

*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

B. Information of Applicant:

Entity Applying for Innovation Zone Designation

_____ A school

 x 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: Elementary Consortia consisting of Broadview Elementary, Weirton Heights Elementary, and A.T. Allison Elementary

County: Hancock

Superintendent: Suzan Smith Contact: Betty McGillen

Number of Professional Personnel: 119

Number of Service Personnel: 41

Institution of Higher Education: _____

County Location: _____

C. Narratives for the Innovation Zone Application:

• Project Design:

The narrative shall indicate the results of an assessment of the improvement needs of the eligible applicant.

West Virginia was the second state in our country to sign on to 21st Century learning, and subsequently, adopted the 21st Century Content Standards and Objectives (CSO’s). These standards drive education in the classrooms today. West Virginia also initiated Richard Stiggins’ approach to student involved assessment. From this, Classroom Assessment Network (CAN) 1 and 2 evolved. In CAN 1 and 2, the focus is differences between assessment for and of learning.

Because the focus in the classroom is learning and not teaching, Hancock County’s report card does not reflect true learning. We know education is changing, and our report cards need to reflect these changes. So, to provide students and parents with a better understanding of student expectations, what they are able to do, and to share the student’s progress toward those goals, Hancock County would like to institute standards based grading in grades one through four. Standards based grading is already complete and implemented in kindergarten. Standards based grading aligns with Hancock County’s Strategic Plan WVCSO’s which places an emphasis on student growth, understanding and mastery of skills. It is critical that all students achieve mastery of the WVCSO’s. Students will be evaluated on the standards and topics listed in each content area, and reported in quarters each year.

The result of the needs assessment conducted with teachers indicates a need to change the present grading system, since it is not aligned with the WVCSO's. The results also indicate that the future needs of the school, students, parents and teachers do not allow for efficient reporting of detailed information on student learning. Results of the needs assessment also indicate the need to improve instruction and to provide students with feedback on their performance in the classroom. The needs assessment also indicated that there needs to be a common understanding of what quality performance is and how close we are to achieving it. The need also exists to measure success and effectiveness, and provide for differentiated instruction.

Educators realize that improvement must measure student knowledge and skills. The present report card system is not aligned (as previously mentioned) with the WVCSO's and has letter or percentage grades by subject areas. It does not reflect instructional needs of students and does not give a clear understanding of assessments. Parents and students often do not understand the meaning of grades or the skills that have been taught or learned by simply marking a B in Language Arts. The grades can be misinterpreted and have a false understanding of progress made in the classroom.

The focus of this innovative grant is to use a standards based report card, which will be aligned with the WVCSO's where educators, students, and parents have a thorough understanding of their progress and skills and how they could improve. The standards based report would focus on individual progress of each student with progress monitored with student portfolios. This type of standards based reporting will enhance learning, provide feedback and encourage students to improve in the classroom. This will also provide parents with information of the progress of all standards/topics taught and whether they have been mastered.

Provide the goals and objectives of the project.

The primary goal of standards based grading is to establish better communication among students, teachers and parents. The teachers can gather information on the individual progress (portfolios) of their students in relationship to the standards and adjust their instruction accordingly. Teachers will then make informed instructional decisions, and students will be more motivated and take ownership of their progress. The current report card is inadequate and does not communicate the standards and performance assessments. Educators, students, parents and community members expect more and better communication regarding student learning.

Research says that there is a gap between learning and reporting of grades. Technology today allows teachers the ease of reporting standards based learning. Presently we use QradeQuick; but with standards based reporting, we will use Pinnacle Suite Electronic Grading system which will be aligned with the WVCSO's.

The goal of this project will be to provide an individual standards based reporting system based on the WVCSO's which will provide teachers, students and parents a valuable assessment which will enable them to understand what standards are being learned, progress made and applied, and how the results will be used to improve learning in the classroom and at home. West Virginia CSO's are used to measure the success of the standards based report card. By communicating the progress on the standards by distinguished, above mastery, mastery, below mastery and novice or similar indicators to the parents and students, they can then utilize that information to measure student progress and learning. All stakeholders will realize the value of assessment because teachers will report on the student's academic achievement and report a separate area on life skills. The

stakeholders will use this total student profile to improve learning in the classroom and at home. The objectives of the standards based report are to provide students with a clear picture of their progress, to encourage students to improve, and to have classrooms assessment be formative and frequent (Marzano).

Describe how the innovation is expected to work.

Traditional grading involves assessment such as quizzes, tests, homework and etc. Standards based grading would be individualized and involve learning based on the teaching and student achievement of the WVCSO's. Some methods determined to be effective are Robert Marzano's, Thomas Guskey, Rick Stiggins, Doug Reeves, Ken O'Connor and others. In Hancock County we plan to utilize Marzano's method of grading.

The key to successful implementation of a standards based report card is to periodically meet with parents, students and teachers explaining the need for the change in grading. This individual student education grading, which includes student portfolios, will be discussed through parent conferences, PTA meetings, electronic communication system, telephone calls and newsletters. Periodic workshops will be held where parents will be invited to attend and discuss the proposed grading system. Professional development will be held for elementary consortia teachers in grades 1-4, followed by continuous grade level workshops and PLC's.

This project specifically will have a team of teachers from each grade level deconstruct the WVCSO's, study performance standards and then determine which research based strategies will work for Hancock County in determining the final individual standards based report card. We expect to use achievement indicators which match the performance indicators from our WVCSO's and have the subject areas, and underneath the subject areas use the standards from our WVCSO's. Individual standards based reporting cards will be issued quarterly. Grading would be separate from life skills. In grades K through the fourth grade we would not use letter grades; but according to Marzano we would use the WVCSO's and report mastery in achievement with indicators in the description box. The standards based report card will be successfully implemented because of continuous professional development and effective public relations with the parents, educators, school, students and community.

As previously mentioned, the electronic grade system that goes along with Marzano's grading is Pinnacle Suite. The Pinnacle Suite is currently the only system of its kind that allows teachers to analyze student grade data authoritatively and accurately, as well as providing the greatest flexibility. With Pinnacle, teachers can utilize what is believed to be the most sophisticated approach to standards based record keeping in the industry.

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

Currently, the report card does not address teaching and learning of the WVCSO's. The present grading system does not indicate which skills need to be taught, learned or areas in need of

improvement. In traditional classrooms and grade reporting, the student who does not achieve a specific grade on certain goals will still move on to a new instructional level or the next grade level. With this approach, the student must fit the cookie cutter mold. There is no individualization, and no information is available on what is learned, mastered, or student progress.

The standards based report card will address all these concerns. Each student will have their own individual mold created and the mold will continually change. Students do not move on to a new instructional level until they have mastered the instruction at their current level. The standards based report card would have meaning to teachers, students and parents. We will no longer use a system based on averages. Life skills will not be part of the standards based grade. Parents will not be confused by the percentage system where numbers look like what they have seen in the past. Homework would be selective (only homework based on WVCSO's taught) thereby conserving teacher time and yet giving teachers and parents a sense of the progress of students in their learning.

Standards based grading also helps teachers adjust their instruction, targeting students who have not mastered critical skills. Formative assessments will show distinguished, above mastery, mastery, below mastery and novice or similar indicators based on skills taught. Standards based reports show mastery of fundamental skills and concepts. Extended and challenging work can proceed with higher levels of thinking, such as Blooms taxonomy.

With standards based report cards, teachers find that they are taking a second look at the curriculum. The classes taught have clear and concise standards with levels of mastery. Parents want their children to be successful; therefore, most are open to the new standards based report card.

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

Hancock County must examine the WVCSO's and organized them so they can be used to track student progress. Teachers presently base their grades on a combination of criteria for a single grade in a single subject area. Teachers also base grades on effort, achievement, attendance, improvement and other areas. It is very difficult for parents to understand the meaning of a grade. But with standards based grading, there are clear indicators of achievement separate from marks of effort, homework, work habits and etc. Parents have a better understanding of what standards/topics are taught, assessed and mastered separate from life skills.

One of the first strategies on the county level will be to unpack the WVCSO's by grade levels with guidelines for all elementary consortia teachers in all 1-4 grade levels and develop subject areas with standards/topics underneath. Numerous amounts of professional development from Solution Tree or other school districts who utilize standards based report cards will take place, as needed, by elementary consortia teachers. After grade level teachers decide on standards, assessments and rubrics to be used, the entire team (K-4) will meet to determine consistency from grade to grade level.

Another effective method to achieve the goal of standards based grading is effective communication with parents. Parents will be involved and will understand that the progress of each student will be

individualized with no cookie cutter approach to learning. Parents' input on decisions of the standards based report card is critical for success. Once finalized, the standards based report card will be discussed with the students as a group; and then individual meetings will take place with the students. Home-School communication will be through individual parent/teacher conferences, website, written reports, PTA's, electronic communication and newsletters. The report card will be presented to the board of education for their information. After meeting with the board, reporting results will be made to the public through various forms of media.

A key to the success of standards based report cards is Professional Learning Communities. Three years ago elementary and middle school principals attended a three day workshop in Arizona hosted by Solution Tree. As a result of this workshop, Professional Learning Communities were initiated in Hancock County. In September and October 2009, principals (some for the second time) attended Professional Learning Community workshops in New Mexico, Philadelphia and Florida. As a result of this four-year commitment, every school has active PLC's with time allotted in the schedule for these collaborative teams meetings. These interdependent teams are arranged by grade levels or subject areas, and the teams share a common purpose. They learn from each other and create the momentum that drives school improvement. Collaboration focuses on the critical questions of the learning process of building shared knowledge by clarifying questions that a group will explore together. PLC teams engage in collective inquiry by discussing best practices regarding teaching and learning. They learn by doing, and they are moving from aspirations into actions and putting visions into realities. PLC teams make the commitment that they are to collaborate continuously toward improvement and learning. They also make the commitment that they must attend PLC team meetings. In a PLC, LEARNING rather than teaching is the fundamental purpose in our schools. Common formative and summative assessments will be discussed in the PLC's and how they would be combined to obtain a score for the grade card.

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

Many educators often fail to understand the present reporting system because the information taught in the classroom is not reported in the report card. Parents, educators and others fail to understand the diverse backgrounds, economic situations, motivation of students in the classrooms, thereby, failing to understand the variables in the educational process. The standards based report card eliminates the competitive educational atmosphere in the classroom and concentrates on performance of skills and knowledge taught, understanding the skills taught and how the results of learning will be assessed.

Individual student-led parent conferences will be held to discuss the standards based report, and the teacher will give each parent a detailed explanation of the grading system and student progress. Elementary consortia schools will participate in these conferences with classes being cancelled on a predetermined day. Teachers will set up student-led parent conferences every fifteen minutes. During this time, the student will lead the discussion on his/her standards based report card, portfolio, achievement and mastery.

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.

Every student in kindergarten through the fourth grade will be affected by change to standards based grading. The kindergarten change to standards based reporting occurred this school year. The number of students involved is 820, number of professional staff is 119, and number of service personnel is 41.

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

The mindset of teachers, parents, and community will have to change to effectively make the shift from the traditional report card to standards based report card. Professional Learning Communities (PLC) will become more effective with standards based reporting because assessment will be common and student learning will be based on what is learned in the skill areas. Response to Intervention (RTI) will be more effective with movement to stations based on skill areas not mastered. Techsteps and Acuity will have more meaning to teachers because students need to master test items -- not just taking the test, but using the resources available to reteach skills not mastered. The electronic grading (GradeQuick) will be replaced by Pinnacle Suite which correlates to Standards Based Grading. Formative and summative assessments will need to be consistent from teacher to teacher in the grade or subject areas. Life skills will no longer be part of grading. Before a student moves to the next instructional level, teacher information and student portfolios would have accurate data before determining individual progress to the next steps. Student portfolios have been in place for two years in all elementary and middle schools. Students will be given feedback on their progress and will chart their own achievement level. Elementary school classes will be cancelled for a minimum of one day per school year for these student led parent conferences.

Research Base: This narrative shall discuss and cite the current state of knowledge relevant to the project design. This brief literature review should indicate why the proposed activities were selected or designed. If the proposal builds on prior work, the narrative should indicate what was learned from this work (either success or failure) and how these lessons learned are incorporated in the proposed design.

There is a vast arena of research for standards based grading vs. traditional based grading. Most of the current research indicates the need for a grading system that guides instruction. Tomlinson & McTighe (2006) says that standards based grading should involve measuring students' proficiency on well-defined course objectives. O'Connor (2007) and Tomlinson & McTighe (2006) also stress that grading on standards rather than attendance, behavior, homework and etc. helps students realize

that they will have academic ownership and those areas should be reported separately from academic achievement. O'Connor (2009) says that grading and reporting must be directly related to learning goals and standards, which have become such a large part of education (Marzano & Kendall, 1996). Burke advocates "de-emphasizing traditional grades," "demystifying the entire grading process," and "focusing on the process of learning and the progress of the individual student." O'Connor goes on to say the prime purpose of grades is recognized as communication and competition; and determining student grades is based on a pedagogy that views the teacher's role as supporting learning and encouraging student success. Robert J. Marzano's "Formative Assessment & Standards Based Grading: Classroom Strategies that Work" discusses his research on formative assessments, the need for a new scale, designing assessment, tracking student progress and grading and reporting. Guskey (2006) says that a well-planned report card can help parents relate standards to their children; and when all groups understand what grades or marks mean and how they can be used to improve learning, we will then realize the true value of the standards-based approach.

Since all of the principals have attended professional workshops on PLC and standards based grading, principals agree that changes in grade reporting are necessary. During a recent Principals PLC meeting, the principals participated in a book study on the book *Formative Assessment & Standards Based Grading* by Robert Marzano. Book studies planned for the rest of the year are *Developing Standards-Based Report Cards* by Thomas Guskey and Jane M. Bailey, and *How to Grade for Learning* by Ken O'Connor. Principals will then do these book studies during their school PLC's with the teachers in their buildings. Lessons learned from these book studies will help prepare all stakeholders to make a commitment to make productive changes in grading to benefit our most valuable resource, the students.

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: _____

Department (If Applicable): _____

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

Meeting Date: _____

Faculty Senate Elected Officers:

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

Service Personnel Representative:

Name:	Signature:
Position:	

Parent Representatives:

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

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

(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: **Hancock County Schools: Consortia of A. T. Allison ES, Broadview ES, and Weirton Heights ES**

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 14, 2009**

Date of Special Meeting of County Board of Education: **December 28, 2009**

County Board of Education Elected Officers:

President: (Name)	Gerald Durante	Signature: _____
Vice-President: (Name)	John Manypenny	Signature: _____
Members: _____		
Name:	Patsy Brancazio	Signature: _____
Name:	Christine Fair	Signature: _____
Name:	Laura Greathouse	Signature: _____

Report: Presented to Board at meeting on December 14, 2009, by Superintendent and on December 28, 2009, by B. A. McGillen

Concerns: None

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).

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: Broadview Elementary

Department (If Applicable): _____

Notice of Meeting (Date provided to Faculty or Department/Subdivision): December 7, 2009

Meeting Date: December 21, 2009

Faculty Senate Elected Officers:

President: (Name) <u>Kim Hughes</u>	Signature: <u>Kim Hughes</u>
Vice-President: (Name) <u>LINDA ROMITTI</u>	Signature: <u>Linda Romitti</u>
Secretary: (Name) <u>Charlotte Smedley</u>	Signature: <u>Charlotte Smedley</u>
Treasurer: (Name) <u>Deborah Bennett</u>	Signature: <u>Deborah Bennett</u>
Other: (Name) _____	Signature: _____

Service Personnel Representative:

Name: Florence Pooley Signature: Florence Pooley
Position: Kindergarten Aide

Parent Representatives:

Name: <u>Melody D. Golden</u>	Signature: <u>Melody D. Golden</u>
Name: <u>Sue Ellen Burns</u>	Signature: <u>Sue Ellen Burns</u>
Name: <u>Rashell Wilson</u>	Signature: <u>Rashell Wilson</u>

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

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

Certification
School/Schools Staff Commitment
Department/Departments/Subdivision/Subdivisions
Staff Commitment

Use this form to report the staff commitment regarding the innovation application and plan. A copy must be forwarded to the Innovation Zone Committee with the application and the plan.

School: Weirton Heights Elementary School

Department _____

Notice of Meeting (Date provided to Faculty or Department/Subdivision): 12-2-09

Meeting Date: 12-18-09

Faculty Senate Elected Officers:

President: Colleen Wetzel	Signature: <u>Colleen Wetzel</u>
Vice-President: Shauna Musulin	Signature: <u>Shauna Musulin</u>
Secretary: Michalene Mills	Signature: <u>Michalene Mills</u>
Treasurer: Roberta O'Brien	Signature: <u>Roberta O'Brien</u>
Prof Staff Develop Kathy Carey	Signature: <u>Kathy Carey</u>

Service Personnel Representative:

Name: <u>Noreen Saxon</u>	Signature: <u>Noreen Saxon</u>
Position: <u>Kindergarten Aide</u>	

Parent Representatives:

Name: <u>Debbie Rudiger</u>	Signature: <u>Debbie Rudiger</u>
Name: <u>Chrissy Fierro</u>	Signature: <u>Chrissy Fierro</u>
Name: <u>Erica Mikula</u>	Signature: <u>Erica Mikula</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).

Paul J. Carey Principal



WEIRTON HEIGHTS PTA

To Whom It May Concern:

We are writing this letter in support of the innovation grant for Hancock County Schools. Mr. Frank Carey, our principal explained to us the premise of the grant application. We are in favor of standards based report cards. This will give parents, teachers and students a better grasp on exactly what skill children have mastered and what skills need interventions. We also like the idea that children will be assessed on what they know at the end of the reporting period rather than what they have done over a period of time. We know that children learn at different rates and now we will be able to document exactly what the students know at certain period of time.

We support this grant to gain money for teachers' time and professional development in changing from traditional grading practices to standard based grading.

Gratefully submitted:

Myka O'Connor
Lisa Pret
H Williamson
Holly C. Siamant
Cindy D. Lippert
Jon Burson

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: AT Allison
Department (If Applicable): _____
Notice of Meeting (Date Provided to Faculty or Department/Subdivision): 12/08/09
Meeting Date: 12/18/09

Faculty Senate Elected Officers:

President: (Name) <u>Patricia Ferris</u>	Signature: <u>Patricia Ferris</u>
Vice-President: (Name) <u>Judith Pittinger</u>	Signature: <u>Judith Pittinger</u>
Secretary: (Name) <u>Amanda Fisher</u>	Signature: <u>Amanda Fisher</u>
Treasurer: (Name) <u>Amy Wilson</u>	Signature: <u>Amy Wilson</u>
Other: (Name) _____	Signature: _____

Service Personnel Representative:

Name: DIANA FLOWERS Signature: Diana Flowers
Position: Secretary

Parent Representatives:

Name: <u>Wendi Decapio</u>	Signature: <u>Wendi Decapio</u>
Name: <u>Melissa Severs</u>	Signature: <u>Melissa Severs</u>
Name: <u>Christine Wyn</u>	Signature: <u>Christine Wyn</u>

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

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



"SCHOOL OF EXCELLENCE"

A. T. Allison Elementary School

600 Railroad Street • Chester, WV 26034

Linda Robinson, Principal

lrobinso@access.k12.wv.us

December 14, 2009

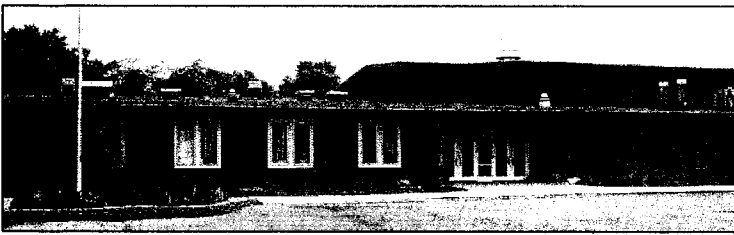
To Whom It May Concern:

I am writing this letter as President of A. T. Allison P.T.A. Miss Robinson has explained the Standards Based Report Card, and we are in support of it.

Sincerely,

Christine Wynn
President, A.T.Allison Elementary P.T.A.

Glendi Decapio, VP PTA-ATA
Melissa Levers, Sec - PTA-ATA
Christine Wynn, Pres .PTA-ATA.
Stacy Theris PTA.



"SCHOOL OF EXCELLENCE"

A. T. Allison Elementary School

600 Railroad Street • Chester, WV 26034

Linda Robinson, Principal

lrobinso@access.k12.wv.us

December 14, 2009

To Whom It May Concern:

I am writing this letter as President of A. T. Allison LSIC. Miss Robinson has explained the Standards Based Report Card, and we are in support of it.

Sincerely,

Vicky Snider
President, A.T.Allison Elementary LSIC

**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: Hancock County Schools: Consortia of A. T. Allison ES, Broadview ES, and Weirton Heights ES

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 14, 2009

Date of Special Meeting of County Board of Education: December 28, 2009

County Board of Education Elected Officers:

President: (Name)	Gerald Durante	Signature:	<i>Gerald Durante</i>
Vice-President: (Name)	John Manypenny	Signature:	<i>John Manypenny</i>
Members:			
Name:	Patsy Brancazio	Signature:	<i>Patsy Brancazio</i>
Name:	Christine Fair	Signature:	<i>absent</i>
Name:	Laura Greathouse	Signature:	<i>Laura Greathouse</i>

Report: Presented to Board at meeting on December 14, 2009, by Superintendent and on December 28, 2009, by B. A. McGillen

Concerns: None

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).