

# **SHERMAN JUNIOR HIGH SCHOOL INNOVATION ZONE GRANT**

**BOONE COUNTY SCHOOLS**

**SETH, WV**

**SUPERINTENDENT: JOHN HUDSON**

**PRINCIPAL: TODD BARNETTE, NBCT**

**LEADERSHIP GRANT TEAM:**

**MATT RIGSS (FACULTY SENATE CHAIR)**

**LEE JOHNSON (TECHNOLOGY CHAIR)**

**JENNY PEROS (RLA CHAIR)**

**ANGELA HENSLEY (MATH CHAIR)**

**JENNIFER MILLER, RLA TEACHER**

**NUMBER OF PROFESSIONAL PERSONNEL: 26**

**NUMBER OF SERVICE PERSONNEL: 2**

**CONTACT: TODD BARNETTE**

**304-837-3694 (SCHOOL)**

**304-881-1401 (CELL)**

**304-369-3131 (BOE)**

**[RTBARNET@ACCESS.K12.WV.US](mailto:RTBARNET@ACCESS.K12.WV.US)**

Sherman Junior High School  
Innovation Zone Grant Application  
Deadline Dec. 29<sup>th</sup>

A. Cover Page

B. Information of Applicant:

Entity Applying for Innovation Zone Designation

a school (Sherman Junior High)

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 departments

a higher education institution

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.

- Based upon the WESTEST scores and ACT Explore results, we determined, in conjunction with our Five Year Plan, that the rigor of all subjects needs to be strengthened. The use of 21<sup>st</sup> Century skills and strategies are necessary to do this. Our student's capacity in 21<sup>st</sup> Century skills need to be refined and increased. The extra time we are trying to obtain will provide in-depth experiences to facilitate the development of 21<sup>st</sup> Century skills as an academic course.

Data Analysis/Needs Assessment:

**Key Outcome Indicators:**

The student population has been declining over the last three years which is reflected in the socio-economic level of the student population. The achievement gap between the upper and lower income levels of the families served is widening creating social resistance among the student population. WESTEST Trend data has revealed a widening gap between the two economic levels.

The NCLB data has shown that the gap is also reflected in the level of academic performance and parent involvement. Economic conditions have impacted the student behavior in a negative way. The economic concerns and burdens of the family create interference in the student's concentration and motivation at school. The lack of value for an education by the family blocks the student's from seeing the long range goals of education. As a result of the above data reflection we have identified the following key areas for development for the Five-Year Strategic Plan.

**External Trend Data:**

We are currently experiencing a downturn in student enrollment. There has been little or no change in the demographics in our area. We continue to have a high rate of low-SES students and an increasing number of students with special needs. Significant social issues include tobacco use, alcohol and drug abuse at home, high poverty level, and increasing juvenile delinquency rates.

Technological tools will provide opportunities for student to effectively access information and use technology in preparation for the 21st century; thus meeting the needs of our disadvantaged students to shrink the gap between the achievement levels. The closing of this achievement gap remains a major concern for our school.

**NCLB Data:**

This data reflects the same concerns held by the staff; AYP for the current school year was not met. The trends of the Low SES group has shown fewer students performing at the novice level over a three year span; but the mastery and above mastery levels have shown a little improvement. Further, this year in both grades (7 and 8) the majority of the school's population failed to be above 50% in Mastery or higher. The achievement gap can't be tightened without annual improvement across the board on a consistent basis.

**WESTEST Confidential Summary Report**

The summary report provides the evidence that the low SES students are not performing at the level of the non low SES students on a consistent basis and have taken a significant downturn. The report also revealed an interesting finding in the male and female comparison.

The proficient Math scores were 44% for 7th grade students: but the sub-groups proficient scores reflect the following: 48% for females, 41% for males; and 25% for the low SES. Nine males scored at the novice level while 4 females scored at this level; 24 females compared to 29 males scored at the below mastery level; 4 females to 3 males scored at the above mastery level;

2 females and 2 males at the distinguished level. 18 females and 19 males scored at the mastery level. A major concern is that low SES students accounted for only 26% of our overall mastery and above scores yet accounted for 84% of our overall below mastery scores. In stark terms, 75% of our low SES students were below mastery.

Eighth grade math scores reflect the following: 40% of students scored mastery on the test (31 girls/15 boys). No students scored Distinguished. 7% of students scored Above Mastery (7 females/1 male). 26% of the students scored partial mastery (13 females/17 males), while 26% of the students were in the novice category (13 females/17 males).

In the low SES population 1 student scored above mastery (2% of the population); 26 students scored mastery (40% of the population); 15 of the students scored partial mastery (23% of the population) with 23 students (35% of the population) scoring in the Novice category. Overall, 58% of the low SES scored partial mastery (23% of the population) with 23 students (35% of the population) scoring in the Novice category. Overall, 58% of the low SES population scored below mastery on WESTEST II.

Reading reflects a similar picture. In the seventh grade, only 30% of students scored at the mastery level (16 males/16 females). The Novice level was 6% (1 female/5 males). 51% of students were at the partial mastery level: 23 males/32 females; 13% of students were above mastery (8 females/5 males). 2% of student population was distinguished (0 males/4 females). A major concern in this area is that only 26% of our mastery and above scores came from our low SES population while 74% of our below mastery scores came from our low SES students. In stark terms, 73% of our low SES students in 7th Grade were below mastery in reading.

Our eighth grade scores were better but with significant room for improvement with 52% of the overall population scoring Mastery or above. 47% of the students scored Mastery (43 females/11 males); 4% of the student population scored Above Mastery (4 females/1 male); 1 % of the population were distinguished (1 female); 41% of the school population scored below mastery (14 females/34 males) but with the disturbing number of 65% of the male population being below mastery; finally, 7% of the population was Novice (2 females/6 males). 40% of the low SES population scored Mastery, with 5% at Above Mastery, while 49% were below mastery with 5% at Novice. This is one of the few areas that there was not a significant gap between the two groups.

The proficient scores for 7th and 8th grade math scores were 75.70 and 73.10. The proficient scores for 7th and 8th grade reading language arts scores are 82.07 and 79.83 Proficient scores for the subgroups are as follows: Sp. Ed 7th grade math 58.82 and reading language arts 51.85 and 8th grade math 29.54 and reading language arts. Subgroup for Low SES is 7th grade, math 67.21 and reading language arts 76.66; 8th grade math 61.01 and reading/language arts 71.18

### **WESTEST Confidential Item Analysis Summary**

Both grade levels reveal greater areas of weakness in Mathematics. The some of the specific objectives identified as weaknesses are: number operations, measurement, data analysis and probability, number and operations, and algebra. The areas of weakness identified in Reading Language Arts are: writing in the seventh grade and reading in the eighth grade.

## **ACT Explore**

8th Grade scores reflect vary similar data as reported in the WESTEST achievement data. The same trends in disparity between Low SES students and the entire population were reflected. The gender disparity comparison with girls outperforming boys significantly was also identified.

## **Other Student Outcomes:**

The data reflects a high level of truancy of students in the lower socio-economic level of family income. The trend follows to a higher level drop-out rate for the high school. Few students have long range plans to attend college, the connection of education and improved employment opportunity is masked by unrealistic goals of finding employment with a large income immediately from high school or before. The student discipline report reflects the developmental stage of the students trying to make the step from childhood to adulthood while at the same time trying to meet their need for control and belonging .

## **Analysis of Culture, Conditions and Practices:**

We continue to search for any sources of funding for technology improvements, especially for classroom presentation technology. The VITAL survey revealed a need for staff development in the areas of special education and strategies for narrowing the achievement gap among our students. Classroom management and availability of technology resources also needs to be addresses. The issue of highly qualified teachers has been addressed by the completion of certification by several staff members, and the replacement of temporary staff with permanent. certified staff members.

We will continue to stress the use of technology as a means to connect with the global community and other resources beyond our local community in order to assist students to be equipped with 21st century skills. Currently, we are involved with the Gear Up grant designed to bring more technology into Sherman Junior High targeting specifically eighth grade students. We believe that this program will help bridge the technology divide among our students by making more technology accessible to our students and parents here at Sherman Junior High.

In summary, the above data reflects the following:

- A significant drop in test scores over the last two years has greatly increased our need for more rigorous 21<sup>st</sup> Century instruction.
- Students need to develop higher level thinking skills in order to adapt and succeed in school and as they progress through high school.
- More demanding curriculum in core classes needs to be addressed by developing other 21<sup>st</sup> Century skills.

- The increased use of technology as a teaching tool, greater emphasis on higher Depth of Knowledge in instruction, greater parental involvement, and research based, 21<sup>st</sup> Century strategies that address at risk students needs (Project Based Learning, E Portfolios) are critical to the success of our students.
- Provide the goals and objectives of the project.
  - Sherman Junior High School will increase the time spent developing students' 21<sup>st</sup> Century skills which will increase their capacity understanding and using these critical skills. An extra class based upon 21<sup>st</sup> Century skills would increase students time and access to effectively implement E-portfolios, use of email and WebTop accounts, blogging or journaling with teachers and other students about class assignments. This new direction will focus on Project Based Learning, while increasing the rigor of all lessons using Techsteps, Acuity and Writing Roadmap sites.

Students will take online assessments to teach them what learning style they operate within and develop their metacognition skills so they can use this knowledge to increase their learning. This class will provide embedded time for remediation and acceleration activities as we use this class to reinforce needs in Response to Intervention. Further, this time to reinforce basic skills in Keyboarding, Powerpoint, Online research, Cooperative Learning, Project Based Learning, and safe and intelligent online browsing will translate into greater engagement and comprehension in all subjects. In summary, increasing the allotted time for technology instruction will increase student engagement and better prepare our students for their future educational success.

- Describe how the innovation is expected to work.
  - Sherman Junior High School currently has two grades (7<sup>th</sup> and 8<sup>th</sup>) with a student population of 226. We currently run an eighty minute block schedule. At this time, students have a fourth block related arts course consisting of an Art, Health, Music, or Spanish cluster which they rotate through during one semester in fourth and a half week rotations. By waving WV Policy 2510 we will add an in-depth course on 21<sup>st</sup> Century Skills. Essentially, we want the students to have two forty minute courses at the end of the day in lieu of one eighty minute course. The first forty

minute course will be the related arts cluster they choose to take as an elective. During the 21<sup>st</sup> Century Skills Class, related arts teacher and a core teacher will team teach the 21<sup>st</sup> Century Skills Class. Both of these courses will last a semester. Seventh grade will have the course first semester with eighth grade taking the course second semester. In addition, with a waiver of WV Policy 2510, students will be able to obtain a high school credit in Spanish or Art if they take those related arts courses in both seventh and eighth grade. The waiver of WVDE Policy 2510 will empower students with more choice for their related arts courses while giving them more rigorous 21<sup>st</sup> Century educational tools for their future, as well as their other core subjects.

### **Assessment**

- We will conduct a variety of assessments in the implementation of our program. We will conduct a pre-program survey with parents using our school automated phone system which is capable of administering automated surveys. We will conduct a pre-program survey online with students assessing their needs and what changes they feel are needed at school to improve their education. We will compare the last three years of WESTEST and other benchmark testing instruments comparing them with the testing results of our students after the implementation of our 21<sup>st</sup> Century Skills Class.
- Collaboratively the staff will periodically peer review the effectiveness of the program to monitor the short term goals established through faculty, parent, and student needs assessments.
- The results of the effectiveness of the short term goals established will be communicated to parents, students, and the staff through a variety of tools: Parent Teacher Nights, newsletters, phone surveys, email, staff meetings, LSIC meetings.
- Equity of access and service will be assessed through individual student interviews. Improving the access of students to technology as a learning tool will be monitored through a comparison of the increased hours a student has using technology at school versus the amount at home.
- Periodically we will conduct phone survey assessments with parents to maintain a database of information related to the effectiveness of our program. Further, students through the use of their E Portfolio will conduct consistent and guided self assessment of their learning through the understanding of their own personal goals , as well as quartile and

lexile scores with goals developed with in conjunction with the students to meet targeted achievement levels.

- At the end of the 2010-2011 school year, a review of the future needs of the program will occur among the Faculty Senate, LSIC, and parents to chart the path of the program with areas of emphasis to improve, sustain, or abandon.

- How does the innovation solve the stated problem to create a new idea?

- 21<sup>st</sup> Skills are as revolutionary and transformation today as the creation of writing. The “have and have not’s” of this Millennium will be determined by one’s expertise in these skill sets. We will greatly increase the capacity of all students across all content courses in 21<sup>st</sup> Century skills and strategies.

The use of E Portfolio’s will teach students goal setting and empower them to understand their role in furthering their understanding. Parents/Guardians will be able to more effectively understand their child’s progress in school as the E Portfolio will be the tool used to brief them during Parent Teacher Nights. The use of Webtop Accounts and Access Email will allow greater ease of communication between students and the faculty academically.

The increased student engagement that will occur through a greater, in-depth understanding of 21<sup>st</sup> Century skills and strategies will translate into improved student achievement across all content areas.

Students will incorporate in a more focused strategic method mathematics and reading language arts skills collaboratively with the Related arts in a 21<sup>st</sup> Century Skills class.

- Describe the methods or strategies to be used to achieve the goals and objectives of the innovation.

- The master schedule will be revised to create two forty minute blocks at the end of the day, instead of the current eighty minute block of time, which will enable students to focus on 21<sup>st</sup> Century skills.
- Technology will be more central to actively increasing student engagement.

- Greater use of team teaching with two teachers in each classroom to teach 21<sup>st</sup> Century skills.
- Project Based Learning tasks on a variety of other related arts courses during the 21<sup>st</sup> Century time course.
- Greater focus on increasing parental involvement through the use of technological tools.
- Describe how the provision of greater flexibility and control assists the school in meeting the needs of the school's students.
  - The allotted time will address the necessary 21<sup>st</sup> Century skills students need in today's world. The time will also allow students to collaborate with one another to solve real world problems and be successful in the 21<sup>st</sup> Century.
  - This interest based and goal oriented program will provide in depth educational and student friendly/high interest courses related to their specific needs in relation to specific goals established by the teacher and student.
  - The emphasis on the Content Standards rather than the length of time in the Related Arts courses will increase their relevance through greater student choice.
- 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.
  - 226: Approximate number of students.
  - 28: Approximate number of staff and service personnel
- How will the proposed innovation change how the school is currently operating?

- It will create a slight adjustment in the scheduling process. There will be two forty minute classes at the end of the day as opposed to one eighty minute class.
  - This innovation will give us the necessary resource of time to use in the 21<sup>st</sup> Century course.
  - Students will have Reading Language Arts and Mathematics systematically integrated with Related Arts courses using technological tools and Project Based Learning activities to increase student engagement through a more rigorous and relevant curriculum.
  - Student achievement will be dramatically increased due to student ownership of their education through the E-portfolio process that will be a major component of the new 21st Century course.
  - The professional development for faculty will increase the capacity of all teacher's to plan, implement, and deliver more effective 21<sup>st</sup> Century instructional practices.
- 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.
    - Research shows that when students use computers and technology in the classrooms, they have a much higher achievement rate. According to Shelley H. Billig, Ph.D., RMC Research Corporation ([www.ciconline.org](http://www.ciconline.org)) "technology can positively influence student performance on standardized test scores and other measures of achievement such as attendance and motivation to learn." She also states that studies found that eight graders who used the computer and other simulated activities received higher scores on national tests than those who did not use the technology. Billig also pointed out that students play a vital role by knowing how to use technology well, by using technology in both collaborative and

individualized settings, and by taking on the responsibility for their own learning. According to this research, it is evident that the use and availability of technology plays a vital role for student success in the 21<sup>st</sup> Century.

- The following research is from a White Paper published by The Partnership for 21<sup>st</sup> Century Skills.

[http://www.21stcenturyskills.org/documents/le\\_white\\_paper-1.pdf](http://www.21stcenturyskills.org/documents/le_white_paper-1.pdf).

1. *Promoting greater student achievement:* According to a Cisco research review of seven major technology types, ranging from instructional TV to distance learning: “Overall, across all uses in all content areas, technology does provide a small, but significant, increase in learning when implemented with fidelity.” To achieve positive results, educators are urged to seek out research-proven applications, and to pay close attention to aligning technology with leadership and staff development, teacher preparation, school culture, and curricular redesign.

2. *Increasing student engagement:* The Consortium for School Networking points out that “the allure of engrossing digital tools, entertaining experiences and social networking communities outside of school is making it increasingly difficult for educators to motivate and engage a large majority of students in academic learning with traditional pedagogy. Schools must create learning environments that are as engaging and relevant as the ones that students gravitate to outside of school.” Research also shows that students are more engaged and more successful when they can connect what they are learning to situations they care about in their community and in the world. Technology provides access to real-world data, tools, and resources, and can help student’s link learning to life.

3. *Assessing student performance:* Many schools are recognizing the value of employing an assessment strategy that balances both summative and formative assessments. Technology can help with both types by providing educators with real time diagnostic information that deepens understanding of student learning gains and challenges. Student performance tracking systems can enhance instructional decision making by helping teachers pinpoint appropriate interventions. Such systems can result in significant improvement in student achievement, particularly in difficult subjects such as mathematics and English, while contributing to higher graduation and lower dropout rates.

4. *Facilitating communication and collaboration:* Communications technologies provide pathways for the connections among students, parents, and educators that are at the heart of all strong learning communities. School management information systems and class websites support the home-school connections that are essential to children’s academic success. E-learning and online professional development programs enable busy educators to learn anytime, anywhere, while fostering the exchange of ideas and best practice with peers. Online mentoring and coaching programs, too, afford educational professionals opportunities to learn from and with others in real-time, and asynchronous exchanges across town and across the globe.

5. *Maximizing administrative effectiveness:* As the SIIA notes, infrastructure, data management, communication and systems diagnostic tools are critical to the success of any business enterprise. School systems are increasingly using technology to manage the complex array of tasks for which they are responsible – including management of personnel, food and transportation services, supplies and instructional materials, security, and, of course, student information. In recent years, integrated student information systems (SIS) have offered state and district leaders the ability to manage a wealth of student, faculty, and operational data. Research shows that the benefits of an SIS include increased accountability at all levels of the system, greater access to instructional resources, and an empowered teaching force that uses data for self-reflection and instructional decision making.

6. *Building student proficiencies in 21st Century skills:* It is hard to find a 21st century skill that technology does not support. Applications that enhance thinking and innovation skills include access to the vast world of information on the Internet, electronic databases, simulations, educational games, design programs, tools for creative expression, and many, many more. Life and career skills are honed by students' experiences with communication, presentation, and productivity technologies. And of course, information, communication, and media literacy – a vital 21st skill area – is founded on helping students make wise use of the many technologies that so shape modern life.

- Policies or Code that Prohibit or Constrain the Design:
  - Waiver Requested of County Policy: none
  - Waiver Requested of WVBOE Policy or Regulation: WVDE Policy 2510
  - Waiver Requested of Statute: none

- Planning Narrative and Budget Page:

The following planning narrative is an outline of proposed activities that this grant will fund:

1. Beginning in February, we will have an instructional practices review among the entire staff performing an assessment of our instructional practices, whether they are 21<sup>st</sup> Century or 20<sup>th</sup> Century oriented practices. The staff will plan collaboratively to develop and implement strategies and activities to meet the needs of our students cognitive demands. Teachers will create an E Portfolio online line and bring related documents in to the session on their issued thumbdrive. Further, we will develop and implement Student Electronic Portfolios as a tool for our students to understand where they are academically, and together with their parents develop goals based upon personal and academic data

to reach learning targets. Students will use this portfolio to keep journal entries, maintain academic records, post group work, and communicate with their parents on academic achievement.

2. On March 6, 2010, the staff will meet to learn and plan Team Teaching and successful inclusion teaching practices to foster greater collaboration among the staff with the purpose of increasing students academic achievement. This planning session will focus specifically on successful practices that impact Low SES students, special education students, and identified at risk learners. Presenters have been contacted from school within the state that have effectively implemented RTI and have used team teaching effectively.
3. On March 20, 2010 the staff will assess the school's instructional practices in relation to the Depth of Knowledge within the lessons. The staff will review each other's lesson plans and perform a peer assessment on the DOK found and ways to increase the rigor of lessons. The staff will conduct a PBL activity using Flip Cameras to understand the power of technology to engage and challenge students. The staff will then plan cooperatively Project Based Learning activities not only between departments, but as well globally. For example, developing such activities as students at Sherman Junior High School working with middle school students in Singapore, Argentina, Egypt, and Norway to conduct research on Global Warming and Green Activities that can be implemented to address this issue. Further, the staff will work on ways the Related Arts curriculum can be integrated with the Core Subjects through Project Based Learning activities with a high DOK level.
4. On May 8, 2010 the staff will plan the effective use of Formative Assessment as well use learn to use Summative Data to increase student learning. The staff will cooperatively analyze the information from the various benchmark tests as well as other summative sources to understand student needs and plan for student success. Further, teachers will learn Assessment for Learning strategies and techniques necessary to create a more student centered learning environment. Presenters will be compensated who are subject matter experts in this area to facilitate this planning and training session.
5. From May 11, 2010 to May 20, 2010 five days of planning will occur to develop the curriculum, lessons, syllabi, and other activities of the

creation of a 21<sup>st</sup> Century Skills class and curriculum. These teachers will work cooperatively to develop a semester long course of sequential, challenging, higher order thinking skill lessons with the foundation being research based skills necessary for student achievement.

\*\* Due to our rural location and the need to maximize the use of planning time during our sessions, I have each event catered. This will keep staff together to continue those “back porch discussions” and keep staff engaged in the planning process.

\*\* A rate of \$125 a day is Boone County’s rate for staff development pay.

- 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.

**Budget Page**

<b>Planning Activity</b>	<b>Date</b>	<b>Cost</b>	
	(Dates are Tentative)		
<u><i>Instructional Practices Review and E-Portfolio Development</i></u>			
-All Professional Staff	2.6.10	(\$125x28)	\$3500.00
-Catering		(\$20x28)	\$480.00
-Thumbdrives (For Collection of Research, Data, and Professional Development Documents)		(\$12x28)	\$336.00
		Subtotal:	\$4316.00
<u><i>Team Teaching Inclusion Teaching Practices</i></u>			
-All Professional Staff	3.6.10	(\$125x28)	\$3500.00
-Presenter			\$350.00
-Catering		(\$20x28)	\$480.00

Subtotal: \$4330.00

Project Based Learning

DOK Training

-All Professional Staff 3.20.10 (\$125x28) \$3500.00

-Presenters (\$350x2) \$700.00

-Catering (\$20x28) \$480.00

-Flip Cameras (\$125x6) \$750.00

Subtotal: \$5430.00

Summative and Formative

Assessment Training

-All Professional Staff 5.8.10 (\$125x28) \$3500.00

-Presenters (\$350x2) \$700.00

-Catering (\$20x28) \$480.00

Subtotal: \$4680.00

Lesson Plan/Syllabus Development/

Curriculum/Lesson Development for

21<sup>st</sup> Century Skills Class Teachers

-Select Staff 5. 11,13,18,20,22.10 (12 staff x 5 days x \$125) \$7500.00

-Catering Each day (\$20x12=\$240.00 x 5 days) \$1200.00

-Materials (Paper, Poster Boards,  
CD-RW's, Notepads, Post-it's, Flip Board  
Paper, Pens, Dry Erase Markers)

\$300.00

Subtotal: \$9000.00

Total Planning Grant Cost: \$27756.00

From mrriggs@access.k12.wv.us

Sent Monday, December 28, 2009 12:20 pm

To rtbarnet@access.k12.wv.us

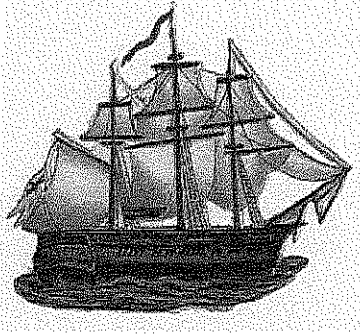
Subject Innovation Zone

At Sherman Junior High School's October 2009 Faculty Senate Meeting, the staff voted unanimously to support the Innovation Zone Grant.

Matt Riggs

Sherman Junior High School Faculty Senate Chair

304-836-8236



## **Sherman Jr. High School**

**P.O. Box AA**

**Seth, WV 25181**

**304-837-3694**

**FAX 304-837-7603**

**Todd Barnette, NBCT, Principal**

Date: 12.28.09

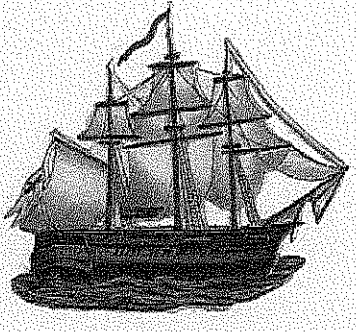
To: WVDE

From: **Ginger Ratliff, Branch Manager**  
**Whitesville State Bank**  
**Comfort, WV**

I am proud to support Sherman Junior High School's initiative in pursuing an Innovation Zone Grant. Their efforts in increasing the academic performance of the students of Sherman Junior High School through the enhanced use of technology and research based teaching strategies are commendable. Should you have any questions please contact me at Whitesville State Bank, 304-837-3694.

Professionally,

Ginger Ratliff



## **Sherman Jr. High School**

**P.O. Box AA**

**Seth, WV 25181**

**304-837-3694**

**FAX 304-837-7603**

**Todd Barnette, NBCT, Principal**

Date: 12.8.09

To: WVDE

From: **Mackenzie Thomas**  
**Eighth Grade**  
**Student Council President**  
**Sherman Junior High School**

On behalf of the students of Sherman Junior High school, the student council voted and unanimously supports the 21<sup>st</sup> Century Skills Class Mr. Barnette is seeking. We believe this would be a fun and interesting class that will help us learn.

Sincerely,

Mackenzie Thomas

County Board of 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: Sherman Jr High School

Department (If applicable): \_\_\_\_\_

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: 12.8.09

County Board of Education Elected Officers:

President (Name): Bob Hale

Signature: Bobby R Hale

Vice-President (Name): Joe S. Tagliente

Signature: Joe S. Tagliente

Members: \_\_\_\_\_

Name: Charles J Gibson

Signature: Charles J Gibson

Name: Danny L. Cantley

Signature: Danny L Cantley

Name: Mark Sumpter

Signature: Mark E. Sumpter

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.)

**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: Sherman Junior High School

Department (If Applicable): \_\_\_\_\_

Notice of Meeting (Date Provided to Faculty or Department/Subdivision): October 12, 2009

Meeting Date: December 7, 2009

**Faculty Senate Elected Officers:**

President: (Name) Matt Riggs Signature: Matt Riggs

Vice-President: (Name) Carrie Reeves Signature: Carrie Reeves

Secretary: (Name) Cathi Davis Signature: Cathi Davis

Treasurer: (Name) Lee Johnson Signature: Lee Johnson

Other: (Name) \_\_\_\_\_ Signature: \_\_\_\_\_

**Service Personnel Representative:**

Name: Deborah Halstead Signature: Deborah Halstead

Position: Secretary

**Parent Representatives:**

Name: Christy Thomas (LSIC) Signature: Christy Thomas

Name: Peggy L. Scott (LSIC) Signature: Peggy L. Scott

Name: Lisa O'Connor Signature: LISA O'CONNOR

**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).