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*West Virginia
Board of Education*

Innovation Zone Designation
**COMPETITIVE GRANT
APPLICATION**
**Application Due:
December 29, 2009**

*Division of Educator Quality and
System Support
West Virginia Department of Education*

**West Virginia Board of Education
2009-2010**

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*West Virginia
Board of Education*

**Innovation Zone Designation
COMPETITIVE GRANT
APPLICATION**

**Application Due:
December 29, 2009**

Issued by the
West Virginia Department of Education
Division of Educator Quality and System Support
Building 6, Room 617
1900 Kanawha Boulevard, East
Charleston, WV 25305

Who May Apply?

- A school
- One or more schools acting as a consortia
- A group of schools seeking designation across the same subdivision or department of the schools
- A school seeking designation of a subdivision or department
- A higher education institution

How much money is available and to whom will recipients report?

The size of planning grant awards will be based upon a reasonable well planned projection of expenditures tied to the planning phase of developing the Innovation Zone Plan. The range of funding allowable is \$5,000 to \$50,000. The applicant must first be designated as an Innovation Zone to receive planning grant awards and begin the planning process.

* Please note: Some applicants may receive their requested waivers and be designated an Innovation Zone without receiving funding.

Each Innovation Zone receiving a grant must report annually to the West Virginia Board of Education regarding the progress in meeting the objectives described in its Innovation Zone Plan.

What are the steps of the application and the Plan?

Phase 1 (Application)

1. Complete the application for Innovation Zone designation.
2. Gain approval of 80 percent of faculty (those affected by Innovation Proposal).
3. Submit a record of support from parents, LSIC, business partners, students.
4. Submit a record of county board report (support and concerns) on application.
5. Applicants may mail their applications to the name/address, (see page 6), hand deliver, or submit electronically at the Innovation Zone Web site: <http://wvde.state.wv.us/innovationzones>.

**Completed grant application must be
received by e-mail, hand delivery or mail by
December 29, 2009**

Phase 2 (Plan)

WVDE technical assistance will be provided in completing the plan, if desired.

1. Complete the four components of the planning process (see page 5-6, Phase 2).
2. Gain approval of 80 percent of faculty (those affected by the Innovation Plan).
3. Submit a record of county board report (support and concerns) on the plan.
4. Applicants may mail their implementation plan to the name/address, (see page 6), hand deliver, or submit electronically at the Innovation Zone Web site: <http://wvde.state.wv.us/innovationzones>.

A. Cover Page

B. Information of Applicant:

Entity Applying for Innovation Zone Designation

- A school
 One or more schools acting as a consortia
 A group of schools seeking designation across the same subdivision or department of the schools
 A school seeking designation of a subdivision or department
 A higher education institution

Name of Entity Applying: Elkins Mountain School

County: Office of Institutional Education

Superintendent: Dr. Fran Warsing

Number of Professional Personnel: 10

Number of Service Personnel: 2

Institution of Higher Education: _____

County Location: _____

C. Narratives for the Innovation Zone Application:

Our project is designed to address our students' needs in relation to reading and math skills. According to our TABE testing, approximately 50% of our students are at least three grade levels behind in reading and 55% are 3 grade levels behind in math. We are looking to find time in our school schedule to address these deficiencies while still providing the standard curriculum to all students. Our proposal would involve extending our class length Monday – Thursday from forty-five minutes to fifty-seven minutes. Doing so would allow us to meet the 8100 minute course requirement and open up Fridays for intervention.

On Fridays we would have two separate ninety minute intervention sessions one from 8:00-9:30 a.m. and the other from 9:45-11:15 a.m.

The structure of the Friday intervention would include the following components

- Two staff co-teaching to group of 15 identified students (per TABE test) for ninety minute uninterrupted block
- Two ninety minute blocks will be conducted to enable us to service over 50% of our student population (30 students each week)
- Students with the greatest need (i.e. three grades or more below grade level per TABE) will be selected to attend an intervention session
- Stations will be set up that students will rotate through utilizing Read 180, Writing Roadmap, Apangea Math, teacher created stations, etc
- Plans will be made and turned in to principal each Tuesday for the Friday intervention sessions
- Through Student Assistance Team meetings and weekly intervention session plans we will be establishing and carry out a plan for each student identified to attend an intervention session.

Changing our schedule allows us to successfully provide a ninety minute intervention session to our students with large skill deficits. Further, we are still able to offer students eight credits per school year which is critical considering our students are often behind in credits as well. Our expectation is the Friday intervention sessions will help bring each student participating up at least

one full grade level in identified area of weakness per TABE test.

- **Research Base:** This narrative shall discuss and cite the current state of knowledge relevant to the project design. This brief literature review should indicate why the proposed activities were selected or designed. If the proposal builds on prior work, the narrative should indicate what was learned from this work (either success or failure) and how these lessons learned are incorporated in the proposed design.

We sorted through several different sources about four day school weeks. The primary source being cited in this narrative is a Research Brief for the Principals' Partnership. Benefits listed for a four day school week that will apply with our school include

- Fewer student discipline issues/referrals
- Teacher attendance improves
- Less classroom interruptions, increased efficiency of instruction (particularly applicable at our facility since student appointments can be scheduled for Fridays as well as staff)
- School morale improves with students and teachers
- More teacher prep time

The concerns raised both in the Research Brief and other sources really do not apply to our school. With our students being housed by the host agency the students are available at all times to attend school. The primary issues we face are classroom disruptions from various appointments, group counseling, etc. and lack of time to address student skill deficiency. Our proposal both provides time for appointments to be scheduled outside of school time and time to assist students lacking certain skills.

• **Policies or Code that Prohibit or Constrain the Design:**

- _____ Waiver Requested of County Policy: _____
- x Waiver Requested of WVBOE Policy or Regulation: 2510 in part
- _____ Waiver Requested of Statute: _____
- _____ N/A (No Waiver Requested)

• **Planning Narrative and Budget Page:**

All the materials and supplies we either already have or will purchase with our allocated budget. The only money we are asking for is enough to pay the staff stipend for the Friday intervention session. Two staff working three and a half hours, one half-day pay per staff member.

The most senior staff member we have has a daily rate of \$233.23. So the highest half-day rate we would have would be \$116.62. $116.62 \times 45 \text{ weeks} = \$5,247.90$. Any other staff working for the intervention session would be making less than this. The total we are requesting to help fund this project is \$10,000.

Total requested- \$10,000

We could always set an hourly rate or a stipend for the half day intervention if that is a recommended change.

Sample Weekly Schedule

Monday-Thursday

Show time	7:00 a.m.
1st period	7:30-8:27
2nd period	8:27-9:24
3rd period	9:24-10:21
4th period	10:21-11:18
5th period	11:18-12:15 Lunch A
	12:15-1:12 Lunch B
6th period	1:12-2:09
7th period	2:09-3:06
8th period	3:06-4:03

Teacher prep time until 4:20

Each Tuesday staff meeting 4:05 - 4:30 p.m.

Friday would be used for intervention directly tied to Language and Math.

8:00 a.m. until 11:30 with students split into two groups of 15

8:00 – 8:15 Teacher Prep

8:15 - 9:45 a.m. Group one

9:45 – 10:00 a.m. Prep for next group

10:00 – 11:30 a.m. Group two

A rotation will be utilized where two staff covers one Friday each month.

We will still be meeting the 8100 minute requirement for each course Monday-Thursday and providing additional help to our students on Friday.

Also we will be meeting the work hour requirements outlined in our Employee Handbook.

Supporting Documents:

1. Record of Staff Commitment
2. LEA Report of Support or Concerns
3. Verification of Support from:
students, parents, school business partners, local school improvement council

(Documentation of evidence also may include electronic links, original videos, podcasts, DVDs, etc. if desired).

(The supporting documents listed above are not required of institutions of higher education in their application or plan).

Application is submitted to WVBOE Selection Committee

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: Elkins Mountain School

Department (If Applicable):

Notice of Meeting (Date provided to Faculty or Department/Subdivision): December 14, 2009

Meeting Date: December 15 and 16, 2009

Faculty Senate Elected Officers:

President: (Name) Jeff Witt

Signature:

Jeff Witt

Vice-President: (Name) Laura Hawkins

Signature:

Laura Hawkins

Secretary: (Name) Francine Snyder

Signature:

Francine Snyder

Treasurer: (Name) N/A

Signature:

Other: (Name)

Signature:

Service Personnel Representative:

Name: Mickey Wagoner

Signature:

Mickey Wagoner

Position: School Aide

Parent Representatives: N/A

Name:

Signature:

Name:

Signature:

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).

Student Survey

1. Do you have academic trouble in math? Yes or No
2. Do you have academic trouble in reading/writing? Yes or No
3. Would you benefit from additional time being provided to you to help you in these areas? Yes or No

We surveyed all fifty-nine students at our school and thirty students indicated they had trouble in either Math and/or Reading. Twenty-two of those thirty students marked that they would benefit from additional time being provided for them.

We are a residential facility so students are housed by the host agency. Therefore, the daily schedule of our school does not really affect parents.

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: Elkins Mountain School

Department (If Applicable): Office of Institutional Education

Date of School/Department/Subdivision Receipt of Application: _____

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: _____

County Board of Education Elected Officers:

<u>President: (Name)</u>	<u>Signature:</u>
<u>Vice-President: (Name)</u>	<u>Signature:</u>
<u>Members:</u>	
<u>Name:</u>	<u>Signature:</u>
<u>Name:</u>	<u>Signature:</u>
<u>Name:</u>	<u>Signature:</u>

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).

GLOBAL21

Students deserve it • The world demands it



Dr. Steven L. Paine
State Superintendent of Schools

December 23, 2009

West Virginia Department of Education
Division of Educator Quality and System Support
1900 Kanawha Boulevard, East
Building 6, Room 617
Charleston, West Virginia 25305-0330

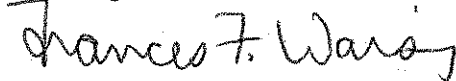
RE: Innovation Zone Designation Competitive Grant Application

To Whom It May Concern:

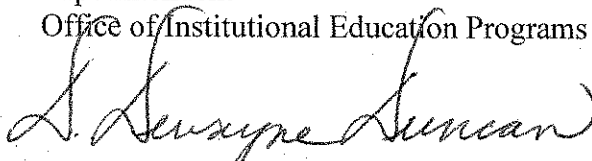
We are writing this letter in support of the application being submitted on behalf of Elkins Mountain School. The proposal presented will greatly benefit the students attending this school by increasing and intensifying the amount of instructional time in reading and mathematics. The grant proposal will help to accomplish the overall mission of the school, which is to provide students the skills necessary to pass the GED, complete their standard high school diploma, prepare for careers and successfully return to their communities.

The Office of Institutional Education Programs looks forward to working with the Division of Educator Quality to improve educational outcomes for the students at Elkins Mountain School.

Best Regards,



Frances F. Warsing, Ed.D
Superintendent
Office of Institutional Education Programs



D. Dewayne Duncan
Assistant Director
Office of Institutional Education Programs