



"National School
of Excellence"

8
12/22/09
**WHEELING PARK
HIGH SCHOOL**

1976 Park View Road, Wheeling, WV 26003-9311
304-243-0400 • FAX 304-243-0449

RECEIVED

DEC 22 2009

December 18, 2009

Donna Peduto, Coordinator Innovative Zone Initiative
Office of Organizational Effectiveness and Leadership
Division of Educator Quality and System Support
Building 6, Room 617
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

Dear Ms. Peduto:

Enclosed you will find an Innovation Zone Grant application from Wheeling Park High School. Its focus is Providing Interventions in Reading/Language Arts and Mathematics through Professional Learning Communities.

Please feel free to contact me with any questions or concerns.

Sincerely,

Bernard V. Dolan
Principal

BVD/db

Enclosure

Innovation Zone Grant Application

Wheeling Park High School

Ohio County Schools

***Providing Interventions
in
Reading/Language Arts and Mathematics
through
Professional Learning Communities***

B. Information of Applicant:

Entity Applying for Innovation Zone Designation

- A school
- One or more schools acting as a consortia
- A group of schools seeking designation across the same subdivision or department of the schools
- A school seeking designation of a subdivision or department
- A higher education institution

Name of Entity Applying: Wheeling Park High School

County: Ohio

Superintendent: George S. Krelis

Number of Professional Personnel: 131

Number of Service Personnel: 57

Institution of Higher Education: _____

County Location: RESA 6

C. Narrative for the Innovation Zone Application

1. Results of an assessment of the improvement needs

In 2009, 193 students scored below mastery in mathematics or reading/language arts in Grade 8 on WESTEST 2, so a significant number of students who enter Wheeling Park High School are in need of academic interventions to assure they master the core curriculum of reading/language arts and mathematics. There is a need for a systematic program to support core skills in reading/language arts and mathematics.

Students with IEPs would continue to receive interventions through the special education department at Wheeling Park High School, but a significant number of students do not receive academic interventions at the present time.

2. Goals and objectives of the project

- To provide more time for teachers to develop, implement, and enact the core ideas of Professional Learning Communities
- To provide more time for teachers to develop solutions to the Professional Learning Communities key concepts for at risk students:
 - What do students need to know and be able to do?
 - How will we know if they have learned it?
 - What do we do if they don't learn it?
 - What do we do with the students who already know it?
- To generate ideas for ways to modify Wheeling Park High School's schedule to provide interventions to at risk students who are below mastery in the core content skills, specifically at Grade 9
- To plan and develop a schedule for 2010-2011 that will better accommodate the embedded professional development necessary for teachers of at risk students

- To plan and develop a schedule for 2010-2011 that will provide consistent interventions for at risk students who need academic support in literacy and numeracy
- To provide academic credit for those at risk students who are provided with sustained academic support courses
- To expand the program for Grade 10 if necessary, and for credit recovery in Grade 11 if necessary
- To develop the model for RTI at Wheeling Park High School before full implementation is required in 2011-2012

3. Description of how the innovation will work

Students who score below mastery in Grade 8 in either reading/language arts or mathematics will be scheduled into an academic support program (in mathematics—Algebra Support and in English 9---Reading/Language Support) which will allow for additional time and support for mastery of the core content. Students will have the opportunity to “earn” their way out of the mandatory program by demonstrating mastery in Algebra I and English 9 at the end of the semester. At the end of the semester, students who are receiving either a “D” or “F” will be required to attend Academic Support until they “earn” their way out of the Academic Support class. Any student who completes 1 full semester will receive ½ credit in mathematics or English which will count toward graduation. This could replace credits needed for English 12.

Professional learning communities will be formed to focus entirely upon the core content of English 9 and Algebra I. The PLCs will identify the core content needed for mastery, develop differentiated instructional strategies, and monitor whether the students have mastered essential content through the use of common assessments to evaluate whether students master literacy and numeracy skills.

4. The innovation as a solution to the stated problem/new idea

Students who enter Wheeling Park High School deficient in the core skills of literacy and numeracy would benefit in the following ways:

- a. Research-based interventions would help students to acquire necessary skills for academic success in language arts and mathematics.
- b. Additional time and support would provide students with the opportunity to master a ‘guaranteed’ curriculum.
- c. A model for RTI would be developed for Wheeling Park High School.
- d. Students who participate in an intervention course for one semester (academic support in either language arts or mathematics) will be able to receive ½ credit in either English or mathematics to count toward the total needed for graduation.
- e. Wheeling Park High Schools professional learning communities for Algebra I and English 9 will become high functioning teams who support academic success for at risk students.

5. Methods or strategies to be used to achieve the goals and objectives of the innovation

- a. Teachers will analyze WESTEST 2 data for all entering freshmen to determine which students need to be placed in academic support for language arts and/or mathematics. Data analysis will occur in PLC meetings, and data will be used to inform decision-making about teaching and learning.
- b. Teachers will analyze individual student WESTEST 2 results to identify areas of deficiency which will need interventions to assure student mastery of the individual skills. Data team meetings will be a regular part of PLC meetings, and a balanced assessment system will provide data from common assessments, benchmark assessments, and summative assessments for each student.
- c. Teachers will utilize differentiated instructional strategies to address student needs. Teachers will develop instructional strategies in their PLC meetings to assure that all students master the 'guaranteed' curriculum. Instructional strategies must provide students with focus, feedback, and sufficient opportunities to master skills as well as adapt instruction to meet individual needs and engage learners.
- d. Teachers will develop common assessments to determine whether students have mastered the core content. Teachers will develop common assessments in the PLC meetings and will score student work using a common rubric to assure rigorous and relevant learning.
- e. Teachers will employ assessment *for* learning strategies to engage at risk students in their learning. Teachers will identify assessment *for* learning strategies, implement, and evaluate their effectiveness in the PLC meetings.
- f. Teachers will develop an online professional learning forum to collaborate as part of the emerging work of the PLCs. The online forum will give teachers the ability to learn from one another, to plan and build instructional strategies, and to tap the power of technology to support teacher-to-teacher collaboration. The PLC forum will enhance individual effectiveness through inquiry, practice, and peer reflection and support a culture of collegiality, collaboration, and respect.
- g. Teachers will attend professional conferences where they will identify key strategies for supporting academically at risk students. Teachers will share their learning with their PLC teams.

6. The provision of greater flexibility and control assists the school in meeting the needs of the school's students

The greater flexibility and control regarding how students earn their language arts and mathematics credits assist the school in meeting the needs of the school's students by providing the following:

- a. Students have an alternative means to attain credit toward graduation in mathematics and language arts

- b. Students who complete required credits in language arts and mathematics at the underclassman level free their schedule for career-technical or other specialized courses
 - c. Students have an opportunity to strengthen their academic skills and then pursue honor level courses if they choose.
- 7. 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**
- Approximately, 150 students are affected and approximately 20 professional staff. No service personnel would be affected.
- 8. Proposed innovation's changes in how the school currently operates**
- Students who participate in the academic support program in either mathematics or language arts would essentially be taking a double course in English or mathematics. This would impact the master schedule to some degree because additional teachers would be required; however, the need for teachers at the English 12 level would be reduced when students earn their credits in the reading/language or algebra support courses.
- 9. Evaluation and accountability plan for activities**
- a. Baseline data for the project includes students' WESTEST 2, reading language arts and math. Analysis of data within PLC's will indicate teaching strategies to meet the needs of all students. As teachers analyze data, brainstorm ideas, strategize methodologies, implement plans, and reassess student outcomes, all students will see growth and success.
 - b. Expectations are that student achievement scores will increase due to reading language arts support and Algebra I support courses. Wheeling Park High School would like to increase mastery in reading language arts and math by 10 % - 20% in WESTEST 2. The following data monitors progress: WESTEST 2 scores, Acuity scores and student grades.
 - c. Persons responsible for leading and implementing will be all reading language arts and mathematics teachers at Wheeling Park High School, and the principal of Wheeling Park High School.

Research Base

For centuries, schools have been structured and perceived as places for teaching. The challenge of Professional Learning Communities is to restructure schools as learning places for both students and teachers alike. Richard DuFour et al. (2004) in *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn* advocates the teachers who "engage in collaborative team learning are able to learn from one another and thus create momentum to fuel continued improvement" (p. 3). This collective inquiry into best practice and current reality regarding the students' current levels of academic achievement fuels the search for answers that will positively impact learning for all students. DuFour believes that until schools "do differently," there will be no expectation of improved results (p. 4). DuFour cites Bottoms' 1998 research to support "that the schools that improved the most insisted students get extra help whenever there was evidence that those students were having difficulty in learning" (p.8). DuFour also cites Michael Fullan's 2001 research, "...the extent to which the school's

programs for students and staff are coordinated, focused on learning goals, and sustained over a period of time” give a focus to the work of the professional learning communities, but schools do not see improvement until teachers begin to *act* differently (p. 138). However, DuFour’s primary point is that it is imperative that schools develop a systematic process of intervention that provides students with additional time and support for learning (p.141).

Policies or Code that Prohibit or Constrain the Design

Policy 2510—Students will receive mathematics credit for Algebra Support (to count as an elective mathematics credit) and an English credit for the Reading/Language Support course. (The normal sequence of English 9, 10, 11, and 12 would be waived. However, students would still have acquired four credits of work in the Reading/Language Arts curriculum. Currently, Ohio County Schools does require students to complete 4 and ½ credits in English for graduation.)

Planning Narrative and Budget Page:

Timeline	Activity	Budget
March, 2010	Planning Grants Awards are distributed.	
April-May, 2010	WVDE provides technical assistance to complete Innovation Zone Plan	
June, 2010	Deadline for submission of Innovation Zone Plan	
July, 2010	WVBE and State Superintendent approve plans	
August, 2010	Implement Plans: PLC meetings—Half day subs for planning for English 9, Algebra, and Algebra Support teachers (20)	*\$61 per day for half day substitute teacher \$61 x 20= \$1220
September, 2010	PLC meetings—Half day subs for planning for English 9, Algebra, and Algebra Support teachers (20)	\$61 x 20= \$1220
October, 2010	PLC meetings—Half day subs for planning for English 9, Algebra, and Algebra Support teachers (20)	\$61 x 20= \$1220
November, 2010	PLC meetings—Half day subs for planning for	\$61 x 20= \$1220

	English 9, Algebra, and Algebra Support teachers (20)	
December, 2010	PLC meetings—Half day subs for planning for English 9, Algebra, and Algebra Support teachers (20)	\$61 x 20= \$1220
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June, 2011	PLC meetings—Half day subs for planning for English 9, Algebra, and Algebra Support teachers (20)	\$61 x 20= \$1220
	Conference and/or Presenter	Ohio County Schools Title II Funds
August, 2011	Prepare annual review of Innovation Zone progress	
October-December, 2011	Progress report from WVDE to WVBE and WVBE to LOCEA	

Supporting Documents:

1. Record of Staff Commitment
2. LEA Report of Support or Concerns
3. Verification of Support from:
students, parents, school business partners, local school improvement council

(Documentation of evidence also may include electronic links, original videos, podcasts, DVDs, etc. if desired).

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: Wheeling Park High School
Department (If Applicable): _____
Notice of Meeting (Date provided to Faculty or Department/Subdivision): December 2, 2009
Meeting Date: December 8, 2009

Faculty Senate Elected Officers:

President: (Name) <u>Meredith Anderson</u>	Signature: <u>Meredith Anderson</u>
Vice-President: (Name) <u>Jennifer K. Short</u>	Signature: <u>Jennifer K. Short</u>
Secretary: (Name) <u>Jamie Johnson</u>	Signature: <u>Jamie Johnson</u>
Treasurer: (Name) <u>Jonette Mercer</u>	Signature: <u>Jonette Mercer</u>
Other: (Name) _____	Signature: _____

Service Personnel Representative:

Name: Deborah B. Boyd Signature: Deborah B. Boyd
Position: Secretary

Parent Representatives:

Name: <u>Kathleen M. Stefanow</u>	Signature: <u>Kathleen M. Stefanow</u>
Name: <u>John Chacalos</u>	Signature: <u>John Chacalos</u>
Name: <u>Katrina Lewis</u>	Signature: <u>Katrina Lewis</u>

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

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: Wheeling Park High School

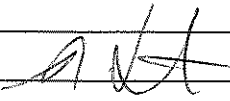
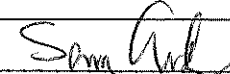
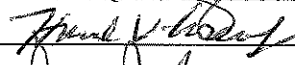


Department (If Applicable): _____

Date of School/Department/Subdivision Receipt of Application: December 1, 2009

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

Date of Regularly Scheduled County Board of Education Meeting: December 14, 2009

County Board of Education Elected Officers:

President: (Name)	<u>Thomas Innocenti</u>	Signature:	
Members:			
Name:	<u>Sam Andy</u>	Signature:	
Name:	<u>Howard V. Corcoran, Jr.</u>	Signature:	
Name:	<u>James M. Jordan</u>	Signature:	
Name:	<u>Erik A. Schramm</u>	Signature:	

Report: _____

The Ohio County Board of Education supports Wheeling Park High School's application for Innovation Zone grant.

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).



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December 18, 2009

Donna Peduto, Coordinator Innovative Zone Initiative
Office of Organizational Effectiveness and Leadership
Division of Educator Quality and System Support
Building 6, Room 617
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

Dear Ms. Peduto:

RE: *Innovative Grant for Professional Learning Communities*

Wheeling Park High School's Local School Improvement Council supports the grant proposal to provide interventions in Reading/Language Arts and Mathematics through Professional Learning Communities. This grant will allow teachers to collaborate and discuss what our students know. Where our students are deficient, we will be able to remediate competency in their Math and Language Arts skills so they may meet mastery on WESTEST 2.

Wheeling Park High School is commended for giving teachers the opportunity to participate in Professional Learning Communities to enhance the education of the students in West Virginia.

Without hesitation, the Local School Improvement Council supports the grant for improving teacher quality through Professional Learning Communities.

Thank you.

Sincerely,

Caroline Ihlenfeld
Local School Improvement Council Chair



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December 18, 2009

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Office of Organizational Effectiveness and Leadership
Division of Educator Quality and System Support
Building 6, Room 617
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

Dear Ms. Peduto:

RE: *Innovative Grant for Professional Learning Communities*

Recently, the faculty of Wheeling Park High School voted in overwhelming favor for the Innovative Grant for Professional Learning Communities. We look forward to starting this program and seeing the benefits it brings to our students.

Thank you for this opportunity to allow Wheeling Park to continue to be an innovative high school in West Virginia. Should you have any questions or concerns, please feel free to contact me at your convenience.

Sincerely,

Meredith Anderson
Faculty Senate President



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1976 Park View Road, Wheeling, WV 26003-9311
304-243-0400 • FAX 304-243-0449

December 18, 2009

Innovation Zone Grant Committee
Division of Educator Quality and System Support
Building 6, Room 617
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330

Dear Grant Committee

The Wheeling Park High School Student Council supports Wheeling Park High School's Innovation Zone Grant which focuses on Providing Interventions in Reading/Language Arts and Mathematics through Professional Learning Communities.

Sincerely

Alissa M. Stefanow, President
Wheeling Park High School Student Council

Innovation Zone Grant Application

Wheeling Park High School

Ohio County Schools

***Providing Interventions
in
Reading/Language Arts and Mathematics
through
Professional Learning Communities***

A. Cover Page

B. Information of Applicant:

Entity Applying for Innovation Zone Designation

- A school
 One or more schools acting as a consortia
 A group of schools seeking designation across the same subdivision or department of the schools
 A school seeking designation of a subdivision or department
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Name of Entity Applying: Wheeling Park High School

County: Ohio

Superintendent: George S. Krelis

Number of Professional Personnel: 131

Number of Service Personnel: 57

Institution of Higher Education: _____

County Location: RESA 6

C. Narrative for the Innovation Zone Application

1. Results of an assessment of the improvement needs

In 2009, 193 students scored below mastery in mathematics or reading/language arts in Grade 8 on WESTEST 2, so a significant number of students who enter Wheeling Park High School are in need of academic interventions to assure they master the core curriculum of reading/language arts and mathematics. There is a need for a systematic program to support core skills in reading/language arts and mathematics.

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- Approximately, 150 students are affected and approximately 20 professional staff. No service personnel would be affected.
- 8. Proposed innovation's changes in how the school currently operates**
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Policies or Code that Prohibit or Constrain the Design

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Planning Narrative and Budget Page:

Timeline	Activity	Budget
March, 2010	Planning Grants Awards are distributed.	
April, 2010	Research and plan PLC meetings — Half day subs for planning for English 9, Algebra, and Algebra Support teachers (20)	*\$61 per day for half day substitute teacher \$61 x 20= \$1220
April, 2010	Purchase research materials written by Rick DuFour and Rick Stiggins	\$10,000
May, 2010	Research and plan PLC meetings — Half day subs for planning for English 9, Algebra, and Algebra Support teachers (20)	*\$61 per day for half day substitute teacher \$61 x 20= \$1220
June, 2010	Research and plan PLC meetings — Half day subs for planning for English 9, Algebra, and Algebra Support teachers (20)	*\$61 per day for half day substitute teacher \$61 x 20= \$1220
June, 2010	Deadline for submission of Innovation Zone Plan	
July, 2010	WVBE and State Superintendent approve plans	
July, 2010	Conference (TBA)	\$20,000
July, 2010	Research and plan PLC meetings (2 day meeting)	\$6,000

August, 2010	Research and plan PLC meetings (2 day meeting)	\$6,000
September, 2010	Research and plan PLC meetings — Half day subs for planning for English 9, Algebra, and Algebra Support teachers (20)	*\$61 per day for half day substitute teacher \$61 x 20= \$1220
October, 2010	PLC meetings — English 9, Algebra, and Algebra Support teachers (20)	
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August, 2011	Prepare annual review of Innovation Zone progress	
October-December, 2011	Progress report from WVDE to WVBE and WVBE to LOCEA	
TOTAL PLANNING COST = \$46,880		

Supporting Documents:

1. Record of Staff Commitment
2. LEA Report of Support or Concerns
3. Verification of Support from:
students, parents, school business partners, local school improvement council

(Documentation of evidence also may include electronic links, original videos, podcasts, DVDs, etc. if desired).

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: _____
Department (If Applicable): _____
Notice of Meeting (Date provided to Faculty or Department/Subdivision): _____
Meeting Date: _____

Faculty Senate Elected Officers:

President: (Name)	Signature:
Vice-President: (Name)	Signature:
Secretary: (Name)	Signature:
Treasurer: (Name)	Signature:
Other: (Name)	Signature:

Service Personnel Representative:

Name:	Signature:
Position:	

Parent Representatives:

Name:	Signature:
Name:	Signature:
Name:	Signature:

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

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: _____

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: _____

County Board of Education Elected Officers:

President: (Name)	Signature:
Vice-President: (Name)	Signature:
Members:	
Name:	Signature:
Name:	Signature:
Name:	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).

