

AMENDED AGENDA
REGULAR MEETING
CALHOUN COUNTY BOARD OF EDUCATION
OFFICE OF SUPERINTENDENT
MT. ZION, WEST VIRGINIA

December 14, 2009

Regular Board Meeting – 6:00 P.M.

- I. **Call to Order**
- II. **Pledge of Allegiance**
- III. **Approval of November 9 (regular) Minutes (*Attachment A*):**
- IV. **Delegations**
- V. **Reports (*Attachment B*):**
 - A. **Youth Force Activities/Events** – Shari Johnson
 - B. **Calhoun-Gilmer Career Center** – Steve Whited
 - C. **Resa V** – Joy Starcher
 - D. **Pleasant Hill Construction Update** – Frank Tetrick and Roger Propst
 - E. **Transportation Department Washbay (DEP Citation)** – Frank Tetrick
 - F. **OPEB Meeting (RESA V – 11/30/09)** – Roger Propst and Cynthia Dale
 - G. **Innovation Zone Grant** – Karen Kirby and Kelli Whytsell
 - H. **Race To The Top Grant** – Carla Taylor
- VI. **Old Business (*Attachment C*): None**
- VII. **New Business (*Attachment D*):**
 - A. **Volunteer Agreement (FY2009-2010)**
 - 1. Tina Dawson (CMHS)
 - 2. Bruce Fitzwater (CMHS)
 - 3. Lisa Kerr (CMHS)
 - B. **Early Release**
 - 1. Austin Moore
 - 2. Cebrena Coon
 - 3. Brandon Reed
 - C. **Early Graduation**
 - 1. Amber Wagoner
 - 2. Sharlean King

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: Calhoun Middle / High School

Department (If Applicable): High School

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: 12/14/2009

County Board of Education Elected Officers:

President: (Name) Cynthia Dale Signature: Cynthia Dale

Vice-President: (Name) J. E. Lee Evans Signature: J. E. Lee Evans

Members: _____

Name: Joy M. Starcher Signature: Joy M. Starcher

Name: Stephen Whited Signature: Stephen Whited

Name: Libbey Harris Signature: Libbey Harris

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: Calhoun Middle/High School

Department (If Applicable): High School

Notice of Meeting (Date Provided to Faculty or Department/Subdivision): 11/18/09

Meeting Date: 12/09/09

Faculty Senate Elected Officers:

President: (Name) Sharon Pitts Signature: Sharon R. Pitts

Vice-President: (Name) Amy Fitzwater Signature: Amy G Fitzwater

Secretary: (Name) Norma Randall Signature: Norma Randall

Treasurer: (Name) Melissa Jones Signature: Melissa Jones

Other: (Name) _____ Signature: _____

Service Personnel Representative:

Name: None affected Signature: _____

Position: _____

Parent Representatives:

Name: See letter of support Signature: Kelley Houchin

Name: _____ Signature: Larry Baker

Name: _____ Signature: David Cain

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).

Calhoun County Middle/High School
and
Calhoun-Gilmer Career Center
Innovation Zone Grant

Roger Propst, Superintendent
Calhoun County Schools

Number Staff Involved: 27 combined

To view the Innovation Zone Grant presentation that lays out our ideas and gives student, teacher and administrator support for our innovation plan, [click](#) here.

Calhoun County is located in central West Virginia and comprises of 281 square miles. Grantsville, with a population of 600, is the only incorporated municipality in the county. Nearly, seventy percent of students in Calhoun County qualify for free or reduced meals and according to the most recent census data, over thirty percent live in poverty. Less than 1200 students attend the two pk-4 elementary schools and one 5-12 middle/high school. Some ride the bus for more than one hour each way. The county shares a vocation school with Gilmer County, Calhoun-Gilmer Career Center.

Our proposal for the Innovation Zone Grant will target specific students in 9-12 at the middle/high school in cooperation with the Calhoun-Gilmer Career Center. The focus of our grant will be to:

- Improve the rigor and relevance in our classrooms
- Increase the number of students graduating
- Increase the post secondary attendance rate
- Increase the number of students completing the Career and Technical Education course work toward certification
- Increase students' use of technology
- Offer students with novice or below mastery in math as established on the WESTEST2 an alternative to Algebra 1

Innovation Zone Action Plan -- Summary

Action Step	Responsible individuals	Monitoring	Timeline	Data
Align CSOs of high school and career technical courses	Class instructors (high school and career technical) working collaboratively	High school and Career technical administration	January – June 2010	Documents listing the matching and independent CSOs of embedded courses
Creation of pacing guides for embedded credits	Class instructors (high school and career technical) working collaboratively	High school and Career technical administration	January – June 2010	Completed pacing guides
Review student transcripts and career plans	School administration, guidance counselor and support personnel	High school and Career technical administration	January – June 2010	List of students eligible and interested in embedded credit program
Build faculty, student and parental awareness of embedded credits	School administration, Advisor/Advisee monitors, guidance counselor, career technical staff	High school and Career technical administration	March – June 2010	Scheduled meetings and sign-in sheets of faculty, parents and students meetings
Enroll students into embedded credit classes	AA monitors, students, guidance counselor and administration	High school and Career technical administration	May – August 2010	Students schedules and class enrollment
Create a schedule for high school teachers to collaborate with students	High School teachers, administration, and guidance counselor	Sign in sheets and class assignments	August-June 2011	Class sign in sheets
Require students in the embedded classes to attend an orientation prior to enrollment.	High School teachers, Career Center teachers, administrators, guidance counselors, special education teachers	High school and Career Center teachers, administrators, and guidance counselors	August 2011	Sign in Sheets, parent conference documentation.

Improve the rigor and relevance in our classrooms:

Students, teachers and parents of students in grades 9-12 will have the opportunity to experience a whole new way of learning at Calhoun Middle/High School (CCMHS) and Calhoun-Gilmer Career Center (CGCC). Educators from the two schools will collaborate and analyze the CSOs of courses we believe overlap and naturally complement each other. The few CSO's that are not aligned for direct classroom instruction will reach the students through the use of technology. A hybrid virtual classroom if you will. The students in the embedded classes will receive a PDA type device; which will be used to interact with a content specific teacher who will design online, video, or podcasting lessons for the students to receive. They will also find outside interactive resources to help teach the content. Examples of those types of resources would be Thinkfinity, United Streaming, class discussions and assessments using Edline, etc. The student would then respond to the teacher in a designated method previously established. The embedded credits will be established during the planning stage of the grant. These embedded classes are being established as a possible option to allow students to meet the high school graduation requirements established by the West Virginia Board of Education.

The establishment of these classes will not mean that dual credit is automatically given, the student must complete the extra coursework assigned by the content specific teacher. These assignments will be available to the student through the technology provided. If the student requires face to face help, it will be provided to the student during the day when the teacher and student can meet or after school with the teacher or a tutor.

The classes we will be focusing on are:

- Health Nursing Program; embedding Human Anatomy
- Environmental Program; embedding Biology and Earth Science
- Welding Program: embedding Geometry
- Building Construction; embedding Math and Geometry
- Automotive Program; embedding Math
- Net. Tech Program; embedded Math
- Business Program: embedded Math
- Prostart Program; embedded Math and Science
- Criminal Justice; embedded Psychology, Sociology, and Civics
- Vocational Classes Wildlife, Forestry, Greenhouse; embedded Science and Math

Increase the number of students graduating:

Calhoun Middle/High School has struggled to meet graduation rate and met the standard 2 of the last 4 years:

- 2009 at 82%
- 2008 at 77%
- 2007 at 80%
- 2006at 72%

The Innovation plan, presented in this application, will allow us to assist more students in obtaining their high school diploma and still cover the states required CSO's. We also realize

Comment [VB1]: Took out We feel

Comment [VB2]: Added

Comment [VB3]: Changed

that with the offerings of dual credit with Glenville State College and the EDGE program we will be **more** successful at increasing our post secondary attendance rate.

Comment [VB5]: Added

By embedding the coursework within the current technical courses the students are interested in taking we feel that this authentic real world application would allow students to experience the learning of material at a high level and would be applying those skills to real life experiences, thus increasing critical thinking skills. This would also assist struggling students in the recovery of credits they need to graduate.

Increase the post secondary attendance rate:

Calhoun Middle/High School has established a relationship with Glenville State College to increase our dual credit offerings so that students interested in any level of post secondary education could enter the program of their choice with 15-30 college credits already finished. This will require us to increase the parental awareness of the GPA requirements for our sophomores. The sophomores will be required to have an overall 3.0 GPA. We are using the LINKS Developmental Guidance program to educate the students and to monitor the GPA's. The classes we are considering offering will be: Spanish 2, Biology 2, Physics, College Algebra, College Trig, Fine Arts, P.E., and Advanced Communication. During the planning stage of the grant we will look at the best platform to offer these classes to ensure student success. We have surveyed our teachers and they are excited about this opportunity for Calhoun County Middle/High School students. The Calhoun-Gilmer Career Center staff approved the proposal with a 90% approval rate and the involved staff at Calhoun Middle/High approved the proposal by a 100% vote.

We agree that if a student has a year of college coursework completed, or at least started, while receiving the support of our high school, the likelihood of attending and graduating from college will increase. The relationship we are developing with Glenville State College will increase the student's knowledge of college and the requirements to complete a post secondary education.

Increase the number of students completing the Career and Technical Education course work toward certification

The flexibility of embedded course work will allow students the opportunity to complete work in the Career and Technical education course of their choosing. The students will have an opportunity to earn dual credit toward college course work in that related field. By offering the students the opportunity to choose their course work, they will become responsible for their education, and more likely to complete their high school education and beyond. The embedded credits will require the student to do some independent learning and thus make the student a life-long learner by showing students what they can achieve. The ability to have several college credits completed will offer students the opportunity to finish college early and become wage earning citizens.

With this model, as we stated, the student will become a lifelong learner, but this model will do more than that. It is going to create responsible citizens, and employees with good work ethics

and determination--traits that are modeled and encouraged by giving the students the opportunity to go farther and do more than a traditional classroom would have allowed.

Increase students' use of technology

Calhoun Middle/High School and Calhoun-Gilmer Career Center have been in contact with VerizonWireless to ensure that we can meet the technology needed to implement this program. VerizonWireless has been extremely helpful in providing technical assistance and looking at our infrastructure to make sure both schools can implement this progressive plan. VerizonWireless is willing to provide all of the technical assistance needed to train students, parents, and teachers in the use of the technology. Students have a love of technology and are digital natives. When it comes to using technology, we hear that students "power down" to come to school. According to "Digital Natives, Digital Immigrants" by Marc Prensky, "Today's students are no longer the people our education system was designed to teach. These students have spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones and all of the other tools of the digital age". It is clear that today's students think and process information far differently than ever before. To reach these students we must reconsider both our methodology and our delivery of the content. This plan will allow students to stay on full power while at school and allow us to use that power for learning. We can either join them in this technology learning experience or we can fight it. We think that allowing students to use the technology in a controlled educational manner will thus create students that love to learn and are engaged in the learning.

The students will receive a PDA type device with the capabilities to text, web surf, view video and podcast, email and blog. The same filters that exist on the school's server would be in place on the student PDA devices. The PDA would be an extension of the classroom and students will have the responsibility to follow all rules and procedures that they currently follow for school use. The students will receive email, podcast, and information sent by the highly qualified content specific teacher who will monitor the student's progress. The student will be required to follow the design of the class and will have signed an agreement to that effect. This Innovation Zone grant will allow us to place one to one technology in students' hands for use in improving student achievement. The technology provides the students the ability to respond to the teacher by text, email attachment, or even a video of the student responding to a question. This will allow students of all abilities to be successful.

Offer student with novice or below mastery in math as established on the WESTEST2 an alternative to Algebra 1.

These students are often the ones who get behind on credits and become a potential drop-out. If we offer them a developmental math class and ensure that they obtain solid research based authentic math skills, these students will develop a deeper understanding of the relationship between math and the real world and will allow them to proceed into the embedded credit program. These students will experience success in math, maybe for the first time in their school careers. The program would focus on developmental skills similar to the transitional math program for seniors not obtaining college readiness on the WESTEST2. The sequence of math would then be developmental math, applied math, geometry, and/or conceptual math. We feel that this sequence would allow students to progress through math skills and have a higher understanding and be able to apply the skills.

Research Data:

Marc Prensky has done extensive research on how students have changed. The body of research indicates that in order to achieve student engagement we need to change our delivery method.

Similar rethinking needs to be applied to all subjects at all levels. Although most attempts at “edutainment” to date have essentially failed from both the education and entertainment perspective, we can – and will, I predict – do much better.

In math, for example, the debate must no longer be about *whether* to use calculators and computers – they are a part of the Digital Natives world – but rather *how* to use them to instill the things that are useful to have internalized, from key skills and concepts to the multiplication tables. We should be focusing on “future math” – approximation, statistics, binary thinking.

In geography – which is all but ignored these days – there is no reason that a generation that can memorize over 100 Pokémon characters with all their characteristics, history and evolution can’t learn the names, populations, capitals and relationships of all the 101 nations in the world. It just depends on how it is presented. So if Digital Immigrant educators *really* want to reach Digital Natives – i.e. all their students – they will have to change. It’s high time for them to stop their grouching, and as the Nike motto of the Digital Native generation says, “Just do it!” They *will* succeed in the long run – and their successes will come that much sooner if their administrators support them. Prensky, 2001

WESTEST2 Achievement Data for Calhoun Middle/High School 2009

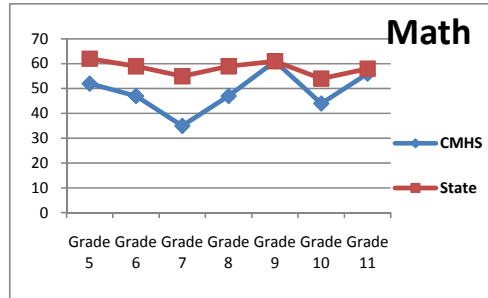
CMHS	Math	RLA	Science	Social Studies
Grade 5	52	51	41	47
Grade 6	47	49	54	47
Grade 7	35	50	41	30
Grade 8	47	47	47	49
Grade 9	61	33	41	41
Grade 10	44	34	56	52
Grade 11	56	41	63	63

The above chart shows the percentage of Calhoun Middle/High students achieving mastery, above mastery or distinguished on 2009 WESTEST2. The breakdown below compares CMHS students with their peers in West Virginia.

2009 WESTEST 2

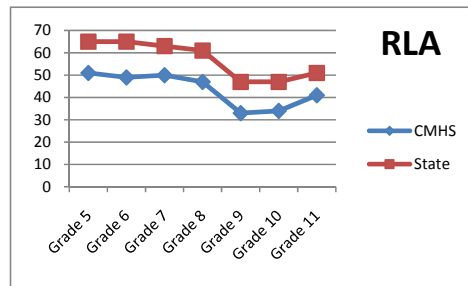
Math

	CMHS	State	Difference
Grade 5	52	62	-10
Grade 6	47	59	-12
Grade 7	35	55	-20
Grade 8	47	59	-12
Grade 9	61	61	0
Grade 10	44	54	-10
Grade 11	56	58	-2



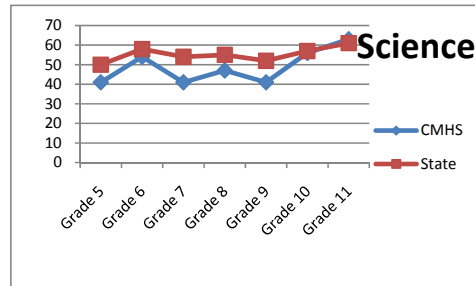
READING LANGUAGE ARTS

	CMHS	State	Difference
Grade 5	51	65	-14
Grade 6	49	65	-16
Grade 7	50	63	-13
Grade 8	47	61	-14
Grade 9	33	47	-14
Grade 10	34	47	-13
Grade 11	41	51	-10



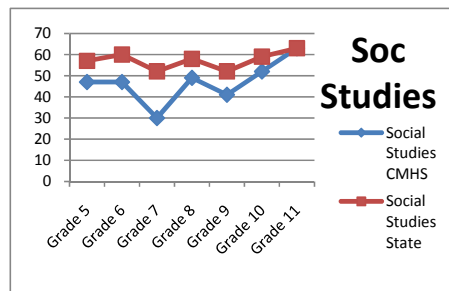
Science

	CMHS	State	Difference
Grade 5	41	50	-9
Grade 6	54	58	-4
Grade 7	41	54	-13
Grade 8	47	55	-8
Grade 9	41	52	-11
Grade 10	56	57	-1
Grade 11	63	61	2



Social Studies

	CMHS	State	Difference
Grade 5	47	57	-10
Grade 6	47	60	-13
Grade 7	30	52	-22
Grade 8	49	58	-9
Grade 9	41	52	-11
Grade 10	52	59	-7
Grade 11	63	63	0



The Silent Epidemic, Perspectives of High School Dropouts by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation March 2006 provides us valuable information on why students drop out of school. “There is no single one reason why students drop out of high school. Respondents report different reasons: a lack of connection to the school environment; a perception that school is boring; feeling unmotivated; academic challenges; and the weight of the real world events”.

Now, that we have identified why students drop out of school, the next question is how we can help students stay in school.

The report identified teaching and curricula to make school more relevant and engaging and enhance the connection between school and work as “supports” to help students stay in school. Four out of five (81 percent) said there should be more opportunities for real-world learning and some in the focus group called for more experiential learning.

Policies or Code that Prohibit or Constrain the Design:

Policy 2510 : Algebra requirements for students scoring below mastery or novice will be waived. They would be required to take a developmental math class.

Policy 2510: We will require a waiver for the requirement of 8100 minutes of instructional time. Classes would be aligned to meet embedded CSO’s for content, not minutes.

Policy 4110: Attendance- Students will be required to attend school only for the time necessary to meet their schedule and program completion.

Budget:

17 teachers @ a \$150.00 stipend for 9 days to be broken down Teacher total	
3 days to align CSO’s with programmatic teacher and content teacher	\$22,950.00
3 days to create schedule of classes between programmatic teacher and school	
3 days for technical training with specialist	
3 days technical specialist @ \$300.00 per day	\$900.00
7 PDA for teacher training 199.99	\$1,399.93
7 cameras for podcasting @ 150.00	\$1,050.00
5 microphones for \$50.00	\$ 250.00
Budget total	\$26,549.93

To whom it may concern,

As a parent I am impressed with the state's move to create "Innovation Zones" that will allow local administrators, teachers, parents, and the community at-large, to improve both teaching and learning to serve the needs of our students in Calhoun County. In my experience with the local school system, this opportunity to improve our local educational system has me and other parents very excited. This unique opportunity has everyone working together, including our local higher education institution Glenville State College, to better improve students learning outcomes.

Since the group of dedicated public and higher education educators, administrators, LSIC members, and parents worked on this initiative, based directly on our student data, the final document presented to you was agreed to be the best course of action to improve our system. The approval of this "Zone" will increase efficiency and build capacity to provide more powerful instruction for today's students and meet the demands of tomorrow's workforce.

The amount of work and research used to develop this document was taxing on our small county, and I was very appreciative of those that dedicated the time necessary to ensure everyone was on the same page. I was encouraged that those involved believe that improving schools depends on everyone's, including our students, working harder.

This initiative with the support of Verizon Wireless and the modifications in current educational practices allowed by the "Zone," will positively affect our students in many ways as documented in our proposal. I was honored to be involved with this work and to write a letter of support for this important educational objective in our county.

If I need to meet, e-mail, call, or communicate any additional information with members of the West Virginia Department of Education to ensure the approval of this proposal, please do not hesitate to contact me. It was apparent to me and many others that our students need this opportunity to ensure their success.

Educationally yours,

Larry R. Baker
Parent, LSIC Member, Calhoun Middle/High School

Contact information:

Telephone:

Home (304) 354-7513

Work (304) 462-6316

Email: Larry.Baker@glenville.edu

Rt.3 Box 539
Arnoldsburg, WV 25234
December 18, 2009

To Whom It May Concern:

As a parent, school volunteer, community business employer and former educator, I am writing to strongly support Calhoun County's Innovation Zone Grant Proposal. Calhoun County is the place I have chosen to live and raise my children but with that choice comes some notable disadvantages; however, this proposal will go along way toward addressing and potentially eliminating some of these disadvantages.

Although small, rural schools offer many advantages, variety in course offerings are often limited. The Innovation Zone grant would allow greater variety in course offerings by waiving the 8100 minutes required to meet CSOs and instead allow course content to meet CSOs. This component would allow more options for students in curricular offerings.

The technology component of the grant would allow the students to continue progression into technologically competent and competitive adults further easing the transition to college and/or the work force. The improvement in technology also allows the school to offer more courses via distance learning.

Please give Calhoun County's Innovation Zone Grant application full consideration. I believe it has the ability to enhance and improve the educational opportunities for the students of Calhoun County High School.

If I can be of further assistance, please feel free to contact me at (304) 655-8379 extension 14.

Sincerely,

Kelley L. Houchin

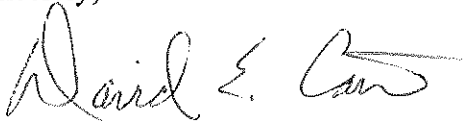
December 22, 2009

To Whom It May Concern:

As chair of the Calhoun Middle/High School Local School Improvement Council, I am pleased to lend my support to the Innovation Zone Proposal. The Calhoun Middle/High LSIC has been discussing and actively seeking ways to increase relevance of core subjects, increase post-secondary technical and college admissions and raise the graduation rate. This plan will address all of these issues.

The Innovation Zone plan will continue to build upon the current success of dual credit courses with local colleges and create dual credit opportunities for career and technical students. By emphasizing core content in a student's career of choice the importance and relevance of knowledge and skills is indisputable. This plan will give students the vision that they are truly building a career and not just completing requirements to graduate.

Sincerely,

A handwritten signature in black ink that reads "David E. Cain". The signature is written in a cursive style with a long horizontal flourish at the end.

David E. Cain, Chair
Calhoun Middle/High LSIC

INNOVATION ZONE Grant Proposal

Faculty Senate meeting Dec. 17TH 2009

I support

I don't support

Nancy Weekley

Martha H. Harris

Patricia E. Cain FS. Vice President

Mrs P. Snyder

Annette M. Benson

Dave White FS. Treasurer

~~Ernest~~

Zoe J. [unclear] Faculty Senate President

Mel [unclear] LSIC President

Paul M. [unclear]

Carl Allen

Wayne E. Hardaway

Randy Ball

Byron P. [unclear] Director