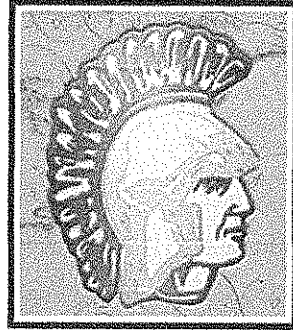


**West Virginia Board of Education
Innovation Zone Application**



**Hampshire High School
Freshman Innovation Team,
Monarch Learning Center Expansion,
&
Senior Project/E-Portfolio
Project**

**Submitted by:
Michelle Cunningham
Jessica Biser
Brandi Edgell
Megan Fuller
Candy K. Canan**

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: **Hampshire High School**

County: **Hampshire County**

Superintendent: **Robin J. Lewis**

Number of Professional Personnel: **18**

Number of Service Personnel: **2**

Institution of Higher Education:

County Location:

Narratives for the Innovation Zone Application:

- **Project Design:**

Teachers, counselors, and administrators have identified current and past programs that have had a positive impact on students at Hampshire High School. Statistics show that our past freshman academy, which was initiated in 2006, showed a significant reduction in discipline referrals, as well as failure rates, in comparison to the freshman classes who have not been provided the same opportunity. We, the Innovation Team at Hampshire High School, would like to reinstate some of the elements of the original freshman academy program, while improving upon the concept by initiating the Freshman Innovation Team (FIT), for the freshman of the 2010-2011 school year.

In addition, the end of year statistics of the alternative education day and night programs have indicated academic success and marked behavior improvements for students who are at risk and cannot be served in the regular population. Unfortunately, this service can only be provided to a small percentage of the students at the secondary level. During the 2008-2009 school year, this program serviced 2.2% of the middle school population, and 3.7% of the high school population. The Innovation Team would like to redesign the program as the Monarch Learning Center that will not only serve students in alternative education, but also provide opportunities for regular education students who are at risk. The instructors at the Monarch Learning Center will provide training and support to the regular education staff to improve academic, social, and emotional obstacles in their individual classroom.

Another initiative that we would like to bring a focus to at HHS, is the implementation of a Senior Project and/or E-Portfolio project, elements of which would begin during the freshman year and continue throughout the four years of high school. This implementation would allow our students an opportunity to integrate academic and/or skill course components with research, real-world problem solving skills, and project based learning opportunities. The innovation team would like to see the completion of a Senior Project and/or E-Portfolio as a requirement for graduation, which would count as one of the elective credits toward graduation.

The combination of the Freshman Innovation Team, the Monarch Learning Center, and the implementation of the Senior Project and/or E-Portfolio will provide the necessary elements to ensure that ALL students have an equal opportunity for academic success.

Goals & Objectives:

- ❖ Increase opportunities for enrichment and remediation throughout the entire calendar year
- ❖ Train staff in effective motivational and coaching strategies
- ❖ Decrease the failure rate
- ❖ Decrease discipline referrals
- ❖ Decrease the drop out rate
- ❖ Increase the attendance rate
- ❖ Increase student achievement through implementation of project based learning
- ❖ Increase opportunities for advanced technology applications and 21st Century Skills
- ❖ Modify school schedule
- ❖ Provide a safe school environment for all students
- ❖ Increase the percentage of students who reach mastery level on standardized assessment across core content areas
- ❖ Encourage active student participation and involvement in school and community
- ❖ Involve stakeholders (business, parents, elected officials, community, LSIC) in the implementation of the Innovation Initiative
- ❖ Network with outside counseling agencies (Barry Robinson Center, Family Preservation, Potomac Highlands Guild) to provide support for substance abuse, anger management, parenting, etc.

Describe how the innovation is expected to work.

- ❖ Provide a small learning environment as a transitional support system for all incoming freshman
- ❖ Expand the Monarch Learning Center
- ❖ Design and implement a developmental guidance model that will provide students with emotional and academic support
- ❖ Provide professional development for 21st century curriculum strategies and techniques geared student academic success
- ❖ Provide staff training on positive techniques to address student behavior and classroom management
- ❖ Provide staff training on Senior Project and/or E-Portfolio Model
- ❖ Utilize the Positive School Climate Team, Friends of Rachel, and Peer Helper Organizations to reduce violence and improve school culture
- ❖ Analyze data to at frequent intervals to enrich and improve the overall school climate
- ❖ Develop an Intramural Program to promote physical fitness and healthy recreational choices
- ❖ Develop and implement a summer connections program for at-risk students
- ❖ Develop and implement after school clubs and promote community involvement and citizenship

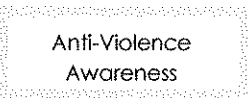
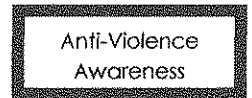
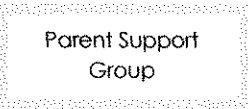
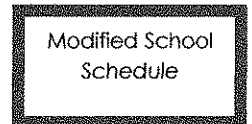
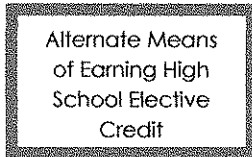
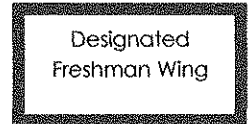
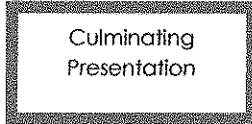
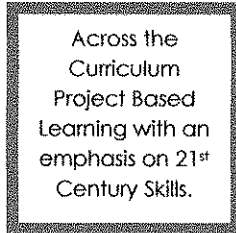
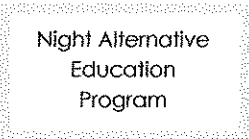
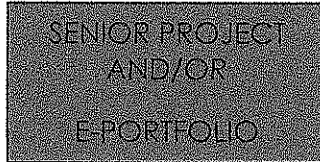
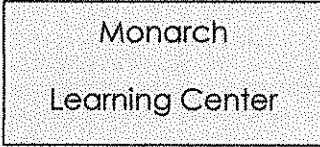
How does the innovation solve the stated problem or create a new idea?

Freshman will have an opportunity to learn in a smaller, more structured, environment with extensive training in study skills, social skills, and life skills. Reducing class size allows a more focused attention to individual student needs; thus allowing for a greater likelihood that students who are at risk are quickly identified for additional support services. This model will provide a positive rapport between teacher, student, and parent setting the stage for success at Hampshire High School.

Expanding the Monarch Learning Center and providing additional summer and counseling services to students will further ensure that ALL students are provided the tools necessary for success in life. The program will focus on improving self-concept, teaching students decision-making skills, and supplying students with the necessary prevention skills to overcome obstacles in their lives.

The implementation of the Senior Project and/or E-Portfolio will provide our students with the skills necessary to enter the workforce and/or higher education. Students will enhance skills learned previously through academic and/or skill areas and develop a culminating project or portfolio to highlight accomplishments throughout the time they have been enrolled in high school. Students will gain an understanding of the importance of collaboration and communication between themselves and teachers. Teachers will work with students throughout the duration of the time they are enrolled at Hampshire High School to develop the portfolio and/or presentation of the final project. This system will also allow students to see the value of the content they have mastered as they will be required to integrate the various components of English, Mathematics, Science, Social Studies, Career Technical Education, and/or other independently selected electives and courses unique to each student.

Methods or strategies to be used to achieve the goals & objectives.



**COMMON ELEMENTS SHARED BY ALL
INITIATIVES**

Student Teacher Mentorship Program

Academic Support System

Data Driven Decision Making

Study Skills Curriculum

Social Skills Training

Increased Counseling Services

Professional Development and Staff Training

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

Having the ability to contain freshman and at-risk students into a smaller learning community will allow students to focus on self-improvement, and, it will allow teachers to focus on the transitional, academic and social skills that ALL students need for success in high school. Greater flexibility in the school calendar for these two programs will further allow teachers opportunities to collaborate in the planning and designing of new innovations. Possible planned modification of the school calendar could include:

- ❖ An early beginning date for freshman students and teachers; and/or
- ❖ Scheduled collaborative planning sessions at the end of each 9-week grading period for teachers.

Allowing students the opportunity to work toward a culminating project as they progress through their high school years, will require additional time and effort. This time and effort should be recognized and acknowledged through the issuance of an elective credit. Having this in place will allow students to pursue, within their yearly schedules, other areas of interest, while continuing to work on a final product, which highlights their accomplishments.

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.

- ❖ This proposed project would initially affect approximately 400 students and 20 professional and/or service personnel beginning in school year 2010.
- ❖ As the Senior Project and/or E-Portfolio develops, more staff will become involved in the process.
- ❖ We strongly believe that this project will impact ALL staff and students at Hampshire High School, as teachers receive better prepared students, and as students progress through all grade levels at HHS.

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

The proposed changes will allow for training and support for staff throughout the school year in an effort to have a successful learning environment. At-risk students and freshman will be provided with a small learning community to support academic success, setting the stage for graduation and a successful transition into adulthood.

Students, during their freshman year, will begin the process of developing their framework for their Senior Project or E-Portfolio. This process will enable students to "think forward" and begin to plan ahead for the culminating project. Working toward the project throughout the duration of their high school years will further allow plenty of time for students to research, revise, develop, and test their ideas, theories, and creations. This process will be one in which students can reflect upon, learn much from, and use to further themselves in the world of work or higher education.

Research Base:

Research indicates that the transition from the eighth grade year to the freshman year is a crucial period for teenagers. Adjustment problems during this transition phase include decreases in grade point average, attendance, feelings of connectedness, co-curricular participation and increases in anxiety concerning school procedures and older students, social difficulties, and changes relationships with parents (Isakson & Jarvis, 1999). In addition to the obvious academic struggles these factors may cause, behavior problems in the form of suspensions and expulsions appear to rise considerably early in the ninth grade year (Graber & Brooks-Gunn, 1996).

According to the Student Enrollment by Grade and Percentage of Total Enrollment statistics for 2004-2005, the highest percentage of the total high school population is comprised of ninth grade students. This is due to the disproportionate number of freshman that are not promoted to sophomore status at the end of the school year (Wheelock & Miao, 2005). In fact, the “bulge” of ninth grade students has more than tripled in the last 30 years, rising from 4% to 13% (Haney et al., 2004).

Student self-reports have indicated that more support would ease their transition from middle school to high school. One initiative that has seen success in this area has been the development of the Freshman Academy Concept. Major goals of a freshman academy system are to improve attendance rates, reduce discipline problems, ensure and increase the academic success of all students and increase participation in the total school program. The Monarch Learning Center, although a separate entity, is an extension of the transition philosophy. This program which serves a more targeted at-risk population helps to transition students who are struggling to be successful in a larger classroom setting be served in a smaller setting. These students can receive an education in a smaller classroom setting and then transition back into the larger setting when they are ready. Students receive more individualized help as well as counseling on attendance, academic, social and behavioral issues.

In addition to creating a supportive transition from middle school to high school and increased supports within the high school career through the Monarch Learning Center, it is also important to aid in the final transition from high school to college and/or career. Through research, Cassell (2000) believes that individual-centered high school portfolios and/or senior projects are an important tool in high school career development. These should begin during the freshman year and, with the help of mentors and advisors, be modified throughout each student’s education. Students should use the portfolio/project to track career plans, activities, interests, character education, aspects of the student’s educational development and extra-curricular activities.

By creating a smaller learning community that is focused on the successful transition into the freshman year and beyond which actively involves students, parents and staff members, students are less likely to drop out of high school. In schools where transition programs are fully operational, researchers saw a dropout rate of 8%, while schools without transition programs averaged 24% (Reents, 2002).

Research Base:

Currently the ninth grade students at HHS are operating on a schedule that coincides with the schedule being followed by the general population of 10th, 11th, and 12th grade students. This does not offer an opportunity for students to transition successfully into the new school environment.

Historically at Hampshire High School academic failures and discipline offenses are statistically high. During the first quarter of the 2009-2010 school year, discipline among freshman students has risen to a total of 136 separate offenses. During the same time frame in which a Freshman Academy was established during the 2006-2007 school year, discipline offenses at Hampshire High School totaled only 33 offenses.

Current data regarding failure rates project that the present freshman class has 56 students that are failing two or more classes at this time. Similar data shows that during the comparable time frame of the 2006-2007 school year the number of freshman who were failing two or more classes was 11.

The Hampshire County Alternative Education Learning Center's end of the year report indicates marked improvements in the areas of attendance, behavior, motivation and academic success.

Statistics are as follows:

- ❖ 61 students served
 - 48 students in day school
 - 13 students in night school program
- ❖ 83% students maintained faithful attendance and 9 % had perfect attendance.
- ❖ 55% of students maintained a 2.0-2.9 grade point average
- ❖ 36% of students maintained a 3.0-4.0 grade point average
- ❖ Senior Statistics
 - 28% college placements
 - 21% technical school placements
 - 7% armed services
 - 37% job placement

Students above were placed in Alternative Education through expulsion or through an At-Risk referral process. Previous to placement, these students were not experiencing success in school and often would not come to school. There exists a strong belief among members of the Innovation Team that this service should be available to more students. The team would like more teachers to be trained in the use of techniques used at the Alternative Education Learning Center.

Policies or Code that Prohibit or Constrain the Design:

- Waiver request of County Policy 8210-School Calendar-beginning dates
- Waiver request of WVDE Policy 2510 relating to credits. Senior Project/E-Portfolio ongoing project to be established during 9th grade year. Students will not have classes established daily within the schedule to equate to the 8100 minutes of instructional minutes required; yet students completing the project will devote time above and beyond this over the course of 4 years in completing the elements of the project, as time away from school will count toward credit earned.

Planning Narrative and Budget Page:

In order to implement our proposals and meet the needs of the 21st Century Learner we anticipate the need for the following activities:

FOCUS	ACTIVITY	# of Staff	DATES	COST
Freshman Innovation Team	Focus on Freshmen 2010	10	July 11-13	\$15,000.00
Freshman Innovation Team	Making the Move-Ninth Grade Transition Conference	10	February 4-5 2010	\$4,000.00
Monarch Learning Center Expansion	National At-Risk Education Network Conference	5	February 15-18 2010	\$3,500.00
Senior Project/E-Portfolio	East Greenwich High School, RI	5	Spring 2010	\$3,500.00
E-Portfolio	Training	10-15	Spring/Summer 2010	\$2,000.00
All initiatives	Training/Site-Visits/Presenters	10-15	Spring/Summer	\$4,000.00
				\$32,000.00

POSSIBLE TRAINING TOPICS TO INCLUDE:

- Project Based Learning
- Technology Integration
- Differentiated Instruction
- Character Development
- Data Analysis/Data Driven Decision Making
- APL Training
- Freshman Innovation Team Planning and Collaboration
- Monarch Center Staff Planning and Collaboration
- State Department Collaboration Training
- E-Pearl (Electronic Portfolio Encouraging Active Reflective Learning)

Bibliographical Resources:

Cassell, R.N. (2000). The ten imperatives of a person-centered high school student portfolio. *Education*.

Graber, J.A., & Brooks-Gunn, J. (1996). Transitions and turning points: Navigating the passage from childhood through adolescence. *Developmental Psychology*, 32(4), 786-776.

Haney, W., et al. (2004). *The education pipeline in the United States 1970-2000*. Chestnut Hill, MA: The National Board on Educational Testing and Public Policy.

Isakson, K., & Jarvis, P. (1999). The adjustment of adolescents during the transition into high school: A short-term longitudinal study. *Journal of Youth and Adolescence*.

Reentz, J.N. (2002). Isolating 9th graders: Separate schools ease the academic and social transition for high-school bound students. *The School Administrator*.

Wheelock, A., & Miao, J. (2005). The ninth grade bottleneck. *The School Administrator*.

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: Hampshire High School
 Department (If Applicable): _____
 Notice of Meeting (Date provided to Faculty or Department/Subdivision): Oct. 28 + Dec 14
 Meeting Date: Dec. 10 + Dec 15

Faculty Senate Elected Officers:

President: (Name)	<u>William Chaney</u>	Signature:	<u>William Chaney</u>
Vice-President: (Name)	<u>JAN LEMMEADOWS</u>	Signature:	<u>Jan Le Meadows</u>
Secretary: (Name)	<u>Teresa Orndorff</u>	Signature:	<u>Teresa Orndorff</u>
Treasurer: (Name)	<u>Kae Piraino</u>	Signature:	<u>Kae A Piraino</u>
Other: (Name)	<u>Megan Fuller</u>	Signature:	<u>Megan Fuller</u>

Service Personnel Representative:

Name: Cheryl S. Davis Signature: Cheryl S. Davis
 Position: Secretary

Parent Representatives: L. Sue Saville

Name:	<u>L. Sue Saville</u>	Signature:	<u>L. Sue Saville</u>
Name:	<u>Alice Marsh</u>	Signature:	<u>Alice Marsh</u>
Name:	<u>James M. Tyree (JAMES M. TYREE)</u>	Signature:	<u>James M. Tyree</u>

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

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

County Board or Boards
Report on Innovation Application/Plan

Use this form to report the county board or boards and superintendent's support or concerns, or both, about the innovation to the principal and faculty senate. A copy must be forwarded to the Innovation Zone Committee with the application and the plan.

School: Hampshire High School

Department (If Applicable): _____

Date of School/Department/Subdivision Receipt of Application: 11/25/09

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: 12/21/09

County Board of Education Elected Officers:

President: (Name) BERNARD H. HOTT Signature: Bernard H. Hott

Vice-President: (Name) Linda J. Baker Signature: Linda J. Baker

Members: _____

Name: Gerald A. Mathias Signature: Gerald Mathias

Name: James C. Breinig Signature: James Breinig

Name: Lisa J. Hileman Signature: Lisa J. Hileman

Report: _____

Concerns: _____

Report of the local education agency must be forwarded to school/department/subdivision for submission to West Virginia Board of Education with their application/plan).

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

Hampshire High School

HC 63 Box 1970
Romney, WV 26757
304-822-5016
304-822-5760 (Fax)

Candy K. Canan
Administrative Principal

Erino Leone
Assistant Principal
Attendance & Athletics



Patty Lipps
Assistant Principal
Special Education

Leo Costello
Assistant Principal Career
Tech Ed

To Whom It May Concern:

We would like to address our support for the grant that is currently proposed by the Innovation Team. We understand that this grant is being written to improve and expand the At-Risk programs, Enrichment programs, and freshmen transition programs that are available at the Hampshire County secondary schools. We need change and this program will help initiate it, and we are behind if fully!

The goals of this program are to implement:

- The Freshmen Innovation Team (program for incoming freshmen)
- Expansion of the Monarch Learning Center to serve more students
- Enrichment programs
- Project based learning programs
- Staff development for 20th/21st Century curriculum
- Intramural programs during the school day and after
- "Summer Connections" for at-risk kids
- "Learning Through The Arts" enrichment programs
- Student support mentorship program involving community members
- Special transportation (when needed)

We are certain that these goals will increase school involvement and create a more safe and positive learning environment. It will promote academic success, social structure within the school, and bring character development and pride back to the school. It will also promote parental, community and business involvement within the county. These changes will support and promote our anti-violence stance with Rachel's Challenge Program. It will decrease drop-out rates, discipline referrals, and failure rates. The proposed program will give necessary training and support for students and staff.

To whom it may concern we want to stand behind this Innovative Grant Program and want to make it known that we are in support of this change!

Thank you,

County Commissioners

Steve Slonaker

Robert Hott

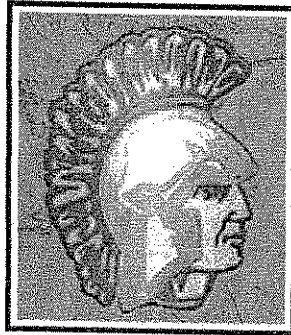
David Parker

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At this time let it be known that the Local School Improvement Council voted unanimously to approve the writing of the Innovation Zone Grant. The LSIC supports the writing of this grant for Freshman Academy, Expansion of Monarch Learning Center and Senior Projects/Portfolios. The LSIC met on Thursday, December 10th, 2009 at 4:30pm.

L. Sue Saville
President of LSIC

Hampshire High School

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Thank you,

LSIC HHS Team
Jane Meadows, Sue Saville, and James Tyree

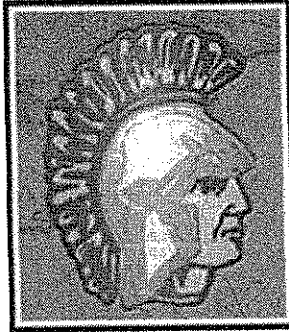
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Jane Le Meadows

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To whom it may concern we want to stand behind this Innovative Grant Program and want to make it known that we are in support of this change!

Thank you,

Positive School Climate Teacher Team

Christine Duppelma

Joe Pirano

Bob [Signature]

Regina Kenney

W.P. [Signature]

Case [Signature]

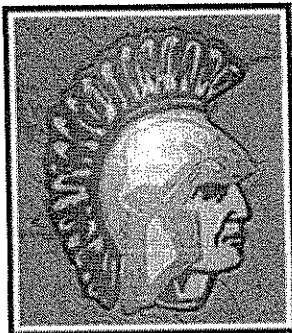
Angela [Signature]

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- special transportation (when needed)

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To whom it may concern we want to stand behind this Innovative Grant Program and want to make it known that we are in support of this change!

Thank you,

Freshmen Core Teachers

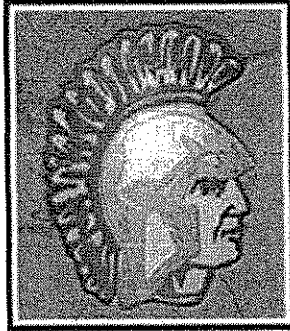
Brandi Edgel
Jessica D. Biser
Susan Stausach
Tae Luano
Bennie Gardner
Angie Salt
Mark D. Fields
W. C. Moore

Hampshire High School

HC 63 Box 1970
Romney, WV 26757
304-822-5016
304-822-5760 (Fax)

Candy K. Canan
Administrative Principal

Erino Leone
Assistant Principal
Attendance & Athletics



Patty Lipps
Assistant Principal
Special Education

Leo Costello
Assistant Principal
Career Tech Ed

To Whom It May Concern:

We would like to address our support for the grant that is currently proposed by the Innovation Team. We understand that this grant is being written to improve and expand the At-Risk programs, Enrichment programs, and freshmen transition programs that are available at the Hampshire County secondary schools. We need change and this program will help initiate it, and we are behind if fully!

The goals of this program are to implement:

- The Freshmen Innovation Team (program for incoming freshmen)
- Expansion of the Monarch Learning Center to serve more students
- enrichment programs
- project based learning programs
- staff development for 20th/21st Century curriculum
- intramural programs during the school day and after
- "Summer Connections" for at-risk kids
- "Learning Through The Arts" enrichment programs
- student support mentorship program involving community members
- special transportation (when needed)

We are certain that these goals will increase school involvement and create a more safe and positive learning environment. It will promote academic success, social structure within the school, and bring character development and pride back to the school. It will also promote parental, community and business involvement within the county. These changes will support and promote our anti-violence stance with Rachel's Challenge Program. It will decrease dropout rates, discipline referrals, and failure rates. The proposed program will give necessary training and support for students and staff.

To whom it may concern we want to stand behind this Innovative Grant Program and want to make it known that we are in support of this change!

Thank you,

National Honors Society Members of HHS

**See attached list
of students*

