

Spring Mills Middle



Innovation Zone Application

Project Design

Overview

The Spring Mills Middle School Innovation Zone School project involves four components that will highly impact our students' achievement. To reach these goals, our initial discussions were built around a cooperative group brainstorming activity at a staff meeting. All ideas and concerns were listed and discussed. We then set up a series of meetings to work together as a leadership team to determine the best way to meet the needs of our students. The team consisted of our principal, the library media specialist, one member from each discipline, a special education teacher, and other staff members attending when their expertise was needed in the discussion. We discussed many ideas and assessed needs by looking at standardized test scores, lexile scores of the students in our current reading intervention program Read 180, success of our students through standard grading formats, and the current research on technology integration and the integration of curriculum. We then narrowed our list of potential targets to the four areas that we felt would have the greatest positive impact on our students and could be successfully implemented in a relatively short period of time.

Goals

Response to Intervention – Reading:

Our goal is to increase the number of students reading on grade level through the implementation of a multi-sensory reading intervention program such as Project Read, that will be monitored for progress through a computational benchmark system of individualized goals.

Response to Intervention – Math:

Our goal is to increase the number of students able to demonstrate mastery of grade level math skills through the implementation of a math intervention program that will monitor progress through a computational benchmark system of individualized goals.

Integration of Curriculum:

Our goal is to create a pilot program for the integration of reading and social studies curriculum at the sixth grade level that will increase motivation, student interest, and raise the number of students at mastery level in both areas of curriculum.

Professional Development:

Our goal is increase the effectiveness of instruction by further building a learning community amongst our staff. We will monitor success by administration observation of 21st century lesson design, comparison of standardized test scores, and student/parent satisfaction surveys.

Rationale

Response to Intervention – Reading:

During the first two years of implementing a reading intervention program, it was discovered that some students who were previously placed in regular education classrooms did not have the basic phonemic awareness necessary to qualify for our current intervention program, Read 180. In order to provide the level of instruction necessary for these students, a lower level intensive intervention program needs to be available.

Response to Intervention – Math:

Our school does not currently have a math intervention program to address the needs of those students in our school who fall under grade level mastery in math skills. We have made after school program available; however, lack of transportation makes it an unrealistic option for some students. In order to provide the level of instruction necessary for these students, an intervention program needs to be available.

Integration of Curriculum:

Our team discussed current research on the effects of curriculum and talked about the successes that we have had in our own classrooms with interdisciplinary teaching. We looked carefully at CSO's and staffing issues to select the content areas and grade for this project. The sixth grade reading and social studies curriculum was chosen because of the natural integration of CSO's, materials, and the expertise and enthusiasm of the teachers involved.

Professional Development:

We began the process two years ago through book studies, focusing on differentiated instruction, professional development in technology integration, implementing a school-wide program for gathering information on multiple intelligences and interest inventories, and working towards interdisciplinary units of instruction. These programs have helped to mold us into a cohesive unit that provides new ideas and support. We would like to continue to build on this success by incorporating five additional development days for working together to design innovative 21st century lessons and units to create global citizens.

Implementation

Response to Intervention - Reading:

The reading intervention program will be a two period block program that will provide direct instruction in phonic rules and language attack skills while encompassing both reading and language arts CSO's. A two period block will allow for extended lessons and cohesive teaching that not only increases motivation but works to improve learning and retention. A multi-sensory program such as Project Read will be used to maximize the chances of success for students of whom traditional reading instruction has not been proven effective. Students will be chosen based on grades, standardized test scores, teacher recommendation, and lexile scores utilizing the current intervention program. This will be accomplished with input from our feeder school for fifth grade. We can then use these scores for student placement into each program of intervention at the level that will insure success and progress towards grade level mastery. Monitoring individual students through a baseline and norm computational system will set short and long term goals. As students' lexile scores increase and goals are met, they will advance to the Read 180 program. As the students continue to progress through their benchmarks and goals, they will move into appropriate settings such as a co-taught class where they will receive instruction with additional support. The success of this program will be monitored through continuous formative assessment of student progress through the intervention program assessment format and lexile scores. We also plan on creating an individual portfolio assessment tool to utilize for monitoring of achievement and growth which will include graphic organizers such as charts and graphs. These portfolios will be an excellent tool that will provide motivation for the students, focus discussion in parent meetings, and allow for sharing of information with other staff members and in presentations at conferences and workshops.

Response to Intervention – Math:

The math intervention program will consist of one period of instruction at each grade level. Programs such as Scholastic's Math Intervention that provides a research based program of study with teacher training and support will be considered during the planning phase. The intervention class will allow them to be given instruction that will address their individual learning styles and interests, while providing the remediation strategies that they need to be successful. Initially, students will be assessed for quantile scores at the end of the school year. This assessment will be composed of testing through the final chosen program if possible, but may also contain a teacher designed component for the five strands for math. This will be accomplished at our feeder intermediate school for the fifth grade. We can then use these scores for student placement into the program of intervention to insure success and progress towards grade level mastery. As students' quantile scores increase and their short and long term benchmarks comprised of a computation of a baseline and norm grade level scores are met, they will advance to a co-taught math class (tier 2) where they can receive additional support in a larger classroom setting. Monitoring will occur through comparison of standardized test scores, quantile scores and continuous formative assessment of student progress within the intervention program's structure. We also plan on creating an individual portfolio assessment tool to utilize for monitoring of achievement and growth which will include graphic organizers such as charts and graphs. These portfolios will be an excellent tool that will provide motivation for the students, focus discussion in parent meetings, and allow for sharing of information with other staff members and in presentations at conferences and workshops.

Integration of Curriculum:

The integration of social studies and reading will be a co-taught design that will weave the CSOs into a cohesive program that will prepare our students for the 21st century. In researching integrated curriculum, we have not found a program that fits our needs. The team will continue to look at programs during the planning phase but would prefer to design the program ourselves. Professional development

for the teachers who will be designing this program is an integral part of our plan and budget. Literacy practices workshops can be completed and we would also like to work closely with members of the state department for increased knowledge in this area. Because of the high potential for student engagement, we will spend a great deal of effort looking at resources that will increase motivation and working with experts in the field to create a program that has great depth of learning and high appeal. We desire a program that utilizes historical fiction, first person narratives, biographies, primary source documents, and other sources including technology integration, to deliver the content for both curriculum areas. Increasing motivation and building critical thinking skills and depth of knowledge through our integration program, and the flexibility that it will afford us in grouping, projects, and instructional strategies, will ensure success. We plan to continue to expand this goal of curriculum integration to encompass all grade levels and teams. The integrated classes will include an honors class, a co-taught class, and one or two regular education classes during the first year, depending on our final schedule for next year. We wanted to keep a control group of at least one regular education class for comparison and to monitor success. We will utilize continuous formative assessment to monitor progress and adjust instruction. We can then compare standardized test scores from one class to another for long term success. A portfolio assessment format will be used to monitor individual student progress through the integration program. Each facilitator involved in the integration program will also create and maintain a reflection journal to be shared at professional development sessions within the departments, and school wide, to increase teacher motivation and understanding for future curriculum integration.

Professional Development:

Time is the issue that holds us back in designing effective and innovative instruction. We want to redesign our instructional time on a daily basis so that we can accrue enough hours to allow for five additional professional development days to work together as a whole staff, and in smaller units, to design effective workshops that will promote the creation of effective lessons for our students. Professional development will involve all faculty members and the administration.

Every faculty member will take part in the planning and implementation of professional development and will incorporate knowledge gained into their classrooms. Staff members will then be able to share successes and shortcomings with each other as scaffolding to help us improve our teaching strategies and lesson design. We will continue to work as a staff in our quest for new information on teaching to the 21st century student. Professional development will be scheduled every other month and will build upon the professional development completed on other ISS and CE days. Throughout the planning phase of the grant, the staff will work in committees to research and design a plan of professional development that will incorporate our goals. We plan a continuation of our study on differentiated instruction, learn about and incorporate Project Based Learning school wide, provide methods to share ideas and support each other in technology integration abilities and lesson design, and look to our pilot integration project for additional ways in which to incorporate the entire faculty into interdisciplinary teaching. We will also be utilizing a WebTop for continuous interaction of the staff to develop and monitor our progress. The additional professional development will be a benefit to all of our students because they will be exposed to lessons and units that will meet the needs of the 21st century learner. Evaluation of staff incorporation of technology, innovative lesson design, and differentiation to meet the needs of their students, will be assessed by the administration's observations of instructional strategies. Additionally, evaluation will consist of a detailed comparison of standardized test scores from the year before the implementation to scores achieved during the first year of the project.

Faculty Member Experiences and Success

We have fifty-eight faculty members and twenty-one service personnel in our school. The faculty has a combined experience of 936 years; include thirty-five holding Master's degrees and three National Board Certified Teachers. One of our faculty members was the Frederick County Teacher of the Year and a finalist for Virginia Teacher of the Year, while two have been named Berkeley County Teacher of the Year Finalists. Three of our members have been awarded the A Caring Educator Award. One has received the Japan Fulbright Memorial Teacher Program, one Milken Family Foundation Award, and one Arch Coal Golden Apple Achievement Award. Three of our goals will only directly affect a few of our faculty. We will be involving one teacher for the additional reading remediation program who is highly qualified and has proven success through the progress of her special needs students. She is also in the process of acquiring her Master's degree in reading, which will be her third graduate degree. Three math teachers will be leading the math remediation program, one at each grade level. These changes will indirectly influence the classroom make-up of other teachers in these content areas as students improve, meet mastery, and can be placed in regular education classrooms. The reading teacher and social studies teacher for the curriculum goal are both highly qualified. The social studies teacher is also National Board Certified, is the chairman of this initiative, and has experience presenting at the school, county, state, and national levels. She will also be leading the work to collect data and create presentations for conferences and workshops. Professional development will involve all fifty-eight faculty members and the administration. Every faculty member will take part in the planning and implementation of professional development and will incorporate knowledge gained into their classrooms. We will then be able to share our successes and our shortcomings with each other as scaffolding to help us improve our teaching strategies and lesson design.

Summary

Receiving the Innovation School Zone grant will allow us to provide instruction to our students that will be designed to meet their needs on an individual basis. It also encompasses an over arching idea of creating a learning community where every student is valued and supported by a staff that has been trained to provide an energizing 21st century classroom atmosphere. We are fortunate to have a motivated and positive staff. This change will only work to increase our desire and abilities to support and encourage our students. We can utilize the changes from this grant to bring our learning community into a tighter, more focused family that works together to make sure that everyone feels secure, and moves steadily towards mastery of content and 21st century skills.

Research

Response to Intervention - Reading and Math:

Response to Intervention (RTI) is defined by Mike Gavin, Mid-Atlantic Research for Education and Learning, as a school-wide approach to teaching and learning that combines best practice instruction with a tiered system of remedial interventions for children who need additional help in learning. We are planning a RTI program for reading and math that will be best practice research based systems, to provide instruction to our students who need additional help to reach grade level mastery. Many of our students are below grade level and will benefit from instruction designed to give them the support that they need. Under RTI, there is much less emphasis on program entry requirements and the remediation of specific disabilities, and much greater emphasis on finding the right pathways for students to learn (Learning Point Associates Great Lakes West Newsletter: Implementing RTI) The critical elements of RTI as described by the National Research Center on Learning Disabilities requires a program that consists of continuous formative assessment of differentiated instruction to monitor student progress through tiers of increasingly intense, scientific, research based curriculum. We are currently researching programs for Reading RTI that are multi-sensory in their approach, such as Project Read, that will address the needs of our lowest level students. We have an RTI program in place at our school called Read 180 but want to provide an RTI program for students below the Read 180 parameters. The reading RTI will be a blocked period in which the students will receive instruction in reading and language arts that is individually planned for learning style, interest, and areas of strengths and weaknesses. By adapting the instruction, and choosing materials that motivate, we will meet the needs of the students while teaching the CSOs. The math RTI programs that we are researching contain instruction in all five strands for math. Again, we are looking for programs that provide researched based instruction for our lower achieving students that is individually planned based on their learning style, interest, strengths, and weaknesses. Our plan is to assess students in the spring based on grades, previous standardized test scores, and teacher recommendation, and to determine lexile and quantile scores for placement into the RTI programs. The students will be continuously monitored through the selected RTI programs for success. The

students will be individually scored for a baseline score and through computation of norm based scores for grade level, end of year goals will be set. The students will additionally be monitored for progress on a set weekly schedule depending on the chosen program. By scheduling these programs at the same time as co-taught classes at each grade level, we will allow for flexibility in scheduling as students progress.

Integration of Reading and Social Studies Curriculum:

The research on the integration of curriculum is vast. As we searched through the information, it became clear that the integration of curriculum is not a new concept, but is only recently gaining support and utilization. We are planning on incorporating a shared model of inclusion that brings two distinct disciplines into a single focus. (Kathy Lake, "Integrated Curriculum", Northwest Regional Education Laboratory's School Improvement Research Series) It becomes synergistic teaching (Bonds, Cox, and Gant-Bonds – 1983) where what is learned in one area of the curriculum is related and used to reinforce, provide repetition, and expand knowledge and skills learned in other curriculum areas. Integrating curriculum is also supported by the brain research being conducted to better understand how children learn. The research conducted by Caine and Caine (1991), Cromwell (1989), and others supports the idea that learning is best accomplished when information is presented in meaningful, connected patterns. Integrated curriculum is a reflection of the real world, where information is not disseminated nor problems solved in isolation. Students can see, utilize, and make connections that work to motivate and develop higher critical thinking skills. Generally speaking, the integrated approach can actually cover the content, objectives, and skills at a greater depth because of the connections made. Our plan is to create a new curriculum that will entail the use of historical fiction, first-person narratives, biographies, primary source documents, and other sources including technology integration, to teach the reading and social studies CSOs. We believe that it is a natural combination of curriculum and will expand our students' knowledge base in both areas, but more importantly, increase critical thinking skills, motivation, success, and develop a love of learning.

Professional Development:

Judith Warren in her paper "Professional Community and Professional Development in the Learning Centered School" (2006) says this about professional development, "A school is more likely to be effective in supporting high levels of student learning and well being when it also plays a significant role in teacher learning". A 2000 study by the National Staff Development Council examined the award-winning professional-development programs at eight public schools that had made measurable gains in student achievement. The study found that in each of the schools, "the very nature of staff development [had] shifted from isolated learning and the occasional workshop to focused, ongoing organizational learning built on collaborative reflection and joint action." Specifically, the study found that the schools' professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results (WestEd, 2000). Teacher professional communities build on both individual and collective staff success. Our goal for professional development will build upon the work that has begun in our school and move us forward in both areas. The professional development plan will focus on 21st century skills in order to aid us in working with and providing for the needs of our global students. Incorporation of professional development on Project Based Learning, technology integration, curriculum integration, and improving our formative assessment skills will broaden our abilities and improve our proficiencies in meeting the needs of our students while keeping in mind that what is most important is the interaction between students, teachers, and content. Because strong professional communities feel an equally shared responsibility for student learning, the time allocated for collaboration is critical in implementing sound research based instruction. A crucial part of our developing a continuous interaction plan and, consequently, increasing the effectiveness of our collaboration model of teaching, is the creation of a WebTop for ease of interaction. Continuous formative assessment of our innovation plan, which is a fundamental aspect of our professional development plan, will keep us focused and on track, improving our success for both students and staff. In order to support our students in becoming 21st Century learners, we must first be given the support to evolve into 21st Century professionals.

Policies of Code that Prohibit or Constrain the Design

Waiver Requested of County Policy: _____

Waiver Requested of WVBOE Policy or Regulation: 2445.44; 2510-5.5.1

Waiver Requested of Statute: 18-5-45

N/A (No Waiver Requested) _____

Intervention – Reading and Math:

Our plan is to implement a reading and math intervention program that will meet the needs of our students, while continuing to cover CSOs. The only request that we are making for these programs deals with Policy 2445.44 and the use of adopted textbooks. We believe that a multi-sensory program for reading, and a quantile leveled program for math will better serve the identified students in these programs; therefore, we ask for an exemption from the use of officially adopted textbooks for these students. Instructional facilitators will use the materials provided through the selected program.

Integration of Reading and Social Studies:

Combining these content areas into one area of focus will help our students, from increasing higher level critical thinking skills through the instruction of material in connecting patterns, to increased motivation because of the positive emphasis on subject matter. We have not, as of yet, identified a suitable program for use; so we are working to design an appropriate program of study that will teach the CSOs for both content areas in a new and exciting way. We plan on incorporating primary source documents, historical fiction, autobiographies, and other sources including technology, to teach these skills. We are requesting exemption from Policy 2445.44 dealing with the use of officially adopted textbooks, in order to design this program

Professional Development:

Our goal with professional development is to create a learning community of not only our students, but also our staff. We are striving to continue the growth that we have made as a group to include additional technology integration skills, increased opportunity for integration of curriculum, and improving teaching strategies. We are devising a schedule that will pull instructional time which is already within our schedule to uncover up to five additional professional development days. These days would give the staff an opportunity to participate in professional development within the school and outside of the school. Much of the current research points to improved learning when teachers attend professional development outside of the school environment. The staff development will be designed by members of our staff with input from county and state curriculum experts. We are requesting a waiver from WV Code 18-5-45, outlining calendar requirements, in order to change our number of instructional days; and Policy 2510- 5.5.1 dealing with grades 5-8 instructional time. Our goal is not to decrease instructional time for our students but to restructure the time to be the most productive for all.

Innovation Zone Budget

The budget proposal for the Spring Mills Middle School Innovation Zone is designed to support the continuation of the planning process in order to develop a successful change in our school. The budget is the result of several staff meetings where input from personnel dictated what specifically we would need to do as a committee to create a viable, positive transformation for both students and staff. We strongly believe that the success of Spring Mills Middle School's Innovation Zone will be the result of careful, well considered planning.

To address and achieve a viable plan for our first three goals – raising the lexile scores of extremely low achieving reading students, raising the lower quantiles of math achievement, and piloting a curriculum of reading and social studies integration – we are following identical paths for continuation of the plan development. All the three goals require outside investigation of the topic, which will include reading, interpreting, and reporting on the existing research in each particular discipline. We also believe that it is important to actually see the established successful programs in other schools. This will require utilizing substitute teachers to allow committee members to travel to successful schools in relatively close proximity to Spring Mills Middle School. We also included in this section of the budget a small allowance to reimburse teachers for travel expenses.

Our fourth goal includes creating a learning community of staff members within our school. In order to insure that we are meeting the needs that staff members identify, we again feel it is essential to continue researching schools with recognized, successful staff development currently in place. It is also imperative that every faculty member become involved in this planning process in order to assure that he/she is comfortable and motivated in the learning community. To accomplish our goal, we plan to purchase a number of professional development materials for the staff to evaluate. We feel it is critical to incorporate 21st century learning objectives into our success, and we will include a significant number of materials on this topic in our staff development research. It is also essential to us that we incorporate time to reflect on our plan, and that we adjust the plan as it firmly materializes in this process.

Spring Mills School Innovation School Zone
Project Budget

<u>Goal</u>	<u>Description of Costs</u>	<u>Budget</u>	<u>Comments</u>
Raise Reading Lexile Scores	Outside Research	400	2 people @ \$20/hour x 10 hours
	Observation/training	1,100	2 people x 5 days x \$110 (sub rate)
	Travel	<u>100</u>	
	Subtotal		\$1,600
	Increase Math Quantile Scores		
Increase Math Quantile Scores	Outside Research	600	3 people @ \$20/hour x 10 hours
	Observation/training	1,650	3 people x 5 days x \$110 (sub rate)
	Travel	<u>100</u>	
	Subtotal		\$2,350
	Create Pilot Program for Integration of Curriculum		
Create Pilot Program for Integration of Curriculum	Outside Research	800	4 people @ \$20/hour x 10 hours
	Curriculum Development	2,200	4 people x 5 days x \$110 (sub rate)
	Travel	<u>400</u>	
	Subtotal		\$3,400
	Create Staff Learning Community		
Create Staff Learning Community	Outside Research	2,000	10 people @ \$20/hour x 10 hours
	Materials	<u>500</u>	
	Subtotal		<u>\$2,500</u>
	Total		<u>\$9,850</u>

Supporting Documents

A) Record of Staff Commitment – Certification Document

<http://www.vuvox.com/collage/detail/01ab1a419b>

Vuvox Presentation

B) LEA Report of Support or Concerns – Report enclosed

C) Support of School Business Partners, LSIC – Vuvox Presentation

D) Support of Parents: Vuvox Presentation

Letters of support enclosed

Certification
School/Schools Staff Commitment
Department/Departments/Subdivision/Subdivisions
Staff Commitment

Use this form to report the staff commitment regarding the innovation application and plan. A copy must be forwarded to the Innovation Zone Committee with the application and the plan.

School: _____

Department (If Applicable): _____

Notice of Meeting (Date Provided to Faculty or Department/Subdivision): _____

Meeting Date: _____

Faculty Senate Elected Officers:

President: (Name) Jennifer Unger Signature: Jennifer Unger

Vice-President: (Name) Barbara Giles-Loeb Signature: Barbara Giles-Loeb

Secretary: (Name) MARYKAY DURST Signature: Mary Kay Durst

Treasurer: (Name) _____ Signature: _____

Other: (Name) _____ Signature: _____

Service Personnel Representative:

Name: Sidney L. Fries Signature: Sidney L. Fries

Position: Autism Aide

Parent Representatives:

Name: Wendy Gilpin Signature: Wendy Gilpin

Name: Laura Hester Signature: Laura Hester

Name: _____ Signature: _____

We certify that 80 percent of the faculty affected by the application/plan has voted to support the application/plan.

(This report certification is not required of institutions of higher education in their application or plan).

County Board or Boards
Report on Innovation Application/Plan

Use this form to report the county board or boards and superintendent's support or concerns, or both, about the innovation to the principal and faculty senate. A copy must be forwarded to the Innovation Zone Committee with the application and the plan.

School: Spring Mills Middle School

Department (If Applicable): _____

Date of School/Department/Subdivision Receipt of Application: December 3, 2009

1. Application/plan must be accompanied by Staff Commitment Certification (Phase 1 and 2)
2. Support evidence from students, parents, local school improvement council and school business partners for the application (Phase 1)

Date of Regularly Scheduled County Board of Education Meeting: December 7, 2009

County Board of Education Elected Officers:

President: (Name) William Queen Signature: _____

Vice-President: (Name) William Norris Signature: _____

Members: _____

Name: Richard A. Pill Signature: _____

Name: Todd M. Beckwith Signature: _____

Name: Pat H. Murphy Signature: _____

Report: _____

Concerns: _____

Report of the local education agency must be forwarded to school/department/subdivision for submission to West Virginia Board of Education with their application/plan).

(This report certification is not required of institutions of higher education in their application or plan).

To: Innovation Zone Grant Application Committee

From: Lisa L. Gates, CPA

Address: 247 Tara Dr.
Martinsburg, WV 25403

Phone: 304-707-5537

Date: November 24, 2009

As a parent of an 8th grade student at Spring Mills Middle School, I urge you to approve the school's application for the Innovation Zone Grant.

This is my child's third year at Spring Mills and I can truthfully say I am, and have been, very pleased with his education and instruction. The teaching staff is top notch and the administration at the school has been impeccable in the leadership delivered. Because the teachers and administration have always been accessible and responsive to any questions or concerns I've had over these last three years, I fully believe they are committed to having every child become successful and that they strive to achieve higher goals for students as well as the staff. I plan to be involved with this school for the next four years since I have another child that will attend Spring Mills.

I know that for my sons, and all students, to be successful in school and in life, they must acquire the essential skills of critical thinking and problem solving. When administrators and teachers have the opportunity to function as true professional learning communities, students will reap the benefits of a focused mission toward success for all.

This is a school I am extremely proud of and I would do most anything asked of me to fulfill their desire to offer "more and more" to students. When approached about writing a letter of recommendation for this grant, I was more than eager to lend my support. I feel the grant would be used wisely, effectively, and would give our students a path for greater success.

Please feel free to contact me with any questions regarding my affiliation with Spring Mills Middle School or this letter of recommendation.

Stacey K. Chaney
338 Sherwood Forest Drive
Falling Waters, WV 25419
Phone: 304-274-1737
staceykaychaney@comcast.net

November 27, 2009

To Whom It May Concern:

I am writing to support Spring Mills Middle School's application for an Innovation School Zone. Spring Mills Middle School is located in the eastern panhandle of West Virginia in Berkeley County. The school serves approximately 650 students; 36% of those students come from low socioeconomic families.

The staff and faculty at Spring Mills recognize that as we move into the 21st Century, new teaching methods are being sought and with this come a redesign of the classroom environment. The goal of their application is to identify students who are struggling academically in reading and math and do not qualify for other services in the system. Spring Mills will then work with these students to boost standards in these challenging areas. Spring Mills is looking at teaching methodologies that with foster motivation, intervention and curriculum development with evidence based practices which will serve as a tool for individual learning needs.

Reading and Math are paramount in order for a student to learn, live and thrive in a global society. Adding the cross curriculum connections with Reading and Math in any given subject is critical for a student's success in this diverse world we live in. In my opinion, middle school is the time where a child's education becomes grounded and by enhancing the relevance of the curriculum it provides them with a better opportunity to succeed.

I applaud Spring Mills for recognizing the need for changing the learning environment, and for their willingness to redefine how they do business and foster innovation and creativity amongst themselves as professionals.

Sincerely,

Stacey Chaney
Parent

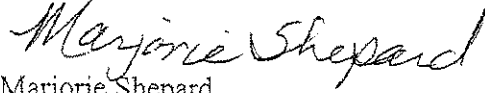
December 1, 2009

To Whom It May Concern,

As a parent of a Spring Mills Middle School student, I would like to express my support of the Innovation Zone project. Reading Remediation, Math Remediation, Integration of 6th grade Reading/Social Studies, and Professional Development, I feel, would benefit the students greatly.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Marjorie Shepard". The signature is written in dark ink and is positioned above the printed name.

Marjorie Shepard