving the grants, and will also be responsible for assisting with monitoring the implementation of each grant.

For each year (SY10-11; SY11-12; SY12-13), \$75,830.00 will be allocated annually for salary cost and approximately \$23,000 per year will be allocated for fixed charges. Indirect costs are estimated at \$64,600.00 for the length of the grant, leaving a remaining balance of \$565,445.00.

The duties and responsibilities as described in the WVDE job posting for the Title I Coordinator for School Improvement are as follows:

1. Provide leadership in writing and evaluating grants for school improvement.
2. Provide onsite technical assistance for districts and schools receiving the 1003(g) school improvement grants.
3. Provide leadership for identifying staffing patterns and staff utilization necessary for successful restructuring.
4. Assist school administrators in building a master schedule for restructuring a school and designing a school based professional development plan that is high quality and job embedded (professional learning communities).
5. Provide and coordinate technical assistance to schools based upon data, on-site reviews, Department initiatives, reports, and other audits of educational programs delivered by county school districts.

6. Assist school administrators and teachers with the implementation of the CSOs, including identifying appropriate professional development for all relevant staff and a monitoring process for continuous improvement.
7. Assist school administrators in designing and using a balanced assessment system to inform and differentiate instruction.
8. Assist school staff in seeking appropriate social-emotional and community oriented services and supports for students.
9. Assist school staff in monitoring and evaluating the progress of the implementation of the revised school strategic plan and the grants issued under NCLB Sections 1003(a) and 1003(g); collect appropriate program data.
10. Work collaboratively with other Department offices to ensure that technical assistance is provided to the Title I schools identified for improvement in collaboration with the assistance provided under the state system of support.
11. Communicate Title I school improvement initiatives through written materials, training programs and workshops.
12. Conduct Title I school improvement workshops at the SEA, LEA and school levels.

The remaining balance of \$565,445.00 will be braided with the 5% allowable reserve from the 1003(a) school improvement funds to provide technical assistance in writing, implementing and monitoring the results of the implementation of the activities identified in the 1003(g) school improvement grants.

The 1003(g) school improvement grants provide an opportunity to invest unprecedented federal funds into efforts to transform the lowest-achieving schools in WV. Developing the 1003(g) grant proposal have also presented WV the opportunity to reflect on what has worked in the past, to identify current challenges, and to design a strategy for transforming teaching and learning in WV.

Specifically, technical assistance and professional development will be aligned with the requirements of NCLB Section 1116 and the WV Standards for High Quality Schools. One of our successes over the past five years has been the development of the WV Standards for High Quality Schools (Appendix D). These standards were developed to guide the process of state intervention in low-achieving schools. However, WV now realizes that these standards should drive the work of continuous improvement in all schools throughout the state. Creating consistency in school and district expectations will bring a concentrated focus and a common language regarding the components of a high performing school and school system. All schools will be at a different level of implementation of the WV Standards for High Quality Schools and thus will need different levels of support, but the goal of excellence should be the same for all schools. These standards will be finalized and adopted by the WV State Board of Education in 2010 and will then be used in all schools throughout the state to guide school improvement planning, to structure accountability/compliance systems, and to drive the needs assessment process in struggling schools. The SEA will also align our work around these standards.

The purpose of the 1003(g) school improvement grants is to provide funding for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make AYP and exit

improvement status. Furthermore, school improvement funds are to be focused on each State's persistently lowest-achieving schools. Therefore, the technical assistance and professional development provided for the identified schools will also align with the listed below.

In order to build on the foundation of our past success, three goals and suggested activities have been identified, which are designed to improve student achievement in low-achieving schools:

Goal 1: Build the capacity of the SEA and LEAs to drive transformative interventions in low-achieving schools through the following activities:

- Engage external supporting partners to help LEAs build their capacity to support the transformation of struggling schools.
- Realign and expand the current capacity of the state system of support structure to monitor the process of transformation at all struggling schools in the state and build capacity at the Regional Education Service Agency (RESA) and LEA levels.
- Build strong teams to support struggling schools at the RESA, LEA and the school levels.
- Design a Whole Child Early Warning System and a Whole School Early Warning System that enable multiple users to use data to drive the school improvement process (To be developed by the WVDE Office of Information Systems utilizing funding from the State Longitudinal Data System grant).
- Utilize an evaluator to design a rigorous evaluation and report formative results annually for 2 years and summative results at the end of year 3.

Goal 2: Strengthen teacher and leader effectiveness in low-achieving schools in order to improve the quality of instruction through the following activities:

- Develop criteria for WVDE turnaround specialist certification/endorsement and provide training to individuals interested in acquiring the certification.
- Implement the structures, supports, and professional development that teachers need to be successful in professional learning communities.
- Provide professional development designed to assist teachers in implementing the Content Standards and Objectives utilizing standards based instructional strategies.

Goal 3: Develop comprehensive systems of support in low-achieving schools through the following activities:

- Provide a schoolwide system of differentiated supports for struggling students and students with disabilities.
- Establish school-based case management teams to identify non-academic issues for struggling students and then align the appropriate supports and services to the students' needs.

West Virginia is committed to transforming as many schools as possible over the next three years with intensive interventions supported by 1003(g) school improvement grants.

G. Consultation with Stakeholders: The WV Department of Education consulted with its Committee of Practitioners (COP) and with other stakeholders regarding its application for a school improvement grant before submitting the application to the Department.

- The SEA consulted with its COP regarding the information set forth in its application. The draft grant application and related documents were shared with the COP and members provided input and suggested revisions.
- The SEA also consulted with other relevant stakeholders, including a representative group of LEA district Title I directors, members of the WVDE State System of Support and the Office of Organizational Effectiveness and Leadership and consultants from Learning Points Associates. Learning Points is a nonprofit educational consulting organization which worked in collaboration with the WVDE to develop the application. Careful consideration has been given to the coordination of these two grant applications and the work of the WVDE State System of Support.

H. WAIVERS: The WVDE requests waivers of the requirements set forth below.

These waivers would allow any local educational agency (LEA) in the State that receives a school improvement grant to use those funds in accordance with the final requirements for school improvement grants and the LEA's application for a grant.

West Virginia believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II and Tier III schools by enabling an LEA to effectively use the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to substantially raise the achievement of students in WV's persistently lowest-achieving schools.

- Extending the period of availability of school improvement funds.
Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.
- "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.
Note: Request for this waiver is not applicable to WV. All schools identified as Tier I schools are currently implementing a schoolwide program and exceed the 40 percent poverty threshold.

The waiver to serve a Tier II school is no longer needed as per the Consolidated Appropriations Act of 2010.

West Virginia will include the list of waivers for which it applied in the LEA application. Each district will be required to identify waivers that the LEA will implement. If the LEA does not intend to implement all the waivers with respect to each applicable school, the LEA must indicate for which schools it will implement the waivers.

West Virginia assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section I.A.7 of the final requirements.

West Virginia assures that it will permit an LEA to 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 may only implement the waivers(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

West Virginia assures that it will ensure that any LEA implementing the waiver of sections 1003(g)(1) and (7) provides each Tier II school served through the waiver all of the State and local funds it would have received in the absence of being served with school improvement funds through the waiver.

West Virginia assures that, prior to submitting this request in its school improvement grant application, the State provided all LEAs in the State that are eligible to receive a school improvement grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs (Appendix E). The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (Appendix F).

West Virginia assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

Comments Concerning the SIG Waivers

Districts were notified of the SEA's intent to apply for waivers related to the SIG application. Below are the comments received from the districts:

- Thank you for your thoughtfulness in requesting a waiver for Sections 421(b) of the General Education Provisions Act and Sections 1116(b)(12) and 1003(g)(1) and (7) of the ESEA. Extending the period of availability of school improvement funds and allowing a Tier I school who implements a turnaround model to “start over” is based on sound educational research as well as experience. Successful, sustainable improvement takes time. LEAs also need the flexibility to serve needy Tier II schools when appropriate.
- It seems like the proposed waiver requests would allow for the funds to be used thoughtfully to improve student achievement.

- Kanawha County Schools Title I program applauds your efforts on seeking these waivers for the School Improvement Funds. The extension of time available to districts to have funds available as well as permitting LEAs to use funds to serve Tier II schools will assist districts in providing a much more comprehensive approach to school improvement. Thank you for pursuing these waivers to help our schools.
- Thank you for forwarding the information regarding the School Improvement Grants authorized under section 1003(g) of Title I for use in Title I schools identified for improvement, corrective action, or restructuring. Clay County Schools gives our fullest support to the waiver requests the West Virginia Department of Education is seeking from the federal government. We believe that these waiver requests, if granted, would allow Clay County Schools the flexibility to use the funding more effectively and to have a greater impact on student achievement. Moreover, we believe that this grant will greatly enhance our ability to increase student achievement and help struggling schools obtain adequate yearly progress and exit improvement status.

Thank you very much for working with us in Clay County to provide a quality Title I program for our youth. Through the special efforts and assistance of the WVDE, our Title I program is stronger than at any time in the history of Clay County Schools. We will be anxiously waiting to learn whether or not the proposal is approved.

- A waiver to extend the availability of funds to September 13, 2013 will allow the local education agencies more time to study what changes are required and how to expend funds in a manner that will achieve results. Greater thought and time to do it will allow the schools more time to try a new concept and time to correct any areas that are not working at first but may if given time and money to do so.
- Tier I schools have not been successful in the past; if they are not allowed to start over on the timeline they are again behind the curve with the other schools. They already have enough to deal with, or they would not be in Tier I, so a new start will at least help with morale and not dwell on past mistakes.
- Wood County Schools supports the waivers being requested by the West Virginia Department of Education. Increasing the period of availability will enable us to be sure that the funds are used appropriately for sustained improvement initiatives.

We currently have a school on improvement status that has made AYP every other year for the past 6 years. Unfortunately, they are on the wrong side of the every other year pattern and are still on improvement. Being able to “start over” as indicated in Wavier #2, would allow them to be on the right path for school improvement.

I did not comment on the third waiver as we do not have any schools in Tier II status. However, we support you in that regard.

Appendix A: Letter Regarding the Intent to Apply for 1003(g) School Improvement Grant

To: Select District Superintendents
Select District Title I Directors

From: Jan Stanley, State Title I Director

Date: insert date

Re: Title I, Part A 1003(g) School Improvement Grants

The school improvement grants (SIG) program is authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Under section 1003(g)(1) of the ESEA, the Secretary must “award grants to States to enable the States to provide subgrants to local educational agencies for the purpose of providing assistance for school improvement consistent with section 1116.”

From a grant received pursuant to that provision, a State educational agency (SEA) must subgrant at least 95 percent of the funds it receives to its local educational agencies (LEAs) for school improvement activities. In awarding such subgrants, an SEA must “give priority to the local educational agencies with the lowest-achieving schools that demonstrate (A) the greatest need for such funds; and (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational improvement, corrective action and restructuring plans under Section 1116.”

The regulatory requirements expand upon these provisions, further defining LEAs with the “greatest need” for SIG funds and the “strongest commitment” to ensuring that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in WV. “Persistently lowest-achieving schools” as determined by WV, means:

- (a) Any Title I school in improvement, corrective action, or restructuring that
 - (i) Is one of the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State and

- (b) Any secondary school that is eligible for Title I funds (either receiving funds or not) that
 - (i) Is among the lowest-achieving ten percent of secondary schools that did not make adequately yearly progress for the last two consecutive years or
 - (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.

A school that falls within the definition of (a) above is a Tier I school and a school that falls within the definition of (b) above is a Tier II school for purposes of using SIG funds under section 1003(g) of the ESEA. All other Title I schools identified for improvement, corrective action and restructuring compose the group of Tier III schools.

The West Virginia Department of Education (WVDE) records indicate your district has a school or schools which meet the criteria for Tier I, Tier II and/or Tier III schools. Refer to the chart below.

[Insert chart for respective district]

LEA Name NCES ID#	School Name	NCES ID #	Tier I	Tier II	Tier III
Barbour 5400030	Philippi Elementary 2 nd year of improvement-SES	540003000009			√

An LEA may apply for a 1003(g) school improvement grant if it has one or more schools that qualify under WV’s definition of a Tier I, Tier II or Tier III school. **Districts electing to apply for the school improvement 1003(g) grants, must complete each of the following prior to submitting an application.**

The LEA must:

- A. Identify the Tier I, Tier II and Tier III schools the LEA commits to serve based on the eligible list provided above
- B. Identify the school intervention model (turnaround, restart, closure, or transformation) the LEA will implement in each Tier I and Tier II school the district commits to serve (see Attachment 1 for descriptions of intervention models)
- C. For each Tier I, Tier II and Tier III school that the LEA commits to serve, demonstrate that the LEA has met the following three requirements:
 1. Has analyzed the needs of each school and provided a narrative of the needs assessment according to the information in Attachment 2
 2. Has selected an intervention model (Tier I and Tier II) or activities (Tier III) for each school based on the individual school’s needs assessment and identified root causes
 3. Has the capacity to enable each school to implement, fully and effectively, the required activities of the school intervention model it has selected as evaluated by the information in Attachment 3
- D. If the LEA is not applying to serve each Tier I school, explain why the district lacks capacity to serve each Tier I school.
- E. Determine a preliminary budget (see Attachment 4) indicating the amount of 1003(g) school improvement grant funds the LEA will use to address the following items:
 1. Implement the selected school intervention model in each Tier I school and Tier II school(s) it commits to serve
 2. Implement research-based activities in Tier III schools
 3. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I, Tier II and activities in Tier III schools

An LEA must establish annual goals for student achievement on the State's ESEA assessments in both reading/language arts and mathematics that will be used to monitor each school that receives SIG funds. Additionally, the United States Department of Education will hold each school receiving 1003(g) school improvement funds accountable for the following leading indicators:

- Number of instructional minutes within the school year
- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade level and student subgroup
- Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup
- Average scale scores on state assessments in reading/language arts and mathematics, by grade level, for the "all students" subgroup, for each achievement quartile and for each subgroup
- Percentage of limited English proficient students who attain English language proficiency
- Graduation rate (if applicable)
- Dropout rate (if applicable)
- Student attendance rate
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools or dual enrollment classes (if applicable)
- Discipline incidents
- Truants
- Distribution of teachers by performance level on an LEA's teacher evaluation system
- Teacher attendance rate

Districts who intend to file an application for the SIG program must submit a letter of intent to apply for the 1003(g) school improvement funds and the required information electronically to Jan Stanley at jstanley@access.k12.wv.us on or before April 9, 2010. Questions concerning this intent for application should be addressed to Jan Stanley at 304.558.7805.

Attachment 1: Description of the Intervention Models

School Closure:

- School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
- These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

West Virginia Applicability

West Virginia Board of Education Policy 6204 gives the State Superintendent of Schools the power to declare that there is a need for an emergency school closure. This power has not been used aggressively in the past, but WV will consider using this authority if closing a school within a district is the most appropriate intervention for the students at the school and the community.

Turnaround Model:

- Replace the principal and grant the newly assigned principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
- Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students by:
 - Screening all existing staff and rehiring no more than 50 percent, and
 - Selecting new staff.
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.
- 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.
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- Establish schedules and implement strategies that provide increased learning time (as defined in the final regulations-see definition below).
- Provide appropriate social-emotional and community-oriented services and supports for students.

A turnaround model may also implement other strategies:

- Any of the required and permissible activities under the transformation model.
- A new school model (e.g., themed, dual language academy).

West Virginia Applicability

It is important to note that both the school closure and the turnaround intervention options are complicated by the rural nature of the state. More than half of all WV schools are in rural areas and nearly 40 percent of students statewide are from rural areas, more than double the national average of 19.4 percent (Johnson & Strange, 2009, p. 80). Of the 55 school districts in WV, 25 support only one high school. In rural counties with small numbers of schools, school closure may not be a viable option, because students will not have another school to attend, if, for example, the one high school in their district is closed. The challenge posed by these small districts is also problematic for implementing the turnaround model because it will be difficult to replace the principal and more than fifty percent of the staff in districts that are currently struggling to fill all of their teaching positions with highly qualified teachers.

Restart Model:

- A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.
(A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)
- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

West Virginia Applicability

In the restart model, an LEA would close a school and reopen it under a charter school operator, a CMO, or an EMO. This option is not currently available in WV because there is not a charter school law. If a charter school law is passed in the future, this may be an option for struggling schools in WV.

Transformation Model - the LEA must implement each of the required activities:

1. Developing and increasing teacher and school leader effectiveness

Required activities - The LEA must complete the following actions:

- Replace the principal who led the school prior to commencement of the transformation model.
- Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
 - Take into account data on student growth (as defined in the final regulations-see definition below) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates, and
 - Are designed and developed with teacher and principal involvement.

- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
- Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Permissible activities - An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness:

- Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.
- Institute a system for measuring changes in instructional practices resulting from professional development.
- Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.

2. Comprehensive instructional reform strategies

Required activities - The LEA must complete the following actions:

- 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.
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Permissible activities - An LEA may also implement comprehensive instructional reform strategies:

- Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
- Implement a schoolwide “response-to-intervention” model.
- Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
- Use and integrate technology-based supports and interventions as part of the instructional program.

- In secondary schools (schools in WV with a grade 8 and/or a grade 12 as defined in the WV Accountability Workbook)
 - Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project, inquiry or design-based contextual learning opportunities), early-college high schools, dual enrollment programs or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students may take advantage of these programs and coursework.
 - Improve student transition from middle to high school through summer transition programs or freshman academies.
 - Increase graduation rates through research based initiatives (e.g., credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills).
 - Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

3. Increasing learning time and creating community-oriented schools

Required activities - The LEA must complete the following actions:

- Establish schedules and strategies that provide increased learning time (as defined below).
- Provide ongoing mechanisms for family and community engagement.

Permissible activities - An LEA may also implement other strategies that extend learning time and create community-oriented schools:

- Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.
- Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
- Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.
- Expand the school program to offer full-day kindergarten or pre-kindergarten.

4. Providing operational flexibility and sustained support

Required activities - The LEA must complete the following actions:

- Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
- Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Permissible activities - The LEA may also implement other strategies for providing operational flexibility and intensive support:

- Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.
- Implement a per-pupil school-based budget formula that is weighted based on student needs.

Local education agencies in WV with low-achieving Tier I and Tier II schools will choose from the four intervention models outlined by the U.S. Department of Education. The restart, school closure and turnaround options will be challenging to implement in the most rural districts in the state, but will be more realistic options in districts with larger numbers of schools. As there are not more than nine low-achieving Title I schools in any district in WV, the federal restriction on the use of the transformation model does not apply.

Definitions from the 1003(g) Final Regulations

1. Increased learning time

This is defined as using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Note: Research supports the effectiveness of well-designed programs that **expand learning time by a minimum of 300 hours per school year**. Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school.

2. Interim assessments

This is defined in WV as Acuity benchmark assessments which are administered three times per year.

3. Student growth

This is defined as the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

Attachment 2

Needs Assessment and Root Causes

Requirement 1: The LEA has analyzed the needs of each Tier I, Tier II and Tier III school identified in the LEA's application and has selected an intervention model (Tier I and Tier II) or activities (Tier III) for each school.

As part of the requirements for the WV five year strategic plans, each district and school in the State must annually complete and/or update a comprehensive needs assessment. The sections of the needs assessment require each district and every school to review and analyze data in the following categories:

- Overview of school AYP data
- External trend data
- Student achievement data
- Other student outcome data
- Analysis of culture, conditions and practices

Accordingly, to align the grant application with the current requirements for the needs assessment in the district and school strategic plans, each LEA submitting an application for 1003(g) school improvement funds must analyze the needs of each Tier I, Tier II and Tier III school identified in the LEA's application using the indicators below.

Overview of school AYP data-Summarize the conclusions reached after examining AYP data.

- AYP status
 - Identification of the AYP targets the school met and missed
 - Student participation rate on State assessment in reading/language arts and mathematics by grade and subgroup
 - School improvement status and applicable sanctions
 - Number of **required** instructional days/minutes within the school year
 - Number of instructional days/minutes **fulfilled annually (excluding days of instruction lost for inclement weather or other emergencies)**

External trend data-Summarize the conclusions reached after examining external trend data.

- Local demographic trends are reviewed for the impact on student achievement.
 - District and school poverty rates
 - Mother's educational level
 - Number of college graduates in the district
 - Median age of district population
 - Substance abuse
 - Unemployment rate
 - Mobility rate of students
 - Readiness for School Indicators
 - Number of pre-k centers and pre-k enrollment

Student achievement data-Summarize the conclusions reached after examining student achievement data.

- Assessment Data

Data analysis includes review of student achievement trends over time from several data sources, not just WESTEST 2 scores.

 - Percentage of students at or above each performance level on State assessments in reading/language arts and mathematics by grade and subgroup
 - Average scale scores on State assessments in reading/language arts and mathematics by grade, for the "all students" group, for each performance level and for each subgroup
 - Percentage of limited English proficient students who attain English language proficiency
 - Number of classes utilizing Acuity, Writing Road Map and techSteps and the benchmark results from these assessments
 - Results of PLAN and EXPLORE assessments (if applicable)
 - Comparative gap analysis for all subgroups
- Classroom Performance
 - Number of students failing reading and mathematics per grade level
 - Grade distribution per teacher (i.e., % of A, B, C, D, and F)

Other student outcome data- Summarize the conclusions reached after examining other student outcome data.

- Dropout rates (if applicable)
 - Attendance-average daily rate per school and the percentage of students who attend school 80% of the time or less
 - Number of students receiving at least one out-of-school suspension
 - Math courses the students completed in grades 9 and 10
 - Student enrollment in the school
 - Student-teacher relationships
 - Number of times a student has been retained

Discuss the correlation (if any) drawn from the items above and the dropout rate.
- Promotion/retention rates
- Discipline referrals and reasons for office referral
- Discipline referrals by teacher

Analysis of culture, conditions and practices- Summarize the conclusions reached after examining culture, conditions and practices data.

- School culture and governance
 - Cultural Topology or Cultural Survey results conducted by the State System of Support (SSOS)
 - Current governance structure – presence of engaged principals, teacher input into decision-making, the organization of teachers by teams
 - Number of administrators in the building, definition of roles, years experience, specialized training and advanced degrees
 - Parent training and support for families
 - Degree of meaningful parent involvement and amount/frequency of communication with parents
- Instructional practice
 - Instructional Practices Inventory conducted by the SSOS
 - Use of standards-based instructional practices and formative assessments
 - Availability of current technology and degree to which technology is integrated into instruction
 - Questionnaires or classroom observations completed by staff or external evaluators
 - Results of classroom walkthroughs
- Highly qualified teacher data
 - Use of professional and paraprofessional staff to support students
 - Number of content and program specialists (e.g., counselors, health staff and social workers)
 - Teacher average monthly attendance rates

- Sustained, research based school professional development plan based on individual school needs

Root Causes

After the data has been examined and analyzed each school is required to determine the root causes from the results of the needs assessment. The root causes are identified for the following areas:

- Administrator(s) and teachers (i.e., teacher qualifications, number of years experience)
- Curriculum and resources (i.e., use of Teach 21 and balanced assessment system)
- Master schedule, classroom schedules and classroom management/discipline
- Students and parental involvement

Determining root causes means moving from problem finding to problem solving.

Examine Possible Reasons for Not Meeting Objectives Ask “WHY?” Five Times			
Curriculum and Resources	Schedule and Classroom	Administrator(s) and Teachers	Students and Parental Involvement

Selection of an Intervention Model

Based on the needs assessment and determination of root causes, identify an intervention model for each Tier I and Tier II school the district elects to serve. The justification for the selection of a specific model must be described in a narrative.

Below are questions the LEA should consider in the selection of an intervention model.

Turnaround Model

11. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
12. How will the LEA assign effective teachers and leaders to the lowest achieving schools?

13. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
14. How will staff replacement be executed—what is the process for determining which staff remains in the school and the process for selecting replacements?
15. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?
16. What supports will be provided to staff being assigned to other schools?
17. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
18. What is the LEA’s own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?
19. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?
20. What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?

Restart Model

11. Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?
12. Will qualified community groups initiate a home grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.
13. Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served—home grown charter school, CMO, or EMO?
14. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure and restart of the school?
15. How will support be provided to staff that are reassigned to other schools as a result of the restart?
16. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
17. What is the LEA’s own capacity to support the charter school with access to contractually specified district services and access to available funding?
18. How will the SEA assist with the restart?
19. What performance expectations will be contractually specified for the charter school, CMO, or EMO?
20. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met?

Transformation Model

6. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
7. How will the LEA enable the new leader to make strategic staff replacements?
8. What is the LEA’s own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

9. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
10. What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

School Closure Model

14. What are the metrics to identify schools to be closed?
15. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
16. How will the students and their families be supported by the LEA through the re-enrollment process?
17. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
18. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
19. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?
20. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
21. What supports will be provided to recipient schools if current staff members are reassigned?
22. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
23. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
24. How will the LEA track student progress in the recipient schools?
25. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
26. How does school closure fit within the LEA's overall reform efforts?

Attachment 3
Demonstration of Capacity

Requirement 2: The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.

The WVDE Title I office will determine LEA capacity through an evaluation of the district’s ability to plan, implement and target resources strategically to the teaching and learning process. Each LEA must complete a self analysis of the capacity it can provide to assist the low performing schools in the implementation of the selected intervention. This will be determined utilizing a scale of 1-3 ranking from poor (1), satisfactory (2) and commendable (3) for the following criteria:

District Capacity Index

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
LEA governance	State takeover district	Limited SEA intervention	No SEA intervention	
Title I audit reports	Findings in areas requiring a repayment of funds	Findings in areas noted-repayment of funds not required	No findings in the fiscal area	
LEA overall achievement ranking	Bottom (5% = 3 districts)	Middle (70% = 38 districts)	Top (25% = 14 districts)	
Approval of the district strategic plan by the SEA (entire plan, not just the Title I section)	Not approved by the SEA	Approved by the SEA with revisions	Approved by the SEA without revisions	
Percentage of Title I schools that met AYP in the last testing cycle	0-50% of the Title I schools met AYP.	51-75% of the Title I schools met AYP.	76-100% of the Title I schools met AYP.	
Development of schools as professional learning communities	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., parents; representatives of institutions of higher education; representatives of RESA or representatives of outside consultant groups) Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	
			Total Points	

Districts must obtain a score of 20 out of 24 possible points to demonstrate capacity to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention/activities in each identified school.

Attachment 4 Preliminary Budget

Requirement 3: Each LEA intending to apply for the 1003(g) school improvement funds will submit a preliminary budget to implement the selected intervention fully and effectively in each Tier I and Tier II school in the application. Further, for each Tier III school an estimate of the funds needed to conduct school improvement activities shall be included in the preliminary budget. The preliminary budget shall cover the period of availability of these funds (SY10-11; SY11-12; and SY12-13) 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. The requested amount of funding may range from \$50,000 to \$2,000,000 per school for each year.

An LEA serving Tier I and Tier II schools receives priority for full funding in the WV SEA award process. Districts serving only Tier III schools may receive less than the maximum amount that an SEA may award to an LEA for each participating Title I school, based on SEA allocation and the number of districts which submit an application. Note that the proposed allocation for each school served depends on the interventions to be carried out and level of benefits provided, and not on the funding generated by the school under the statute.

The budget should take into account the following:

7. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
8. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years.
9. The budget must be planned at a minimum of \$50,000 not to exceed 2 million dollars per year per school.
10. The SIG portion of school closure costs may be lower than the amount required for the other models and **will be granted for only one year.**
11. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools and support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.
12. The number of Tier III schools that the LEA commits to serve and school improvement activities the LEA plans to provide to these schools over the three-year grant period.

Preliminary Budget Form

District Name:

School Name by Tier	Intervention Models: Select the model that will be implemented in each Tier I and Tier II school.			
	Turnaround	Restart	Closure	Transformation
Tier I School:				
Tier II Schools:				
Tier III Schools:	Not applicable to Tier III schools.			

Complete a separate table for each Tier I school or Tier II school. Estimate the amount of funds required to implement the intervention model selected for each school.

School Name:	Tier:			
Turnaround Model	Year 1	Year 2	Year 3	Total
Replace the principal				
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment				
Screen all existing staff and rehire no more than 50 percent of existing staff				
Select new staff				
Implement strategies to recruit, place and retrain staff				
Provide high quality, job-embedded professional development				
Adopt a new governance structure				
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				
Promote continuous use of student data to inform and differentiate instruction				
Establish schedules and implement strategies to increase learning time				
Provide appropriate social-emotional and community-oriented supports for students				
Additional options (specify activities) Any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy)				
Total:				

Restart Model	Year 1	Year 2	Year 3	Total
Convert or close school and reopen under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.				
Enroll, within the grades it serves, any former student who wishes to attend the school.				
Total:				
School Closure Model	Year 1	Year 2	Year 3	Total
Close the school		n/a	n/a	
Enroll the students in other higher-performing schools in LEA		n/a	n/a	
Total:		n/a	n/a	
Transformation Model	Year 1	Year 2	Year 3	Total
A. Develop teacher and school leader effectiveness				
Replace the principal				
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth				
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate				
Provide high quality, job-embedded professional development				
Implement strategies to recruit, place and retain staff				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				
B. Comprehensive instructional reform programs				
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				
Promote the continuous use of student data to inform and differentiate instruction				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				
C. Increasing learning time and creating community-oriented schools				
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools				
Provide ongoing mechanisms for family and community engagement				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				

D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach				
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA				
Provide intensive technical assistance and related support from a designated external lead partnership organization				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				
Total for Transformation Model:				

For each **Tier III school**, estimate amount of funds required to conduct school improvement activities.

School Name:				
List School Improvement Activities	Year 1	Year 2	Year 3	Total
Total:				

Appendix B

1003(g) SCHOOL IMPROVEMENT GRANT

APPLICATION COVER

County _____

LEA Title I Director _____ E-mail _____

LEA Curriculum Director _____ E-mail _____

LEA Special Education Director _____ E-mail _____

Others may be added as needed by the LEA.

Superintendent Signature _____ **Date** _____

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

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

LEA APPLICATION

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a school improvement grant.

An LEA must list each Tier I, Tier II and Tier III school the LEA commits to serve and check the applicable box for the intervention model that the LEA will implement in each Tier I and Tier II school.

Tier I School:

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation

Tier II Schools:

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation

Tier III Schools:

School Name/ NCES ID#	Principal	Email Address

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a school improvement grant.

The descriptive information required under 1 and 2 below was previously provided in the letter of intent to apply submitted by the LEA to the SEA. The letter of intent to apply has been evaluated according to the established criteria and has been deemed to have met the standard required; therefore, this does not need to be addressed in this application. Attach a copy of the letter of intent to apply to this application.

4. For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate each of the following:
 1. The LEA has analyzed the needs and selected an intervention model for each school, and
 2. The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

5. If the LEA is not applying to serve an eligible Tier I school, the LEA must explain why it lacks capacity to serve the Tier I school.
6. For each Tier I and Tier II school being served, the LEA must describe the actions it has taken or will take to:
 - A. Design and implement interventions consistent with the final requirements for the selected intervention model(s).
 - Each LEA will complete a letter of intent to apply for the grant including requirements 1-3 of evaluation criteria part one.
 - Each LEA will participate in technical assistance grant writing sessions conducted by the SEA.
 - The SEA will evaluate the final application utilizing a rubric to ensure it includes all components of the selected intervention model for Tier I and Tier II schools. Tier III schools will be evaluated according to the degree to which the selected activities align with the school's strategic plan goals.
 - Technical assistance will be provided through the State System of Support process, the Title I Office and the Office of Organizational Effectiveness and Leadership.
 - B. Recruit, screen, and select external providers, if applicable, to ensure their quality.
 - LEA will develop procedures and a timeline to recruit, screen, and select external providers. The process will include input from a variety of stakeholders.
 - The LEA will provide a written explanation to the SEA outlining how the external provider selected meets the identified needs of the school, a copy of a sample contract, a copy of the projected work plan to be completed annually by the external provider and a description of how the LEA will evaluate the effectiveness of the external provider.
 - C. Align other resources with the intervention as detailed in the budget and the budget narrative for each school.
 - The detailed budget narrative the LEA submits as part of the grant application 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.
 - D. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. The LEA will keep documentation of meetings (e.g., agendas, minutes) to review and possibly revise the policies and procedures.
 - The LEA will provide evidence that a review of district and school policies has been completed to ensure alignment with the selected interventions. Evidence will include copies of agendas and faculty senate minutes. If changes are required, additional documentation would include revised versions of policies and/or procedures and minutes of BOE meetings where the revised policies were approved.

- E. Sustain the reforms after the funding period ends.
- The LEA will develop a plan and identify resources, financial and otherwise, to demonstrate how the reform changes will be institutionalized within the school setting.

7. The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application. Provide a narrative summary of the sequence of steps.

School Name:

Steps to Implement Selected Intervention	Anticipated Completion Date

School Name:

Steps to Implement Selected Intervention	Anticipated Completion Date

*Add charts for additional schools as needed.

8. For each Tier I, Tier II and Tier III school the LEA will serve, insert from the school’s strategic plan, the annual goals and objectives that will be used by the LEA to monitor progress of student achievement on the State’s assessments in both reading/language arts and mathematics.

School Name:
Annual Strategic Goal for Reading/Language Arts: Objective 1: Objective 2: Objective 3:
Annual Strategic Goal for Mathematics: Objective 1: Objective 2: Objective 3:

School Name:
Annual Strategic Goal for Reading/Language Arts: Objective 1: Objective 2: Objective 3:
Annual Strategic Goal for Mathematics:

Objective 1:
Objective 2:
Objective 3:

* Add charts for additional schools as needed.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive and the activities the school will implement. The LEA must include a timeline delineating the steps it will take to implement the selected activities in each Tier III school identified in the LEA’s application. Provide a narrative summary of the sequence of steps.

School Name:
1.
2.
3. etc.

School Name:
1.
2.
3. etc.

7. 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. Keep documentation of meetings (e.g., agendas, sign-in sheets) on file.

C. 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.

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.

The budget should take into account the following:

13. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
14. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years.
15. The budget must be planned at a minimum of \$50,000 not to exceed 2 million dollars per year per school.
16. The SIG portion of school closure costs may be lower than the amount required for the other models and will **be granted for only one year**.
17. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools and support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

18. The number of Tier III schools that the LEA commits to serve and the services or benefits the LEA plans to provide to these schools over the three-year grant period.

To support the budgeting process, budget spreadsheets and narrative instructions are included:

1. LEA Budget Detail
 - a. Budget Spreadsheet: Complete the LEA budget spreadsheet to detail how the requested funds will be used at the LEA level to support the school improvement models (Tier I and Tier II schools) and activities (Tier III schools).
 - b. Budget Narrative: A budget narrative that accompanies the LEA spreadsheet will provide an overview of the projects included in the budget. The LEA will also describe how other federal, state, and local funds will be leveraged to further support school improvement plans. Describe within the budget narrative any broad items in the budget, such as, personnel, contracted services, professional development, equipment and travel expenses.
2. School-Level Detail
 - a. Budget Spreadsheet: The LEA will complete a separate budget spreadsheet for each eligible school receiving school improvement funds.
 - b. Budget Narrative: A budget narrative that accompanies each school's budget spreadsheet will provide an overview of the school improvement activities included in the budget. The LEA must also describe how other federal, state, and local funds will be leveraged to further support school improvement plans. Describe within the budget narrative any broad items in the budget, such as, personnel, contracted services, professional development, equipment and travel expenses.

Complete the budget spreadsheet in Attachment #1. For each item indicated, provide a budget narrative that describes the need for the item and provides additional details.

D. ASSURANCES: An LEA must include the following assurances in its application for a school improvement grant. Please check the applicable boxes.

The LEA must assure that it will:

- Use its school improvement grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- Establish annual goals 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.
- 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.
- Report to the SEA the school-level data required under Section III of the final requirements.

E. 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.

The LEA believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's persistently lowest-achieving schools.

- 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.

Appendix C: Scoring Rubric

WEST VIRGINIA TITLE I SCHOOL IMPROVEMENT GRANT FUNDING SCORING RUBRIC

Part I: Letter of intent to apply for 1003(g) school improvement funds

Criteria/Indicator	SCALE	
Element 1: Data Analysis & Intervention Plan (10 points)	Meets Requirements _____	Requires Revision _____
<i>Review of school AYP</i> <i>Annual trend data</i> <i>Student achievement</i> <i>Student outcome</i> <i>Analysis of culture, conditions & practices</i> <i>Root causes</i>	All data sets are current, carefully examined and provide unquestionable evidence students are performing at levels below state standards. The data analysis is used to identify the root causes for each area (administrators and teachers; curriculum and materials; master schedule, classroom schedules, and classroom management/discipline; students and parents).	All relevant data sets have not been examined, are v examined or do not support the need for reform. Ro causes are not identified.

Required Revisions:

Requirement 2: LEA Capacity (10 points)	Meets Requirements _____	Requires Revision _____
<i>Capacity</i>	LEA must score a minimum of 20 out of a maximum of 24 points on the capacity index provided in the letter of intent to apply in order to meet requirement.	LEA scoring below 20 points on the capacity index will accept technical assistance and support from the SEA to build capacity.

Requested Technical Assistance:

Requirement 3: Preliminary Budget (10 points)	Meets Requirements _____	Requires Revision _____
<i>Submitted budget form</i>	<p>The LEA's preliminary budget:</p> <ul style="list-style-type: none"> - Covers a three year period. - Includes the number of Tier I and Tier II schools that the LEA commits to serve and indicates the intervention model (turnaround, restart, closure, or transformation) selected for each school. - Request for each Tier I and Tier II school is of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. - Reflects the number of Tier III schools the LEA commits to serve and the school improvement activities to be implemented over the three-year grant period. - Request for each Tier III school includes the services the LEA will provide the school. 	Requested information is omitted or not clearly stated.

Requested Revisions:

(40 points)		
<p>(1)</p> <ul style="list-style-type: none"> - <i>Data analysis</i> - <i>LEA capacity</i> <p>(2)</p> <ul style="list-style-type: none"> - <i>Lack of LEA capacity to serve a Tier I school</i> 	<p>The letter of intent to apply includes this information and has been previously evaluated according to established criteria in Part 1: Requirement 1 above.</p> <p>A copy of the previously approved letter of intent is included in the application.</p>	<p>A copy of the previously approved letter of Intent to apply is not included in the application.</p>
<p>Required Revisions:</p>		
	<p>Meets Requirements _____</p>	<p>Requires Revision _____</p>
<p>(3)</p> <ul style="list-style-type: none"> - <i>LEA intervention model actions</i> 	<p>Proposal includes a thorough description of the actions the LEA has taken or will take to:</p> <p>A. Design and implement interventions consistent with the</p>	<p>Proposal is lacking information or includes a vague description of the actions the LEA has taken or will take to implement the intervention models.</p>

	<p>final requirements for the selected intervention model(s).</p> <p>B. Recruit, screen, and select external providers, if applicable, to ensure quality.</p> <p>C. Align other resources with the intervention as detailed in the budget and budget narrative for each school.</p> <p>D. Modify its practices and/or policies, if necessary, to enable its schools to implement the interventions fully and effectively.</p> <p>E. Sustain the reforms after the funding period ends including the development of a plan which identifies resources, financial or otherwise, to demonstrate how the reforms will be institutionalized within the school setting.</p>	
<p>Required Revisions:</p>		
	<p>Meets Requirements _____</p>	<p>Requires Revision _____</p>
<p>(4)</p> <p>- <i>Timeline for intervention model implementation</i></p>	<p>Proposal includes a detailed timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school served.</p>	<p>Proposal includes a vague description timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school served.</p>

Required Revisions:

	Meets Requirements _____	Requires Revision _____
(5) <i>- Annual student achievement goals and objectives</i>	Proposal includes realistic and measurable goals and objectives for each school to be served.	Proposal lacks realistic and measurable goals and objectives for each school to be served.

Required Revisions:

--	--	--

	Meets Requirements _____	Requires Revision _____
<p>(6)</p> <p>- <i>Identification of Tier III services and activities</i></p>	<p>Proposal clearly identifies the services each Tier III school will receive.</p> <p>Specifically describes the activities for each Tier III school served. A timeline for implementation is included.</p>	<p>Proposal does not clearly identify the services each Tier III school will receive.</p> <p>Vague description of activities for each Tier III school.</p>
<p>Required Revisions:</p>		
	Meets Requirements _____	Requires Revision _____
<p>(7)</p> <p>- <i>Summary of LEA consultation</i></p>	<p>Proposal clearly identifies relevant stakeholders in the improvement</p>	<p>Proposal does not clearly identify relevant stakeholders in the improvement process for Tier I and</p>

	<p>process for Tier I and Tier II schools.</p> <p>Proposal thoroughly describes the stakeholder consultation process to communicate and seek input regarding the application and implementation of school intervention models in Tier I and Tier II schools.</p>	<p>Tier II schools.</p> <p>Proposal provides a vague description of the stakeholder consultation process to communicate and seek input regarding the application and implementation of school intervention models in Tier I and Tier II schools.</p>
<p>Required Revisions:</p>		
<p>C: Budget (20 points)</p>	<p>Meets Requirements _____</p>	<p>Requires Revision _____</p>
<p>- <i>LEA budget</i></p>	<p>The LEA budget:</p> <ul style="list-style-type: none"> - Covers a three year period. - Includes correct amounts for the total, LEA, and each served individual school. - Includes indirect costs. - Reflects sufficient size and scope to support full and effective implementation of the selected intervention over the three year period (Tier I and Tier II schools). - Reflects sufficient funding 	<p>Budget amounts or information is omitted or not clearly indicated.</p>

	expired.	improvement activities in Tier III schools once school improvement 1003(g) funding has expired.
Required Revisions:		
D: Assurances (no points for this section)	Meets Requirements _____	Requires Revision _____
- <i>Assurance Agreement</i>	All assurance boxes have been checked indicating agreement to comply with the stated assurances. The superintendent has signed and dated the school improvement grant application indicating agreement to comply with the stated assurances.	All or some assurance boxes have not been checked indicating agreement to comply with the stated assurances. The superintendent has not signed and/or dated the school improvement grant application indicating agreement to comply with the stated assurances.
Required Revisions:		



E: Waivers (no points for this section)	Meets Requirements _____	Requires Revision _____
- <i>Waiver Agreement</i>	The LEA has checked applicable boxes indicating which waivers it intends to implement for each applicable school served with a school improvement 1003(g) grant.	The LEA has not checked applicable boxes indicating which waivers it intends to implement for each applicable school served with a school improvement 1003(g) grant.
Required Revisions: 		
Total Possible Points 100		Points earned

Appendix D: WV Standards for High Quality Schools

Standard 1: Builds and Sustains a Positive Climate and Cohesive Culture

Culture is representative of the core beliefs, personal behaviors, programs, policies and processes that characterize a safe and orderly learning environment whereby all students obtain mastery of the essential skills.

Function A: Core educational beliefs and values have been identified that will impact the overall satisfaction and productivity of both students and staff.

Indicator 1.A.1 Core beliefs and values have been developed by the faculty and staff and are adhered to by all.

Indicator 1.A.2 Core beliefs provide expectations for adults and students and manifest themselves in the day-to-day processes and interactions within the school.

Indicator 1.A.3 Core beliefs and values are evident in all practices, policies and processes within the school.

Function B: Cohesive culture is sustained through a clearly written mission statement, procedures and expectations which are consistently applied.

Indicator 1.B.1 Mission expresses the purpose for which the school exists and guides daily operations and long-term strategic planning.

Indicator 1.B.2 Rituals, ceremonies, traditions and symbols represent the core values, norms, expectations and vision of the school.

Indicator 1.B.3 Students have a voice and play an integral part in the planning and decision making processes of the school.

Indicator 1.B.4 Diversity is valued and protected to ensure that all stakeholders are treated with dignity.

Indicator 1.B.5 Various techniques for assessing the culture are utilized with modifications made to behaviors, policies and practices.

Function C: A climate of high expectations is created that places academic, safety and personal needs of the students as the foremost priority of the school.

Indicator 1.C.1 Environment creates optimal conditions for teaching and learning in the school with a shared responsibility where all adults feel mutual accountability for all students' success.

Indicator 1.C.2 Recognition programs ensure that student and staff accomplishments are recognized and valued.

Indicator 1.C.3 High expectations reflect the values and norms that are evident in daily practices and procedures.

Indicator 1.C.4 Decisions regarding teaching, learning, discipline and intervention programs and policies are guided by data.

Standard 2: Effective Leadership Facilitates Organizational Improvement and Success

Effective leadership, at the classroom, school and district level, requires a wide variety of skills, dispositions and habits that translate into a community of shared values that facilitate organizational improvement and increased student achievement.

Function A: The leaders model effective interpersonal and collaborative skills that create a positive learning environment and a cohesive culture.

Indicator 2.A.1 The leaders set high standards for professionalism and model professional actions that impact the school and community.

Indicator 2.A.2 The leaders are skilled at identifying, forming and structuring collaborative teams to accomplish the work of the school.

Indicator 2.A.3 The leaders encourage good communication processes among the staff to promote understanding, trust and collaboration as they collectively work to improve the school.

Indicator 2.A.4 The leaders establish formal and informal ways to recognize the contributions of others understanding the value of building pride in individual and team efforts.

Indicator 2.A.5 The leaders work to build an environment where student learning and well-being is the foremost priority of the school.

Indicator 2.A.6 The leaders develop a culture of shared responsibility where all adults feel mutual accountability for student learning.

Indicator 2.A.7 The leaders model core beliefs and values through personal words and actions.

Indicator 2.A.8 The leaders work with staff to design and promote activities that create an inclusive environment where all students feel valued and connected to the school community.

Function B: The leaders maintain a coherent and strategic direction through the mission and goals in order to develop structures and processes for continuous improvement and strategic planning which determines the professional development needs.

Indicator 2.B.1 The leaders use a variety of communication methods that keep the mission central to school life and enhance involvement and commitment to its intents.

Indicator 2.B.2 The leaders use the mission and goals to guide school decision making and long-term strategic planning.

Indicator 2.B.3 The leaders communicate the importance of being a “learning-centered” environment where adults feel responsible for continual professional growth.

Indicator 2.B.4 The leaders assure that the professional development is built from the school and school system strategic plans but is differentiated according to staff and school needs.

Function C: The leaders facilitate and monitor processes to assure a rigorous standards-focused curriculum with engaging instruction and the use of a balanced assessment system.

Indicator 2.C.1 The leaders foster an educational environment that nurtures the disposition of lifelong learning and enhances student personal responsibility, self-direction, reflection and independence.

Indicator 2.C.2 The leaders advocate high expectations for all students and can articulate how rigor should manifest itself in school and classroom practice.

Indicator 2.C.3 The leaders have processes and structures in place to assess the wide range of student abilities, talents and instructional needs that exist in the school and assure that schedules and staff assignments appropriately meet these needs.

Indicator 2.C.4 The leaders work collaboratively with the staff to use instructional data to determine how classroom instruction and school program design/delivery may be altered to better serve the needs of students.

Function D: The leaders efficiently and effectively manage finances, facilities, personnel and ancillary services.

Indicator 2.D.1 The leaders understand district, state and federal policies that regulate school operations and assure adherence to these throughout the school.

Indicator 2.D.2 The leaders can align school resources and blend funding sources to accomplish the mission and strategic plan of the school.

Indicator 2.D.3 The leaders model the personal skills of good organization, time management and planning.

Function E: The leaders assure that support systems, programs and processes are in place to address student physical, social-emotional and academic needs.

Indicator 2.E.1 The leaders work with all staff to vary and individualize school response to student needs in ways that help students thrive in the school environment.

Indicator 2.E.2 The leaders and staff act as spokesmen for students and their families and cultivate this support and advocacy in others.

Indicator 2.E.3 The leaders advance the rights and responsibilities of all students and assure appropriate policies and programs are in place to protect student diversity.

Indicator 2.E.4 The leaders coordinate the work of the student assistance teams, counselors, nurses, psychologists and other support staff to provide targeted and timely assistance to students.

Standard 3: Provides a Standards-Focused Curriculum with Engaging Instruction and a Balanced System of Assessment

Knowledge of curriculum management, skill in instructional design including pedagogy and assessment, and an understanding of how technology can enhance curriculum access and delivery are necessary to effectively facilitate student learning.

Function A: A rigorous standards-focused curriculum based on the integration of the 21st Century Content Standards and Objectives for West Virginia Schools and the 21st Century Learning Skills and Technology Tools is implemented.

Indicator 3.A.1 The curriculum is aligned with the standards and objectives set forth in WV Curriculum Standards and Objectives for content, learning skills and technology tools.

Indicator 3.A.2 The required and elective course offerings are aligned to Professional and Skilled Pathways and/or Programmatic Level Requirements.

Indicator 3.A.3 The 21st Century Themes-- global awareness; financial, economic, and business literacy; civic and health literacy—are widely integrated into the design and delivery of curricula through meaningful connections to students.

Indicator 3.A.4 Rigorous and relevant course content results from the integration of 21st Century Content, Learning Skills and Technology Tools Standards and Objectives at the appropriate grade or programmatic levels.

Indicator 3.A.5 The staff is proactive in increasing student access to rigorous curriculum, programs and learning activities that lead to college and career readiness (e.g., Advanced Placement, International Baccalaureate, dual credit opportunities, competitions, fairs and exhibitions)

Indicator 3.A.6 Teachers understand and follow policy/code that governs curriculum, instruction and assessment.

Indicator 3.A.7 Teachers understand the relationship of knowledge within their discipline to other content areas.

Indicator 3.A.8 Teachers have a deep understanding of the content for which they have instructional responsibility.

Function B: Teachers create learning environments that promote high levels of learning and achievement for all students.

Indicator 3.B.1 Teachers collaborate to establish a 21st century classroom and virtual learning environment that values students' uniqueness, enhances individual student talents and abilities and is respectful and supportive for all students.

Indicator 3.B.2 Teachers collaborate to establish 21st century classroom environments that are well managed and conducive to learning for all.

Indicator 3.B.3 School stakeholders collaborate to create an environment that is physically and emotionally safe.

Indicator 3.B.4 Teachers collaborate to create school-wide programs and processes that promote social capital for all types of students and build positive relationships, student-to-student and student-to-teacher.

Indicator 3.B.5 Teachers motivate students to work productively and assume responsibility for their own learning.

Indicator 3.B.6 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.

Function C: Teachers plan and deliver effective instruction that advances the learning of each individual student.

Indicator 3.C.1 Teachers collaborate to differentiate instruction to support the needs of all students, including students identified as gifted, students with disabilities and at-risk students.

Indicator 3.C.2 Teachers design lessons with appropriate supporting activities, time allocations and connection to the total instructional sequence.

Indicator 3.C.3 Teachers involve all students in relevant, rigorous, and engaging instruction that leads to deep understanding of content.

Indicator 3.C.4 Teachers collaborate to design and deliver activities that help students develop as independent learners and complex problem solvers.

Indicator 3.C.5 Teachers ensure that every classroom is learning-centered and characterized by high expectations for achievement.

Indicator 3.C.6 Teachers understand information about students' learning and performance to plan and deliver instruction to close the achievement gap.

Indicator 3.C.7 Teachers understanding of how students think and learn is used to design and deliver instruction.

Indicator 3.C.8 Teachers communicate clear learning targets and explicitly link learning activities to those targets.

Indicator 3.C.9 School staff value student time on task by protecting instructional time from interruptions.

Indicator 3.C.10 Teachers connect content to relevant life experiences and career opportunities.

Function D: Teachers use resources and technologies to enhance student learning.

Indicator 3.D.1 Teachers collaborate to create and implement innovative instructional activities that include emerging learning technologies and instructional materials.

Indicator 3.D.2 Teachers advocate for teacher and student access to digital technology and software that enriches instruction and promotes information, communication, and technological literacy.

Indicator 3.D.3 Digital citizenship is promoted through the safe and healthy use of technology resources.

Function E: Teachers use a balanced system of assessment to inform instruction, and evaluate and ensure student learning.

Indicator 3.E.1 Teachers collaborate to understand the integral role of assessment in good instructional design and to effectively use summative, benchmark, formative and classroom assessments for learning.

Indicator 3.E.2 Student progress is communicated with students, parents and colleagues in a collaborative manner.

Indicator 3.E.3 Student performance data is consistently documented, analyzed and evaluated to determine student progress, identify differences among student groups, and inform instructional practice.

Indicator 3.E.4 Assessment processes that promote student self-direction and allow students to guide, evaluate and reflect on the quality of their own work is encouraged and promoted.

Indicator 3.E.5 Classroom assessments that include authentic and performance-based measures that evaluate student understanding in a real-world context are evident.

Indicator 3.E.6 District, school and classroom evaluation and grading processes are valid and reliable measures of student achievement.

Standard 4: Effective Management Systems

Effective management systems require teachers and administrators to work collaboratively on the institutional and organizational variables that support a climate of high expectations for success.

Function A: School services demonstrate a steadfast commitment to student well-being and safety and are used to promote student success.

Indicator 4.A.1 Transportation services meet the needs of the school and contribute to student learning, safety and well-being.

Indicator 4.A.2 Child nutrition services assure efficient and effective practices are in place to meet the needs of all students and are monitored.

Indicator 4.A.3 Schools are designed, effectively and efficiently operated, well-maintained, meet federal, state and local regulatory requirements, as well as best facilities practices, for the enhancement of learning and teaching.

Indicator 4.A.4 State-wide information system (WVEIS) is utilized to constantly update various student and personnel data.

Function B: Policies and processes are established to obtain, allocate and efficiently manage school fiscal resources.

Indicator 4.B.1 Effective and efficient accounting systems and procedures are in place and followed by all school personnel.

Indicator 4.B.2 Staff is proactive in securing resources through local, state and federal processes.

Indicator 4.B.3 School resources are aligned and blended to accomplish the mission and strategic plan of the school.

Function C: High quality personnel are assigned and retained in a manner that effectively meets the needs of the students and aligns with core beliefs, mission and goals.

Indicator 4.C.1 Professional, service and extracurricular personnel are appropriately licensed to work with public school students.

Indicator 4.C.2 Evaluation policies are implemented according to code and policy.

Indicator 4.C.3 Assignment of all personnel is efficient and effective based on WV Code and WVBE policy.

Indicator 4.C.4 Communication tools and methods to recruit talented and qualified personnel are utilized.

Indicator 4.C.5 School leaders establish competitive incentives to recruit and retain talented and qualified personnel.

Standard 5: Supports Students and Connects to Families and the Community

Relationships between families, community and the school reflect authentic partnerships where communication builds trust in order to address the personal, social/emotional and physical needs of all students.

Function A: Positive relationships exist between the school, families and larger community.

Indicator 5.A.1 Parent/family education opportunities are provided to address varying parental concerns regarding academics, behavior, social and emotional issues.

Indicator 5.A.2 A variety of two-way communication strategies are utilized among and between students, school personnel and families.

Indicator 5.A.3 Opportunities are provided for parents to volunteer and share in the planning and decision-making processes.

Function B: Practices, programs and policies are in place to advance the physical, social-emotional and academic well-being of all students.

- Indicator 5.B.1 A Comprehensive Developmental Guidance and Counseling program is designed, delivered and implemented in a coordinated way.
- Indicator 5.B.2 Mental and physical health services are provided to ensure all students can perform at their optimal level.
- Indicator 5.B.3 A Student Assistance Team is operational to address academic, behavioral and social concerns.
- Indicator 5.B.4 Appropriate intervention and before/after school programs, policies and procedures are in place to address varying needs of students academically and socially.
- Indicator 5.B.5 Limited English proficiency services are provided as needed.
- Indicator 5.B.6 Coordinated transition programs from one programmatic level to the next create a seamless progression from pre-school to post secondary.
- Indicator 5.B.7 Mentoring structures are in place to connect students with significant adults.

Function C: Partnerships are formed with various community agencies and organizations to more effectively meet all the needs of students.

- Indicator 5.C.1 A variety of health and human services (physical, mental, dental, counseling, etc.) are provided to students through community partners.
- Indicator 5.C.2 Business/community and school partnerships enhance school program offerings and student skill development.

Standard 6: Engages in Continuous Improvement

A process of inquiry is used to plan and implement the change necessary to constantly increase student learning.

Function A: The school plans for improvement using a broad range of stakeholders

- Indicator 6.A. 1 An improvement planning team is supported by school leadership.
- Indicator 6.A.2 A shared vision of excellence for student learning has been created and described by an improvement planning team.
- Indicator 6.A.3 The work of continuous improvement is implemented through a variety of collaborative teams that lead the school to becoming a professional learning community.
- Indicator 6.A.4 A variety of methods are used to provide ongoing and sustained professional development that results in the conceptual knowledge necessary to improve instructional practice.
- Indicator 6.A.5 Decisions about what change is needed and how to implement the change necessary for improved student learning are made by various collaborative teams through consensus.
- Indicator 6.A.6 School leaders identify and develop staff and other stakeholder leadership to facilitate continuous improvement in learning for all students.

Function B: Continuous improvement of school practices leading to increased student learning is facilitated by a thorough understanding and use of a set of technical skills and tools.

Indicator 6.B.1 Time is scheduled for collaborative planning and decision-making to facilitate continuous improvement and professional learning.

Indicator 6.B.2 Data is collected and comprehensively studied in order to make decisions about needs for improvement in teaching and student learning.

Indicator 6.B.3 Goals to meet the prioritized needs are developed and measurable objectives are set to determine successful completion of the goals.

Indicator 6.B.5 A shared vision of excellence is described to guide the improvement plan.

Indicator 6.B.6 Improvement plan action steps, responsibilities, timelines and objective results are continuously monitored and revised when necessary.

Indicator 6.B.7 Participation in the implementation of the improvement plan is consistent and pervasive among staff and stakeholders.

Indicator 6.B.8 Improvement planning is documented in the written strategic five year plan.

Standard 7: Supports Educator Development

Professional growth of all educators must become a collaborative approach that supports organizing and delivering effective instruction to all students.

Function A: High quality personnel are assigned and retained through comprehensive professional development plans.

Indicator 7.A.1 Pre-service candidates are engaged in larger learning communities and provided opportunities for growth and development.

Indicator 7.A.2 High expectations are set for all beginning educators and those assigned as mentors.

Indicator 7.A.3 Induction and orientation structures and processes are developed and implemented to support success and retention of new staff.

Function B: Professional development and growth is designed and delivered in ways that improve performance in order to better meet the needs of all students.

Indicator 7.B.1 Professional learning is encouraged through advanced licensure, diverse areas of certification and National Board Certification.

Indicator 7.B.2 Discussions about instructional practices and sharing of ideas and expertise on instructional improvement are on-going.

Indicator 7.B.3 On-going embedded professional development to support instructional improvement is carefully designed.

Indicator 7.B.4 Staff and stakeholders collaborate to recognize effort and reward accomplishment.

Indicator 7.B.5 Instruction is observed on a regular basis and feedback is provided to support teachers in instructional improvement.

Indicator 7.B.6 All educators are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Indicator 7.B.7 Professional development is fostered in a way that is wireless, collaborative, virtual and ubiquitous.

Appendix E: Waiver Notification to Districts

Memorandum

To: District Title I Directors

From: Jan Stanley, State Title I Director

Re: Waivers for the 1003(g) school improvement funds

Date: January 11, 2010

School improvement grants, authorized under Section 1003(g) of Title I of the ESEA, are grants to LEAs for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. In accordance with the final requirements published in the Federal Register in December 2009, school improvement funds are to be focused on each State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring (Tier I schools) and, at an LEA's option, persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds (Tier II schools). An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools (Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model. A list of the schools eligible for these grants is posted on the WVDE Title I Website.

As part of the State application process, West Virginia (WV) must notify LEAs of any waiver requests submitted to the federal government. WV is requesting a waiver of the federal requirements listed below. These waivers would allow any local educational agency (LEA) in the State that receives a school improvement grant to use those funds in accordance with the final requirements and the LEA's application for a grant.

- Waive Section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive Section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- Waive Sections 1003(g)(1) and (7) of the ESEA that limit the use of school improvement funds to Title I schools in improvement, corrective action, or restructuring to permit LEAs to use school improvement funds to serve Tier II schools.

West Virginia believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school

intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's persistently lowest-achieving schools.

Comments concerning WV's intent to apply for the aforementioned waivers should be submitted to Jan Stanley at jstanley@access.k12.wv.us on or before noon on Wednesday January 20, 2010.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant:</p> <p>Dr. Steven L. Paine, State Superintendent West Virginia Department of Education</p>	<p>Applicant's Mailing Address:</p> <p>West Virginia Department of Education 1900 Kanawha Boulevard East Building 6, Room 358 Charleston, WV 25305</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Jan Stanley</p> <p>Position and Office: State Title I Director – Office of Assessment, Accountability and Research</p> <p>Contact's Mailing Address:</p> <p>Jan Stanley, State Title I Director West Virginia Department of Education 1900 Kanawha Boulevard East Building 6, Room 330 Charleston, WV 25305</p> <p>Telephone: 304.558.7805</p> <p>Fax: 304.558.0459</p> <p>Email address: jstanley@access.k12.wv.us</p>	
<p>Chief State School Officer (Printed Name): Dr. Steven L. Paine</p>	<p>Telephone: 304.558.2681</p>
<p>Signature of the Chief State School Officer:</p> <p>X _____</p>	<p>Date:</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

INTRODUCTION AND STATEMENT OF NEED

In order to better understand the 1003(g) school improvement application, one must also understand the state context and specific issues West Virginia faces as it strives to raise students' levels of educational attainment. The population is small (37th in the nation), rural (the largest city has just over 50,000 residents), and 95 percent white. The geography of the state and its largely rural population mean that West Virginia's schools and school districts are small. Only two of its 55 districts enroll more than 12,500 students; the average enrollment in West Virginia's 694 schools is less than 350 students.

Poverty has been, and continues to be, a challenge for West Virginia as well. It is the state with the lowest median household income, the fifth highest level of persons living below the poverty line, and 51 percent of its 280,000 students are eligible for free or reduced price lunches. Educating students when more than half live in poverty presents numerous difficulties for the state, and one of the most consistent has been to move students into and through higher education. Only 58.8 percent of West Virginia's high school graduates go on to pursue higher education, and of those, less than half graduate in six years. Only 17 percent of West Virginia's citizens age 25 and over have a bachelor's degree or higher, 12 percent lower than the national average. Likewise, West Virginia's terrain and rural demographics present challenges that affect allocation of scarce resources. Many school districts cover large physical areas but have small student populations. Thus, transportation costs are significantly higher than urban and suburban districts across the nation. The rural demographics and transportation time affect the overall costs involved in supporting small schools. Consolidation in many areas is not a solution to allocation of limited resources.

Despite these challenges, the political and educational leaders of West Virginia have committed themselves to preparing the state's citizens to be full stakeholders in the social and economic opportunities of the 21st century. Educators and leaders in West Virginia have seen what does not work and have devoted a great deal of time and energy to developing ways for the state to chart a course that advances each school's ability to understand and respond to the academic and personal needs of each learner. Much work has been done in the past five years to move the state forward, and the groundwork has been laid to bring the state's students to where they need to be to take full advantage of the jobs and opportunities that are available to them. The efforts to date have built a strong infrastructure that West Virginia will build upon in the years ahead. Although the infrastructure has not been in place long enough to have achieved significant and measurable gains for a large enough number of students, there are glimpses of success and clear plans for how to apply state and federal funds to reach goals. West Virginia intends not just to demonstrate measurable gains for our students, but also to provide a model of reform and development that can be showcased nationally and internationally. Certainly, our country is at a serious crossroads in economic and educational policy. The importance of coordinating the Title I, Part A §1003(a) and Title I, Part A §1003(g) school improvement grants to West Virginia's educational goals and other funding sources available for ARRA, West Virginia State Longitudinal Data System Project Application and the Race to the Top grant application cannot be overstated. We believe that West Virginia can add much to the national discourse on how to energize educational transformation in rural America and in those places continuing to struggle with the great challenge of educating students in poverty.

Part I: State Education Agency Requirements

B. Eligible Schools: Provided below is a list by Local Education Agency (LEA) of each Tier I, Tier II and Tier III school in the state. The State's Tier I and Tier II schools are those identified as the persistently lowest achieving schools.

LEA Name NCES ID#	School Name	NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Barbour 5400030	Philippi Elementary 2 nd year of improvement-SES	540003000009			√		
Berkeley 5400060	Martinsburg North Middle	540006000024		√			√
Berkeley 5400060	Orchard View Intermediate Restructuring 1	540006001122			√		
Boone 5400090	Brookview Elementary 2 nd year of improvement-SES	540009000880			√		
Cabell 5400180	Enslow Middle School 2 nd year of improvement-SES	540018000103			√		
Clay 5400240	Clay Middle Restructuring 1	540024000030			√		
Doddridge 5400270	Doddridge Elementary 2 nd year of improvement-SES	540027001059	√				
Doddridge 5400270	Doddridge Middle Restructuring 2	540027000043			√		
Fayette 5400300	Mount Hope High School Among the lowest-achieving 10% of secondary schools	540030000195		√		82.98%	√
Grant 5400360	Petersburg Elementary Restructuring 2	540036000219			√		
Kanawha 5400600	Malden Elementary 1 st year improvement-SC	540060000416	√				
Kanawha 5400600	Cedar Grove Middle Note: Among the lowest- achieving 5% of secondary schools	540060001252		√			
Kanawha 5400600	East Bank Middle Note: Among the lowest- achieving 5% of secondary schools	540060000386		√			
Kanawha 5400600	Hayes Middle Note: Among the lowest- achieving 5% of secondary schools	540060000402		√			

LEA Name NCES ID#	School Name	NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Kanawha 5400600	Riverside High School Among the lowest-achieving 10% of secondary schools	540060001043		√		74.59%	√
Kanawha 5400600	Stonewall Jackson Middle Note: Among the lowest- achieving 5% of secondary schools	540060001442		√			
Kanawha 5400600	Cedar Grove Elementary 1 st year improvement-SC	540060001340			√		
Lincoln 5400660	Hamlin PK-8 Among the lowest-achieving 10% of secondary schools	540066001237		√			√
Lincoln 5400660	West Hamlin Elementary Restructuring 2	540066000502	√				
Lincoln 5400660	Guyan Valley Middle 1 st year improvement-SC Note: Moved from Tier III to Tier II based on interim guidance	540066001242		√			
Mason 5400780	Point Pleasant Intermediate Corrective action	540078001136			√		
McDowell 5400810	Mount View High School Among the lowest-achieving 10% of secondary schools	540081001246		√		72.57%	√
McDowell 5400810	Sandy River Middle School Among the lowest-achieving 10% of secondary schools	540081001046		√			√
Mineral 5400700	Keyser Primary/Middle Restructuring 1	54007001402			√		
Monongalia 5400930	Mason Dixon Elementary (met AYP 08-09) Holding 1 st year of improvement-SC	540093000750			√		
Monroe 5400960	Mountain View Elem./Middle Restructuring 2	540096001044			√		
Nicholas 5401020	Cherry River Elementary 2 nd year of improvement-SES	540102001263	√				
Preston 5401170	Kingwood Elementary (met AYP 08-09) Holding 2 nd year of improvement-SES	540117000907			√		
Randolph 5401260	George Ward Elementary (met AYP 08-09) Holding 1 st year of improvement-SC	540126000998			√		

Roane 5401320	Geary Elementary/Middle 1 st year improvement-SC Note: Moved from Tier III to Tier II based on interim guidance	540132001305		√			
Wood 5401620	Franklin Elementary Restructuring 2	540162000679	√				
Wood 5401620	Jefferson Elementary (met AYP 08-09) Holding restructuring 2	540162001157			√		
Wood 5401620	Van Devender Middle School Restructuring 2	540162001180			√		

According to West Virginia’s Accountability Workbook, “For the purpose of determining AYP, WV public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula outlined in W.Va. Code §18-9A-3 and W.Va. Code §18-9A-12. For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include **grades K-4, but does not contain grade 8 or higher**. A middle school is a school that does not meet the definition of an elementary school and **contains grade 8**, but does not contain grade 12. A high school is any school that **contains grade 12**”. West Virginia defines secondary schools as middle and high schools according to the definitions above.

For the purposes of identifying the lowest achieving schools, the West Virginia Department of Education used the all students group including those students who take the state’s assessment in reading/language arts and mathematics required under section 1111(b)(3) of the ESEA—i.e., students in grades 3 through 8 and 11. The “all students” group includes limited English proficient (LEP) students and students with disabilities, including students with disabilities who take an alternate assessment based on alternate academic achievement standards. All public schools in the state of WV were included. There are no charter schools in WV. West Virginia defined lack of progress as two consecutive years of not making adequate yearly progress in the all student subgroup, for school years 07-08 and 08-09. West Virginia identified the persistently lowest achieving schools by combining the percent proficient scores in the all subgroup for reading/language arts and mathematics and ranking the schools from lowest to highest. Both the academic achievement and the lack of progress were given equal weight when identifying the schools for each tier.

In determining “persistently lowest-achieving schools” for Tier I, WV identified the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, since this number was greater than 5% of the number of schools in improvement, corrective action, or restructuring. WV has no high schools in the state with a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60% over a number of years. Thus, no high schools in WV were added to Tier I. WVDE considered the addition of Tier I schools based on the changes brought by the Consolidated Appropriations Act, 2010. West Virginia declines the option to add any Tier I schools at this time. This decision is based on reviewing the lowest ten percent of the elementary schools in the state. This review indicates that two additional schools may be added to Tier I. Neither school was any higher achieving than the highest achieving Tier I schools identified by the SEA under the December 10th SIG final requirements. These schools will remain on the Tier III list.

In determining “persistently lowest-achieving schools” for Tier II, West Virginia identified the secondary schools that are eligible for, but do not receive Title I funds, that are among the lowest-achieving 10% of secondary schools. The original list of schools based on the lowest-achieving 5% of secondary schools was modified based on the Consolidated Appropriations Act, 2010. All schools identified for Tier II have a percentage of poverty above the respective district poverty rate and also above 40% poverty. WV utilized the guidelines from the *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965* to identify “persistently lowest-achieving schools” for Tier II. None of the schools added to the newly eligible list were any higher achieving than the highest achieving Tier II schools identified by the SEA under the December 10th SIG final requirements.

The schools on the Tier III list include the remaining 18 Title I schools identified for improvement, corrective action, or restructuring as per the *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965*. The option to add schools to Tier III was not applied due to a desire to adequately fund programs of sufficient size and scope in Tier I and Tier II schools.

B. Evaluation Criteria:

Part 1

West Virginia will require each LEA to address the three requirements listed in Part 1 of this SEA application prior to submitting an LEA application for a 1003(g) school improvement grant. The information will be submitted by the LEA as part of the requirements in a letter of intent to apply for a school improvement grant. Refer to sample letter to the districts in Appendix A. The SEA will evaluate the information provided by the LEA for requirements 1-3 listed below utilizing the evaluation tool found in Appendix B.

Requirement 1: The LEA has analyzed the needs of each Tier I, Tier II and Tier III school identified in the LEA’s application and has selected an intervention model (Tier I and Tier II) or activities (Tier III) for each school.

As part of the requirements for the WV five year strategic plans, each district and school in the State must annually complete and/or update a comprehensive needs assessment. The sections of the needs assessment require each district and every school to review and analyze data in the following categories:

- Overview of school AYP data
- External trend data
- Student achievement data
- Other student outcome data
- Analysis of culture, conditions and practices

Accordingly, to align the grant application with the current requirements for the needs assessment in the district and school strategic plans, each LEA submitting an application for 1003(g) school improvement funds must analyze the needs of each Tier I, Tier II and Tier III school identified in the LEA’s application using the indicators below.

Overview of school AYP data-Summarize the conclusions reached after examining AYP data.

- AYP status
 - Identification of the AYP targets the school met and missed
 - Student participation rate on State assessment in reading/language arts and mathematics by grade and subgroup
 - School improvement status and applicable sanctions
 - Number of **required** instructional days/minutes within the school year
 - Number of instructional days/minutes **fulfilled annually (excluding days of instruction lost for inclement weather or other emergencies)**

External trend data-Summarize the conclusions reached after examining external trend data.

- Local demographic trends are reviewed for the impact on student achievement.
 - District and school poverty rates
 - Mother's educational level
 - Number of college graduates in the district
 - Median age of district population
 - Substance abuse
 - Unemployment rate
 - Mobility rate of students
 - Readiness for School Indicators
 - Number of pre-k centers and pre-k enrollment

Student achievement data-Summarize the conclusions reached after examining student achievement data.

- Assessment Data

Data analysis includes review of student achievement trends over time from several data sources, not just WESTEST 2 scores.

 - Percentage of students at or above each performance level on State assessments in reading/language arts and mathematics by grade and subgroup
 - Average scale scores on State assessments in reading/language arts and mathematics by grade, for the "all students" group, for each performance level and for each subgroup
 - Percentage of limited English proficient students who attain English language proficiency
 - Number of classes utilizing Acuity, Writing Road Map and techSteps and the benchmark results from these assessments
 - Results of PLAN and EXPLORE assessments (if applicable)
 - Comparative gap analysis for all subgroups
- Classroom Performance
 - Number of students failing reading and mathematics per grade level
 - Grade distribution per teacher (i.e., % of A, B, C, D, and F)

Other student outcome data- Summarize the conclusions reached after examining other student outcome data.

- Dropout rates (if applicable)
 - Attendance-average daily rate per school and the percentage of students who attend school 80% of the time or less
 - Number of students receiving at least one out-of-school suspension
 - Math courses the students completed in grades 9 and 10
 - Student enrollment in the school
 - Student-teacher relationships
 - Number of times a student has been retained

Discuss the correlation (if any) drawn from the items above and the dropout rate.
- Promotion/retention rates
- Discipline referrals and reasons for office referral
- Discipline referrals by teacher

Analysis of culture, conditions and practices- Summarize the conclusions reached after examining culture, conditions and practices data.

- School culture and governance
 - Cultural Topology or Cultural Survey results conducted by the State System of Support (SSOS)
 - Current governance structure – presence of engaged principals, teacher input into decision-making, the organization of teachers by teams
 - Number of administrators in the building, definition of roles, years experience, specialized training and advanced degrees
 - Parent training and support for families
 - Degree of meaningful parent involvement and amount/frequency of communication with parents
- Instructional practice
 - Instructional Practices Inventory conducted by the SSOS
 - Use of standards-based instructional practices and formative assessments
 - Availability of current technology and degree to which technology is integrated into instruction
 - Questionnaires or classroom observations completed by staff or external evaluators
 - Results of classroom walkthroughs
- Highly qualified teacher data
 - Use of professional and paraprofessional staff to support students
 - Number of content and program specialists (e.g., counselors, health staff and social workers)
 - Teacher average monthly attendance rates

- Sustained, research based school professional development plan based on individual school needs

Root Causes

After the data has been examined and analyzed each school is required to determine the root causes from the results of the needs assessment. The root causes are identified for the following areas:

- Administrator(s) and teachers (i.e., teacher qualifications, number of years experience)
- Curriculum and resources (i.e., use of Teach 21 and balanced assessment system)
- Master schedule, classroom schedules and classroom management/discipline
- Students and parental involvement

Determining root causes means moving from problem finding to problem solving.

Examine Possible Reasons for Not Meeting Objectives Ask “WHY?” Five Times			
Curriculum and Resources	Schedule and Classroom	Administrator(s) and Teachers	Students and Parental Involvement

Selection of an Intervention Model

Based on the needs assessment and determination of root causes, identify an intervention model for each Tier I and Tier II school the district elects to serve. The justification for the selection of a specific model must be described in a narrative.

Below are questions the LEA should consider in the selection of an intervention model.

Turnaround Model

21. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
22. How will the LEA assign effective teachers and leaders to the lowest achieving schools?

23. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
24. How will staff replacement be executed—what is the process for determining which staff remains in the school and the process for selecting replacements?
25. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?
26. What supports will be provided to staff being assigned to other schools?
27. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
28. What is the LEA’s own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?
29. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?
30. What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?

Restart Model

21. Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?
22. Will qualified community groups initiate a home grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.
23. Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served—home grown charter school, CMO, or EMO?
24. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure and restart of the school?
25. How will support be provided to staff that are reassigned to other schools as a result of the restart?
26. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
27. What is the LEA’s own capacity to support the charter school with access to contractually specified district services and access to available funding?
28. How will the SEA assist with the restart?
29. What performance expectations will be contractually specified for the charter school, CMO, or EMO?
30. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met?

Transformation Model

11. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
12. How will the LEA enable the new leader to make strategic staff replacements?
13. What is the LEA’s own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

14. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
15. What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

School Closure Model

27. What are the metrics to identify schools to be closed?
28. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
29. How will the students and their families be supported by the LEA through the re-enrollment process?
30. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
31. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
32. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?
33. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
34. What supports will be provided to recipient schools if current staff members are reassigned?
35. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
36. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
37. How will the LEA track student progress in the recipient schools?
38. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
39. How does school closure fit within the LEA's overall reform efforts?

Requirement 2: The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

According to WV Code §18-2E-5, capacity is defined as a course of action for improving education by which resources are targeted strategically to improve the teaching and learning process. Development of electronic school and school system strategic improvement plans, pursuant to subsection (b) of this section, is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school and school system performance. The code further states, "When deficiencies are detected through the assessment and accountability processes, the revision and approval of school and school system electronic strategic improvement plans shall ensure that schools and school systems are efficiently using existing resources to correct the deficiencies. When the state board determines that schools and school systems do not have the capacity to correct deficiencies, the state board shall work with the county board to develop or secure the resources necessary to increase the

capacity of schools and school systems to meet the standards and, when necessary, seek additional resources in consultation with the Legislature and the Governor.”

Specifically, the WVDE Title I office will determine LEA capacity through an evaluation of the district’s ability to plan, implement and target resources strategically to the teaching and learning process. Each LEA must complete a self analysis of the capacity it has to assist the low performing schools in the implementation of the selected intervention. This will be determined utilizing a scale of 1-3 ranking from poor (1), satisfactory (2) and commendable (3) for the following criteria:

District Capacity Index

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
LEA governance	State takeover district	Limited SEA intervention	No SEA intervention	
Title I audit reports	Findings in areas requiring a repayment of funds	Findings in areas noted-repayment of funds not required	No findings in the fiscal area	
LEA overall achievement ranking	Bottom (5% = 3 districts)	Middle (70% = 38 districts)	Top (25% = 14 districts)	
Approval of the district strategic plan by the SEA (entire plan, not just the Title I section)	Not approved by the SEA	Approved by the SEA with revisions	Approved by the SEA without revisions	
Percentage of Title I schools that met AYP in the last testing cycle	0-50% of the Title I schools met AYP.	51-75% of the Title I schools met AYP.	76-100% of the Title I schools met AYP.	
Development of schools as professional learning communities	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., parents; representatives of institutions of higher education; representatives of RESA or representatives of outside consultant groups) Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	
			Total Points	

Districts must obtain a score of 20 out of 24 possible points to demonstrate capacity to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA’s application in order to implement fully and effectively the selected intervention/activities in each identified school.

Requirement 3: Each LEA intending to apply for the competitive 1003(g) school improvement funds will submit a preliminary budget to implement the selected intervention fully and effectively in each Tier I and Tier II school in the application. Further, for each Tier III school an estimate of the funds needed to conduct school improvement activities shall be included in the preliminary budget. The preliminary budget shall cover the period of availability of these funds (SY10-11; SY11-12; and SY12-13) 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.

An LEA serving Tier I and Tier II schools receives priority for full funding in the SEA competitive award process. Districts serving only Tier III schools may receive less than the maximum amount that an SEA may award to an LEA for each participating Title I school, based on SEA allocation and the number of districts which submit an application. Each Tier III school funded in this competitive process will receive at least \$50,000 per year as required in NCLB section 1003(g). Note that the proposed allocation for each school served depends on the interventions to be carried out and level of benefits provided, and not on the funding generated by the school under the statute.

The budget should take into account the following:

19. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.

20. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years.
21. The budget must be planned as a minimum of \$50,000 not to exceed 2 million dollars per year per school.
22. The SIG portion of school closure costs may be lower than the amount required for the other models and will **be granted for only one year**.
23. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools and support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.
24. The number of Tier III schools that the LEA commits to serve and the services or benefits the LEA plans to provide to these schools over the three-year grant period.

Preliminary Budget Form

District Name:

School Name by Tier	Intervention Models: Select the model that will be implemented in each Tier I and Tier II school.			
	Turnaround	Restart	Closure	Transformation
Tier I School:				
Tier II Schools:				
Tier III Schools:	Not applicable to Tier III schools.			

Complete a separate table for each Tier I or Tier II school. Estimate the amount of funds required to implement the intervention model selected for each school.

School Name:	Tier:			
Turnaround Model	Year 1	Year 2	Year 3	Total
Replace the principal				
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment				
Screen all existing staff and rehire no more than 50 percent of existing staff				
Select new staff				
Implement strategies to recruit, place and retrain staff				
Provide high quality, job-embedded professional development				
Adopt a new governance structure				
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				
Promote continuous use of student data to inform and differentiate instruction				
Establish schedules and implement strategies to increase learning time				
Provide appropriate social-emotional and community-oriented supports for students				
Additional options (specify activities) Any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy)				
Total:				

Restart Model	Year 1	Year 2	Year 3	Total
Convert or close school and reopen under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.				
Enroll, within the grades it serves, any former student who wishes to attend the school.				
Total:				
School Closure Model				
School Closure Model	Year 1	Year 2	Year 3	Total
Close the school		n/a	n/a	
Enroll the students in other higher-performing schools in LEA		n/a	n/a	
Total:		n/a	n/a	
Transformation Model				
Transformation Model	Year 1	Year 2	Year 3	Total
A. Develop teacher and school leader effectiveness				
Replace the principal				
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth				
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate				
Provide high quality, job-embedded professional development				
Implement strategies to recruit, place and retain staff				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				
B. Comprehensive instructional reform programs				
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				
Promote the continuous use of student data to inform and differentiate instruction				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				
C. Increasing learning time and creating community-oriented schools				
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools				
Provide ongoing mechanisms for family and community engagement				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				

D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach				
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA				
Provide intensive technical assistance and related support from a designated external lead partnership organization				
Other permissible activities as defined in the regulations (specify activities)				
Subtotal:				
Total for Transformation Model:				

Complete a separate table for each Tier III school. Estimate the amount of funds required to conduct school improvement activities.

School Name:				
List School Improvement Activities	Year 1	Year 2	Year 3	Total
Total:				

Part 2

The SEA will assess the actions an LEA may have taken prior to submitting a grant application and those conducted after receiving the grant.

6. Design and implement interventions consistent with the final requirements.
 - Each LEA will complete a letter of intent to apply for the grant including requirements 1-3 of evaluation criteria part one.
 - Each LEA will participate in technical assistance grant writing sessions conducted by the SEA.
 - The SEA will evaluate the final application utilizing a rubric to ensure it includes all components of the selected intervention model for Tier I and Tier II schools. Tier III schools will be evaluated according to the degree to which the selected activities align with the school’s strategic plan goals.
 - Technical assistance will be provided through the State System of Support process, the Title I Office and the Office of Organizational Effectiveness and Leadership.

7. Recruit, screen, and select external providers, if applicable, to ensure their quality.
 - LEA will develop procedures and a timeline to recruit, screen, and select external providers. The process must include input from a variety of stakeholders.
 - The LEA will provide a written explanation to the SEA outlining how the selected external provider meets the identified needs of the school. A copy of a sample contract, a copy of the projected work plan to be completed annually by the external provider and a description of how the LEA will evaluate the effectiveness of the external provider must also be provided.

8. Align other resources with the interventions.
 - The detailed budget narrative the LEA submits as part of the grant application 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.

9. Modify its practices and/or policies, if necessary, to enable it to implement the interventions fully and effectively.
 - The LEA will provide evidence that a review of district and school policies has been completed to ensure alignment with the selected interventions. Evidence will include copies of agendas and faculty senate minutes. If changes are required, additional documentation would include revised versions of policies and/or procedures and minutes of BOE meetings where the revised policies were approved.

10. Sustain the reforms after the funding period ends.
 - The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform changes will be institutionalized within the school setting.

The SEA will evaluate the LEAs ability to sustain the reform efforts by considering the following items:

 - Level and amount of technical assistance the LEA provides to the school in each year of the grant funding-It is expected that the LEA would provide intensive technical assistance the first year with decreasing amounts in the next two years.
 - Commitment to examine budgets to determine how the improvement efforts established can be sustained-This may require an adjustment in how current funding is being utilized.
 - Contract with the external partner/turn around specialist would provide a component to provide professional development for both the LEA level and the school level staff to ensure the practice is institutionalized and may continue to be monitored by the LEA after the contract ends.

C. Capacity: The narrative below describes how WV will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

Once the SEA determines the schools which are eligible for a competitive 1003(g) school improvement grant, the Deputy State Superintendent, State Title I Director and the Director of the Office of Organizational Effectiveness & Leadership (responsible for the SSOS) will arrange a conference call with each district superintendent to discuss the schools identified for Tiers I, II and III and explain the requirements and timelines. The district superintendents will be informed that an LEA with the intention of applying for a competitive 1003(g) school improvement grant must serve each of its Tier I and Tier II schools using one of the four school intervention models specified in the regulations, unless the LEA demonstrates that it lacks sufficient capacity to do so. Letters (refer to sample letter to the districts in Appendix A) will be distributed to each district superintendent explaining the three requirements which must be submitted prior to the submission of the grant application.

The capacity index included in Section B, Part 1 Requirement 2 will be submitted by the LEA to the SEA with the information required in Part 1. Upon receipt of the information for the three requirements in Part 1, the SEA will analyze the results of the capacity index included in Section B, Part 1 Requirement 2 to determine the LEA's overall capacity to lead the school improvement efforts. Thus, an evaluation of the district capacity will be completed prior to the district submitting a final application.

Even though WV has a small number of schools identified for Tier I (5 schools) and Tier II (12 schools), a lack of capacity may be an issue for this state. Since the five Title I Tier I schools are all located in different districts, no district in WV has more than one Tier I school in which to implement one of the four school intervention models. However, three districts have two or more schools in Tier I and/or Tier II (i.e., Kanawha, Lincoln and McDowell) which are also required to implement one of the four intervention models. These districts may not have sufficient capacity to serve all identified schools in Tier I and Tier II in this round of school improvement grants. Additionally, two of these three districts (i.e., Lincoln and McDowell) are currently under state takeover.

Should a district elect not to apply for the competitive funding under NCLB Section 1003(g), an individual contact will be made with the district superintendent to ascertain the reasons. If an LEA claims it lacks sufficient capacity to serve Tier I or Tier II schools, the SEA will evaluate the sufficiency of the LEA's claim. Furthermore, the SSOS and the SEA Title I office will provide technical assistance to the LEA to build capacity, write the grant application and plan for the implementation and evaluation of the grant.

D. Descriptive Information: An SEA must include the information set forth below.

9. Below is the process and timeline the WVDE will use for approving LEA applications.

Step One: A meeting was held on December 21, 2009 with the SEA and the superintendents of the LEAs at which time the list of schools that would be eligible to participate in both the Race to the Top and 1003(g) grant opportunities was presented. During the week of January 19-22, 2010, the WVDE Deputy Superintendent made phone calls to inform each LEA of their eligibility to receive 1003(g)

funding. Additionally, LEA superintendents were informed that Tier I and Tier II schools must implement one of the four intervention models.

Step Two: An overview of the 1003(g) grant program and a review of the letter of intent to apply will be conducted with pertinent superintendents on February 25, 2010. This same overview will be conducted with applicable LEA directors during the spring Title I conference on March 9, 2010. The letter of intent to apply, including all three requirements, will be due to the SEA Title I office April 9, 2010.

Step Three: A grant writing workshop will be held with the LEAs on April 21-22, 2010. The first day will be used to review the grant application step by step. The next day will be available for the LEAs to use for grant writing with technical assistance from Title I staff members. The grant application will be due to the SEA on or before May 25, 2010.

Step Four: The competitive grant proposals will be reviewed by SEA Title I staff members utilizing a rubric (Appendix C). Any grant proposal that does not meet the minimum threshold as determined through a review will be returned to the LEA with specific suggestions for improvement. Title I school improvement coordinators will provide additional technical assistance as needed.

Step Five: Each LEA team will present their competitive grant proposal and answer clarifying questions posed by WVDE staff members. Final determination of successful grant awardees will be based on the grant application and the presentation. All approved LEA grants will be awarded by July 6, 2010.

Step Six: Once the grants have been awarded, onsite technical assistance will be provided by the SEA Title I school improvement coordinators during late July, August and September, 2010 to each Tier I, Tier II and Tier III school receiving a grant. The district leadership team and school leadership team will begin a process to rewrite school strategic plans to reflect the selected school improvement model or activities adjust the achievement goals and identify the steps and timeline for implementing the model.

10. Provided below is the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's school improvement grant if Tier I and Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in Section III of the final requirements.

The SEA will review the WESTEST 2 results each August to determine whether the schools have made the progress specified on goals in the LEA grant applications. Furthermore, the SEA will review the specified progress on the leading indicators specified in Section III of the final regulations as reported by the LEAs. West Virginia recognizes that it will be difficult for a persistently low performing school to show improvement in academic achievement in the first year of implementation of one of the intervention models. Even if a Tier I or Tier II school does not meet the annual student achievement goals established by the LEAs, the SEA may renew the LEA's SIG application for that school if the school is making progress toward meeting the goals and leading indicators. In making

this decision, the SEA will also consider the fidelity with which the school is implementing the selected intervention model.

11. Provided below is the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's school improvement grant if one or more Tier III schools in the LEA are not meeting those goals.

The SEA will review the WESTEST 2 results each August to determine whether the schools have made progress specified for goals in the LEA grant application. Furthermore, the SEA will review the specified progress on the leading indicators specified in Section III of the final regulations as reported by the LEAs. The SEA will renew the SIG applications for funding in Tier III schools provided the school meets or makes progress toward the goals established by the LEA and approved by the SEA.

12. The West Virginia Department of Education Title I school improvement coordinators will regularly monitor to ensure that each LEA receiving a grant is implementing a school intervention model fully and effectively in Tier I and Tier II schools.

The WVDE School Improvement Model will be utilized to assist the SEA in this monitoring process. This model includes clearly defined components as related to each of the three tiers:

- Governance
- Identification
- Protocols and Expectations
- Progress Determinants
- Data Collection
- Essential Components and Capacity Building
- Human Resource Capacity Building
- Options
- Monitoring
- Evaluation and Consequences

As indicated on the WVDE 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.

13. The explanation below describes how the SEA will prioritize school improvement grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

The SEA will prioritize school improvement grants to LEAs if sufficient school improvement funds are not available for all the schools for which the LEA applies to serve. Priority will be given first to LEAs with Tier I and Tier II schools. If grant funds are not sufficient to serve all Tier I and Tier II schools for which LEAs apply then the following criteria will be utilized to determine which LEAs have the greatest need and strongest commitment:

- one or more schools in Tier I or Tier II
- a total score of twenty or more points on the capacity index
- inclusion of a signed assurance statement that the LEA will fully implement one of the rigorous intervention models
- LEAs with schools in the bottom 5% of achievement in reading and mathematics
- Total score received on the LEA application and presentation

14. The criteria the SEA intends to use to prioritize among Tier III schools in LEAs are listed below.

The SEA will use the following to prioritize among Tier III schools:

3. Tier III schools selecting one of the four intervention models will be given first priority.
4. The second priority will be given to schools further along in school improvement sanctions and they will be considered for higher levels of funding.

15. The SEA does not intend to take over any Tier I or Tier II schools.

See comments below item 8.

16. The SEA does not intend to provide services directly to any schools in the absence of a takeover.

The provisions in items 7 and 8 are not applicable to WV at this time. However, according to West Virginia State Code §18-2E-5 and West Virginia Board of Education Policy 2320, West Virginia has the legal authority to intervene directly in both low-achieving schools and districts.

State code and Policy 2320 authorize the West Virginia Board of Education to assign a school low performing accreditation status when the school falls below the criteria for full accreditation in three of the following performance measures: student achievement; participation rate; attendance rate or graduation rate. Whenever a school is issued low performing status, the West Virginia Board of Education appoints a team of improvement consultants to make recommendations to the Board within 60 days. If the school's low performance continues six months after the recommendations have been received by the school district, the West Virginia Board of Education appoints a monitor to the school, who will be paid by the school district. The monitor will work in the school, collaboratively with school leadership, to bring the school to full accreditation status.

If the low performance continues one year after the appointment of a monitor, the West Virginia Board of Education is authorized to intervene directly in the operation of the school. This intervention may include, but is not limited to, establishing instructional programs, taking such direct action as

may be necessary to correct the low performance, removing the principal, and replacing administrators and principals in low performing schools in districts in nonapproval status with individuals determined by the state superintendent to be the most qualified for the positions. The state board of education may choose to appoint a monitor to assist the school principal after state intervention in the operation of the school has been completed.

The West Virginia Board of Education has requested that the state legislature modify the state code in 2010 to enable the WVDE to intervene more quickly and more directly in schools than is possible through current policy. Further, the West Virginia Board of Education has requested the inclusion of an additional condition that would cause a school to receive low performing accreditation status – that the school’s results on the most recent statewide assessment in reading and math place the school in the bottom 5% of performance at their programmatic level.

E. Assurances: The SEA must provide the assurances set forth below.

By submitting this application, WV assures that it will do the following:

10. West Virginia will comply with the final requirements and ensure that each LEA carries out its responsibilities.
11. West Virginia will award each approved LEA a school improvement grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application that the SEA has determined the LEA has the capacity to serve.
12. West Virginia will apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
13. Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds (depending on the availability of appropriations), and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
14. Ensure, if the SEA is participating in the Department’s differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
NOT APPLICABLE FOR WEST VIRGINIA
15. West Virginia will monitor each LEA’s implementation of the interventions supported with school improvement funds as described in the SEA application.

16. To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

NOT APPLICABLE FOR WEST VIRGINIA

Note: This option is not currently available in West Virginia because there is not a charter school law. If a charter school law is passed in the future this may be an option for struggling schools in West Virginia.

17. West Virginia will post on its Website, within 30 days of awarding school improvement grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.

18. West Virginia will report the specific school-level data required in Section III of the final requirements.

F. SEA Reservation: As permitted, WV will reserve an amount not to exceed five percent of its school improvement grant for administration, evaluation, and technical assistance expenses.

The allowed administrative reserve was issued to WV in two grants:

1. CFDA #84.377A - \$168,476.00
2. CFDA # 84.388A- \$926,535.00

The activities related to administration, evaluation, and technical assistance that WV plans to conduct with the State-level funds it has received from its school improvement grant are described for each of the grants received.

CFDA #84.377A - \$168,476.00

The grant for \$168,476.00 will support a .5 FTE salary and fixed charges for three years for a Coordinator for Research and Evaluation in the Office of Assessment, Accountability and Research. The Title I staff is a component of the accountability section of this larger office. Therefore, the Coordinator for Research and Evaluation will work in direct association with the Title I staff and the schools receiving the 1003(g) school improvement grants to complete evaluation studies.

For each year (SY10-11; SY11-12; SY12-13), \$37,915 will be allocated annually for salary cost and approximately \$14,000 per year will be allocated for fixed charges. Indirect costs are estimated at \$11,750.00 for the length of the grant, leaving a remaining balance of \$981.00 for any travel costs incurred by the coordinator.

The duties and responsibilities as described in the WVDE job posting for the Coordinator for Research and Evaluation are as follows:

13. Assume responsibilities for conducting formative and summative evaluations for various programs both short term and long term, costing all projects, maintaining budgets, and a variety of different assignments.
14. Assist in the development of research projects and/or studies in terms of final products.
15. Assist in the development and execution of the day-to-day research and evaluation activities.
16. Develop research instruments (surveys, interview protocols, focus group protocol/questions, etc.).
17. Conceptualize and plan research and evaluation activities and studies for diverse clients, select samples, specify procedures for data collection and data entry/capture/cleaning and verification.
18. Conduct appropriate statistical analysis of collected data.
19. Complete data analysis, report preparation, and dissemination of research findings.
20. Defend studies/findings to the WV State Board and general public.
21. Provide research on national issues, state issues and develop and prepare publications for public dissemination.
22. Develop research and write white papers, evaluations, publications, etc.
23. Develop and deliver local, state and national presentations relevant to evaluation and research.
24. Demonstrate superior skills with data analysis software, (i.e., SAS or SPSS) and possess strong technology skills and understanding of data collection systems.

CFDA # 84.388A - \$926,535.00

The grant for \$926,535.00 will support 1.0 FTE salary and fixed charges for three years for a Title I Coordinator for School Improvement in the Office of Assessment, Accountability and Research. The Title I School Improvement Coordinator will work in direct association with the Title I staff and the schools receiving the 1003(g) school improvement grants providing assistance with the SEA administration of the 1003(g) grants, onsite technical assistance to the districts and schools receiving the grants, and will also be responsible for assisting with monitoring the implementation of each grant.

For each year (SY10-11; SY11-12; SY12-13), \$75,830.00 will be allocated annually for salary cost and approximately \$23,000 per year will be allocated for fixed charges. Indirect costs are estimated at \$64,600.00 for the length of the grant, leaving a remaining balance of \$565,445.00.

The duties and responsibilities as described in the WVDE job posting for the Title I Coordinator for School Improvement are as follows:

13. Provide leadership in writing and evaluating grants for school improvement.
14. Provide onsite technical assistance for districts and schools receiving the 1003(g) school improvement grants.
15. Provide leadership for identifying staffing patterns and staff utilization necessary for successful restructuring.
16. Assist school administrators in building a master schedule for restructuring a school and designing a school based professional development plan that is high quality and job embedded (professional learning communities).
17. Provide and coordinate technical assistance to schools based upon data, on-site reviews, Department initiatives, reports, and other audits of educational programs delivered by county school districts.

18. Assist school administrators and teachers with the implementation of the CSOs, including identifying appropriate professional development for all relevant staff and a monitoring process for continuous improvement.
19. Assist school administrators in designing and using a balanced assessment system to inform and differentiate instruction.
20. Assist school staff in seeking appropriate social-emotional and community oriented services and supports for students.
21. Assist school staff in monitoring and evaluating the progress of the implementation of the revised school strategic plan and the grants issued under NCLB Sections 1003(a) and 1003(g); collect appropriate program data.
22. Work collaboratively with other Department offices to ensure that technical assistance is provided to the Title I schools identified for improvement in collaboration with the assistance provided under the state system of support.
23. Communicate Title I school improvement initiatives through written materials, training programs and workshops.
24. Conduct Title I school improvement workshops at the SEA, LEA and school levels.

The remaining balance of \$565,445.00 will be braided with the 5% allowable reserve from the 1003(a) school improvement funds to provide technical assistance in writing, implementing and monitoring the results of the implementation of the activities identified in the 1003(g) school improvement grants.

The 1003(g) school improvement grants provide an opportunity to invest unprecedented federal funds into efforts to transform the lowest-achieving schools in WV. Developing the 1003(g) grant proposal have also presented WV the opportunity to reflect on what has worked in the past, to identify current challenges, and to design a strategy for transforming teaching and learning in WV.

Specifically, technical assistance and professional development will be aligned with the requirements of NCLB Section 1116 and the WV Standards for High Quality Schools. One of our successes over the past five years has been the development of the WV Standards for High Quality Schools (Appendix D). These standards were developed to guide the process of state intervention in low-achieving schools. However, WV now realizes that these standards should drive the work of continuous improvement in all schools throughout the state. Creating consistency in school and district expectations will bring a concentrated focus and a common language regarding the components of a high performing school and school system. All schools will be at a different level of implementation of the WV Standards for High Quality Schools and thus will need different levels of support, but the goal of excellence should be the same for all schools. These standards will be finalized and adopted by the WV State Board of Education in 2010 and will then be used in all schools throughout the state to guide school improvement planning, to structure accountability/compliance systems, and to drive the needs assessment process in struggling schools. The SEA will also align our work around these standards.

The purpose of the 1003(g) school improvement grants is to provide funding for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make AYP and exit

improvement status. Furthermore, school improvement funds are to be focused on each State's persistently lowest-achieving schools. Therefore, the technical assistance and professional development provided for the identified schools will also align with the listed below.

In order to build on the foundation of our past success, three goals and suggested activities have been identified, which are designed to improve student achievement in low-achieving schools:

Goal 1: Build the capacity of the SEA and LEAs to drive transformative interventions in low-achieving schools through the following activities:

- Engage external supporting partners to help LEAs build their capacity to support the transformation of struggling schools.
- Realign and expand the current capacity of the state system of support structure to monitor the process of transformation at all struggling schools in the state and build capacity at the Regional Education Service Agency (RESA) and LEA levels.
- Build strong teams to support struggling schools at the RESA, LEA and the school levels.
- Design a Whole Child Early Warning System and a Whole School Early Warning System that enable multiple users to use data to drive the school improvement process (To be developed by the WVDE Office of Information Systems utilizing funding from the State Longitudinal Data System grant).
- Utilize an evaluator to design a rigorous evaluation and report formative results annually for 2 years and summative results at the end of year 3.

Goal 2: Strengthen teacher and leader effectiveness in low-achieving schools in order to improve the quality of instruction through the following activities:

- Develop criteria for WVDE turnaround specialist certification/endorsement and provide training to individuals interested in acquiring the certification.
- Implement the structures, supports, and professional development that teachers need to be successful in professional learning communities.
- Provide professional development designed to assist teachers in implementing the Content Standards and Objectives utilizing standards based instructional strategies.

Goal 3: Develop comprehensive systems of support in low-achieving schools through the following activities:

- Provide a schoolwide system of differentiated supports for struggling students and students with disabilities.
- Establish school-based case management teams to identify non-academic issues for struggling students and then align the appropriate supports and services to the students' needs.

West Virginia is committed to transforming as many schools as possible over the next three years with intensive interventions supported by 1003(g) school improvement grants.

G. Consultation with Stakeholders: The WV Department of Education consulted with its Committee of Practitioners (COP) and with other stakeholders regarding its application for a school improvement grant before submitting the application to the Department.

- The SEA consulted with its COP regarding the information set forth in its application. The draft grant application and related documents were shared with the COP and members provided input and suggested revisions.
- The SEA also consulted with other relevant stakeholders, including a representative group of LEA district Title I directors, members of the WVDE State System of Support and the Office of Organizational Effectiveness and Leadership and consultants from Learning Points Associates. Learning Points is a nonprofit educational consulting organization which worked in collaboration with the WVDE to develop the application. Careful consideration has been given to the coordination of these two grant applications and the work of the WVDE State System of Support.

H. WAIVERS: The WVDE requests waivers of the requirements set forth below.

These waivers would allow any local educational agency (LEA) in the State that receives a school improvement grant to use those funds in accordance with the final requirements for school improvement grants and the LEA's application for a grant.

West Virginia believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II and Tier III schools by enabling an LEA to effectively use the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to substantially raise the achievement of students in WV's persistently lowest-achieving schools.

- Extending the period of availability of school improvement funds.
Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.
- "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.
Note: Request for this waiver is not applicable to WV. All schools identified as Tier I schools are currently implementing a schoolwide program and exceed the 40 percent poverty threshold.

The waiver to serve a Tier II school is no longer needed as per the Consolidated Appropriations Act of 2010.

West Virginia will include the list of waivers for which it applied in the LEA application. Each district will be required to identify waivers that the LEA will implement. If the LEA does not intend to implement all the waivers with respect to each applicable school, the LEA must indicate for which schools it will implement the waivers.

West Virginia assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section I.A.7 of the final requirements.

West Virginia assures that it will permit an LEA to 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 may only implement the waivers(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

West Virginia assures that it will ensure that any LEA implementing the waiver of sections 1003(g)(1) and (7) provides each Tier II school served through the waiver all of the State and local funds it would have received in the absence of being served with school improvement funds through the waiver.

West Virginia assures that, prior to submitting this request in its school improvement grant application, the State provided all LEAs in the State that are eligible to receive a school improvement grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs (Appendix E). The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (Appendix F).

West Virginia assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

Comments Concerning the SIG Waivers

Districts were notified of the SEA's intent to apply for waivers related to the SIG application. Below are the comments received from the districts:

- Thank you for your thoughtfulness in requesting a waiver for Sections 421(b) of the General Education Provisions Act and Sections 1116(b)(12) and 1003(g)(1) and (7) of the ESEA. Extending the period of availability of school improvement funds and allowing a Tier I school who implements a turnaround model to "start over" is based on sound educational research as well as experience. Successful, sustainable improvement takes time. LEAs also need the flexibility to serve needy Tier II schools when appropriate.

- It seems like the proposed waiver requests would allow for the funds to be used thoughtfully to improve student achievement.
- Kanawha County Schools Title I program applauds your efforts on seeking these waivers for the School Improvement Funds. The extension of time available to districts to have funds available as well as permitting LEAs to use funds to serve Tier II schools will assist districts in providing a much more comprehensive approach to school improvement. Thank you for pursuing these waivers to help our schools.
- Thank you for forwarding the information regarding the School Improvement Grants authorized under section 1003(g) of Title I for use in Title I schools identified for improvement, corrective action, or restructuring. Clay County Schools gives our fullest support to the waiver requests the West Virginia Department of Education is seeking from the federal government. We believe that these waiver requests, if granted, would allow Clay County Schools the flexibility to use the funding more effectively and to have a greater impact on student achievement. Moreover, we believe that this grant will greatly enhance our ability to increase student achievement and help struggling schools obtain adequate yearly progress and exit improvement status.

Thank you very much for working with us in Clay County to provide a quality Title I program for our youth. Through the special efforts and assistance of the WVDE, our Title I program is stronger than at any time in the history of Clay County Schools. We will be anxiously waiting to learn whether or not the proposal is approved.

- A waiver to extend the availability of funds to September 13, 2013 will allow the local education agencies more time to study what changes are required and how to expend funds in a manner that will achieve results. Greater thought and time to do it will allow the schools more time to try a new concept and time to correct any areas that are not working at first but may if given time and money to do so.
- Tier I schools have not been successful in the past; if they are not allowed to start over on the timeline they are again behind the curve with the other schools. They already have enough to deal with, or they would not be in Tier I, so a new start will at least help with morale and not dwell on past mistakes.
- Wood County Schools supports the waivers being requested by the West Virginia Department of Education. Increasing the period of availability will enable us to be sure that the funds are used appropriately for sustained improvement initiatives.

We currently have a school on improvement status that has made AYP every other year for the past 6 years. Unfortunately, they are on the wrong side of the every other year pattern and are still on improvement. Being able to “start over” as indicated in Wavier #2, would allow them to be on the right path for school improvement.

I did not comment on the third waiver as we do not have any schools in Tier II status. However, we support you in that regard.

Restart Model Work Plan

Steps for Implementing the Requirements	Narrative or bulleted list that explains how the LEA will meet each requirement	Time Line for Implementation	Oversight <i>Who will take primary responsibility/leadership?</i> <i>Who else will be involved?</i>	Monitoring Implementation <i>What evidence will be collected to document implementation?</i> <i>How often? And By whom?</i>	Monitoring Effectiveness <i>What evidence will be collected to access effectiveness?</i> <i>How often?</i> <i>And By whom?</i>
Convert or close school and reopen under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.					
Enroll, within the grades it serves, any former student who wishes to attend the school.					

School Closure Work Plan

Steps for Implementing the Requirements	Narrative or bulleted list that explains how the LEA will meet each requirement	Time Line for Implementation	Oversight <i>Who will take primary responsibility/leadership?</i> <i>Who else will be involved?</i>	Monitoring Implementation <i>What evidence will be collected to document implementation?</i> <i>How often? And By whom?</i>	Monitoring Effectiveness <i>What evidence will be collected to access effectiveness?</i> <i>How often? And By whom?</i>
Close the school					
Enroll the students in other higher-performing schools in LEA					

Turnaround Model Work Plan

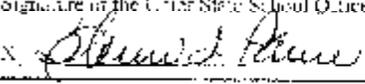
Steps for Implementing the Requirements	Narrative or bulleted list that explains how the LEA will meet each requirement	Time Line for Implementation	Oversight <i>Who will take primary responsibility/leadership? Who else will be involved?</i>	Monitoring Implementation <i>What evidence will be collected to document implementation? How often? And By whom?</i>	Monitoring Effectiveness <i>What evidence will be collected to access effectiveness? How often? And By whom?</i>
1. Replace the principal					
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment					
3. Screen all existing staff and rehire no more than 50 percent					
4. Select new staff					

5. Implement strategies to recruit, place and retrain staff					
6. Provide high quality, job-embedded professional development					
7. Adopt new governance structure					
8. 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					
9. Promote continuous use of student data to inform and differentiate instruction					
10. Establish schedules and implement strategies to increase learning time					
11. Provide appropriate social-emotional and community-oriented supports for students					
12. Additional options (specify): Any of the required and permissible activities under the transformation model or					

a new school model (e.g., themed, dual language academy)					
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**APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS**

<p>Legal Name of Applicant:</p> <p>Dr. Steven L. Paine, State Superintendent West Virginia Department of Education</p>	<p>Applicant's Mailing Address:</p> <p>West Virginia Department of Education 1900 Kanawha Boulevard East Building 6, Room 358 Charleston, WV 25305</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Jan Stanley</p> <p>Position and Office: State Title I Director – Office of Assessment, Accountability and Research</p> <p>Contact's Mailing Address:</p> <p>Jan Stanley, State Title I Director West Virginia Department of Education 1900 Kanawha Boulevard East Building 6, Room 330 Charleston, WV 25305</p> <p>Telephone: 304.558.7805</p> <p>Fax: 304.558.0429</p> <p>Email address: jstanley@aggs.wv.gov</p>	
<p>Chief State School Officer (Printed Name):</p> <p>Dr. Steven L. Paine</p>	<p>Telephone:</p> <p>304.558.2681</p>
<p>Signature of the Chief State School Officer:</p> <p>X. </p>	<p>Date:</p> <p>2/3/2010</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

	A	B	C	D	E	F	G
1	_____ COUNTY TOTAL BUDGET FOR TITLE I 1003(g) SIG						
2	5 Digit Program Function Code	3 Digit Object Code	Description	SY10-11	SY11-12	SY12-13	Total Budget for This Line Item
3			INSTRUCTION K-12				
4	11111	111	Professional Personnel <i>(Salaries for Title I teachers and interventionists)</i>	\$0.00	\$0.00	\$0.00	\$0.00
5			Enter the number of FTE professionals: ()				
6	11111	112	Professional Supplemental Salaries	\$0.00	\$0.00	\$0.00	\$0.00
7	11111	121	Service Personnel Regular	\$0.00	\$0.00	\$0.00	\$0.00
8			Enter the number of FTE paraprofessionals and aides ()				
9	11111	131	Professional Personnel Substitutes Regular	\$0.00	\$0.00	\$0.00	\$0.00
10	11111	141	Service Personnel Substitutes Regular	\$0.00	\$0.00	\$0.00	\$0.00
11	11111	151	Temporary Part-time Professional Staff	\$0.00	\$0.00	\$0.00	\$0.00
12	11111	211	Fixed Charges/Employee Benefits: Health/Accident/Life	\$0.00	\$0.00	\$0.00	\$0.00
13	11111	212	Fixed Charges/Employee Benefits: Dental	\$0.00	\$0.00	\$0.00	\$0.00
14	11111	213	Fixed Charges/Employee Benefits: Optical	\$0.00	\$0.00	\$0.00	\$0.00
15	11111	214	Fixed Charges/Employee Benefits: Income Protection	\$0.00	\$0.00	\$0.00	\$0.00
16	11111	218	Fixed Charges/OPEB expense	\$0.00	\$0.00	\$0.00	\$0.00
17	11111	221	Fixed Charges/Employee Benefits: Social Security Contributions	\$0.00	\$0.00	\$0.00	\$0.00
18	11111	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	\$0.00	\$0.00	\$0.00	\$0.00
19	11111	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	\$0.00	\$0.00	\$0.00	\$0.00
20	11111	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	\$0.00	\$0.00	\$0.00	\$0.00
21	11111	251	Fixed Charges/Employee Benefits: Unemployment	\$0.00	\$0.00	\$0.00	\$0.00
22	11111	261	Fixed Charges/Employee Benefits: Workers Compensation	\$0.00	\$0.00	\$0.00	\$0.00
23	11111	321	Purchased Professional Educator Services Instruction <i>(SES for sch. imp)</i>	\$0.00	\$0.00	\$0.00	\$0.00
24	11111	431	Repair/Maintenance Services: Non-Technology Related	\$0.00	\$0.00	\$0.00	\$0.00
25	11111	432	Repair/Maintenance Services: Technology Related	\$0.00	\$0.00	\$0.00	\$0.00
26	11111	533	Data Communication Services <i>(additional internet drops)</i>	\$0.00	\$0.00	\$0.00	\$0.00
27	11111	551	Printing/Binding	\$0.00	\$0.00	\$0.00	\$0.00
28	11111	581	Staff Travel/In County	\$0.00	\$0.00	\$0.00	\$0.00
29	11111	582	Staff Travel/Out of County	\$0.00	\$0.00	\$0.00	\$0.00
30	11111	611	Supplies/General	\$0.00	\$0.00	\$0.00	\$0.00
31	11111	643	Supplemental Books	\$0.00	\$0.00	\$0.00	\$0.00
32	11111	645	Movies, Videos	\$0.00	\$0.00	\$0.00	\$0.00
33	11111	646	Newspapers	\$0.00	\$0.00	\$0.00	\$0.00
34	11111	647	Periodicals	\$0.00	\$0.00	\$0.00	\$0.00
35	11111	651	Technology Supplies (e.g. flash drives, parallel cables, ink cartridges)	\$0.00	\$0.00	\$0.00	\$0.00

