

INNOVATION ZONE APPLICATION

WEST SIDE ELEMENTARY

(Consolidation of Chandler and Glenwood Elementaries)

KANAWHA COUNTY

DR. RON DUERRING



Professional Personnel: 33

Service Personnel: 17.5

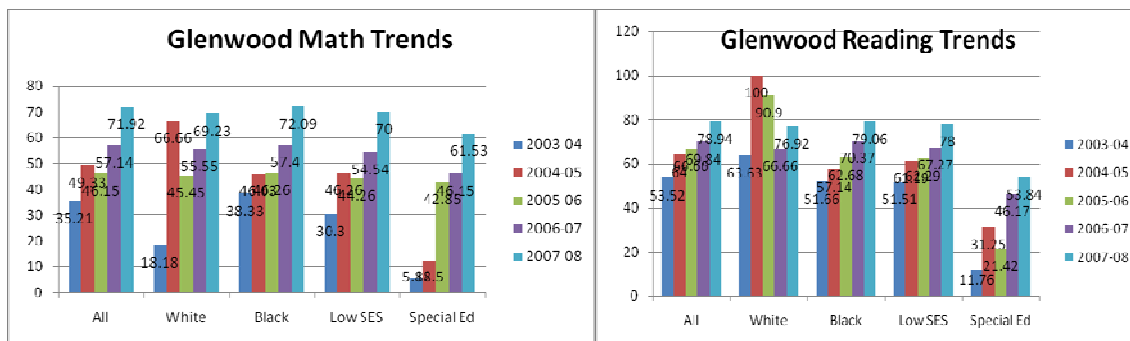
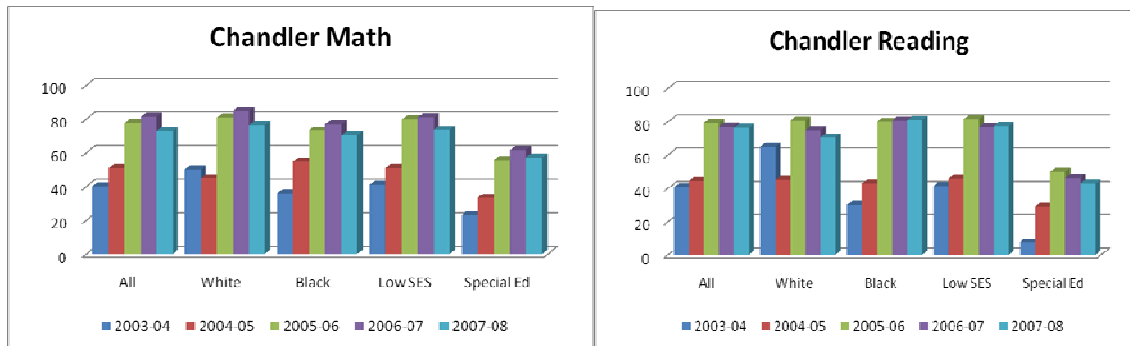
# The West Side Leadership Framework

## Project Design

The new West Side Elementary School will be formed with the consolidation of Chandler Elementary and Glenwood Elementary in January 2011. The location of the consolidated school will be on the West Side of Charleston in Kanawha County. These two schools combined have the highest percent of poverty of any school in West Virginia—93.30%. Our student body is 71.13 percent black and 23.80 percent special education. Historically, education has not been a priority in our community, largely because our families are struggling to satisfy their most basic human needs. Our children experience great challenges every day in order to survive. Over the last six years an average of only 18.3% of our students live with any biological parents and 13.6% are homeless. Around fifty percent of our students reported some kind of domestic violence, alcoholism, drug addiction, or sexual abuse in their household. This area is often recognized for having frequent criminal activity and a violent atmosphere. Approximately thirty-seven percent of our children have family members who are incarcerated or have legal issues. The majority of our children live in chaotic and dysfunctional living circumstances. As a result of the unstable living conditions, students are frequently displaced to other homes, family members, and agencies within our neighborhood.

While behavior at both schools has improved over the last several years, there is a need for a reduction in behavior referrals. Last year at Chandler, 23 students were suspended either in school or out of school suspension for a total of 56 times. Tardies are a problem at both schools and baseline data is being collected.

Academic success based on Westest results over the last 6 years has improved tremendously. The charts below track scores at the two schools over the five years of Westest I. Westest II scores showed a drop reflecting the increased difficulty of the test. Chandler’s Math score was 56.6 and Reading was 45.28. Glenwood’s Math score was 49.25 and Reading was 43.28. Both schools continue to have needs in Reading, Writing, and Math. One of the specific identified needs in all grade levels in Reading is “Relating text to self,” which is a direct result of the students’ inability to connect with the characters and situations in literature because their lives are so different.



West Side Elementary School will represent clear and tangible evidence of the Kanawha County Board of Education's support of educational excellence in this community. We anticipate that the new facility will foster a similar renewal of enthusiasm for education from the impacted community. Focusing on student strengths and leadership will ultimately improve the community's commitment to education.

#### Goals and Objectives:

##### Enhance the future opportunities of our students

- Develop student strengths in a variety of areas such as interpersonal skills, performance, communication, technology, writing, music, and art and showcase those strengths at least four times a year
- Develop leadership skills by expecting every child to identify themselves as a leader in some area of school life and be able to describe what their leadership role entails and what they do as a leader
- Partner with the community to provide opportunities that students living in poverty often do not receive such as Boy and Girl Scouts, Karate, Gymnastics, and Music lessons
- Increase global awareness through virtual field trips, actual field trips, and four times a year project-based learning activities

##### Increase academic achievement

- Increase the college going rate, developing base line data by identifying students who spent at least 70% of their elementary career at Glenwood and Chandler during the 3<sup>rd</sup> through 5<sup>th</sup> grades and then graduate from Capital High School and go to college starting with the year 2010-2011
- Increase the number of students taking Pre AP and AP courses in middle school and high school using the same base line as above
- Decrease the dropout rate using the same base line as above
- Improve Westest scores over the next 5 years to 85% of all students at or above Mastery

##### Improve behavior

- Decrease the number of discipline referrals by 5% per year
- Decrease the number of tardies by 10% per year
- Increase student responsibility and ownership as demonstrated by the goals and charted success in student data notebooks
- Increase awareness of social responsibility as demonstrated by student-initiated community projects and participation in existing projects

##### Develop a school culture of innovation and inspiration

- Create a common language about leadership, the 7 Habits, and Quality Tools to be monitored by staff interviews and walk-throughs
- Use Quality Tools monitored through lesson plans and walk-throughs
- Develop traditions that are focused on students that will be evident in the museum space in the new school as well as the activities that are mutually agreed upon through the consolidation process
- Foster an atmosphere of creative problem-solving during the problem-based learning periods every nine weeks

We are determined to provide our students with the skills, knowledge, and character to be successful in life. The consolidation creates an opportunity for teachers to implement new strategies that build the leadership capacity in our students.

Phase I will be the development of common language and skills about leadership and the role of personal responsibility among all stakeholders. The staff will complete the development of the West Side Leadership Framework (WSL Framework) before West Side Elementary School opens in January 2011 (see the attached work in progress). The WSL Framework is a graphic organizer showing the relationship of all of the pieces of the proposed innovation and will guide the implementation of our leadership model. The curriculum for teaching the framework will also be developed during Phase I. All staff plus some members of the community will be trained in the use of Stephen Covey's 7 Habits via a book study, various visits to other sites, and formal instruction from Covey. Covey's 7 Habits will support the concept of developing the whole child while fostering a climate of principle-centered and personal leadership. The 7 Habits are:

- Be Proactive- plan ahead
- Begin with the End in Mind- have a clear vision
- Put First Things First- prioritize
- Think Win-Win- plan for mutual benefit
- Seek First to Understand, Then to be Understood- plan for mutual understanding
- Synergize- creative cooperation
- Sharpen the Saw- balanced self-renewal.

Phase II will begin the first two weeks of school when students will be engaged in mastering the 7 Habits and will be introduced to Quality Tools to help them understand the application of these concepts and create a foundation for the function of the school. Quality Tools are strategies to help individuals and groups communicate and participate as well as problem-solve. They are designed to help students and adults use data to make good decisions and work effectively and efficiently. Examples of Quality Tools are Consensograms, Affinity Diagrams, Graphs, and Action Plans. Teachers will identify their roles as coaches and leaders, and students will begin to identify their own strengths and abilities, and to set goals and plan for success. In order to accomplish this, we will teach our students Quality Tools to identify issues, brainstorm, and test solutions in real world contexts.

Phase III will be the ongoing implementation of the 7 Habits where we activate the Framework and begin to refine our practice. We will begin to learn and incorporate strategies that provide challenges in creativity and production through flexible time and regular problem-based learning activities. Work will focus on increasing classroom rigor through building Depth of Knowledge questioning. Students will be encouraged to practice the 7 Habits in all aspects of their lives, especially academics.

This project will be based on *The Leader in Me* and *The Seven Habits of Highly Effective People*, books written by Stephen R. Covey. The staffs of Chandler Elementary and Glenwood Elementary have unanimously agreed to embrace and apply that training to promote leadership in staff members, students, parents, community members, business partners, and partner organizations. Parents, business partners, and community members believe that this innovative project will create student leaders who will be productive and capable citizens. We firmly believe that all who receive training - old and young alike - will benefit from these timeless principles.

The approval for the proposed innovation change will impact a variety of factors at West Side Elementary. The school environment will reflect the values of our mission and goals. The school will look different- not just because it is new, but because it is visibly saturated with the leadership framework from bulletin boards to library books, from building design to classroom arrangement. It is important that the transition be as smooth as possible for everyone involved. Focusing on a common vision will ease the stress and tension of such a transition. The leadership training will provide 400 students new character traits that will influence their behavior and respect toward teachers, peers, and even the school's physical appearance. The staff of 50, having a common language and shared vision, will inspire enthusiasm to instill these leadership traits in students.

Most importantly, students will be those who benefit greatly from this proposed innovation change. Once students are intensely educated on the 7 Habits of a leader, they will begin to develop an intrinsic motivation for success. Currently, fear of failure limits our students. When they understand that any strength can be developed into a quality tool, the students can boldly embrace new challenges. They will begin to use their strengths and talents to succeed in school. They will value perseverance and exercise responsibility. The common language develops a clear understanding of each other, leading to greater problem solving skills. When students assertively address social conflict and academic struggles with the 7 Habits, the discipline problems will decrease. This culture will establish the school as a safe place to learn and will boost student attendance. Positive academic experiences ultimately evolve into lifelong learning.

## **Research Base**

Our community has made it clear that they expect this new school to provide opportunities for parents, teachers, students, and community members to work collaboratively to vastly improve the likelihood that our students will succeed in becoming contributing members of society. As described in *The Leader in Me*, the work that Stephen Covey, internationally renowned consultant and author, has done with A.B. Combs Elementary School in Raleigh, North Carolina, has convinced our staff that an education that includes the foundational principals of leadership for everyone is the way to give our students the skills and confidence to reach that goal. In their writings on student leadership, Karnes and Beane have stated that there are many misconceptions regarding what constitutes a leader and which characteristics are essential to positive leadership. In our research with our own students, we have discovered that this is, indeed, the case. When asked what a leader is, our students' answers vary from "the person at the front of the line," to "someone who tells other people what to do." Clearly, our students do not have a full understanding of what a leader is and that they have the capability of becoming leaders.

Covey has worked with other school entities and has had similar success. According to the Franklin Covey Institute, Independent School District adopted *The 7 Habits of Highly Effective People* in response to a performance review that indicated a deficit in parental trust toward district administrators within the school district. After implementing *The 7 Habits of Highly Effective People* along with *The 4 Roles of Leadership* and *The 4 Disciplines of Execution*, student achievement scores increased, and parents treat the district as the "school district of choice" in the region.

In addition, Niema Jordan, a student in the Oakland California School District, points out that it is never too early to begin teaching students what it takes to be a leader. "It's good to have leadership programs in high schools, but it's even better to have them on all different levels." Jordan points out that it's difficult for students to be leaders in high school if they "come from elementary and middle school with no leadership training." (Checkley, K. A Seat at the Table. *Classroom Leadership*: May 2004, Volume 7, Number 8.)

The principles of Stephen R. Covey have received national recognition for their emphasis on developing leadership in young children. These principles are grounded in the belief that building cooperative relationships and nurturing responsibility, kindness, and good judgment are the basis for creating a successful community of learners. By developing the whole child - socially, emotionally, academically, and ethically - the framework fosters a climate of principle-centered and personal leadership. These principles will be embedded in the school's culture and guide the students, faculty, and community in implementing the West Side Leadership Framework.

## **Policies or Code that Prohibit or Constrain the Design**

In order to implement an effective Student Leadership Theme at West Side Elementary, we are requesting a waiver of the social studies and science time requirements for 5<sup>th</sup> grade students in Section 5.5.1 of WVDE Policy 2510 throughout the year. Without designated restrictions of academic time blocks, the staff will be freer to integrate, overlap, and interlock all academic subjects. Within the central theme of student leadership is the discovery, development, and expansion of each student's talents. This waiver will allow for the students to experience the interconnectedness of academic subjects and skills. Learning will become more personally relevant in relation to what they are discovering about themselves and how to use their diverse strengths in this proactive process.

Included in this request is a waiver of Sections 5.3.1, 5.4.1, and 5.5.1 of WVDE Policy 2510 for the first two weeks of school to build a solid foundation of common language, procedures, and culture from which to grow. Our plan is to create and teach lessons in all subject areas based on WVDE CSOs, pacing guides by KCS, and the *7 Habits of Highly Effective People* by Stephen Covey.

We are also requesting a waiver of Sections 5.3.1., 5.4.1., and 5.5.1 of WVDE Policy 2510 to do project- based learning for one week each nine week period. This will allow the students to further explore and develop their individual talents in academic subject areas and fuel a desire for lifelong learning.

## **Planning Narrative and Budget Page**

### **Curriculum Planning Meetings**

The newly hired professional staff of West Side Elementary will meet in afterschool training and curriculum planning sessions to develop lesson plans which integrate core academic subjects and West Virginia CSOs into the West Side Leadership Framework (WSLF). These meetings will take place during the spring semester of the 2009-10 school year in order to have a staff that is ready to implement the WSLF on the first day of the 2010-11 school year. There will be 10 2-hour sessions, with 34 staff members attending. At the rate of \$50 per session per employee, this constitutes an expenditure of \$17,000. The grade level meetings will be designed by Rebecca Edwards and monitored by Mellow Lee, Principal.

### **Curriculum Development Consultant**

In order to insure that the curriculum content developed in these sessions is valid, developmentally appropriate, and research-based, we will secure the services of a professional Curriculum Development Consultant. Rebecca Edwards, author of *Lead 21* and representative of Edwards Consulting, will serve in this capacity. A stipend of \$2000 is set aside to compensate Ms. Edwards for her services.

### **Leadership Framework Training Online Interactive Course**

Each of the professional employees of West Side Elementary (WSE) will be required to complete an online course of study utilizing Steven Covey's books: *7 Habits of Highly Effective People*, *7 Habits of Highly Effective Teens*, and *7 Habits of Highly Effective Kids*. The course will consist of 5 sessions, and each employee will be paid \$50 per session. This will constitute an expenditure of \$8,500. The sessions will be designed by Mary Lu MacCorkle, Ed.D., Closing the Achievement Gap Liaison for Glenwood and Chandler Elementaries (WVDE). Dr. MacCorkle designed the fall study sessions on *The Leader in Me* for the two schools. Principal Mellow Lee will monitor the course.

### **Literary Resources**

In order to expose WSE students to a world of positive leaders, we will purchase sets of biographies and other literary works which teach the attributes of great leaders from other cultures, other places, and other times. These books will give students the opportunity to hone their reading skills as they develop their own areas of leadership. We will purchase 100 ten-book sets at an approximate cost of \$15,000. The two current librarians, Holly Jones and Melissa Brown, will select the books to be ordered based on their expertise in children's literature.

In order that our professional staff will be equipped to inspire our students to become leaders, the Innovation Zone resources will allow for the purchase a professional library of materials for staff use. We have budgeted \$5000 for the purchase of these materials. Principal Mellow Lee will identify the resources to purchase based on staff suggestions.

### Academic Motivational Materials

Super Scholar “I Can” cards will be designed and created to be used to motivate students to succeed in academic subjects and leadership skills. These cards will be earned weekly as a component of the WSLF and individual student data notebooks. These cards will be developed by the staff, printed, and ready for use by the beginning of 2010-11 school year. The cost for this project will be \$1,250. The Title I staff from both schools will be in charge of this process.

<b>ACTIVITY</b>	<b>DETAILS</b>	<b>COST</b>
Curriculum Development	10 2-hour sessions after school x 34 staff x \$50	\$17,000
Curriculum Development	Consultant fee	\$2,000
Leadership Framework Training On-line Interactive Course	5 sessions x 34 staff x \$50	\$8,500
Literary Resources: Sets of Biographies and Leadership resources	100 10-book sets x \$15	\$15,000
	Staff Resources	\$5,000
Academic Motivational Materials	Development and Printing of Super Scholar “I CAN” Materials	\$1,250
<b>Total</b>		<b>\$48,750</b>

### Supporting Documents

<http://www.vuvox.com/collage/detail/01b560d82b>

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: Chandler Elementary

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

Notice of Meeting (Date Provided to Faculty or Department/Subdivision): 11/10/2009

Meeting Date: 11/13/2009

Faculty Senate Elected Officers:

President: (Name) <u>Ashley Grogg</u>	Signature: <u>Ashley Grogg</u>
Vice-President: (Name) <u>Kathi Reed</u>	Signature: <u>Kathi Reed</u>
Secretary: (Name) <u>Holly Jones</u>	Signature: <u>Holly Jones</u>
Treasurer: (Name) <u>Susie G. Coleman</u>	Signature: <u>Susie G. Coleman</u>
Other: (Name) <u>Melinda Clay</u>	Signature: <u>Melinda Clay</u>

Service Personnel Representative:

Name: <u>Jennifer Wileman</u>	Signature: <u>Jennifer Wileman</u>
Position: <u>Secretary</u>	

Parent Representatives:

Name: <u>Jacyn McCormack</u>	Signature: <u>Jacyn McCormack</u>
Name: <u>Misty Harper</u>	Signature: <u>Misty Harper</u>
Name: <u>Ms Ruth F Jones</u>	Signature: <u>Ms Ruth F Jones</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).

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: Glenwood Elementary

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

Notice of Meeting (Date Provided to Faculty or Department/Subdivision): 11/10/2009

Meeting Date: 11/13/2009

Faculty Senate Elected Officers:

President: (Name) <u>Amy Goforth</u>	Signature: <u>[Signature]</u>
Vice-President: (Name) <u>Amy K. Brown</u>	Signature: <u>[Signature]</u>
Secretary: (Name) <u>[Signature]</u>	Signature: <u>[Signature]</u>
Treasurer: (Name) <u>[Signature]</u>	Signature: <u>[Signature]</u>
Other: (Name) <u>Kimberly S. Mullins</u> <u>West Side Elem. Planning Committee</u>	Signature: <u>[Signature]</u>

Service Personnel Representative:

Name: <u>Ada German</u>	Signature: <u>[Signature]</u>
Position: <u>Secy</u>	

Parent Representatives:

Name: <u>Ms Ladora L. Lee</u>	Signature: <u>[Signature]</u>
Name: <u>[Signature]</u>	Signature: _____
Name: <u>Mrs Diane R Edwards</u>	Signature: _____

We certify that 80 percent of the faculty affected by the application/plan has voted to support the application/plan.

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

**Chandler - Glenwood Elementary Schools  
School Innovation Zone Act  
November 20, 2009**

After discussion about the Chandler-Glenwood future plans based on the training of staff in the "7 Habits of Highly Effective People" and to apply this to students and their learning, we encourage the application for an Innovative Zone Designation. The representatives of the businesses and organizations who have attended this meeting feel that this plan will help the staff succeed in creating student leaders for the future who are productive and capable citizens.

<u>Name</u>	<u>Business or Organization</u>
<u>Melissa Carney</u>	<u>Univ of Ches. - Educ Program</u>
<u>Latonia A. Phillips</u>	<u>Kanawha County Association of Retired School Employees</u>
<u>Patricia Mervin</u>	<u>Women's Club of Charleston</u>
<u>Doris Parkins</u>	<u>Women's Club of Ches (Arts Chiro)</u>
<u>Will Gill</u>	<u>Dinsmore &amp; Shohl</u>
<u>Mary Kay Bond</u>	<u>Read aloud West Virginia</u>
<u>Leslie Crichton</u>	<u>Wells Fargo Advisors</u>
<u>Sam Crichton</u>	<u>Wells Fargo Advisors</u>
<u>Shannen Pawley</u>	<u>Wells Fargo Advisors</u>
<u>Anna Elie</u>	<u>ZMM</u>
<u>Shannen Smelt</u>	<u>ZMM</u>

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: Chandler Elementary

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: 12/07/2009

County Board of Education Elected Officers:

President: (Name) [Signature]

Signature: Becky J Jordan

Vice-President: (Name) Robin Rector

Signature: [Signature]

Members:

Name: Jim J. Crawford Sr

Signature: [Signature]

Name: William J. Kaelin

Signature: [Signature]

Name: William R. T. Han

Signature: [Signature]

Report:

Concerns:

Report of the local education agency must be forwarded to school/department/subdivision for submission to West Virginia Board of Education with their application/plan).

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

**WEST SIDE LEADERSHIP FRAMEWORK**  
(To Be Completed during Phase I of the planning)

Put Things First	Seek First to Understand	Find Your Voice							
Begin With the End in Mind	<b>Covey's Habits</b>	Sharpen the Saw		<b>21<sup>st</sup> Century Skills</b>			<b>Student Empowerment</b>		
Be Proactive	Think Win-Win	Synergize							
			<b>Covey's Habits</b>	<b>21<sup>st</sup> Century Skills</b>	<b>Student Empowerment</b>				
	<b>Quality Practices and Tools</b>		<b>Quality Practices and Tools</b>	<b>West Side Leadership Framework</b>	<b>Social Skills</b>		<b>Social Skills</b>		
			<b>Goal Setting</b>	<b>Communication Skills</b>	<b>Community Services</b>				
	<b>Goal Setting</b>			<b>Communication Skills</b>			<b>Community Services</b>		