

*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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Jenny N. Phillips, Vice President
Robert W. Dunlevy, Secretary

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Barbara N. Fish, Member
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West Virginia Council for Community and Technical College Education

Steven L. Paine, Ex Officio
State Superintendent of Schools

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: Berkeley Heights Elementary

County: Berkeley

Superintendent: Mr. Manny Arvon

Number of Professional Personnel: 2

Number of Service Personnel: 0

Institution of Higher Education:

County Location:

C. Narratives for the Innovation Zone Application:

• **Project Design:**

- The narrative shall indicate the results of an assessment of the improvement needs of the eligible applicant.
- Provide the goals and objectives of the project.
- Describe how the innovation is expected to work.
- How does the innovation solve the stated problem or create a new idea?
- Describe the methods or strategies to be used to achieve the goals and objectives of the innovation.
- Describe how the provision of greater flexibility and control assists the school in meeting the needs of the school's students.
- Include an estimation of the number of students affected by the project design, and an estimation of the number of professional staff and service personnel affected by the project design.
- How will the proposed innovation change how the school is currently operating?

- **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.

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

- X *Waiver Requested of County Policy:* IFCB
- X *Waiver Requested of WVBOE Policy or Regulation:* 2510 126CSR42 5.4.1
- *Waiver Requested of Statute:* _____
- N/A (No Waiver Requested)

- **Planning Narrative and Budget Page:**

- The budget narrative should clearly be tied to the project design.
- The budget narrative should describe the basis for determining the amounts shown on the project budget page.
- The budget page must list the anticipated activities and the amount of money dedicated to those activities.

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

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).

Institutions of Higher Education must attach documents that include:

1. Approval from county board with jurisdiction over the school district in which the new school is planned to be located and its approval of the establishment of the new Innovation Zone School.
2. Cooperative agreements with the county board or county boards whose students attend the new Innovation Zone School that include:
 - a. Protocols for required reporting on student attendance
 - b. Protocols for reporting academic progress and other matters relating to administration, operation and support of the school and agreed to by the institution and the board or boards
 - c. Agreement on the participation of students enrolled in the Innovation Zone school in the curricular or extracurricular activities at the county school in which they are enrolled
 - d. Agreement between the state institution of higher education and participating county board or boards of education to meet the accountability requirements for student assessment under all applicable assessment programs administered by the West Virginia Department of Education and provisions of law or policy required by the No Child Left Behind Act of 2001, Public Law No. 107-110 or other federal law.

Application is submitted to WVBOE Selection Committee.

What resources are available to help complete this application?

Interactive information sessions for prospective applicants to explain the application process and answer questions from potential applicants will be held regionally. Register for this event with Donna Peduto, dpeduto@access.k12.wv.us, at the West Virginia Department of Education.

Address your application packets to:

Applicants may mail their applications to the name/address below, hand deliver, or submit electronically at the Innovation Zone Web site or to Donna Peduto at the address below:
<http://wvde.state.wv.us/innovationzones>

Donna Peduto, Coordinator Innovation Zone Initiative, or e-mail to
dpeduto@access.k12.wv.us
Office of Organizational Effectiveness and Leadership
Division of Educator Quality and System Support
Building 6, Room 617
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330

Applicant has been designated as Innovation Zone:

WVDE Technical Assistance will be provided for the development of the plan, if requested.

Phase 2: Development of Plan

What should be included in the plan?

Narratives for Innovation Zone Plan:

- **Plan of Work:**
 - The plan narrative clearly describes action steps, including timeframe, resources, responsible persons and method to measure progress for the project design.
 - Provide description of the number, type, duration of professional development, including the number of anticipated participants engaged. A table depicting the action plan may be submitted.
- **Project Evaluation:** Describe how you will know that your idea worked? What impact do you expect to achieve and how will you evaluate it?

Annual reports regarding progress related to the project design will be reviewed and provided to the West Virginia Board of Education on an annual basis.

- **Management Capability:** The narrative must explain how the Innovation Zone designee has the capability of managing the plan, organizing the work and meeting deadlines. This is critically important for the duration of the designation as an Innovation Zone. If clear evidence of management capability is not demonstrated in the first year, the West Virginia Board of Education can revoke or rescind Innovation Zone status.
- **Scalability and Sustainability:** The project should describe the capacity to be scaled to a statewide level and sustained beyond the initial funding period.

Supporting Documents:

1. Record of Staff Commitment
2. LEA Report of Support or Concerns

***Submit Plan to Donna Peduto, Coordinator of Innovation Zone Initiative
WVBOE approves or returns plan for modification.***

Who do we contact for assistance?

For additional assistance or questions related to the Innovation Zone application or plan, please contact:

**Donna Peduto, Coordinator, Innovation Zone Initiative
Office of Organizational Effectiveness and Leadership
Division of Educator Quality and System Support
Building 6, Room 617
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330
304-558-3199
dpeduto@access.k12.wv.us**

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: Berkeley Heights Elementary

Department (If Applicable): Third Grade

Notice of Meeting (Date provided to Faculty or Department/Subdivision): 12/18/09

Meeting Date: 12/23/09 **Could not occur due to school weather cancellation.

Faculty Senate Elected Officers:

President: (Name)

Signature:

Vice-President: (Name)

Signature:

Secretary: (Name)

Signature:

Treasurer: (Name)

Signature:

Other: (Name)

Signature:

Service Personnel Representative:

Name:

Signature:

Position:

Parent Representatives:

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).

***All signatures will be sent via mail on January 4, 2010. We were not able to obtain all signatures due to cancellation of school resulting from winter storm.

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: Berkeley Heights Elementary School

Department (If Applicable): Third Grade

Date of School/Department/Subdivision Receipt of Application: December 19, 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 21, 2009 ***Cancelled due to weather****

County Board of Education Elected Officers:

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

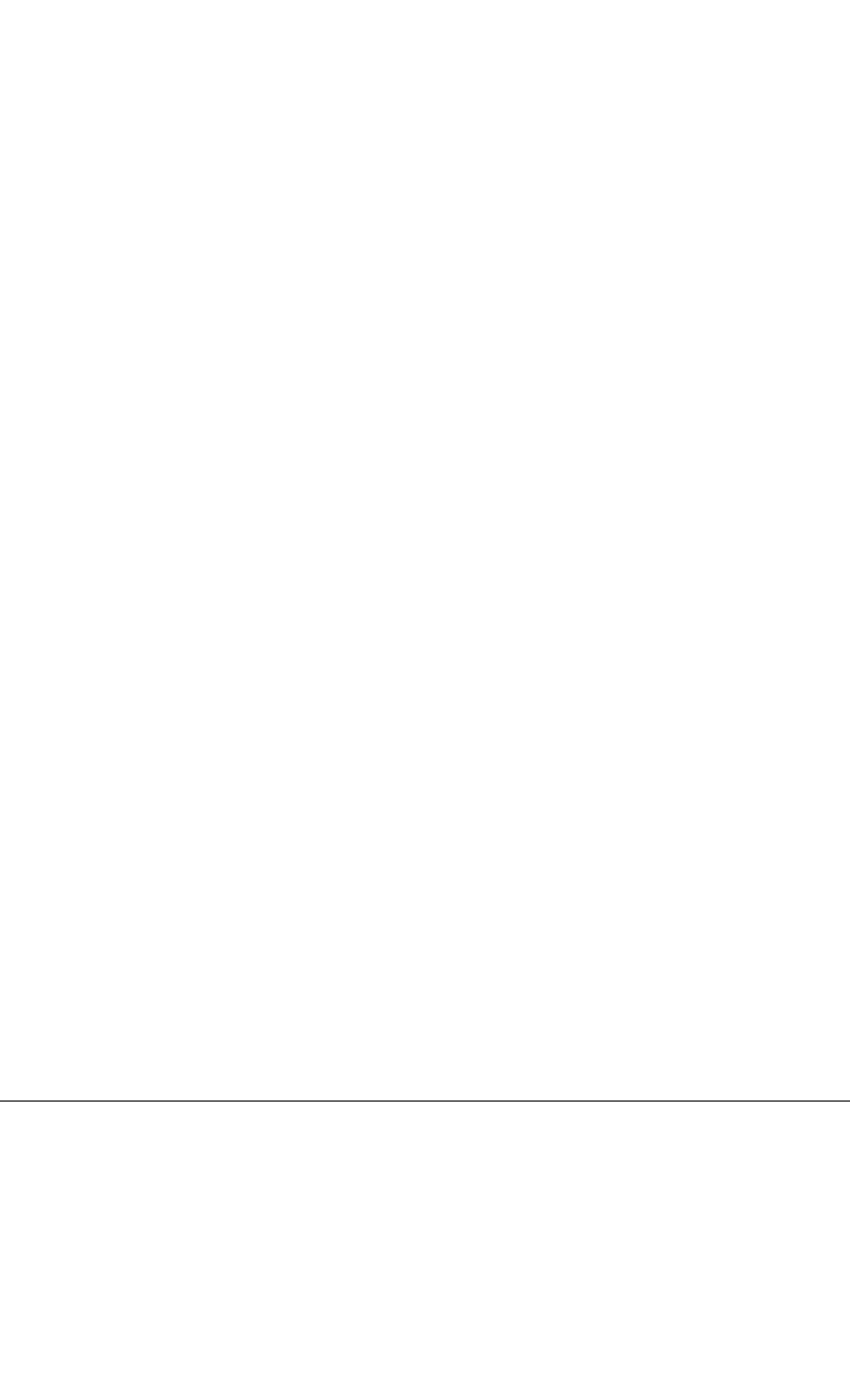
Report:

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).

***SIGNATURES PAGE WILL BE SENT VIA U.S. MAIL FOLLOWING BERKELEY COUNTY BOARD MEETING ON JANUARY 4, 2010.



GLOBAL21

Students deserve it • The world demands it



Dr. Steven L. Paine
State Superintendent of Schools

PROJECT ME

**Presented by
Berkeley Heights Elementary**

PROJECT ME
(From **Mediocrity** to **Excellence**)

PROJECT ME represents the concept of personal responsibility by teachers and students in achieving academic excellence rather than becoming accustomed to the stain of mediocrity.

Innovation Zone Project Design

Berkeley Heights Elementary School is a K-3 program in Berkeley County with an ever increasing student enrollment that exceeds 625 with a Free and Reduced lunch rate of 74%. Consequently, BHES serves a significant population who resides in government housing and is dependent upon financial assistance. Too many of our students have limited exposure to the culturally and historically rich opportunities of their local community, regional areas such as Washington D.C. and Baltimore, and the global horizons that abound per technology accessibility.

Analysis of the 2009 WESTEST data for Berkeley Heights Elementary School indicates academic vulnerability in all assessed subjects. There has been an overall protracted negative trend since 2005 as evidenced by the following:

Subject	2005	2006	2007	2008	2009
Math	79.31%	80.68%	57.24%	61.15%	51.34%
Reading	77.39%	84.82%	77.55%	71.94%	57.42%
Social Studies	85.21%	83.33%	76.71%	69.78%	37.15%
Science	92.17%	90.27%	85.61%	79.13%	43.90%

Consequently, as diligent efforts have been made to increase gains in reading and math during the past three years, social studies and science content areas have not received the same priority thus becoming “squeezed” in as time permits. Unfortunately, these circumstances afford

little opportunity for hands-on learning, experimentation, investigation and exploration beyond the scope of direct instruction.

As a result, Berkeley Heights Elementary School has defined the following goals and objectives in pursuit of sustained curricular improvement with the assistance of the generous provision of the Innovation Zone Grant.

Goal 1:

Utilizing science and social studies content standards, teachers designated for PROJECT **ME** will develop Problem-based learning (PBL) as the central mode for all curriculum delivery as defined by the subsequent objectives:

To expand student understanding of the world (locally, nationally, globally) in which they live.

To increase the practical applications of technology as a “cognitive tool”

To enhance student abilities to think independently and process at higher levels of aptitude

To provide situational cooperative student groups for problem-solving “real-life” issues

Goal 2:

Receiving instruction via Problem-based learning strategies, students will demonstrate an increase of WESTEST scores in the classes designated for PROJECT **ME**.

The project group will attain a 2% greater increase in scores in reading than their third grade peers

The project group will attain a 2% greater increase in scores in math than their third grade peers

The project group will attain a 5% greater increase in scores in science than their third grade peers

The project group will attain a 5% greater increase in scores in social studies than their third grade peers

Research Base:

Therefore, PROJECT **ME** will involve two third grade teachers implementing Problem-based learning strategies to advance instructional delivery that will impact the 50 students whom they serve or 25% of the third grade population. The plan encompasses the creation of units of study for reading, language arts, math, and spelling based upon the WV CSO's for science and social studies. In doing so, there will be an elimination of textbooks for instructional purposes in favor of the utilization of novels, laptops, ipods, on-line tools, fieldtrips etc. This concept is based in part by research provided by NCSS in an article entitled *Powerful and Purposeful Teaching and Learning in Elementary School Social Studies*, which states the following: "If the young learners of this nation are to become effective participants in a democratic society, then social studies must be an essential part of the curriculum in each of the elementary years. In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, core social studies content is a basic for success as reading, writing, and computing. . . . When elementary students experience learning through a strong social studies program, they acquire a critical foundation for life-long participation as citizens." It is further stated that "skills that enhance critical thinking, socio-emotional development, interpersonal interactions, and information literacy are more meaningful and useful when developed within the context of social studies. The infusion of technology into elementary social studies also prepares students as active and responsible citizens in the 21st century."

When implementing PROJECT **ME**, the cooperating teachers will be exempt from the confines of the time allocations of Policy 2510 126CSR42 5.4.1 (p. 9) and the expectation of utilizing state and/or county adopted instructional materials as prescribed in 7.7.1. (p.41) of the same policy. In addition, BHES will seek flexibility of policies regarding grading guidelines and field trips.

The methods and strategies that will be integrated for this purpose include those related to PBL as defined widely in research literature such as the following:

"Project-based learning (PBL) is a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are

complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, (1999). Other defining features found in the literature include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, (Moursund, 1999), cooperative learning, reflection, and incorporation of adult skills (Diehl, Grobe, Lopez, & Cabral, 1999). To these features, particular models of PBL add a number of unique features. Definitions of 'project-based instruction' include features relating to the use of an authentic ("driving") question, a community of inquiry, and the use of cognitive (technology-based) tools (Krajcik, Blumefeld, Marx, & Soloway, 1994; Marx, Blumefeld, Krajcik, Blunk, Crawford, Kelly, & Meyer, 1994)". Additionally, BHES proposes the inclusion of enveloping a global understanding and application of these methods and strategies.

These accommodations will provide teachers with an environment of optimal conditions for guided incidental instruction and flexibility for concentrated study by students, thus producing a convergence of learning outcomes that are supported by higher level thinking processes and problem solving strategies that are essential for the acquisition of 21st century global skills.

The expectation at the conclusion of implementing the proposed innovation change as defined by PROJECT **ME** in relation to how the school is currently operating is two-fold. First, as successes are observed by other teachers, this venture will begin to serve as a catalyst for innovation school-wide as demonstrated by the seeking of opportunity to become immersed in the same modus operandi. Secondly, a crisis of confidence in the competent will be abated as WESTEST scores increase resulting from the adoption of the methods and strategies embraced by the scope of this style of academic conveyance. Ultimately, an overwhelming buy-in will occur by staff, students, and parents alike when a love for teaching and learning is renewed and reinvigorated as demonstrated by the submerging of all those involved in transitioning from **MEDIOCRITY to EXCELLENCE** and the belief that it is all about . . . and up to **ME**.

Budget:

The majority of planning will require the two selected classroom teachers to delve deeply into the science and social studies Content Standards and Objectives. This will require them to meet a minimum of five hours per week between January and May of 2010. In addition, novels will need to be purchased to teach the reading curriculum with a science or social studies focus. To increase the utilization of technology, the two teachers and an administrator plan to travel to a West Virginia school to review their use of an ipod lab. Within the budget funding will also be needed to compensate the administration for time allotted to assuring all CSO's are incorporated into lesson plans.

Teacher planning compensation	\$5,000
Administrative assistance with planning	\$1,000
Novels based on science & social studies concepts (1 per week for 36 weeks x 2 teachers)	\$1,000
ipod touch x 2	\$600
SMARTBOARD software	\$2,000
Travel expenses to Horace Mann Middle & Nutterfort Primary School	\$1,500
<hr/>	
Totals	\$11,100

Please add this to our list of electronic links for Berkeley Heights:

<http://berkeleyheights.4shared.com>

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: Berkeley Heights Elementary School


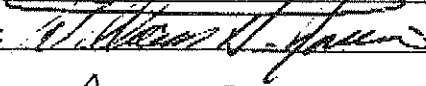

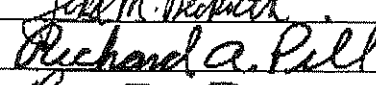
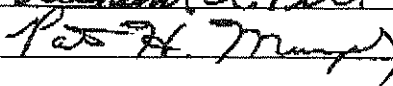
Department (If Applicable): Third Grade

Date of School/Department/Subdivision Receipt of Application: December 19, 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 21, 2009 ***Cancelled due to weather****

County Board of Education Elected Officers:

President: (Name) <u>WILLIAM F. QUEEN</u>	Signature: 
Vice-President: (Name) <u>WILLIAM H. NORRIS</u>	Signature: 
Members:	
Name: <u>TODD M. BECKWITH</u>	Signature: 
Name: <u>RICHARD A. PILL</u>	Signature: 
Name: <u>PATRICK H. MURPHY</u>	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).

***SIGNATURES PAGE WILL BE SENT VIA U.S. MAIL FOLLOWING BERKELEY COUNTY BOARD MEETING ON JANUARY 4, 2010.

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: Berkeley Heights Elementary

Department (If Applicable): 1/3 of third grade classrooms

Notice of Meeting (Date provided to Faculty or Department/Subdivision): December 16, 2009

Meeting Date: December 23, 2009 Rescheduled due to weather January 4, 2010

Faculty Senate Elected Officers:

President: (Name) Tom Fletcher

Signature:

Vice-President: (Name) Carla Calhoun

Signature:

Secretary: (Name) Lynda Mills

Signature:

Treasurer: (Name) Alanda Hall

Signature:

Other: (Name) Marlene Tichnell

Signature:

Service Personnel Representative:

Name: Linda Pitzer

Signature:

Position: Secretary

Parent Representatives:

Name: Jennifer Huff

Signature:

Name: Jodi Westrope

Signature:

Name: Alanda Hall

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).