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*West Virginia
Board of Education*

Innovation Zone Designation
**COMPETITIVE GRANT
APPLICATION**
**Application Due:
December 29, 2009**

*Division of Educator Quality and
System Support
West Virginia Department of Education*

West Virginia Board of Education
2009-2010

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*West Virginia
Board of Education*

Innovation Zone Designation

COMPETITIVE GRANT APPLICATION

**Application Due:
December 29, 2009**

Issued by the
West Virginia Department of Education
Division of Educator Quality and System Support
Building 6, Room 617
1900 Kanawha Boulevard, East
Charleston, WV 25305

Who May Apply?

- 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

How much money is available and to whom will recipients report?

The size of planning grant awards will be based upon a reasonable well planned projection of expenditures tied to the planning phase of developing the Innovation Zone Plan. The range of funding allowable is \$5,000 to \$50,000. The applicant must first be designated as an Innovation Zone to receive planning grant awards and begin the planning process.

* Please note: Some applicants may receive their requested waivers and be designated an Innovation Zone without receiving funding.

Each Innovation Zone receiving a grant must report annually to the West Virginia Board of Education regarding the progress in meeting the objectives described in its Innovation Zone Plan.

What are the steps of the application and the Plan?

Phase 1 (Application)

1. Complete the application for Innovation Zone designation.
2. Gain approval of 80 percent of faculty (those affected by Innovation Proposal).
3. Submit a record of support from parents, LSIC, business partners, students.
4. Submit a record of county board report (support and concerns) on application.
5. Applicants may mail their applications to the name/address, (see page 6), hand deliver, or submit electronically at the Innovation Zone Web site: <http://wvde.state.wv.us/innovationzones>.

**Completed grant application must be
received by e-mail, hand delivery or mail by
December 29, 2009**

Phase 2 (Plan)

WVDE technical assistance will be provided in completing the plan, if desired.

1. Complete the four components of the planning process (see page 5-6, Phase 2).
2. Gain approval of 80 percent of faculty (those affected by the Innovation Plan).
3. Submit a record of county board report (support and concerns) on the plan.
4. Applicants may mail their implementation plan to the name/address, (see page 6), hand deliver, or submit electronically at the Innovation Zone Web site: <http://wvde.state.wv.us/innovationzones>.

A. Cover Page

***Morgantown High School 21st Century Intervention
Center (21st CIC)***

Morgantown High School

Morgantown, WV

26501

304-291-9260

Contacts:

Robert DeSantis, Principal
rdesanti@access.k12.wv.us

Carolyn Arline, Teacher
carline@access.k12.wv.us

Carol Muniz, Teacher
cmuniz@access.k12.wv.us

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: Morgantown High School

County: Monongalia County

Superintendent: Dr. Frank Devono

Number of Professional Personnel: 107

Number of Service Personnel: 35

Institution of Higher Education: West Virginia University

County Location: RESA 7

C. Narratives for the Innovation Zone Application:

- **Project Design:**
 - **Results of an assessment of the improvement needs of the eligible applicant:**

Morgantown High School 21st Century Intervention Center (21st CIC)

Morgantown High School (MHS) WESTEST data indicates that there is still a population of students who are not performing at or above mastery in some content areas. A review of the data shows that 20-40% of last year’s ninth grade students were below mastery in at least one subject, 20-35% of the tenth grade did not meet mastery in at least one subject, and 20-31% of the 11th grade students fell below mastery in at least one subject. These data indicate that MHS has a sizeable population of at-risk students. One core value of the MHS Professional Learning Community (PLC) is that *all* students can learn and providing the highest level of service to at-risk students is essential. The proposed innovation is to establish and maintain the *21st Century Intervention Center (21st CIC)*. The *21st CIC* would address the myriad of academic issues for at-risk students by tutoring in several innovative ways that would accommodate the individual academic needs of students. The approach would use peer tutors, WVU pre-service tutors, online tutoring, and content recovery software to provide students with assistance by alternative approaches for learning content in a context that make sense to the learner. The *21st CIC* would provide immediate assistant with topics that students find challenging. . A Career Exploration Program would be part of the *21st CIC* to allow students to inquire about careers of their choosing linking students to resources like the College Foundation of West Virginia (CFWV). The CFWV is a web-based counseling service for students and their families to explore questions and concerns associated with enrolling in and attending college. This service is provided by the West Virginia Higher Education Policy Commission. The program would reach out to students who would benefit from the academic support to achieve mastery and also help students who may only need intermittent help with subject matter or career choices.

- **Goals & Objectives of the project**

The goals of this project are to construct a learning community composed of teachers, West Virginia University, parents, community members, and students working together to insure the success of all learners and to identify students in need of intervention and deliver those interventions in order to increase individual student academic performance.

Objectives:

- A. The investigators will develop an accurate and reliable means of identifying individual learners who would benefit from academic intervention.
- B. The investigators will research best practices in student intervention strategies and design an Intervention Center consistent with the needs of Morgantown High School based on this research.
- C. The investigators will explore different software programs that would enable efficient communication among student, teacher, and academic support personnel.
- D. The investigators will create an Intervention Center in the school where identified students will go for academic interventions.
- E. The investigators will evaluate content recovery software to use with students in the Intervention Center.
- F. The investigators will collaborate with West Virginia University's College of Human Resources & Education to explore a dual credit tutoring class for students pursuing an education degree.
- G. The investigators will collaborate with West Virginia University's College of Human Resources & Education to explore the use of MAC and 5-Year Program Volunteers seeking tutoring hours to tutor these students using an online communication tool as well as face to face meetings.
- H. The investigators will explore different online communication tools for tutoring.
- I. The investigators will recruit peer tutors who are willing to work with students who have been identified as needing academic intervention.
- J. The investigators will develop a career exploration curriculum in which parents and other community members would present information to students about various career opportunities.

- **Describe how the innovation is expected to work:**

This project will take input from our Professional Learning Communities (PLCs) and research findings to design an Intervention Center for students who need individualized instruction to improve benchmark testing scores, help in content recovery, homework help, and career exploration. Using test data from Acuity as well as classroom formative assessment information students who may need to receive remediation will be identified. Through this Intervention Center MHS faculty and pre-service teachers will collaborate to connect students who need academic support with different tutoring services or content recovery programs. The strategies of intervention outlined below will be investigated:

- Peer tutoring – MHS students will use their IR or TA time to tutor other students who need help and gain community service hours
- Peer tutoring for WVU EDUC credit – MHS in collaboration with WVU would offer a dual credit class to MHS seniors who are looking to gain a degree in education. This class would be taught at the high school where students can practice pedagogy while tutoring individual or small groups of students.
- Online tutoring from Allen Hall – MHS would collaborate with WVU's College of HR&E to develop a curricular practice in which MAC and 5-year program students could spend a number of hours providing tutoring services to MHS students via an online conversation tool. This could be a pilot program that would be expanded to other school sites if it proves effective for both HR&E and K-12 schools in WV.
- WVU students (5-year program volunteers or MAC students) seeking observation and tutoring hours could be used for tutoring students.
- A career exploration program – to help students focus on what careers they could do when they graduate. This would use community members to come and speak to students about their job, the education involved in their professional degree/certificate, salary, job duties, and

opportunities for advancement. This is to help with goal setting and motivation to do well in school.

- **How does the innovation solve the stated problem or create a new idea?**

The Intervention Center would work to insure the success of all learners by identifying students in need of intervention and delivering an assortment of individualized research based interventions in order to increase individual student academic performance. The Career Exploration program would allow students to inquire about various professions and help them set some short term school goals and long term goals for success after graduation. The two programs together would help motivate students and provide them with needed academic support to be successful at MHS and beyond. By collaborating with community members and West Virginia University we will create new programs which are sensitive to individual learners and present tutoring and career exploration using a 21st century approach.

- **Describe the methods or strategies to be used to achieve the goals and objectives of the innovation.**

The investigation team will visit sites (such as Adelaide Stevenson High School) to observe and analyze best practices and use video conferencing to talk to schools about their intervention programs to design a site specific program for Morgantown High School. Software companies would be contacted in order to evaluate content/credit recovery software programs, online conversation tools for tutoring, and communication tools to network teachers, pre-service teachers, students and community.

- **Describe how the provision of greater flexibility and control assists the school in meeting the needs of the school's students.**

Currently before and after school tutoring is offered in math. Additionally, teachers tutor a variety of subject areas during their prep or independent research (study hall) periods. Getting students to come after school has been difficult and this program would address the need for tutoring during the school day.

This program would also increase the speed at which students receive academic support. This would keep them from feeling buried by a lack of understanding as the teacher moves forward with instruction. The timeliness of intervention would alleviate anxiety and frustration that students experience when they struggle with content.

- **Include an 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.**

Morgantown High School has an enrollment of 1592 students. It is projected that the Intervention Center and the Career Exploration program would affect 90% of this population. Potentially all 107 faculty members could utilize these programs by referring students for individualized intervention or by having guest speakers come into their classrooms. Eighty-four percent of our faculty voted to investigate the establishment of the Intervention Center.

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

Although before and after school interventions are currently available they are underused and are achieving limited success. Our proposed Intervention Center will expand our academic support to meet individual student needs during the school day. These interventions will provide a network of school and community support fostering student success.

- **Research Base:**

Dewey (1904) held that the education curriculum should be determined by life. The DuFour Model of Professional Learning Communities, as outlined in *Learning by Doing*, is indicative of Dewey's general premise. At-risk students who need additional time or additional help receive that help as quickly as possible. The DuFour Model presents *the pyramid of intervention* a support system for at-risk students to decrease the achievement gap. "Professional learning communities create a systemic process of interventions to ensure students receive additional time and support for learning when they experience difficulty. The intervention process is timely and student area directed rather than invited to utilize the system of support." (DuFour, DuFour, Eaker, & Many, 2006)

Brookover and Lezotte (1979) were originators of *Effective Schools Research* and Edmunds (1979) solidified the work by establishing the correlates of effective schools with the following characteristics of schools achieving results with gains in student achievement: (a) strong administrative leadership, (b) a climate of high expectations, (c) a safe and orderly atmosphere, (d) an emphasis of basic skills, and (d) frequent monitoring of student progress. The 21st CIC at Morgantown High School promotes these original tenants of good schools.

The 21st CIC is a model to enhance the Professional Learning Community (PLC) as DuFour (2005) puts forth holding to three major collective objectives as follows: (a) teachers concentrate on what the student learns, (b) a commitment to faculty collaboration about teaching and learning, and (c) the PLC be driven by a focus on results. Schmoker (2005) holds that teachers learn more about how to teach well from one another in their own schools. Sparks (2002) found that the most important part of improving teacher quality was building strong PLC collaborations. The 21st CIC at Morgantown High School will provide students with the support and skills overcome deficiencies through the collaborative culture of the PLC.

Morgantown High School faculties have offered before and after school tutoring in the past and these have been under utilized. However, our WESTEST data indicates that students still need this support. "After school and youth development programs look and feel different for older youth than for elementary school age kids. Teenagers are looking for programs that foster personal growth, provide skill-based learning, mentorship from adults and service learning opportunities" (School's Out Washington, 2008 Annual Report). This literature may address after school programs but the data also highlights the need for a more personal approach to skill-based learning. While the 21st Century Intervention Center focuses on the skill-building the Career Exploration Program would enhance this skill-building process to increase self motivation of student through goal setting.

References

- Brookover, W. & Lezotte, L. (1979). *Changes in school characteristics coincident with changes in student achievement*. Washington D.C.: National Institute of Education. (Eric Document Reproduction Services ED 181 005)
- Dewey, J. (1916). *Essays in experimental logic*. Chicago, IL: University of Chicago Press.
- DuFour, R. (2005). *On common ground: The power of professional learning communities*. Bloomington, Indiana: The National Educational Service.
- Dufour, Richard, Eaker, Robert, DuFour, Rebecca, & Many, Thomas. (2006). *Learning by Doing*. Bloomington, Indiana: The Solution Tree Press.

Edmonds, R. (1979). *Effective schools for the urban poor*. *Educational Leadership*, 37,15-24 .

Recruiting and retaining older youth in afterschool. (2009). *Afterschool Alert*, April(37), Retrieved from http://www.afterschoolalliance.org/issue_37_recruitingandretaining.cfm.

Schmoker, M. (2005). *No turning back: The ironclad case for professional learning communities*. In Dufour, Richard, Eaker, R., & DuFour, Rebecca (Eds.), *On common ground: The power of professional learning communities* (pp. 135-153). Bloomington, Ind.: National Education Service.

• **Policies or Code that Prohibit or Constrain the Design:**

- _____ Waiver Requested of County Policy: _____
- _____ Waiver Requested of WVBOE Policy or Regulation: _____
- _____ Waiver Requested of Statute: _____
- N/A (No Waiver Requested)

• **Planning Narrative and Budget Page:**

To plan this Intervention Center and Career Exploration Program we are asking for \$25,000. This would cover expenditures on the attached spreadsheet such as: stipends for teachers do research and development of the Intervention Center, stipends for teachers to develop the data base and coordinate the Career Exploration program, release time for teachers to collaborate with WVU, travel for site visits, and video conferencing with other schools to gather information.

A small group of teachers, five, would inquire into different intervention strategies and several schools where interventions are being used. Books and release time would be provided for them for two half day sessions (\$75/half day) in which they would discuss strategies and schools to present to the larger Professional Learning Community (PLC). This small group would be able to pay for books and online articles on intervention strategies (\$315) and be provided release time (\$1,875) to study these strategies a cost totaling \$2,190. The PLC Team Leaders: thirty teachers, five counselors, and an administrator, would meet regularly to share research of intervention strategies used in locations with similar demographics to Morgantown High School. A stipend of \$25 per meeting would be paid (\$3,600) to teachers, counselors, and an administrator to compensate them for time spent beyond the regular school day. Two schools with successful intervention strategies would be identified from this research and two site visits would be made by four content teachers, a counselor, and an administrator. Travel expenses would total \$15,720. This includes estimated airfare, hotel, food, and substitutes. We would try to use Fridays or Mondays to account for travel time, a one night stay, and one day out of the classroom per site visit.

As part of the research and development it would be necessary to have communication with these schools or explore other interventions at other schools using video conferencing. The cost of the video conference could be as much as \$120/30minutes. This budget includes five hours of videoconferencing with a total request of \$1,200 plus stipends for teachers who would be at these after school meetings totaling \$750. The total expense for this type of communication would be \$1,950.

To facilitate the coordination of services for individual interventions for students, teachers must be able to communicate with coordinators about which students need help and what content they need help with. We would like to find a software program that would allow for easy communication between teachers who would be arranging the intervention, the students needing intervention, and the parents of the student. This will require five teachers to research and contact communication software companies. It is projected that five teachers would be paid a stipend for their time of \$50 totaling \$250 for research and presentation of these tools.

We would need to pay five teachers stipends for researching and evaluating which online conversation tool would be best for our collaborative effort with WVU to conduct online tutoring. These five teachers would be compensated \$50 for their time in investigating and sharing their research with the larger PLC Leadership Team and WVU. A total of \$250 would be spent on these stipends. Further collaboration with WVU would be necessary to work with them to infuse this online

tutoring into their current requirements for tutoring and observation. A teacher would need to be released at least two days at \$135 per day for this collaboration (\$270). They would also work with WVU to investigate the development of a dual credit EDUC class at MHS for graduating seniors interested in pursuing an education degree.

Five teachers would survey students for areas of career interest. Then survey parents and other community members for volunteers willing to come to MHS and present their careers to students. These presentations would not only include information about the career, education involved, salary, and work duties but also include a question and answer sessions. A stipend of \$100 per teacher would be paid for surveying, developing and database of presenter information, and coordinating presentations for students. This totals \$500.

These requests are essential to the research and development of these programs. The success of all of our students is paramount and the design of an Intervention Center that would cater to the individual needs of students would require thorough investigation. The development of a Career Exploration program to facilitate better self motivation and preparation of our students beyond Morgantown High School would benefit from a design that allowed for student input and community involvement. The \$25,000 requested would help us accomplish these goals.

Budget sheet:

activity	projected expenditures	number	item cost	subtotal	total cost
release time or stipends for teachers to investigate best practices in student intervention programs (includes any costs associated with the literature review)	potential literature review fees	1	\$ 315.00	\$ 315.00	
	1/2 day of release for 5 teachers@\$75/half day	5	\$ 375.00	\$ 1,875.00	\$ 2,190.00
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stipends for (30) teachers, (5) counselors, and (1) administrator to investigate, evaluate, and design this Intervention Center in after school PLC Leadership meetings (\$25 per meeting)	30 teachers+ 5 counselors + 1 administrator @\$100	1	\$3,600.00	\$ 3,600.00	\$ 3,600.00
<hr/>					
2 site visits: release time for teachers to visit sites where best practices in interventions are being used (4 teachers, 1 counselor, and an administrator)	substitutes (6@ \$135/day)	2	\$ 810.00	\$ 1,620.00	
	travel,lodging and food (6@\$1175)	2	\$7,050.00	\$14,100.00	
	total				\$15,720.00
<hr/>					
video conferencing with other schools where best practices in interventions are being used (5 hours @ \$120/30 minutes)	video conferencing fee \$120/30 minutes	5	\$ 240.00	\$ 1,200.00	
	stipends for 10 teachers @\$15/hour * 5 hours	10	\$ 750.00	\$ 750.00	
	total				\$ 1,950.00
<hr/>					
stipends for teachers to investigate communication software to coordinate the tutoring program	5 teachers @ \$50	5	\$ 50.00	\$ 250.00	\$ 250.00
<hr/>					
stipends for teachers to investigate online conversation tools that could be used for online tutoring	5 teachers @ \$50	5	\$ 50.00	\$ 250.00	\$ 250.00
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release time for a teacher to collaborate with WVU on dual credit program	substitutes for 2 teachers @\$135/day * 2 days	2	\$ 270.00	\$ 540.00	\$ 540.00
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stipends for developing a data base of community members who would come in and present careers in career exploration program and for coordination of presentations	5 teachers at \$100 (\$25/hour*4hours)	5	\$ 100.00	\$ 500.00	\$ 500.00
<hr/>					
Total request					\$25,000.00

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).

(The supporting documents listed above are not required of institutions of higher education in their application or plan).

Institutions of Higher Education must attach documents that include:

1. Approval from county board with jurisdiction over the school district in which the new school is planned to be located and its approval of the establishment of the new Innovation Zone School.
2. Cooperative agreements with the county board or county boards whose students attend the new Innovation Zone School that include:
 - a. Protocols for required reporting on student attendance
 - b. Protocols for reporting academic progress and other matters relating to administration, operation and support of the school and agreed to by the institution and the board or boards
 - c. Agreement on the participation of students enrolled in the Innovation Zone school in the curricular or extracurricular activities at the county school in which they are enrolled
 - d. Agreement between the state institution of higher education and participating county board or boards of education to meet the accountability requirements for student assessment under all applicable assessment programs administered by the West Virginia Department of Education and provisions of law or policy required by the No Child Left Behind Act of 2001, Public Law No. 107-110 or other federal law.

Application is submitted to WVBOE Selection Committee.

What resources are available to help complete this application?

Interactive information sessions for prospective applicants to explain the application process and answer questions from potential applicants will be held regionally. Register for this event with Donna Peduto, dpeduto@access.k12.wv.us, at the West Virginia Department of Education.

Address your application packets to:

Applicants may mail their applications to the name/address below, hand deliver, or submit electronically at the Innovation Zone Web site or to Donna Peduto at the address below:

<http://wvde.state.wv.us/innovationzones>

Donna Peduto, Coordinator Innovation Zone Initiative, or e-mail to dpeduto@access.k12.wv.us
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

Applicant has been designated as Innovation Zone:

WVDE Technical Assistance will be provided for the development of the plan, if requested.

Phase 2: Development of Plan

What should be included in the plan?

Narratives for Innovation Zone Plan:

- **Plan of Work:**
 - The plan narrative clearly describes action steps, including timeframe, resources, responsible persons and method to measure progress for the project design.
 - Provide description of the number, type, duration of professional development, including the number of anticipated participants engaged. A table depicting the action plan may be submitted.
- **Project Evaluation:** Describe how you will know that your idea worked? What impact do you expect to achieve and how will you evaluate it?

Annual reports regarding progress related to the project design will be reviewed and provided to the West Virginia Board of Education on an annual basis.

- **Management Capability:** The narrative must explain how the Innovation Zone designee has the capability of managing the plan, organizing the work and meeting deadlines. This is critically important for the duration of the designation as an Innovation Zone. If clear evidence of management capability is not demonstrated in the first year, the West Virginia Board of Education can revoke or rescind Innovation Zone status.
- **Scalability and Sustainability:** The project should describe the capacity to be scaled to a statewide level and sustained beyond the initial funding period.

Supporting Documents:

1. Record of Staff Commitment
2. LEA Report of Support or Concerns

*Submit Plan to Donna Peduto, Coordinator of Innovation Zone Initiative
WVBOE approves or returns plan for modification.*

Who do we contact for assistance?

For additional assistance or questions related to the Innovation Zone application or plan, please contact:

Donna Peduto, Coordinator, Innovation 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
304-558-3199
dpeduto@access.k12.wv.us

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: Morgantown High School

Department (If Applicable): school-wide project

Notice of Meeting (Date provided to Faculty or Department/Subdivision): August 28, 2009

Meeting Date: December 1, 2009

Faculty Senate Elected Officers:

President: Elizabeth Wallace

Signature: 

Vice-President: Sam Brunett

Signature: 

Secretary: Michele Leverage

Signature: 

Treasurer: Barbara Haught

Signature: 

Other: Robert DeSantis, Principal

Signature: 

Service Personnel Representative:

Name: Paul Croston


Signature: 

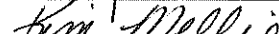
Position: Head Custodian

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.

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



Morgantown High School
Local School Improvement Council
Chairrperson: Kim Mellie
kmellie@comcast.net

To whom it may concern,

Our Local School Improvement Council would like to offer our support to Morgantown High School's involvement in the Innovation Zone Project. The goal of our LSIC is to help develop the best possible educational atmosphere for our students. Therefore, the approval of the MHS application will allow students access to additional avenues to master their skills in all content areas and provide ample opportunities for career exploration. We believe that the students who need more "real" experiences will excel in a program such as this. A meaningful educational experience is the goal of our school system!

Sincerely,



Kim Mellie
LSIC Chairperson
kmellie@comcast.net
304-216-9943



December 9, 2009

To whom it may concern:

It has been brought to our attention that a grant is in the process of being made for a tutoring and career exploration program here at Morgantown High School. Speaking for the student body, we fully approve of this plan. It would be very beneficial for all students in need of some guidance, and we think it would help students stay on the right educational track.

When Mrs. Muniz came into the Student Council meeting, there was a unanimous vote towards making this plan possible. Not only will it help struggling students, but it would also help the entire student body. We hope this approval will allow for this plan to be successful.

Thanks,


Jenna Klemkowsky
Student Body President


Natalie Morris
Student Body Vice President

304-983-7768

Line 1

13:51:31

12-10-2009

2 / 2



To whom it may concern,

I support the Morgantown High School Innovation Zone Project. Approval of the MHS application will provide students additional assistance to master their skills in all content areas and provide opportunities for career exploration.

Sincerely,

Robert L. Cress MS CSCS
General Manager
Pro Performance Rx
460 Mylan Park Lane
Morgantown, WV 26501
(304)983-PRO1
rob@properperformancerx.com
www.properformancerx.com



17058 Hillegrand Road
Morgantown, WV 26505
304.294.7446
Fax 304.283.9606

To Whom It May Concern:

I support the Morgantown High School Innovation request. The approval of the grant would allow Morgantown High School the opportunity to develop an Intervention center for all students to have their needs met. The grant would also provide the opportunity to provide for career exploration opportunities on a more regular basis.

Sincerely,

A handwritten signature in black ink, appearing to read "Arzoo Shrestha".



West Virginia University

College of Human Resources and Education

December 18, 2009

Steven L. Paine, Ed.D.
State Superintendent of Schools
West Virginia Department of Education
1900 Kanawha Blvd E, Charleston, WV 25305

Dear Dr. Paine:

The College of Human Resources and Education at West Virginia University is a committed partner to all who work to improve the lives of West Virginians. We hold our partnerships with the West Virginia State Board of Education and the West Virginia Department of Education in high regard. Our commitment to serve all West Virginia educators remains strong.

We have been working with Dr. Frank Devono and his staff of Monongalia County Public Schools in partnership with Morgantown High School on the 21st Century Intervention Center (21st CIC). We are all in agreement about the potential of such a center and what it would mean to students and their families. The 21st CIC would help many students overcome academic challenges while strengthening the Professional Learning Community (PLC) that already exist between Monongalia County Schools and WVU. We fully support this Innovation Zone.

Sincerely yours,

A handwritten signature in cursive script, appearing to read 'Dee Hopkins'.

Dee Hopkins, Dean
College of Human Resources and Education,
West Virginia University

Office of the Dean

802 Allen Hall
PO Box 6122
Morgantown, WV 26506-6122

Phone: 304-293-5703
Fax: 304-293-7565

Equal Opportunity/Affirmative Action Institution

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: Morgantown High School

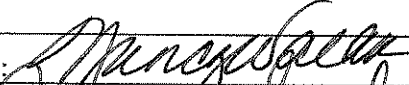


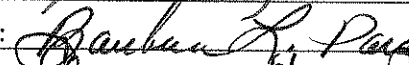
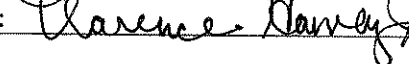
Department (If Applicable): school-wide project

Date of School/Department/Subdivision Receipt of Application: November 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 15, 2009

County Board of Education Elected Officers:

President: Nancy A. Walker	Signature: 
Vice-President: Joseph C. Statler	Signature: 
Members:	
Name: Michael Kelly	Signature: 
Name: Dr. Barbara L. Parsons	Signature: 
Name: Dr. Clarence Harvey, Jr.	Signature: 

Report: Morgantown High School's 21st Century Intervention Center

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).

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Dr. Steven L. Paine
State Superintendent of Schools

 *West Virginia* Department of
EDUCATION