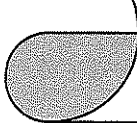


22

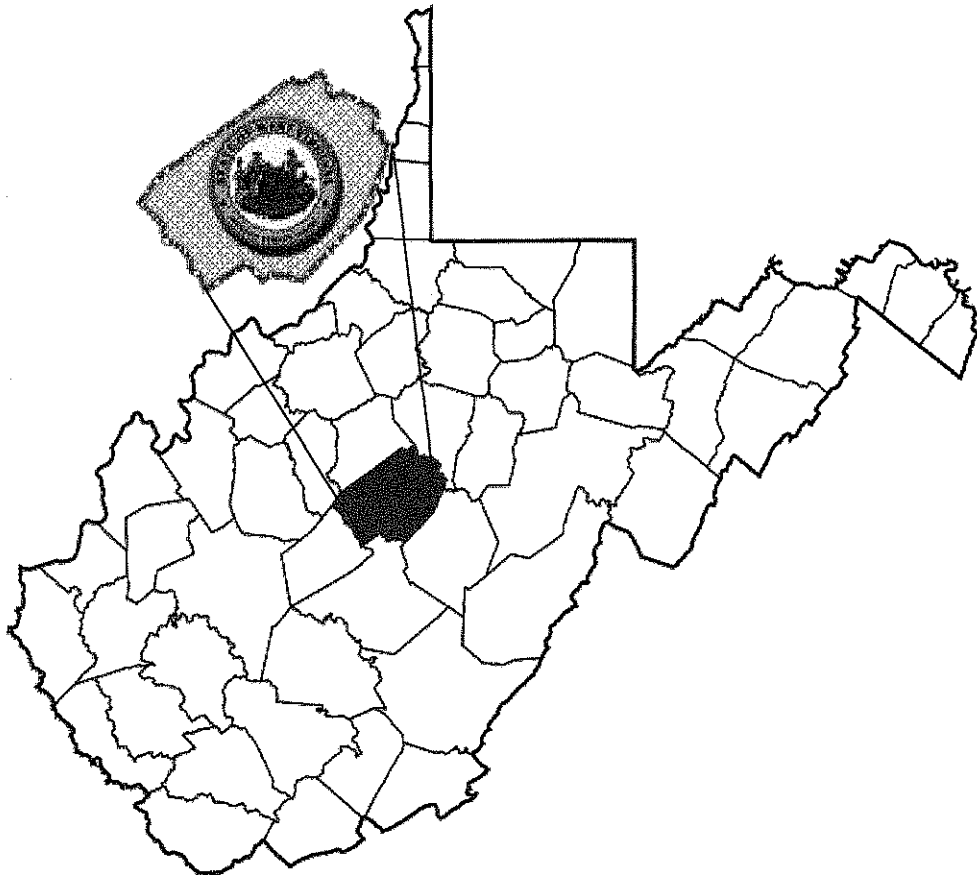


Braxton County High School

Innovation Zone Application

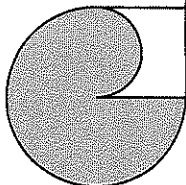
RECEIVED

DEC 28 2009



Secondary Preparation For Post-Secondary Success

December 2009



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: **Braxton County High School**

County: **Braxton**

Superintendent: **Dennis J. Albright**

Number of Professional Personnel: **63**

Number of Service Personnel: **14**

Institution of Higher Education: **Pierpont Community and Technical College & Glenville State College**

County Location: **Braxton County is centrally located in the state along Interstate I-79 neighboring Gilmer, Clay, Upshur, Lewis, and Nicholas Counties.**

C. Narratives for the Innovation Zone Application:

Braxton County has traditionally done satisfactorily in preparing students for their future. In recent years growing concern over graduation rates and the number of dropouts has prompted us to take a closer look at these trends. Braxton County High School’s LSIC conducted a study in order to explore the root causes and of these concerns. A 2008-09 LSIC survey addressing student impressions found that about 72% liked to come to school in past years and had fallen to 47%. Students that did not like to come to school increased from 28% to an alarming 48%. These trends seem to correlate with the fluctuating dropout rate. The study also reported negative comments, such as, “it was a waste and took time away from work”, “education needs to be presented in real life situations”, “pointless if you are poor”, and “needs more hands on learning situations”. These comments demonstrate a growing dissatisfaction with student’s high school experience. This dissatisfaction has led to a lower than state average graduation rates and a fluctuating dropout rates. Despite these concerns and reported dissatisfaction, attendance has remained relatively consistent and within acceptable limits.

| Year | Braxton County Graduation Rate | State Graduation Rate | Braxton County Dropout Rate | Braxton County Special Ed Grad Rate | Braxton County Low SES Grad Rate |
|---------|--------------------------------|-----------------------|-----------------------------|-------------------------------------|----------------------------------|
| 2003-04 | 79.69% | 84.29% | 3.4% | - | - |
| 2004-05 | 79.69% | 84.29% | 6.2% | 62.16% | 70.00% |
| 2005-06 | 79.89% | 84.56% | 5.6% | 65.63% | 71.58% |
| 2006-07 | 83.87% | 84.66% | 5.6% | 0.00% | 77.22% |
| 2007-08 | 77.97% | 83.93% | 3.9% | 67.86% | 72.62% |
| 2008-09 | 79.80% | 83.81% | - | 66.67% | 74.73% |

The planning committee contains representation from the district office, building level administration, school counselors, and special education. The initial planning committee made up of Asst. Principal/Principal, Dawn Dooley, Counselor, Edna Wilson, Counselor Elizabeth Kantor-Bright, Asst. Principal, Joe Keckley, Asst. Superintendent, Shawn Dilly, and Special Educator, Diane Allison have developed this plan with the assistance from other faculty members and input from several students. Upon the initial design of this innovation, we began to review the challenges that would prevent the success of its implementation. We found that a waiver of WV Policy 2510 would be necessary to allow restructuring of the coursework and relaxing time constraints mandated in the current policy to create optimal pathways for each student's success and permit more career counseling opportunities. Policy 2510 Chart V (C) Adolescent (9-12) Graduation Requirements (Effective 2010-2011) prohibits the creation of the proposed pathways and the necessary flexibility to develop the suggested curriculum changes in this plan. The traditional two pathways (Skilled and Professional) limit student options and prevent many students making the connection from current coursework to post-secondary success leading to increased frustration and deterring their completion of the high school program. Removal of this initial barrier would have to be coupled with the changing of curriculum requirements for each of the four new pathways and some additional coursework not currently available. Current curriculum offerings deny students the necessary training and skill development to enable them to see success in the post-secondary environment and limit the perceived value in their secondary educational experience. A refocusing of the curriculum's intent will have to be moved from school skills to real world skills necessary for success in the 21st century global economy. A potential relaxation of the 8100 minutes to earn a Carnegie Unit needs to be explored to expand learning opportunities provided in career counseling within the traditional day to day schedule that prohibits the inclusion of these valuable learning opportunities. Writing in *Career Development for Educational Individuals*, Harvey (2002) reported findings that special needs at-risk youths who participated in career development programs of all types were less likely to drop out, more likely to find employment when they graduate, more likely to continue their education, and more likely to end up in careers that paid a family sustaining wage. The Gates Foundation reported in a recent study.

When asked what could be done to reduce dropping out of high school, a consistent response across all groups and locations was to "improve teaching and curricula to make school more relevant and engaging, and enhance the connection between school and work." (Gray K. , 2009)

Public education has to refocus its intended result. We have placed ourselves promoting as Kenneth Gray & Edwin L. Herr (2006) described in *Other Ways to Win* that there is only "one way to win" and that is a four year bachelorette program. This has left us with little opportunity in public education to provide the necessary skill sets to flourish in this new and ever changing economy.

Of the roughly 60 percent of high school graduates who enroll in high education immediately after graduation each year, two-thirds matriculated in four-year colleges to earn bachelor's degrees, but only 12 percent of all employment requires this level of education. Thus even if there was a perfect match between what credentials are in demand in the labor market and those of graduates, there would still only be jobs for forty-seven out of every one hundred four-year college graduates. (Gray K. , 2009)

The insufficient skills that public education has been providing have devalued education in the perception of many students. This innovation plan will attempt to refocus the current constrained model laid out in WV State Policy 2510. In conjunction with these findings we felt it necessary to look at the curriculum and the skill sets that we are required to provide under the current policy and potential changes needed for this innovation plan.

A great deal of research and discussion among local, state, and national business community members over the past several years has revealed shortcomings in the current curriculum. Improved communication written and oral, basic math skills, soft skills, and working as a team were predominately absent from today's graduates and dropouts. The additions of coursework, such as, Financial Literacy, Occupational English, Occupational Math, Technical Writing, and Communications have been discussed and being reviewed for their merit towards this plan and meeting the needs of students and future economic trends. Studies of the job market have led us to the need to strengthen our skilled labor force and/or technicians and provide increased opportunities for students to obtain training or certifications often associated with the acquisition of Associate Degrees. Discussions with our post-secondary partners have led to additional plans for articulation agreements enabling accelerated acquisition of Associate Degrees through EDGE credit and dual credit opportunities. When approval of the innovation zone is granted, a number of discussions will concrete the pathways with all stakeholder groups. An implementation model will target the incoming freshman for the 2010-11 school year. This will enable ample time for all stakeholder groups to review and understand the upcoming innovation. Immediately after receiving approval meetings will be established to discuss the final appearance of the five pathways. This will take multiple meetings with several stakeholder groups. Department meetings will need to finalize content standards and objectives for each of the newly established pieces of curriculum. The colleges will be reviewing curriculum alignment through the Associate and Accelerated pathways and advising us on what post-secondary accelerated opportunities are most feasible. Several parent and student meetings will need to be established to inform parents and community members of the new design and effect to our students. Although, implementation of the comprehensive plan will not occur immediately upperclassmen will begin to see increased opportunities through our post-secondary partners and receive some benefits of the realization of this innovation. If during this planning an earlier timeline can be implemented then the new time line will be utilized. Most if not all meetings with stakeholder groups is intended to occur before the end of the 2009-10 school year. Upon successful development of the new pathways a comprehensive look at the benefit of this plan will be monitored during its implementation. The primary development committee will monitor graduation rates, but also will monitor attendance, dropout rates, Westest scores, and stakeholder perception. The quantitative analysis will be reviewed through WVEIS Data, NCLB reports and other data sources. Qualitative analysis will be monitored through several stakeholder focus group meetings and student surveys looking for commonalities and reoccurring deficiencies, as well as, strengths to the implementation model. Quantitative data will be reported yearly and qualitative data will be collected at minimum of twice per year throughout the plans implementation. Findings will be reported to stakeholder groups and the Braxton County Board of Education.

Initial focus for the post-secondary opportunities will be developed around our Career and Technical Concentration's Health Occupations, Business, and Criminal Justice. Based on student interest and community support and need determined by surveys, placement statistics, and job market analysis additional post-secondary pathways and articulation agreements will be developed to meet future needs. Increased career counseling and a greater dialogue with students and parents about their careers and secondary pathways opportunities through the use of the LINKS system and stronger utilization of Advisor/Advisee programs will enable students to make better choices, develop a better understanding of secondary education's connection to post-secondary plans and future success.

Our goal is to improve the graduation rate and reduce the number of dropouts for the schools in Braxton County and develop a template that can translate across the state. This plan refocuses WV's career pathways and allows the high school to create a more individualized approach to 21st century preparation. It expands post-secondary preparation opportunities and enables students' greater prospects at real-world skill sets making possible for them to be successful in this global economy. This transformation in-turn should revitalize the perceived value of education in Braxton County's parents and students. This increased value will improve the desire to attend school, potentially increasing attendance, improving graduation rates, and strengthening the bond that education has on post-secondary success. Additionally, this plan will restructure graduation honors from Valedictorian and Salutatorian to Suma, Magna, and Cum Laude. This change should allow more students to be honored for their academic merit and reduce the poor choices many high school students make to maintain high GPAs and ignore the proper educational opportunities to achieve greater post-secondary success.

These additional pathways will allow students the flexibility to construct valuable experiences that will allow them to obtain the necessary skills to be successful in the 21st Century, develop greater understanding of secondary education's role in post-secondary success, and accelerate acquisition of their post-secondary opportunities. The additional pathways and curriculum modifications plan to improve the perceived value of education. This improved perception should improve attendance, graduation rates, and decrease the dropout rate throughout the plans multi-year implementation. Improved use of the student's individual student transition plan (ISTP), ACT Plan and Explore data will enable students to make better career choices. The selection of one of the five career pathways will permit students to participate in more individualized educational opportunities. The addition of four pathways beyond the professional pathway is the initial backbone for this innovation. A waiver of WV State Policy 2510 Chart V (C) Adolescent (9-12) Graduation Requirements (Effective 2010-2011) and several local policies will also need to be permitted to establish pathways that will accelerate post-secondary acquisition opportunities and increase the high schools' transition to post-secondary education. The professional pathway will continue to support those students interested in a four year bachelorette program with the potential of some additional curriculum, such as, financial literacy and college 101. We intend to allow students greater opportunities with a reinvigorated relationship with our post-secondary partners. The next pathway is the "Associate" pathway. It is intended in this pathway that a student will receive an Associate Degree upon completion of their high school experience. This pathway will be limited to those associate opportunities that can be completed within the constraints of the four year high school experience. Third is the "Accelerated" pathway. In this

pathway students will be working on an Associate degree but due to the rigorous nature of the concentration a student will only be able to complete a portion of the degree while completing their high school experience. This accelerated path will still permit students to gain sufficient credits to complete their Associate Program within one year beyond their high school graduation. The fourth pathway is the **“Interdisciplinary”** pathway. This is a flexible pathway that will enable students to work towards their post-secondary plans that are not obtainable through the other four pathways. This pathway can be utilized for our special needs students and/or be customizable for other unique situations. This pathway will require approval and development through the curriculum team, counselors, and principal, and receive final approval by the Local Board of Education. This would be the least utilized pathway for students, but would create a truly obtainable and appropriate preparation program. This would allow all students to obtain their post-secondary success. The fifth pathway is the **“Credentialed”** pathway. In this pathway the post-secondary plans are to pursue an occupation directly beyond their high school experience. Curriculum modifications are being proposed to create the real world skills necessary for post-secondary success in the 21st Century.

Every student at Braxton County High School will be affected by this project design when the innovation is completely implemented. Currently we have 688 students. We have a staff of 47 teachers, 1 supervisory aide, 3 counselors, 2 special support staff, and 3 administrators that will participate with this innovation. This innovation will make Braxton County High School a student focused facility. Students will view school as being more relevant to them individually, and provide each student a more meaningful high school experience with increased pathway options promoting a clearer connection to post-secondary opportunities. We hope to no longer hear “why must I take that” instead they will see the importance of every class to their particular pathway and its connection to post-secondary success. We will prepare students to become an integral facet of global 21 skills. We will increase the value of education not only to our students, but to our community, our future employers and to society. We will increase the number of pathways we offer students from two pathways to five pathways. Finally, we will produce lifelong learners by developing an understanding education’s role to future success.

Policies or Code that Prohibit or Constrain the Design:

- Waiver Requested of County Policy: Policy 2500 GRADUATION REQUIREMENTS/PROGRAMS OF STUDY Classes 2008 and Thereafter and Policy 2301 Curriculum Design
- Waiver Requested of WVBOE Policy or Regulation: Policy 2510 Chart V (C) Adolescent (9-12) Graduation Requirements (Effective 2010-2011) Section B. 5.6.6 Graduation Requirements (8100 Minutes)
- Waiver Requested of Statute: §126-42-1 Assuring the Quality of Education: Regulations for Education Programs (2510)
- N/A (No Waiver Requested)

Planning Narrative and Budget Page:

Since planning is so critical to the success and sustainability of the Innovation Zone Grant the committee at Braxton County High School is requesting the amount of \$30,076.80 to be used in the areas of resources, stipends, supplies, travel expenses and staff/parent/ community informational meetings and workshops. Stipends will pay for the time committee members and others work on finalizing the plan (i.e. evaluation process and documentation), developing curriculum to meet the needs of the plan, and creating a master schedule to implement the plan. Stipends will be used to pay the staff for staff development training. County and school policies will need to be written and/or revised. A resources library will be used to reference current trends and statistics that will be used to update staff, parents and the community, as well as, aide in the development of curriculum. Supplies will be used to communicate the new delivery system of curriculum at Braxton County High School to the staff, students, parents and community. Travel expense would be utilized in visitation to schools and higher education institutions to observe and gather information, articulate agreements, etc..

Resources

| | | |
|--|----------------|----------------|
| Other Ways to Win | 9x53.00 | 477.00 |
| Getting Real: Helping Teens Find Their Future | 12x40.00 | 480.00 |
| Teaching for Tomorrow | 12x26.00 | 312.00 |
| Teaching the Digital Generation: No More Cookie-Cutter High Schools | 12x42.00 | 504.00 |
| Teaching with Love & Logic: Taking Control of the Classroom | 12x18.00 | 216.00 |
| Teaching Hope: Stories from the Freedom Writer Teachers and Erin Gruwell | 12x15.00 | 180.00 |
| A Good Place to Be: A Leadership Guide | 7x14.00 | 98.00 |
| For Making Your Vision a Reality Inclusion: A Service, Not A Place, A Whole | 12x30.00 | 360.00 |
| A Guide to Co-Teaching: Practical Tips... | 7x26.00 | 182.00 |
| Inclusion: 450 Strategies for Success a Pra... | 7x31.00 | 217.00 |
| | | |
| | Subtotal | 3026.00 |
| | Shipping @ 10% | 303.00 |
| | Total | 3326.00 |

| | | | | |
|-----------------|-----------------------------------|---------------|----------------|---------|
| Supplies | Black Ink Cartridges | 15x34.99 | 524.85 | |
| | Color Ink Cartridges | 10x40.99 | 409.90 | |
| | Photo Ink Cartridges | 5x28.99 | 144.95 | |
| | Copier Toner | 3x100.00 | 300.00 | |
| | Copier Paper | 10x9.89 | 98.90 | |
| | Quality Copier Paper | 1x10.59 | 10.59 | |
| | Photo Paper | 1x19.49 | 19.49 | |
| | Food (Workshops/Working Sessions) | | 5500.00 | |
| | Stamps | 1600x.42 | 672.00 | |
| | Envelopes | 4x8.69 | 34.76 | |
| | Mailing Labels | 1x70.00 | 70.00 | |
| | | Subtotal | | 7785.44 |
| | | Shipping @10% | | 164.86 |
| | Total | | 7950.30 | |

| | | | |
|-----------------|-------------------------------|----------------------|---------|
| Stipends | Working Sessions | 10x25.00x30 sessions | 7500.00 |
| | Workshops/Staff Development | 59x25x9hrs | 4425.00 |
| | Workshops/Parents,Community | 5x25x6hrs | 750.00 |
| | Preparation Time Wrkshp/SD/WS | 7x25x15 | 2625.50 |
| | | Total | |

| | | | |
|---------------|------------------------------|--------------|----------------|
| Travel | Mileage/Accommodations/Meals | Total | 3500.00 |
|---------------|------------------------------|--------------|----------------|

Grant Total \$30,076.80

| Professional Pathway | | Associate Pathway ** | | Accelerated Pathway ** | | Certification Pathway | | Interdisciplinary Pathway*** | |
|----------------------|---|----------------------|--|------------------------|---|-----------------------|--|------------------------------|--|
| Language Arts | H. English 9 H. English 10 H. English 11 AP English | Language Arts | English 9 English 10 Yr. 13 Written English WE-2: Technical Writing | Language Arts | English 9 English 10 Communications Yr. 13 Written English | Language Arts | English 9 English 10 Occupational English I Communications | Language Arts | English requirements to be developed by committee (3+ Credits) |
| Math | Geometry Algebra II Additional Higher Math Additional Higher Math | Math | Algebra I Geometry College Math I College Math II | Math | Algebra I Geometry Occupational Math I College Math I | Math | Algebra I Geometry Occupational Math I Business/Consumer Math | Math | Math requirements to be developed by committee (3+ Credits) |
| History | US to 1900 World Studies 20-21st Century Civics | History | US to 1900 Civics College History I College History II | History | US to 1900 World Studies Civics College History I | History | US to 1900 World Studies 20-21st Century Civics | History | History requirements to be developed by committee (3+ Credits) |
| Science | Physical Science Biology Additional Higher Science Additional Higher Science | Science | Physical Science Biology College Science I College Science II | Science | Physical Science Biology 3rd Science College Science I | Science | Physical Science Biology 3rd Science | Science | Science requirements to be developed by committee (3+ Credits) |
| Arts | One Credit | Arts | One Credit | Arts | One Credit | Arts | One Credit | Arts | One Credit |
| PE/Health | One Credit | PE/Health | One Credit | PE/Health | One Credit | PE/Health | One Credit | PE/Health | One Credit |
| Elective | College Prep | Elective | Defined by Program | Elective | Defined by Program | Electives | Defined by Concentration | Elective | Defined by Concentration |
| | | CTE | 4 Credits in Concentration | CTE | 4 Credits in Concentration | CTE | 4 Credits in Concentration | CTE | Defined by committee(4 Credits) |
| PSP* | College 101 Financial Literacy | PSP* | College 101 Financial Literacy | PSP* | College 101 Financial Literacy | PSP* | Financial Literacy | PSP* | Financial Literacy |
| College Coursework | | College Coursework | Defined by Program | College Coursework | Defined by Program | Internship | 80 HR Internship | Internship | Program Length determined by Committee (80 HR +) |

*Post-Secondary Preparation (PSP)

** Associate and Accelerated Pathway will be constructed differently for each individual degree as per articulation agreements with Dual and EDGE Credits.

*** Interdisciplinary Pathway must be designed with the curriculum team, counselors, and principal and receive approval from the Local Board of Education

Bibliography

Gray, K. C., & Herr, E. L. (2006). *Other Ways to Win*. Thousand Oaks, California: Corwin Press.

Gray, K. (2009). *Getting Real Helping Teens Find Their Future*. Thousand Oaks, CA: Corwin Press.

McCain, T. (2005). *Teaching for Tomorrow*. Thousand Oaks, CA: Corwin Press.

McCain, T., & Jukes, I. (2001). *Windows on the Future*. Thousand Oaks, CA: Corwin Press.

Trilling, B., & Charles, F. (2009). *21st Century Skills Learning For Life In Our Times*. San Francisco, CA: Jossey-Bass A Wiley Imprint.

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: Braxton County High School
Department (If Applicable): _____
Notice of Meeting (Date Provided to Faculty or Department/Subdivision): 10-27-2009
Meeting Date: 12-08-2009

Faculty Senate Elected Officers:

| | |
|---|---|
| President: (Name) <u>Grace Wine</u> | Signature: <u>Grace Wine</u> |
| Vice-President: (Name) <u>Elizabeth Kantor Bright</u> | Signature: <u>Elizabeth Kantor Bright</u> |
| Secretary: (Name) <u>MARCOAL RANSBOTTOM</u> | Signature: <u>Marcoal Ransbottom</u> |
| Treasurer: (Name) <u>John Park</u> | Signature: <u>John Park</u> |
| Other: (Name) _____ | Signature: _____ |

Service Personnel Representative:

Name: Susan Williams Signature: Susan Williams
Position: BOHS Aide

Parent Representatives:

| | |
|------------------------------|-----------------------------------|
| Name: <u>Angela Snyder</u> | Signature: <u>Angela Snyder</u> |
| Name: <u>Deborah Carroll</u> | Signature: <u>Deborah Carroll</u> |
| Name: <u>Mike Cosner</u> | Signature: <u>Mike Cosner</u> |
| Name: <u>Janell Cosner</u> | Signature: <u>Janell Cosner</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 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: Braxton County High School

Department (If Applicable): _____

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

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

Date of Regularly Scheduled County Board of Education Meeting: December 21, 2009

County Board of Education Elected Officers:

| | |
|-------------------------------|---|
| President: Ernie Moore | Signature: <u><i>Ernie Moore</i></u> |
| Vice-President: John Campbell | Signature: <u><i>John Campbell</i></u> |
| Members: | |
| Name: Kathy Parker | Signature: <u><i>Kathy Parker</i></u> |
| Name: Roger Hall | Signature: <u><i>Roger M. Hall</i></u> |
| Name: Elizabeth Stewart | Signature: <u><i>Elizabeth M. Stewart</i></u> |

Report: _____

The Braxton County Board of Education unanimously approved the innovation zone application on Monday December 21, 2009.

Concerns: _____

Cost of the innovation as per textbooks and staffing.

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).

UNOFFICIAL

BRAXTON COUNTY

BOARD OF EDUCATION

December 21, 2009

The Braxton County Board of Education met in a regular meeting in their office at 411 North Hill Road, Sutton, West Virginia on Monday, December 21, 2009, at 5:00 p.m. with the following members present:

Ernie Moore, President
John L. Campbell, Vice President
Kathy Parker
Elizabeth M. Stewart
Roger Hall

The meeting was called to order by President Ernie Moore at 5:01 p.m.

Ernie Moore gave a non-denominational prayer.

John Campbell moved and Kathy Parker seconded to approve the consent agenda items (minutes of December 7, 2009 meeting, payment of bills, budget transfers and supplements, transportation requests and reports, and Treasurer's report. Vote: unanimous.

Elizabeth Stewart moved and Roger Hall seconded to approve the following employment - substitute teachers:

1. Danielle Dempsey - effective December 22, 2009
(pending certification and CIB results)
2. Faith Nicole Harper - effective December 22, 2009
(pending certification and CIB results)
3. Pamela Heater - effective December 22, 2009
(pending CIB results)

4. Jessica Richardson - effective December 22, 2009
(pending certification and CIB results)

Vote: unanimous.

Roger Hall moved and John Campbell seconded to approve the following employment - Service:

Theran Kay Todd - Substitute Classroom/Health Care Aide/Autism Mentor/Bus Aide - Itinerant (effective December 22, 2009)

Vote: unanimous.

Kathy Parker moved and Elizabeth Stewart seconded to approve the following request for unpaid leave of absence:

Melinda Wilson - beginning December 15, 2009 through and until released by doctor (approximately 3-4 weeks)

Vote: unanimous.

Roger Hall moved and Elizabeth Stewart seconded to approve the following rescission of mentoring:

Vada Woodford - Cynthia Sprouse (mentor) effective December 22, 2009 (received documentation of her mentorship in Monongalia County)

Vote: unanimous.

Elizabeth Stewart moved and Kathy Parker seconded the approval to honor request of the following substitute teacher to have his name removed from the sub list:

Thomas Crutchfield - effective December 17, 2009

Vote: unanimous.

The following bids were presented to the board for the asbestos abatement of the roofing on the Old Sutton Grade

School:

1. SAFECO Environmental Inc. (\$5,700)
2. Allegheny Environmental Services, LLC (\$4,600)
3. Astech Corporation (\$4,860)

Kathy Parker moved and Elizabeth Stewart seconded to accept the low bid from Allegheny Environmental Services, LLC.

Vote: unanimous.

Elizabeth Stewart moved and Kathy Parker seconded the approval of the Braxton County High School Innovation Zone Grant. Vote: unanimous.



Roger Hall moved and John Campbell seconded the approval of Change Orders for Burnsville Elementary and Flatwoods Elementary. Vote: unanimous.

John Campbell moved and Elizabeth Stewart seconded the approval of a parent volunteer for the Head Start Program to ride the bus to Burnsville Elementary on a space available basis. Vote: unanimous.

Kathy Parker moved and Roger Hall seconded to approve the Head Start A.R.R.A. Grant revisions. Vote: unanimous.

The Superintendent and Board Members reviewed the following reports: Head Start monthly report, Old Sutton Grade School Demolition Bids, and Comprehensive Educational Facility Plan Members.

John Campbell moved to convene into executive session under 6-9A-4 (2) (A). Roger Hall seconded the motion.

Vote: unanimous.

The board convened into executive session at 5:38 p.m.

The board reconvened into regular session at 6:09 p.m.

Roger Hall moved and John Campbell seconded that the meeting adjourn. Vote: unanimous.

The meeting adjourned at 6:10 p.m.


The next regular board meeting is scheduled for January 4, 2010 at 5:00 p.m.

Others in attendance:

Theran Kay Todd
Faith Nicole Harper
Shawn Dilly

Danielle Dempsey
Edna Wilson
Elizabeth Kantor-Bright

President - of Braxton County Board of Education



Secretary- Braxton County Board of Education

North Central WV Tech Prep Consortium

*Barbour, Braxton, Calhoun, Doddridge, Gilmer, Harrison, Lewis
Marion, Monongalia, Preston, Randolph, Tucker and Upshur County Schools
Calhoun – Gilmer Career Center, Fred Eberle Technical Center, United Technical Center,
Pierpont Community & Technical College*

Linda L. Cronin, Coordinator
Matthew Call, Chair
North Central WV Tech Prep Consortium
1201 Locust Avenue
Fairmont, WV 26554

December 26, 2009

The members of North Central WV Tech Prep Consortium strongly support the efforts of Braxton County High School faculty, guidance staff and administrators to apply for a WV School Innovation Zone designation. By definition, the federally-supported Tech Prep program is tasked to facilitate *“education to the student leading to an associate degree or a two-year certificate. The program also is designed to strengthen links between secondary and postsecondary schools.”* The WV Tech Prep initiative – EDGE - has made great strides offering career focused students a shortened pathway to college matriculation and completion. However, the current alignment of secondary w/ post-secondary English and Math has led to an unacceptable number of students, especially those entering community college programs, requiring college remediation courses.

The flexibility *“from the constraints of certain statutes, policies and rules in order to serve as testing grounds for innovative reform strategies that enhance student success and increase accountability”* offered by WV Innovation Zone designation and as interpreted in the Braxton County application would include college-level remedial and technical English and Math courses brought to the secondary level. As a result students and families would save time and money, and graduate from Braxton with a much greater chance of success on the post-secondary level.

In addition, other components of the Braxton application are aligned and would enhance our local Tech Prep goals, specifically the:

- **Modification of current pathways and the creation of new student pathways aligned with the workforce needs of West Virginia.**
- **Expansion of post-secondary preparation opportunities and community college credit offerings at the high school**
- **Equal access to all populations for an individualized education program which prepares each student for success**

To this end the members, secondary and post-secondary, of North Central WV Tech Prep Consortium offer their strong support not only for the grant application; but as partners during all phases of implementation.

Sincerely,

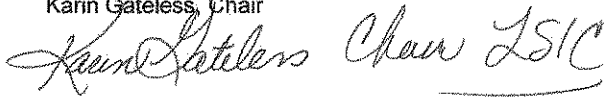
Linda L. Cronin, Coordinator

Matthew Call, Chair

North Central WV Tech Prep Consortium

On December 1, 2009, Braxton County High School LSIC met to discuss the Innovative Zone Grant. The grant is in line with the needs of our school as detailed in the Student/Teacher survey that was completed during the 08/09 school year. The LSIC committee was unanimously in favor of the grant's goals and objectives.

Karin Gateless, Chair

Handwritten signature of Karin Gateless in cursive script, followed by the printed text "Chair LSIC".



Braxton County High School
 200 Jerry Burton Drive
 Sutton, WV 26601
 304.765.7331

James Lambert, Principal
 Dawn Dooley, Assistant Principal
 Joseph Keckley, Assistant Principal/Vocational Director
 Lynn Stalnaker, Athletic Director

Dear West Virginia Department of Education,

We are pleased to give our support to the Innovation Zone committee and their goals. We understand and fully endorse the Innovation Zone's aim to improve student achievement and reduce student dropout through additional pathways. We are excited that these additional pathways will allow students the benefit of a more customized and personal education.

We feel that these additional pathways will meet the needs of our community and help bridge the gap for students. A key aspect of the grant that we like is the additional flexibility afforded to the school to give greater meaning to each student's schooling. As community leaders, we are enthusiastic about the changes this will bring to our school and community and pledge our full support.

Sincerely,

Name and Contact information:

Liz Rader

Liz Rader

304-364-5193

Walker's Drug Store

Board Members:

Ernie Moore, President
John L. Campbell, Vice Pres.
Roger Hall
Kathy Parker
Elizabeth Stewart

Braxton County Schools

411 North Hill Road
Sutton, WV 26601

Dennis J. Albright, Superintendent
Shawn L. Dilly, Assistant Superintendent
Phone: (304) 765-7911 Fax: (304) 765-7152

Phone:
(304) 765-7101
Fax:
(304) 765-7148



Dear _____

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We feel that these additional pathways will meet the needs of our children and help bridge the gap for students. A key aspect of the grant that we like is the additional flexibility afforded to the school to give greater meaning to each student's schooling. As parents, we are enthusiastic about the changes this will bring to our school and community and pledge our full support.

Sincerely,

Name and Contact information:

Sue Lane

*470 Milroy Rd
Ireland, WV 26376*

304-452-8163



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Sincerely,

Name and Contact information:

Tracy A. Minnich
Tracy A. Minnich
Minnich Stout and Gift
 304 364-5194



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 200 Jerry Burton Drive
 Sutton, WV 26601
 304.765.7331



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Sincerely,

Name and Contact information:

BILL FRIEND
 Bill Friend

ELK RIVER FOODLAND
 364-8307

To Whom It May Concern:

This letter is in support of the Innovation Zone Grant Application being submitted by Braxton County High School. As representatives of BCHS organizations and clubs our signatures signified that by secret ballot vote the majority of votes are in favor of the grant application. We have discussed any concerns we have at this time with committee members. We will have open communication with the committee to express ideas and concerns during the planning phase.

Sincerely,

BCHS Student Council Ashley L. Houser, Jereiah C. Ramsey

HOSA Jessica Buzel

FFA Katie Juckin, Dylan D. Johnson

FBLA Ashley Heeder
Dylan D. Johnson

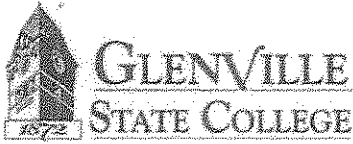
Rotary Interact Club Elizabeth D. Arnold Victoria A. Fedford

Raze Robert Kestner
Kristen Swan

NHS James Chapman, Dylan S. Johnson

DECA Teresa A. Brown

FCA Miranda Riffe



Off-Campus Programming

December 15, 2009

To Whom It May Concern:

I am writing to express strong support of the Innovation Zone Grant being submitted by Braxton County High School.

Glenville State College is proud to partner with Braxton County High School to provide increased opportunities for students to obtain college credit, while still in high school through dual credit, articulation agreements and increased college offerings. The Innovation Zone Grant would expand post-secondary preparation opportunities and better prepare students for the future. These additional pathways would allow student flexibility for accelerated acquisition of their post secondary opportunities.

The "Associate" pathway is intended for students to receive an Associate Degree upon completion of their high school experience. Off Campus Programming at Glenville State College is dedicated to keeping open communication with schools such as Braxton County High School.

With the Innovation Grant, Braxton County High School can strive to increase the value of education. Students, as well as the community, will see great benefits through the Innovation Zone Grant.

For any further information, feel free to contact me at the address below or Tracy.Lancaster@glenville.edu.

Sincerely,

A handwritten signature in cursive script that reads "Tracy Lancaster".

Tracy Lancaster
Coordinator of Off-Campus Programming

200 High Street ♦ Glenville, West Virginia 26351 ♦ (304) 462-4117 ext. 7124 ♦ (304) 462-6619 (FAX) ♦ www.glenville.edu



December 22, 2009

To whom it may concern,

Pierpont Community and Technical College would like to offer this letter of support for the Braxton County High School Innovation Zone Application. Improving the high school graduation and retention rate of students in Braxton County, West Virginia, and nationwide is a serious issue. Promoting a seamless link between secondary and post-secondary education opportunities, and realizing the relationship between employment and education is vital for all West Virginians to succeed.

We encourage you to consider granting a waiver of WV policy 2510 in order for the restructuring of coursework at Braxton County High School to begin, should they be awarded an Innovation Zone grant. We are confident the new courses to be developed will have contained in their curriculum structure necessary course standard outcomes (CSOs) and evaluation tools to meet the needs of the students, and be acceptable at the secondary and/or post-secondary level.

We look forward to our partnership with Braxton County High School and the part we can play in revitalizing the student interest in succeeding and realizing the benefit of both their high school and college experiences.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rich McCormick', written in a cursive style.

Rich McCormick
Vice President