



# West Liberty Elementary School

745 Van Meter Way  
Wheeling, West Virginia 26003

Michelle Snyder, Principal

Phone: (304) 336-7221

Fax: (304) 336-7222

19  
12/22/09

December 18, 2009

RECEIVED

DEC 22 2009

To the Innovation Zone Grant Application Committee:

Please find enclosed the application for West Liberty Elementary School's Grant, "Partnering with Higher Education to Provide Extended Time for Student Academics and Developing Academic Support through Innovative Scheduling". If you should have any questions or concerns about the grant, feel free to contact me at school. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Snyder".

Ms. Michelle Snyder

# **Innovation Zone Grant Application**

West Liberty Elementary School

Ohio County Schools

***Partnering with Higher Education to  
Provide Extended Time for Student Academics  
and Developing Academic Support  
through Innovative Scheduling***

**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
- A higher education institution

Name of Entity Applying: West Liberty Elementary School

County: Ohio

Superintendent: George S. Krelis

Number of Professional Personnel: 8.5

Number of Service Personnel: 3.5

Institution of Higher Education: West Liberty University

County Location: RESA 6

**C. Narrative for the Innovation Zone Application**

**1. Results of an assessment of the improvement needs**

Within the past several years, there has been a countywide initiative to provide common planning/collaboration time for teachers. During the 2009-10 school year, the school district implemented Professional Learning Communities to allow teachers the opportunity to analyze and utilize data in order to improve teaching practices while concentrating on individual student success. The small professional staff at WLES makes this process of collaboration difficult to attain. Also, additional remediation and enrichment opportunities need to be provided for the students. A needs assessment survey of all West Liberty Elementary School professional staff reveals that 89% feel there is a significant need for time for collaboration, data analysis, and development of more rigorous and relevant learning activities for all students. The needs assessment survey also indicated that collaboration with an institute of higher education would benefit all students (100%). These collaborative efforts are designed to impact not only WLES's economically disadvantaged population (48%), but all students.

**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 all 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 extend West Liberty Elementary's schedule to provide interventions to at risk students who are below mastery, as well as enrichment activities to those students who are interested.
- To collaborate with West Liberty University to provide extended learning opportunities for all West Liberty Elementary students while providing valuable learning opportunities for West Liberty University students interested in education.
- To plan and develop a schedule for 2010-2011 that will better accommodate the embedded professional development necessary for teachers of all 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 extend the learning opportunities for parents of all students through parent involvement during the West Liberty University activities.

### **3. Description of how the innovation will work**

West Liberty Elementary School, a Title I school, will extend its school day in order to maximize core instruction during the regularly scheduled day. Instruction by resource teachers in art, music, physical education and media will take place at the end of the regular school day and possibly into the extended school day. Two-four days each week during the extended day, interested students will participate in extended learning opportunities provided by West Liberty University. While students are attending the West Liberty University programs and participating in their scheduled resource classes, all teachers will meet as a professional learning community to address the critical components:

- What do students need to know and be able to do?
- How will we know if they have learned it?
- What will we do if they don't?
- What will we do they already know it?

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

Students at West Liberty Elementary would benefit in the following ways:

- a. Students would receive intensive core instruction in literacy and numeracy during the regular school day because the time allocated for resource classes would be set aside at the end of the school day.
- b. Research-based interventions would help students to acquire necessary skills for academic success in language arts and mathematics.
- c. Additional time and support would provide students with the opportunity to master a 'guaranteed' curriculum.
- d. A model for RTI would be fully implemented for all students, and ample time would be provided for all students who need it.
- e. West Liberty Elementary's professional learning communities would become high functioning teams who support academic success for all students.

- f. Academic support as well as enrichment would be provided for the students.

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

- a. Teachers will analyze DIBELS, Writing Roadmap, Acuity and WESTEST 2 data for students. 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. West Liberty University will provide extended academic learning opportunities for all students.

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

- a. The greater flexibility and control regarding the instruction time in resources like music, art, physical education and media provides the opportunity for intensive instruction in core content for all students without interruption.
- b. Students have an opportunity to strengthen their academic skills through the extended learning opportunities provided by West Liberty University on a weekly basis.
- c. Students will continue to receive instruction in their resource courses during the regular/extended day program.

**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, 110 students are affected, and approximately 12 professional staff. No service personnel would be affected other than bus drivers needed for transportation purposes.

**8. Proposed innovation's changes in how the school currently operates**

Students who participate in the extended day program will experience a longer instructional day as a result of the innovation. Core content instruction will not be interrupted by the resource schedule.

**9. Evaluation and accountability plan for activities**

- a. Baseline data for the project includes students' DIBELS and WESTEST 2 data. This data will be analyzed within the PLC's and teaching strategies developed to meet the needs of all students.
- b. It is expected that student achievement scores will increase due to the extended day activities as well as the PLC goal setting initiatives. Progress will be monitored through the following: WESTEST 2 scores, Acuity scores, DIBELS benchmarks, and students' grades. As teachers analyze data, brainstorm ideas, strategize methodologies, implement plans and reassess student outcomes, all students will see growth and success.
- c. Activities will begin in September, 2010 and end in May, 2011.
- d. Persons responsible for leading and implementing activities include: Ms. Michelle Snyder, Principal of WLES, Dr. Keely Camden, Dean of the College of Education at WLU, WLES teachers, WLU professors and WLU students.

**Research Base**

Extended school days provide time for students to expand their knowledge and to experience activities that help support students' academic growth. According to "Closing the Gap through Extended Learning Opportunities," an NEA policy brief (2008), "Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development" especially in children in poverty (p.1). "Closing the Gap through Extended Learning Opportunities" advocates that "...enrich learning opportunities for students by complementing rather than duplicating school learning" and that "...partnerships between community organizations that share the goals of promoting learning" are essential (p.2). Finally, the NEA policy brief reports that "Policymakers and school administrators in several states are extending the school day as a strategy to provide additional learning time for struggling students" (p.3) In Chicago, former Chief Executive Officer Arne Duncan developed the Chicago Public Schools Community Schools Initiative to provide extended learning opportunities to engage children and their families and the community within the schools (*Chicago Public Schools Community Schools Initiative*, p.1) with the intent to provide programs to support the school's academic program with academic enrichment activities for students.

In addition, the research has been very clear since the early 1980s about the benefits of close collaboration between institutions of higher education and local public

schools who work together as Professional Development Schools through the Benedum Collaborative, according to the “History of the PK/20 Collaborative” from West Virginia University.

Research on the efficacy of professional learning communities and their impact on school improvement is also clear. 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 advocates that “In traditional schools, time is a fixed resource. The length of the school day, the number of minutes per class, and the number of days in the school year are all rigidly set. When time is up, it is time to move on. In a PLC, time is considered a critical component in learning, and the school becomes resourceful in providing additional time for students who need it. If learning is to be the constant for all students, time must become the variable” (p.176). Dufour concludes that schools “...need the ability to create a schedule that supports rather than restricts student learning” (p.177).

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

Policy 2510—indicates the minimum number of minutes of instruction for reading, mathematics, and physical education only.

**Planning Narrative and Budget Page:**

<b>Timeline</b>	<b>Activity</b>	<b>Budget</b>
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-June, 2011	Implement Plans: Teacher (1) coverage at WLU for 1.5 hours per day	Estimated at \$44.00 per hour. This amount is based on degree, years experience and includes fixed costs such as social security.
August, 2010- June, 2011	Implement Plans: Bus drivers (2) needed for extended day transportation to WLU and to student homes.	Estimated at \$22.00 per hour. This amount depends on the operator and includes fixed costs X 2 drivers.
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: West Liberty Elementary School

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

Notice of Meeting (Date provided to Faculty or Department/Subdivision): Dec. 4, 2009

Meeting Date: Dec. 11, 2009

Faculty Senate Elected Officers:

President: (Name) Gretchen Gill	Signature: <u>Gretchen Gill</u>
Vice-President: (Name) Anne Griffith (LSIC)	Signature: <u>Anne Griffith</u>
Secretary: (Name) Celeste Marshall	Signature: <u>Celeste Marshall</u>
Treasurer: (Name) Kelly Beck	Signature: <u>Kelly Beck</u>
Other: (Name)	Signature: _____

Service Personnel Representative:

Name: <u>Mary Nicholson</u> (LSIC)	Signature: <u>Mary Nicholson</u>
Position: <u>K aide</u>	

Parent Representatives:

Name: <u>JoJo Ullom</u> (LSIC)	Signature: <u>JoJo Ullom</u>
Name: <u>Dawn Gebhardt</u> (LSIC)	Signature: <u>Dawn Gebhardt</u>
Name: <u>Denise Witt</u> (LSIC)	Signature: <u>Denise Witt</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: West Liberty Elementary School

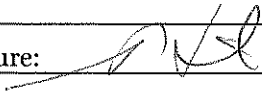
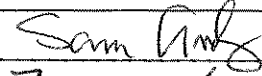
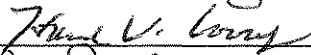
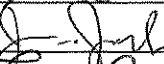

Department (If Applicable): \_\_\_\_\_

Date of School/Department/Subdivision Receipt of Application:      December 9, 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 West Liberty Elementary 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).



# WEST LIBERTY UNIVERSITY

College of Education

147 Campus Service Center  
PO Box 295  
West Liberty, WV 26074

Dr. Keely Camden, Dean  
Coordinator of the Master of Arts in Education  
Office: (304) 336-8247/8047  
Fax: 304-336-8256  
[kcamden@westliberty.edu](mailto:kcamden@westliberty.edu)

December 17, 2009

To whom it may concern:

West Liberty University is proud to partner with West Liberty Elementary School and Ohio County Schools on the Innovation Zone Grant. This unique grant provides enrichment activities for elementary students and pre-service teachers in the College of Education.

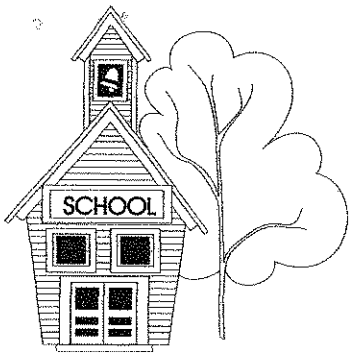
West Liberty University and Ohio County Schools have a rich partnerships as part of the Professional Development Schools network. This state supported network provides professional growth opportunities for in-service and pre-service teachers. West Liberty Elementary and West Liberty University, both within the town of West Liberty, have rich traditions and strong community support.

Under the leadership of principal Michelle Synder, West Liberty Elementary has flourished. The Innovative Zone Grant provides academic benefit for all students, elementary and undergraduate, and it has my strongest support.

Please feel free to contact me with any questions.

Sincerely,

Dr. Keely Camden



# West Liberty Elementary School

745 Van Meter Way  
Wheeling, West Virginia 26003

Michelle Snyder, Principal

Phone: (304) 336-7221

Fax: (304) 336-7222

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December 18, 2009

To whom it may concern:

As president of WLES's Local School Improvement Council, I would like to provide my support for WLES's Innovation Zone Grant. The majority of the members of our LSIC have demonstrated their support on the Staff Commitment document as well.

Sincerely,

*Mrs. Diana Rice*

Mrs. Diana Rice

# **Innovation Zone Grant Application**

West Liberty Elementary School

Ohio County Schools

***Partnering with Higher Education to  
Provide Extended Time for Student Academics  
and Developing Academic Support  
through Innovative Scheduling***

**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: West Liberty Elementary School

County: Ohio

Superintendent: George S. Krelis

Number of Professional Personnel: 8.5

Number of Service Personnel: 3.5

Institution of Higher Education: West Liberty University

County Location: RESA 6

**C. Narrative for the Innovation Zone Application**

**1. Results of an assessment of the improvement needs**

Within the past several years, there has been a countywide initiative to provide common planning/collaboration time for teachers. During the 2009-10 school year, the school district implemented Professional Learning Communities to allow teachers the opportunity to analyze and utilize data in order to improve teaching practices while concentrating on individual student success. The small professional staff at WLES makes this process of collaboration difficult to attain. Also, additional remediation and enrichment opportunities need to be provided for the students. A needs assessment survey of all West Liberty Elementary School professional staff reveals that 89% feel there is a significant need for time for collaboration, data analysis, and development of more rigorous and relevant learning activities for all students. The needs assessment survey also indicated that collaboration with an institute of higher education would benefit all students (100%). These collaborative efforts are designed to impact not only WLES’s economically disadvantaged population (48%), but all students.

**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 all 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 extend West Liberty Elementary's schedule to provide interventions to at risk students who are below mastery, as well as enrichment activities to those students who are interested.
- To collaborate with West Liberty University to provide extended learning opportunities for all West Liberty Elementary students while providing valuable learning opportunities for West Liberty University students interested in education.
- To plan and develop a schedule for 2010-2011 that will better accommodate the embedded professional development necessary for teachers of all students.
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- To extend the learning opportunities for parents of all students through parent involvement during the West Liberty University activities.

### **3. Description of how the innovation will work**

West Liberty Elementary School, a Title I school, will extend its school day in order to maximize core instruction during the regularly scheduled day. Instruction by resource teachers in art, music, physical education and media will take place at the end of the regular school day and possibly into the extended school day. Two-four days each week during the extended day, interested students will participate in extended learning opportunities provided by West Liberty University. While students are attending the West Liberty University programs and participating in their scheduled resource classes, all teachers will meet as a professional learning community to address the critical components:

- What do students need to know and be able to do?
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- What will we do they already know it?

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

Students at West Liberty Elementary would benefit in the following ways:

- a. Students would receive intensive core instruction in literacy and numeracy during the regular school day because the time allocated for resource classes would be set aside at the end of the school day.
- b. Research-based interventions would help students to acquire necessary skills for academic success in language arts and mathematics.
- c. Additional time and support would provide students with the opportunity to master a 'guaranteed' curriculum.
- d. A model for RTI would be fully implemented for all students, and ample time would be provided for all students who need it.
- e. West Liberty Elementary's professional learning communities would become high functioning teams who support academic success for all students.

- f. Academic support as well as enrichment would be provided for the students.

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

- a. Teachers will analyze DIBELS, Writing Roadmap, Acuity and WESTEST 2 data for students. Data analysis will occur in PLC meetings, and data will be used to inform decision-making about teaching and learning.
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- 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. West Liberty University will provide extended academic learning opportunities for all students.

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

- a. The greater flexibility and control regarding the instruction time in resources like music, art, physical education and media provides the opportunity for intensive instruction in core content for all students without interruption.
- b. Students have an opportunity to strengthen their academic skills through the extended learning opportunities provided by West Liberty University on a weekly basis.
- c. Students will continue to receive instruction in their resource courses during the regular/extended day program.

**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, 110 students are affected, and approximately 12 professional staff. No service personnel would be affected other than bus drivers needed for transportation purposes.

## **8. Proposed innovation's changes in how the school currently operates**

Students who participate in the extended day program will experience a longer instructional day as a result of the innovation. Core content instruction will not be interrupted by the resource schedule.

## **9. Evaluation and accountability plan for activities**

- a. Baseline data for the project includes students' DIBELS and WESTEST 2 data. This data will be analyzed within the PLC's and teaching strategies developed to meet the needs of all students.
- b. It is expected that student achievement scores will increase due to the extended day activities as well as the PLC goal setting initiatives. Progress will be monitored through the following: WESTEST 2 scores, Acuity scores, DIBELS benchmarks, and students' grades. As teachers analyze data, brainstorm ideas, strategize methodologies, implement plans and reassess student outcomes, all students will see growth and success.
- c. Activities will begin in September, 2010 and end in May, 2011.
- d. Persons responsible for leading and implementing activities include: Ms. Michelle Snyder, Principal of WLES, Dr. Keely Camden, Dean of the College of Education at WLU, WLES teachers, WLU professors and WLU students.

## **Research Base**

Extended school days provide time for students to expand their knowledge and to experience activities that help support students' academic growth. According to "Closing the Gap through Extended Learning Opportunities," an NEA policy brief (2008), "Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development" especially in children in poverty (p.1). "Closing the Gap through Extended Learning Opportunities" advocates that "...enrich learning opportunities for students by complementing rather than duplicating school learning" and that "...partnerships between community organizations that share the goals of promoting learning" are essential (p.2). Finally, the NEA policy brief reports that "Policymakers and school administrators in several states are extending the school day as a strategy to provide additional learning time for struggling students" (p.3) In Chicago, former Chief Executive Officer Arne Duncan developed the Chicago Public Schools Community Schools Initiative to provide extended learning opportunities to engage children and their families and the community within the schools (*Chicago Public Schools Community Schools Initiative*, p.1) with the intent to provide programs to support the school's academic program with academic enrichment activities for students.

In addition, the research has been very clear since the early 1980s about the benefits of close collaboration between institutions of higher education and local public

schools who work together as Professional Development Schools through the Benedum Collaborative, according to the “History of the PK/20 Collaborative” from West Virginia University.

Research on the efficacy of professional learning communities and their impact on school improvement is also clear. 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 advocates that “In traditional schools, time is a fixed resource. The length of the school day, the number of minutes per class, and the number of days in the school year are all rigidly set. When time is up, it is time to move on. In a PLC, time is considered a critical component in learning, and the school becomes resourceful in providing additional time for students who need it. If learning is to be the constant for all students, time must become the variable” (p.176). Dufour concludes that schools “...need the ability to create a schedule that supports rather than restricts student learning” (p.177).

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

Policy 2510—indicates the minimum number of minutes of instruction for reading, mathematics, and physical education only.

**Planning Narrative and Budget Page:**

<b>Timeline</b>	<b>Activity</b>	<b>Budget</b>
March, 2010	Planning Grants Awards are distributed.	
March, 2010	Research and plan extended learning opportunities	Substitute teacher pay \$600
March, 2010	Research materials and supplies	\$10,000
March, 2010	Research and plan extended learning opportunities	Substitute teacher pay \$600
April, 2010	Meet with West Virginia University and Monongalia County Schools	Substitute teacher pay \$600 and travel \$400
April, 2010	Meet with Marshall University and Cabell County Schools	Substitute teacher pay \$600 and travel \$600
May, 2010	Research and plan extended learning opportunities	Substitute teacher pay \$600
May, 2010	Research and plan extended learning opportunities	Substitute teacher pay \$600
April-May, 2010	WVDE provides technical assistance to complete Innovation Zone Plan	
June, 2010	Deadline for submission of Innovation Zone Plan	
June, 2010	Research and plan extended learning opportunities (2 day meeting)	\$3,000
July, 2010	WVBE and State Superintendent approve plans	
July, 2010	Attend Conference (TBA)	\$10,000
August, 2010	Research and plan extended learning opportunities (2	\$3,000

	day meeting)	
August, 2010-June, 2011	Implement Plans: Teacher (1)coverage at WLU for 1.5 hours per day	
August, 2010- June, 2011	Implement Plans: Bus drivers (2) needed for extended day transportation to WLU and to student homes.	
August, 2011	Prepare annual review of Innovation Zone progress	
October-December, 2011	Progress report from WVDE to WVBE and WVBE to LOCEA	
<b>TOTAL PLANNING COST = \$30,600</b>		

**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: West Liberty Elementary School

Department (If Applicable):

Notice of Meeting (Date provided to Faculty or Department/Subdivision): Dec. 4, 2009

Meeting Date: Dec. 11, 2009

Faculty Senate Elected Officers:

President: (Name) Gretchen Gill

Signature:

Vice-President: (Name) Anne Griffith

Signature:

Secretary: (Name) Celeste Marshall

Signature:

Treasurer: (Name) Kelly Beck

Signature:

Other: (Name)

Signature:

Service Personnel Representative:

Name: Mary Nicholson

Signature:

Position: K aide

Parent Representatives:

Name: JoJo Ullom

Signature:

Name: Dawn Gebhardt

Signature:

Name: Denise Witt

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: West Liberty Elementary School

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Department (If Applicable):

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Date of School/Department/Subdivision Receipt of Application:

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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:

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County Board of Education Elected Officers:

President: (Name)

Signature:

---

Vice-President: (Name)

Signature:

---

Members:

---

Name:

Signature:

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Name:

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Report:

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Concerns:

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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).

