

*West Virginia
Board of Education*

21

RECEIVED

DEC 23 2009

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

*Hacker Valley School
Webster County*

B. Information of Applicant

Entity Applying for Innovation Zone Designation

_____ **XXXX** _____ A school

Name of School: Hacker Valley Elementary

County: Webster County

Superintendent: Arthur Rogers

Number of Professional Personnel: 6 full time; 2 daily part-time

Number of Service Personnel: 4

Name of Project: *Meaningful Partnership Involvement (Meaningful PI)*

C. Project Design

Data supporting improvement needs:

- During the last three school years, parent and community involvement was observed during "school parties" and sports, rather than in academic areas, playgroup for 3 and 4 year olds; and parent/teacher group.
- Further noted was that many students sought teacher help to complete homework because their caregiver did not understand how to help their child within certain areas such as math or science. For example: A parent could not understand the directions of placing numbers from least to greatest and greatest to least. Another example involved assignment of homework. The parent interpreted the child to have 32 pages of math instead of the assigned directions
- With the change in instructional delivery moving from 20th Century teaching and learning strategies to 21st Century teaching and learning, over 50% parents and community members find it difficult to understand the focus on student learning is shifting from listening to actively participating to be responsible for their own learning.
- 90% of youth have no print material in home geared toward pre-reading skills
- Over half of the children do not meet early learning benchmarks, but consistently do exhibit academic competence upon exit of the academic program (8th grade) of Hacker Valley Elementary.
- Current inequity in multiage classroom age spans

- **Comprehensive Needs Assessment Team Members:** Jackie Chipps(reading specialist), Colleen Ware(Early Childhood/K-1

specialist), Mary Myers(2-3 specialist), Renee Anderson(special educator), Anita Pugh(middle school specialist), Marian Bender(LSIC co-chair person), Sherry Valure(Parent), Missy Williams(Parent), Lesa Moats(Parent), Jeaneace Stump(Grandparent), Donna Boggs(Central WV on Aging Worker), Kennetha Parker-Howes(teacher/principal)

Goals and Objectives of Project

- Utilize a looping system whereby students would be in a classroom for two years with the same teacher.
- Improve student achievement by providing meaningful interventions immediately utilizing nontraditional resource persons
- Increase parent involvement within academic areas so that they may assist their child(ren) effectively with learning
- Initiate a mentoring program utilizing community members
- Nurture intergenerational relationships

How will the innovation work?

It is expected the innovation, ***Meaningful Partnership Involvement(Meaningful PI)*** will be a four-tiered approach to intergenerational learning. Meaningful relationships will be established between learner and peer; learner and parent/caregiver; and learner and community resource persons. Additionally, equitable looping for students and teachers will provide needed time to establish productive relationships and provide additional time on focused learning.

The first part of the innovation will involve teachers looping with their classrooms for two years. This arrangement strengthens relationships between teachers, students, and parents and strives to strengthen academic growth of learners. The major obstacle to this arrangement now is that preschool is a stand-alone program and has quite different rules and regulations than that of the whole school population. It is envisioned that preschool and kindergarten will be in a multiage situation and be attending school 4.5 days. There would still be over 1575 minutes per week of instructional time for those students (1680 minutes) but those minutes would be spread over 4.5 days instead of 5 days. The remaining .5 day would be for the teacher to meet/communicate with parents, individualize instruction, and monitor student progress. This deviates from the 315 minutes daily for instruction, but still getting more than the required minutes weekly. (105 minutes beyond the minimum now required)

The staff envisions students teaming with students from other classrooms to peer mentor. For example: 7th and 8th grade students will mentor 3rd and 4th grade students; 5th and 6th grade students will mentor 1st and 2nd grade students; and 3rd and 4th grades will mentor PK/K students. This learning/mentoring relationship will be used to improve basic skills as well as for enrichment. Peer mentors could assist younger learners using technology tools and for individualized help with those tools as well. Collaborative projects will be

implemented between peer groups. School-wide project-based learning opportunities will be implemented. Training for peer mentors will be vital to the success of the program. Additional training will need to be periodically conducted for new mentors and a refresher for those active student mentors

Parents are a vital part of student success. The staff would like to recruit parents to engage in their child(ren)'s education. An extremely important part of this innovation is to actively recruit and engage parents within the school's academic setting. A "parents training parents" core group will be recruited and trained. They in turn will recruit and train other parents to become meaningfully involved within the educational setting. The parents would be utilized in a variety of ways to benefit student life and academics. Parents could read to and with children; acquaint students with the library and media center; assist students with project-based learning experiences; help students acquire basic skills such as multiplication facts; guide students that may be using technology; and provide homework help after school.

The last aspect of the innovation includes involving community members within the school to tutor 1 or 2 students weekly giving 45-60 minutes of their time to help that one or two students academically. At this point the staff has identified 20 community members that could give of their time to provide academic interventions and enrichment. This could mean that 20-30 students would receive weekly help from community members under direction of a teacher. Additionally, another 20 -30 students could be served if this was a semester initiative.

How does the innovation solve the state problem or create a new idea?

Involving parents, peers and the community is a task that often gets pushed away and ignored. This innovation would provide systematic training, recruitment and implementation of a program whereby adults and peers will work cooperatively to help students be successful. This innovation will provide a framework to implement an effective program to increase student achievement and provide students time to establish positive relationships amongst peers, parents, the community and their teacher. Lines of communication will be established via face-to-face sessions and electronic means.

Describe methods and strategies to be used

Create an organizational method for recruitment, training, and utilization of parents, community members, and peers to act as effective facilitators of learning

Strengthen parent skills so they can assist their children as learners.

Identify/develop a training program to be used yearly for mentors.

Utilize peers, parents and the community to improve students' identified needs

Utilize a looping system throughout the entire school setting from PK-8th grades

Identify and utilize curricula and program evaluation instrument for early childhood PK/K classroom

Estimation of the number of students, professional staff and service personnel that will be affected by the project design

Number of students: This would involve the entire school which is about 70 students

Number of staff:

Full time professionals (6) including the teaching principal

The innovation would unlikely affect part-time staff such as the special educator or music teacher. (2 daily part-time)

Service personnel: (4)

It is unlikely the innovation would greatly affect service personnel. At times there could be more adult lunches for the cook to prepare and more money for the secretary to collect. There could be an increase of "foot traffic" adding to a slight increase of a few minutes for the custodian to clean. It is unlikely the bus driver will be affected.

How will the proposed innovation change how the school is currently operating?

The proposed innovation would require looping to be implemented PK-8th grades. Currently, the school has a stand alone preschool. Kindergarten and first grade are in a multiage setting. Second and third grades are in another multiage setting. Fourth, fifth and sixth grades are in a multiage classroom. Seventh and eighth grades are in a multiage setting. This innovation would allow the following looping configuration:

Preschool and kindergarten; first and second grades; third and fourth grades; fifth and sixth grades; and seventh and eighth grades

The innovative configuration would allow a more developmentally appropriate grouping of students. Curriculum could be better delivered within the "4th, 5th, and 6th grades. The staff feels this configuration would enhance the educational program while allowing them to address the needs of their students more effectively.

The curricular program will continue to be stressed with best practices being utilized. However, flexibility within some programs is being requested. TECHSTEPS will be embedded within the regular curriculum: TECHSTEPS will be embedded within the regular curriculum. Within the multiage looping setting, it is foreseeable that within that particular teacher's classroom one TECHSTEP lesson might be used one year and not the next. It could be, for example, a mix of a first and second grade lessons employed for that classroom during a particular year. Six modules will be integrated into the curriculum for all students which is the present requirement. So therefore, the staff requests that students have the flexibility to embed TECHSTEP lessons with the grade range they teach and for students to receive credit regardless of their grade level. There would be no student working more than one grade level above or one grade level below the present TECHSTEP requirements.

Hacker Valley School is a rural school with a family-like atmosphere. However, there are some enhancements that could further academic development. This includes a systematic recruitment, training and implementation of a mentoring program. The three-fold program would involve peers, parents and community members. Currently, the school has some parent involvement. Twenty-first century learning requires collaborative relationships be established. The staff feels this type of program will provide the framework that could be replicated year-after-year with little monetary assistance after the initial planning and development of the program.

Research Base

Supporting research: There is a common thread throughout all the research reviewed for this project—parent and community involvement matter! Students where parents were involved within the educational process showed significant gains in achievement. There is not as much research that focuses on community and business involvement within the educational process. Of the research reviewed, community involvement also fosters the educational process. There was some research that supported the notion that any parent involvement increased student achievement.

R.M. Gillman, D.E. Schooley, and P.D. Novak

"The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students.

Looking more closely at the research, there are strong indications that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home. Programs which involve parents in reading with their children, supporting their work on homework assignments, or tutoring them using materials and instructions provided by teachers, show particularly impressive results."

"The first thing researchers discovered is that minority or low-income parents are often

underrepresented among the ranks of parents involved with the schools. There are numerous reasons for this: lack of time or energy (due to long hours of heavy physical labor, for example), embarrassment or shyness about one's own educational level or linguistic abilities, lack of understanding or information about the structure of the school and accepted communication channels, perceived lack of welcome by teachers and administrators, and teachers and administrators' assumptions of parents' disinterest or inability to help with children's schooling.

Perhaps one of the most important findings of the research, however, is that parents of disadvantaged and minority children can and do make a positive contribution to their children's achievement in school if they receive adequate training and encouragement in the types of parent involvement that can make a difference. Even more significant, the research dispels a popular myth by revealing, as noted above, that parents can make a difference regardless of their own levels of education. Indeed, disadvantaged children have the most to gain from parent involvement programs."

B. Stattes's Research Findings

Stattes investigated and supported that a variety of approaches should be employed to assist parents in their efforts to become meaningfully involved in their children's education. His research suggests, "Broad-based, comprehensive approaches have their supporters (Seeley, 1993; Gordon, 1979). Morrison (1994) found that a mixture of informal and formal activities work well. Parents can become engaged through social and recreational activities. Once engaged, they are more likely to work with their children on school-related activities and view themselves as involved in their child's education. It is also essential for schools to provide supports such as childcare and transportation. Seeley (1993) argues for a different model of schooling—one in which parent involvement is a necessity. What is needed is a persistence of effort and a reorganization of budgets and roles to reflect the importance of parent involvement.

While some programs have adopted extensive comprehensive efforts to increase parental participation, relatively simple efforts also have effects. Walberg, Bole, and Waxman (1980) found that children of parents who adhered to school contracts made greater gains. These contracts signed by the principal, teacher, parent, and child stipulated that parents would provide a special place at home to do school work, talk with their child daily about school events, and pay attention to their child's academic progress and compliment any gains."

C.L. Willis's Research Findings

This particular study focused on the parent and community involvement in the school. However, the literature suggests still the importance of parent involvement and extended involvement by the community does indeed contribute to increased student achievement.

R.M. Becher's Review of Literature

Becher reviewed extensive literature concluding the need for quality parent involvement programs. His review dealt with elementary and early childhood programs. Parental practice, in his research, promotes reading success and additionally, enhances school-family relationships.

ERIC Identifier: ED414098

Publication Date: 1997-12-00

Author: Burke, Daniel L.

Source: ERIC Clearinghouse on Elementary and Early Childhood Education Champaign IL.

Looping: Adding Time, Strengthening Relationships. ERIC Digest.

The practice of looping offers the potential for both academic and social benefits for students. Academically, the literature includes (a) reports of improved student achievement; (b) increased time-on-task through the "extra month" of school during year two of a loop, and the potential for

summer learning at the end of year one with the assignment of high interest reading and project activities; (c) more time for slower students to learn basic skills without the need for retention; and (d) more opportunities for bonding between teachers and students, and teachers and parents. The potential social benefits for students include (a) diminished apprehension about a new school year; (b) more time to establish positive peer relationships; (c) increased support for students who require school as a social safety net; (d) an enhanced sense of school and group as a "community"; and (e) increased opportunities for shy students to develop self-confidence. The only potential disadvantage of looping regularly mentioned is an inappropriate match, or personality conflict, between teacher and student--a situation that can occur in a traditional classroom as well. Such actual problems are rare (Burke, 1996) and can usually be solved by transferring those students to another teacher (Grant & Johnson, 1995).

The social interactions among adults and students are not simply a means to some other end; rather "they are education itself" (Lee et al., 1993). The essence of looping is the promotion of strong, extended, meaningful, positive interpersonal relationships between teachers and students that foster increased student motivation and, in turn, stimulate improved learning outcomes for students.

Policies or Code that Prohibit or Constrain the Design

Waiver Requested of WVBOE Policy or Regulation—WVDE 2525 (newly adopted version effective 2010)with the following sections requested to be waived:

126-28-10 Curriculum and Assessment—The staff would like to investigate the use of a comprehensive curricula system with guidance from the WVDE that would be developmentally appropriate and of high quality for a multiage classroom with both preschool and kindergarten students. It is during the planning process that the WVDE approved curriculum and assessment will be chosen from the following:

West Virginia Pre-K Approved Curricula and Assessment Systems

Comprehensive Curriculum and Assessment System Approved List

Per WV DE § 126-28-11.1 WV Pre-K classrooms must choose from one of the following comprehensive curriculum and assessment systems for use in approved WV Pre-K participating programs. Additional details on each curriculum follow.

Creating Child-Centered Classrooms: 3-5 Yr Olds (1997; 2000 reprint)

Pamela A. Coughlin, Kirsten A. Hansen, Dinah Heller, Roxane K. Kaufmann, Judith Rothschild Stolberg, Kate Burke Walsh Children's Resources International, Inc. (Assessment system currently under development)

The Creative Curriculum® for Preschool (2002) Fourth Edition The Creative

Curriculum® Developmental Continuum Assessment System (2001)

This is the current curriculum, but one of the others may meet the needs of this multiage classroom better.

Diane Trister Dodge, Laura J. Colker, and Cate Heroman Teaching Strategies, Inc.

Educating Young Children (2002), Second Edition

Mary Hohmann and David P. Weikart High Scope/ Educational Research Foundation

Preschool Child Observation Record COR 2nd Edition (2003)
High Scope Press

The following resource materials will continue to be utilized with any of the above choices.

Required Companion Resource Materials

The following two resources are required companions to all of the above comprehensive curricula. These companions provide important supportive information for classroom personnel. Information details follow.

Creating Inclusive Classrooms (1999)

Ellen R. Daniels and Kay Stafford Children's Resources International, Inc.

Learning to Read and Write Developmentally Appropriate Practices for Young Children (2000)

Susan B. Neuman, Carol Copple, and Sue Bredekamp National Association for the Education of Young Children

126-28-11 Transition and Continuity—This section of policy is mute since transition will be seamless provided PK/K is a looping classroom. All procedures for safeguarding children's data, IEPs, and information will follow all state and federal requirements. In addition, subsection 11.1.7 will remain intact.

126-28-16—Program Evaluation for Quality Improvement—The Early Childhood Environment Rating Scale-Revised is certainly a worthy instrument for rating early childhood programs. It is the wish of the staff to identify an instrument to evaluate the program implemented within an inclusive PK/K classroom. Preliminary research indicates there are a number of reputable environmental rating scales that could be used to evaluate program components.

Policy 2510--13.54. Instructional Day - Time allocated within the school day for the teaching and mastery of CSOs. The minimum instructional day for grades k-4 is 315 minutes, grades 5-8 is 330 minutes, and grades 9-12 is 345 minutes.

It is envisioned that preschool and kindergarten will be in a multiage situation and be attending school 4.5 days. There would still be over 1575 minutes per week of instructional time for those students (1680 minutes) but those minutes would be spread over 4.5 days instead of 5 days. The remaining .5 day would be for the teacher to meet/communicate with parents, individualize instruction, and monitor student progress. This deviates from the 315 minutes daily for instruction, but still getting more than the required minutes weekly. (105 minutes beyond the minimum now required)

Waiver Requested of County Policy—

***SEE ABOVE (2525)with regard to CREATIVE CURRICULUM adopted by county

Reimbursement of Travel Expenses/Daily Rate of Pay for Extra Work—It is county practice that teachers are provided 20\$ per hour for “extra work” for some things. However, sometimes they are paid “daily rate of pay” for work during such things as WV Teacher Leadership Institute during summer work. This is included to clarify this section and to assure that teachers will receive their daily rate of pay for planning for the duration of this innovation zone project.

Progression of TECHSTEP modules: TECHSTEPS will be embedded within the regular curriculum. Within the multiage looping setting, it is foreseeable that within that particular teacher's classroom one TECHSTEP lesson might be used one year and not the next. It could be for example a mix of a first and second grade lessons employed for that classroom during a particular year. Six modules will be integrated into the curriculum for all students which is the present requirement. So therefore, the staff requests that students have the flexibility to embed TECHSTEP lessons with the grade range they teach and for students to receive credit regardless of their grade level. There would be no student working more than one grade level above or one grade level below the present TECHSTEP requirements.

Planning Narrative

The bulk of the budget for the innovative project, **Meaningful Partnership Involvement(Meaningful PI)** will be focused toward the development of a training program for mentors, identifying an appropriate curriculum for a multiage PK/K classroom from the state approved list, and identifying a program evaluative instrument for PK/K classroom. Additionally, a small amount of funds will be directed toward the training of professional staff to provide staff development in the areas of working with adult mentors and the effective looping practices within the classroom environment.

The basis for determining the amounts shown on the following budget page include:

1. The daily rate of pay for staff for days or parts of days worked outside the school calendar to cooperatively plan and develop a training program for peer mentors, parents and community members.
2. The lodging/board rate for staff/community members to cooperatively plan and develop a training program for peer mentors, parents and community members
3. Supplies to aid in the development of the training program
4. Consultant to provide staff development within the areas of looping

5. Consultant to provide staff development about developing positive relationships between community and the educational setting

Budget Page

<i>Item</i>	<i>Purpose</i>	<i>Duration</i>	<i>Cost</i>	
<i>Daily rate of pay for staff for 3 days planning</i>	<i>Compensation</i>	<i>8 times 3 days</i>	<i>260.00 per day average=\$6240</i>	<i>6240</i>
<i>Lodging for planning committee for 3 day planning</i>	<i>8 rooms</i>	<i>2 nights at 120 per night</i> <i>(\$240) per room times 8</i>	<i>\$1920.00</i>	<i>1920</i>
<i>Food for 3 days planning</i>	<i>8 staff/4 community members</i>	<i>7 meals</i> <i>45.00 per day times 12 people</i>	<i>\$540.00</i>	<i>540</i>
<i>Supplies –Chart paper, markers; folders for planning and consultant supplies</i>	<i>4 chart paper</i> <i>4 packs markers</i> <i>140 folders</i>	<i>\$150.00</i>	<i>\$150.00</i>	<i>150</i>
<i>Looping Consultant Fee</i>	<i>Professional Development</i>	<i>3 hours</i>	<i>\$500</i>	<i>500</i>
<i>Effective Relationships Consultant Fee</i>	<i>Professional Development</i>	<i>3 hours</i>	<i>\$1500</i>	<i>1500</i>
				<i>Total Cost</i> <i>\$10,850.00</i>

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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: Hacker Valley Elementary
 Department (If Applicable): _____
 Notice of Meeting (Date provided to Faculty or Department/Subdivision): November 19, 2009
 Meeting Date: December 7, 2009

Faculty Senate Elected Officers:

President: (Name)	<u>Colleen Ware</u>	Signature:	<u>Colleen Ware</u>
Vice-President: (Name)	<u>(No Vice President)</u>	Signature:	_____
Secretary: (Name)	<u>Anita Pugh</u>	Signature:	<u>Anita Pugh</u>
Treasurer: (Name)	<u>Jackie Chipps</u>	Signature:	<u>Jackie Chipps</u>
Other: (Name)	<u>Mary Myers</u>	Signature:	<u>Mary Myers</u>

Service Personnel Representative:

Name: Donniel Holcomb Signature: Donniel Holcomb
 Position: Secretary

Parent Representatives:

Name:	<u>Betty Cowger</u>	Signature:	<u>Betty Cowger</u>
Name:	<u>Marian Bender</u>	Signature:	<u>Sherry Valare</u>
Name:	<u>Sherry Valare</u>	Signature:	<u>Marian Bender</u>

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 Board
Report on Innovation Appli

Use this form to report the county board or boards and superintendents or both, about the innovation to the principal and faculty see the Innovation Zone Committee with the application and the

Mark Kuhn
Oscar Henry
304-343
4601
Dec 21

School: Hacker Valley School

Department (If Applicable): _____

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

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

Date of Regularly Scheduled County Board of Education Meeting: _____

County Board of Education Elected Officers:

President: (Name) Paula Mae Tanner Signature: Paula Mae Tanner
Vice-President: (Name) Harold Carpenter Signature: Harold Carpenter
Members:
Name: Dwayne McCourt Signature: Dwayne McCourt
Name: Heather Dawn Davis Signature: Heather Dawn Davis
Name: Michael L. Snyder Signature: Michael L. Snyder

Report: Board action taken on Tuesday, December 15, 2009

Concerns: NONE

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).

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Betty Cowger Name

HC-32 Box 104 Address

Cleveland WV 26025 City, State, Zip

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Stacy Vallee Name

152 Wheeler Ln. Address

Hacker Valley, WV 26222 City, State, Zip

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Marian Bender Name

288 Cleveland Rd Address

Hacker Valley WV 26222 City, State, Zip

LSIC Chair

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Steve Jordan Name
4524 Hacker Valley Rd. Address
Hacker Valley, WV 26222 City, State, Zip
Holly River Grocery

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Donna L. Boggs Name

512 Hodam Creek Road Address

Hacker Valley WV 26222 City, State, Zip

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Donnie DeLeon Name

975 Holly Lane Rd. Address

Web Spgs WV 26288 City, State, Zip

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Renee Anderson Renee Anderson Name

824 Cleveland Rd. Address

Cleveland, WV 26215 City, State, Zip

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Jacqueline Chipp Name

4939 Hacker Valley Rd. Address

Hacker Valley, WV 26222 City, State, Zip

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Marian Bender Name

288 Cleveland Rd Address

Hacker Valley WV 26222 City, State, Zip

PT President

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Arita R. Pugh Name

95 Lick Run Road Address

Hacker Valley, WV 26222 City, State, Zip

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Selena Dummer Name

152 Wheelstone Address

Hacker Valley, WV, 26222 City, State, Zip

Student

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Valaree Brown Name

1683 Cleveland Rd. Address

Cleveland, WV 26215 City, State, Zip

student

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Laura Lake Name

1051 Westbroke Ln. ~~WV~~ Address

Hacker Valley, WV 26222 City, State, Zip

Student

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Sherry Sittler Name

100 Alpine Dr Address

Hacker Valley WV 26022 City, State, Zip

Student ☺

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Joni Lake Name
92 Boggs Mill Road Address
~~Hacker Valley~~ WV 26215 City, State, Zip
Cleveland
Student

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Richard Bensen Name

1229 Bendorf town RD, 26222 Address

Hacker Valley, WV 26222 City, State, Zip

December 8, 2009

To Whom It May Concern:

I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Rachel James Name

677 Hodam Creek Road, ~~Hacker~~ Address

Hacker Valley, WV, 26222 City, State, Zip

Student

December 8, 2009

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I support the Innovation Zone application being filed by Hacker Valley School in Webster County. With students, parents, teachers, and community working together, the students will succeed in their school careers. I hope you will provide the needed planning support to make this innovation successful.

Sincerely,

Preston Fisher Name

Hacker Valley Address

Hacker Valley, WV 26222 City, State, Zip

December 8, 2009

To Whom It May Concern:

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Sincerely,

Charles Short Name

Hacker Valley Address

Hacker Valley W.V 26223 City, State, Zip

Student

December 8, 2009

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Sincerely,

Mary K. Myers Name

4399 Replete Rd. Address

Hacker Valley, WV City, State, Zip
26222

December 8, 2009

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Sincerely,

Brittany N. Parks Name

3820 Diana Dr. Address

Webster Springs, WV 26288 City, State, Zip

December 8, 2009

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Sincerely,

Colleen Ware Name

4873 Guardia Dr Address

Diana, WV 26217 City, State, Zip

December 8, 2009

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Sincerely,

J. Cullip Name
617 Cleveland Rd Address
Hacker Valley WV 26222 City, State, Zip