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Innovation Zone Designation
**COMPETITIVE GRANT
APPLICATION**

Submitted by

**PUTNAM COUNTY
HIGH SCHOOLS**

December 2009

B. Information of Applicant:

Entity Applying for Innovation Zone Designation

- A school
- One or more schools acting as a consortia
- A group of schools seeking designation across the same subdivision or department of the schools
- A school seeking designation of a subdivision or department
- A higher education institution

Name of Entity Applying:	Putnam County High Schools
County:	Putnam County
Superintendent:	Harold "Chuck" Hatfield
Number of Professional Personnel:	254
Number of Service Personnel:	72
Institution of Higher Education:	NA
County Location:	RESA 3

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.**

Putnam County High Schools recognize the need for drop out prevention. Compared with the state graduation rate in 2008-2009 of 83.78%, our county data was more favorable at 88.48%. Even though our average was above the state's, we must guard against the "good to great" pitfall. Instead of focusing on numbers, more importantly, our center of attention is on approximately 12% or 80 students for that year alone who will face the consequences of their choice to drop out. For those who fail to graduate, the future looks dismal. The following data supports our concern:

"It is estimated that 1.2 million students leave high school without a diploma each year. 30% of federal inmates, 40% of state prison inmates and 50% of persons on death row are high school dropouts. A high school diploma is a "crucial predictor of future success" with most jobs requiring increased competencies." (<http://www.nsdac-ohanayouth.com/highschoolstatics.html>)

"Young men and women who dropped out of high school very recently are much more likely to be unemployed than their counterparts who graduated." (<http://www.bls.gov/opub/ted/1999/jul/wk2/art01.htm>) The jobless rate for 2008 high school dropouts was 39.5 percent. (<http://www.bls.gov/news.release/hsgec.nro.htm>)

"Thirty-seven percent of high school dropouts and 19 percent of high school graduates not enrolled in college were neither employed nor in training during the October when they were age 21." (<http://www.bls.gov/news.release/nlsyth.nro.htm>)

"Ninth grade appears to be a very precarious stretch on the road to graduation. Dropout prevention efforts should therefore focus intensively on grade nine (Allensworth & Easton, 2005; Neild, Stoner- 2

Eby & Furstenberg, 2008; Steinberg & Almeida, 2008).” The authors also emphasize the need for closer coordination between middle schools and high schools to ease the transition to ninth grade. <http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/K/KIDSCOUNTIndicatorBriefReducingtheHighSchoolD/HighSchoolDropouts.pdf>)

Research indicates that layers of interventions are necessary in order to intervene with students while there is still time and hope for academic success and personal well-being. We have several programs in place to provide these layers, including a dropout prevention program which has been created by Putnam County high school educators working diligently for the past three years in its development.

Our vision for secondary schools includes a collaborative environment in which high school educators have time and resources to address student learning needs. The ultimate goal is to increase the level of mastery for each student and to help each student graduate ready to meet the challenge of postsecondary plans. To accomplish this, educators must learn with each other as well as from each other. The traditional high school setting does not permit, let alone encourage, collaboration to support student learning. Pockets of collaboration occur as intuitive teachers recognize the need, but not on a large scale nor systematically. Building capacity for shared leadership through collaboration will permit us also to build on the foundation of our Freshman Transition Program. We will “grow change” from the ninth grade up until all grades focus on data.

We recognize the need to build collaboration into our system, and we have taken steps toward building the system that is in our vision. The Innovation Zone opportunity is a serendipitous opportunity for Putnam County high schools. Putnam County high schools have worked on setting up a consistent program through a planned gradualism approach. Three years ago, we began investing time and resources into the freshman transition program. At the same time, we started working on book studies and small learning community groups. Several county high school representatives are members of the West Virginia Department of Education’s Classroom Assessment Network. Since the inception of C.A.N. in the fall of 2008, our county team members have trained other school administrators and small groups of educators in the professional learning community model. Now that we have established a base of knowledge, we are ready to expand our efforts.

An integral component of drop out prevention is the successful transition of incoming 8th graders into high school. A successful strategy with a research base, the Freshman Transition Program, has been used in other states. This program addresses both the academic and personal development associated with success in high school. We propose to implement this program in all of four of our high schools. Each Freshman Transition Program includes a data room to help freshman teams of educators target and address specific student needs. Link Crew, a student leadership program aimed at supporting freshmen, is an important part of each school program. The freshman program at each high school started several years ago with simple requirements such as a parent orientation, “move up day” at the end of each school year, etc. However, we recognized the need for a program rather than a series of activities. Each year we have worked to improve our programs and increase expectations at each school. Today’s school programs include data rooms and 45 day action plans. Freshman teams learn to develop interventions to meet needs of students and help students stay in school. Link Crew is one component of the freshman transition program at each high school. It provides leadership development activities for teachers and students who serve on each Link Crew team. We send new adult teams to the Link Crew training annually to continue to build capacity for this valuable program. One experienced principal has described Link Crew as the best training he has attended in over 30 years as an educator. Student council members, some of whom are Link Crew Student Leaders, report satisfaction with the program as well. They state that, because of Link Crew, freshmen are more likely to seek out a student leader to ask for help.

Putnam County Data

High School Drop-Out Numbers 2003 – 2009						
	03-04	04-05	05-06	06-07	07-08	08-09
BHS	11	13	9	16	13	11
HHS	42	32	31	44	61	39
PHS	28	10	19	20	28	24
WHS	16	25	20	28	32	14
Total by Year	97	80	79	108	134	88

9 th Grade Drop-Outs By School/Year						
	03-04 9 th	04-05 9 th	05-06 9 th	06-07 9 th	07-08 9 th	08-09 9 th
BHS	4	5	1	5	0	1
HHS	6	5	8	12	19	10
PHS	9	2	8	3	8	5
WHS	5	2	6	6	10	1
Total Freshmen by Year	24	14	23	26	37	17

Graduation Rate Report by School								
2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
PUTNAM COUNTY								
520 - 91.06%	495 - 90.94%	593 - 87.02%	555 - 87.00%	561 - 87.66%	593 - 89.44%	608 - 88.63%	533 - 88.30%	0 - 88.44%
STATE TOTALS								
18,452 - 87.95%	17,147 - 85.73%	17,272 - 83.37%	17,327 - 83.99%	17,106 - 84.29%	16,763 - 84.56%	17,391 - 84.66%	17,257 - 83.96%	0 - 83.78%
Buffalo High School								
50 - 98.00%	63 - 94.03%	55 - 90.16%	58 - 89.06%	65 - 89.04%	70 - 86.42%	72 - 83.72%	50 - 82.81%	82 - 89.53%
Hurricane High School								
210 - 89.70%	188 - 88.68%	257 - 85.10%	235 - 86.19%	209 - 82.61%	225 - 90.00%	233 - 91.37%	220 - 89.07%	219 - 90.20%
Poca High School								
112 - 87.20%	90 - 88.24%	113 - 86.92%	102 - 79.53%	107 - 88.43%	128 - 87.67%	126 - 87.50%	95 - 86.36%	113 - 81.06%
Winfield High School								
148 - 94.04%	154 - 94.38%	168 - 89.19%	160 - 93.02%	180 - 93.26%	170 - 91.40%	177 - 88.06%	168 - 90.32%	193 - 90.57%

* Number of Graduates - Graduation Rate

Link Crew is the program used for Freshman Transition opening day. It pairs student leaders with small groups of ninth grade students for leadership activities. "Link Crew leadership is about more than events; it is about helping freshmen achieve success and it is that initial success that propels freshmen toward continued success throughout high school."
<http://www.boomerangproject.com/link>

The Grad Nation report from America's Promise Alliance states, "Dropouts are more likely than high school graduates to be unemployed, in poor health, living in poverty, on public assistance, and single parents to children who drop out of high school." This document also provides examples of "early warning system" for at risk 9th graders. The goal for the early warning system is to ultimately "create inventories that can be used to guide interventions". (Everyone Graduates Center and America's Promise Alliance, 2009)

With the knowledge of the importance of a strong freshman transition program to improve our dropout rate, we have implemented the following interventions:

Articulation Chart for Dropout Prevention and Freshman Transition 2006-2010 Putnam County High Schools	
Year	Activity or Focus
2006-2007	<ul style="list-style-type: none"> ▪ Recognized need to transition ▪ Started optional book study with small groups led by a retired teacher leader at each school ▪ Summer professional development sessions on Freshman Connection and freshman transition activities ▪ Professional development on effective teaching strategies & s-b lesson planning ▪ Contacted sponsors and investigated need for county student leadership committee ▪ Require basic orientation, parent teacher conference ▪ Began to review credit recovery options and ideas ▪ Started county Tech Ed Committee to increase communication between middle, high, technical schools and to develop relationship with business and community representatives ▪ Begin departmental conversations through regular county department chair meetings ▪ Implemented College Summit at Buffalo High to increase postsecondary enrollment
2007-2008	<ul style="list-style-type: none"> ▪ Attended Freshman session at national conference – Mike Hall ▪ Started freshman meetings and training ▪ Professional development provided on using assessments to promote student learning, & effective freshman transition strategies, and building a 21st Century framework ▪ Started Link Crew student leadership training ▪ Provided research to schools and developed freshman committees ▪ Investigated reasons for dropouts ▪ Recognized need for relationships ▪ Freshman Transition starts to develop into program rather than activities ▪ Began group sharing of freshman team ideas and plans ▪ Start matching up reasons with actions ▪ Held student leadership meetings and sponsored first summer student leadership conference summer 2008 ▪ Improve the 9th grade, improve the school ▪ Recommendations for monthly transition activities ▪ Superintendent requires dropout conferences with principals ▪ Started credit recovery using various venues and supplemental material ▪ Started master schedule meetings per high school with Curriculum Team ▪ Started student survey for all high school students by grade ▪ Added CTE representatives to LA and Math training sessions, vertical teams, etc. ▪ Continue Tech Ed Committee and work on improving middle school awareness of technical opportunities ▪ Implemented vertical team sessions for language arts and math (middle school and high school)

2008-2009	<ul style="list-style-type: none"> ▪ Continued Link Crew & sent another adult team for training per school to build capacity ▪ Started first day of school freshman activities with Link Crew ▪ First round of freshman program – with school freshman transition plan and school freshman transition teams – started meetings and training with Mike ▪ Second summer student leadership conference 2009 ▪ Purchased High School 101 materials; coordinate with 8th grade ▪ Transition activities required ▪ Recommendations for data room ▪ Developed & implemented 8th grade program of study document ▪ Continued to develop credit recovery options and increased summer availability ▪ Added Algebra Support to master schedule for 09-10; Developed and added county elective course Language Arts 9 Support ▪ Continued student survey for all high school students by grade; results discussed with student leadership committee and compared with previous year ▪ Discussed use of master schedule to support freshman class ▪ Continue Tech Ed Committee and work on improving middle school awareness of technical opportunities ▪ Discussion about technical options for high school students; add informational section to Programs of Study ▪ Expanded College Summit program to Winfield High ▪ County representatives participated in Classroom Assessment Network (CAN 1)
2009-2010	<ul style="list-style-type: none"> ▪ Second round of freshman transition program ▪ Provide master schedule training for school teams – improve 9th grade plan through master schedule planning ▪ Continue freshman team meetings and training – at risk interventions, effective freshman transition program components, etc. ▪ 12 hours of professional development for formative assessment FOR learning in the high school setting ▪ 6 hours of optional professional development offered on collaboration for at-risk intervention in the high school setting ▪ Expand credit recovery to include standards recovery ▪ Continue Link Crew and opening day for freshman; added Link Crew shirts for student leaders. Continued activities during school year through mentoring, etc. ▪ Data room required and added 45-day action plans for freshman program ▪ Develop articulation plan from 8th to 12th grade ▪ Continue county student leadership committee challenging members this year to begin to help administrators address major goals: 9th transition and dropout prevention ▪ New drug education coordinator participates with student leadership, freshman transition teams, etc. ▪ Continue student survey for all high school students by grade; results discussed with student leadership committee and compared with previous years ▪ Add evening college courses offered at the technical school toward 2-year degree for high school students and adult learners ▪ Investigate technical (PCTC and college course) options for high school students ▪ Develop Intro to the Majors curriculum to include College Summit “Launch” material as well as additional updated resources for 9th and 10th grade courses ▪ County representatives participate in Classroom Assessment Network (CAN 2) including School of Practice for RESA 3 ▪ Develop freshman “handbook for success” ▪ Principals conduct school-based planning time/IS Day book studies ▪ Investigate use of 8th grade transition academy with middle school director

PLCs will provide the venue for developing interventions to address early warning signs of potential drop outs and will help teachers focus on data and instruction through assessment for learning. “Establishing criteria for dropout risk and monitoring the early warning signs not only help to identify at-risk students, but can also lead to more effective, targeted interventions.”

<http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/K/KIDSCOUNTIndicatorBriefReducingtheHighSchoolD/HighSchoolDropouts.pdf>

- **Provide the goals and objectives of the project.**

High schools will change delivery of professional development to meet the following goals:

Outcome Goals:

1. Increase graduation rate
2. Improve student achievement and close achievement gaps

Process Goal:

3. Create a school-wide learning community focused on the implementation of consistent and pervasive strategies that will (1) improve achievement among at risk students and (2) encourage all students to stay in school and prepare for post-secondary education and careers.

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

Using a “train the trainer” model, summer training will be provided for teacher leaders (most likely department chairpersons) and school administrators. This training will be based on the new WVDE teacher leadership standards and the collaborative processes developed by the WVDE Classroom Assessment Network. Training will include how to form and implement professional learning communities (PLCs), how to effectively lead and monitor PLCs, how to develop PLC goals, and how to effectively use formative assessment *for* learning.

Teacher leaders and school administrators will form and implement Professional Learning Communities in each secondary school. Professional development (or continuing education hours) will be delivered during the school term in after-school increments to be determined at each school. Both face to face and digital professional development processes will be used. These hours will complement existing hours available for collaboration and training during planning time and Instructional Support days.

During the summer training, leaders and school administrators will investigate creative ways to find time within the school day as well as develop a plan to utilize training hours available outside the school day. A basic collaboration plan will be developed, but many teams will find that the work is so rewarding and effective that they will want to meet above and beyond the required number of hours.

Departments meet during their lunch and/or during scheduled department meetings. Planning time teams can meet during the monthly meetings they have scheduled with administrators. All of the meetings must coordinate efforts toward the same purpose from different angles, but all toward student learning and school data. Freshman teams will collaborate to address needs of at risk students using various tools to support an early warning system.

An additional day of instruction will be provided for the freshman class. Ninth grade teachers and Link Crew teams will work with only 9th graders for an extra full day of school. Students will participate in small-group activities with student leaders trained specifically to lead these activities. This day will be scheduled just prior to the official first day of school for teachers and will set the tone and build a culture of expectations for freshmen. Teacher leaders and administrators will build upon the opening day for freshmen by utilizing the increased collaboration to effectively address student learning. Freshman Transition Teams will provide the framework for PLC data discussion. PLC teams will learn how to focus on student data and learning targets. They will develop strategies and collaborate for improvement one student at a time; thus, the overall school

will improve. High school teams will concentrate efforts toward the same purpose.

Year 1 (2010-2011)	Year 2 (2011-2012)	Year 3 (2012-2013)
<p>All teachers participate in PLC teams. This includes developing team norms, protocols, PLC monitoring system, and SMART Goals; freshman team focuses on data and transition program, interventions for at risk students and development of an early warning/intervention system of interventions; 10th -12th teachers focus on assessment for learning</p> <p>9th grade students participate in 9th Grade Opening Day (Link Crew); additional upperclassmen are trained as Link Crew Student Leaders</p>	<p>All teams focus on data and assessment for learning; all teams review and revise team norms, PLC monitoring, and SMART Goals; 9th and 10th grade teachers will also focus on interventions for at risk students using the early warning/intervention system of interventions developed in Year 1</p> <p>9th grade students participate in 9th Grade Opening Day; additional students are trained as Link Crew Student Leaders</p>	<p>All teams revisit team norms, PLC monitoring, and SMART Goals; all teams focus on data and assessment for learning.</p> <p>9th grade students participate in 9th Grade Opening Day; additional students are trained as Link Crew Student Leaders</p>

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

School calendar requirements have been a hindrance to changes in the way time is utilized at the high school level. Using the time available to us in an innovative way will provide the impetus for the collaborative approach that is not part of the traditional high school setting.

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

Development of professional learning communities will build a lasting change in the way high schools do business. We will increase productivity by sharing knowledge and expertise and collaborating to develop an understanding of assessment for learning. PLC hours using traditional (18-24) CE hours – schools will have 2-3 hour sessions monthly in addition to IS Days and monthly planning time meetings. This will provide several opportunities each month for structured PLC sessions and focus all professionals on common goals.

A focus on freshman transition will enhance dropout prevention programs and will take advantage of the increased collaboration to meet student needs. According to Dr. Mike Hall, author of High School 101 and consultant for the Putnam County Freshman Transition Program, if we improve each ninth grade class, we can improve each school over time. (Dr. Mike Hall, 2008)

Schools will continue to utilize existing teams. This includes planning time teams, monthly lunch time department meetings, curriculum team meetings, and freshman transition team meetings. Summer training will be provided to help teacher leaders/facilitators and school administrators develop team meeting schedules. They will investigate creative use of existing time as well as use of time before and after school. Facilitators and school administrators will learn how to implement learning teams including developing team norms and protocols, development of SMART Goals, and a school monitoring system for team progress. Facilitators and school administrators will develop a system of communication within the school that encompasses existing teams as well as the newly formed learning teams to align acts of improvement. Follow up training will be provided for facilitators and school administrators during the school year to support their work, answer

questions, and assist with any issues that arise.

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

State policy currently requires professional development to be provided in the school calendar before the first day of school for students. The first days of employment for the school year are prescribed and are limited in how they may be used for teachers. Teachers and administrators will appreciate the opportunity to lead their own learning. They will also see tangible results through their efforts which will serve to fuel the fire of school improvement.

- **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.**

Currently there are over 2,700 high school students enrolled in Putnam County Schools. All ninth grade students in Putnam County Schools will benefit from the "freshman day." Ultimately, all high school students will reap the benefits of professional learning communities focused on collaboration for learning. Teachers will learn to better meet the needs of individual students. PLC teams will learn to intervene to address student needs to help students stay on target to graduate.

As we develop our learning and understanding of the purpose of PLCs, high school educators will become more effective and more creative in helping students. Benefits from this proposed plan will extend beyond the implementation year.

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

Currently teachers do not meet, plan, or review data on a regular basis. Time is used in a traditional manner whereby most adults work independently in their own classrooms. Sharon Kramer, Solution Tree Consultant, describes this level of communication as "random acts of improvement". Collaboration through professional learning communities, starting with the freshman class, will be the impetus for change. School culture and habits of mind will be changed in a sustainable manner. We will begin to focus our attention on learning rather than teaching with a school-wide emphasis on interventions to meet student needs. This is a significant change in the high school status quo. High schools need aligned acts of improvement if we are going to change direction and impact student learning.

- **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.**

Traditional continuing education for teachers is generally short term and limited, even with the best of intentions. Research shows that professional development lasting 14 or fewer hours shows little to no effect on learning. The greatest effects have been from programs offering 30-100 hours spread out over 6-12 months. (Linda Darling-Hammond, Nikole Richardson)

The professional learning community will be the vehicle to provide the framework for the shift from a focus on teaching to a focus on learning. Finally, the PLCs provide a win-win situation for schools, teachers, and especially for students. Collaboration is an essential 21st Century skill that has not been part of the traditional high school setting. Typically, high school teachers work independently. A systemic culture of collaboration, however, is pervasive in high performing schools. Teachers must collaborate to remove learning barriers and close the achievement gap. Arguably, the professional learning community has the greatest school improvement potential of any initiative, and our aim to use this vehicle to meet our goals.

Sited below are several references to research materials that support this proposal.

“Successful schools are places where teams of teachers meet regularly to focus on student work through assessment and change their instructional practice accordingly to get better results”.
(Michael Fullan, 2000)

Achievement gains from using such assessment for learning strategies were “among the largest ever reported for educational interventions.” (Black & Wiliam, 1998)

“Assessment for Learning” is a powerful initiative supported by research. The best way to improve schools is to organize teachers into collaborative teams...systemic approach rather than individual “hit and miss” efforts
(http://www.allthingsplc.info/pdf/articles/the_key_to_improved_teaching_and_learning.pdf).

Several Putnam County educators have participated in the Classroom Assessment Network with the West Virginia Department of Education. Putnam County is honored to have the C.A.N. School of Practice in RESA 3 for 2009-2010.

Research has shown the benefits of schools becoming professional learning communities, including those noted by Newman (1991) and Hord (1997).
<http://www.sedl.org/change/issues/issues81/welcome.html>

Rick Dufour states, “The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.”
http://pdonline.ascd.org/pd_online/secondary_reading/el200405_dufour.html

“Strong professional learning communities produce schools that are engines of hope and achievement for students “. (Saphier, 2005, p. 111 from <http://www.allthingsplc.info/pdf/articles/advocates.pdf>)

From The National Staff Development Council, “The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams, often called learning communities or communities of practice, operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning.”
(<http://www.nsd.org/standards/learningcommunities.cfm>)

“A Status Report on Teacher Development in the U. S. and Abroad” (Linda Darling Hammond and Others, 10

2009) provides the following key points:

- Professional learning can have a powerful effect on teacher skills and knowledge and on student learning, but it must be sustained, focused on important content and embedded in the work of collaborative professional learning teams.
- Professionals need to learn continually, collaboratively, and on the job.
- Studies show that professional development efforts of about 50 hours in a year make a significant impact on student achievement, but most teachers in the United States receive no more than about two days.
- Very little professional collaboration is reported by U.S. teachers, and the collaboration that does occur is not focused on teaching and learning.

Successful schools, even those with high poverty levels, focus on creating positive relationships among staff and students, building leadership capacity, focusing on student and professional learning, and fostering safe, healthy and supportive learning environments. They also have eliminated the self-fulfilling prophecy set forth when schools set low expectations for low-income children and blame students or their families for low performance. (<http://ascd.typepad.com/blog/2009/09/why-cant-any-high-poverty-school-become-a-high-performing-school.html>) Ninth grade transition programs provide the foundation for using data to improve the school and build relationships between students and staff members.

Policies or Code that Prohibit or Constrain the Design:

- *X* ***Waiver Requested of Statute: WV Code 18-5-45 (below)***

WV Code 18-5-45

(e) The instructional term shall commence no earlier than the twenty-sixth day of August and terminate no later than the eight day of June.

(f) Noninstructional days shall total twenty and shall be comprised of the following:

(g) Three of the days described in subdivision (4), subsection (f) of this section shall be scheduled prior to the twenty-sixth day of August for the purposes of preparing for the opening of school and staff development.

(j) At least two of the days described in subdivision (4), subsection (f) of this section will be scheduled for professional development. The professional development conducted on these days will be consistent with the goals established by the state board pursuant to the provisions of section twenty-three-a, article two of this chapter.

- **Planning Narrative and Budget Page:**

- **The budget narrative should clearly be tied to the project design.**

Summer training for teacher leaders and school administrators will be held for two days. This training 11

will provide the framework and tools to enable school leaders to form and implement effective professional learning communities. Up to three additional days will be scheduled for follow-up training for teacher leaders and school administrators during the school year.

Freshman teachers and Link Crew student leadership teams will work an extra day prior to the first day for all students. This extra day will be solely dedicated to freshman students. Regular transportation and food service will be provided for ninth grade students in order to include every freshman student.

PLCs will be provided with professional materials to use during PLC sessions during the school year. These will support the framework and tools developed during summer training for teacher leaders and school administrators.

- **The budget narrative should describe the basis for determining the amounts shown on the project budget page.**

Project Budget Items

- One additional work day for ninth grade teachers: Approximately 100 teachers X one extra instructional day before the first day for all students X approximately \$200 daily rate of pay
- Solution Tree Trainer fees and expenses: Approximately \$7,000 per day for up to three days of training for teacher leaders and school administrators (Part of the trainer fees will be paid by local funds.)
- Stipend for Teacher Leaders and School Administrators: Approximately 50 teacher leaders and school administrators X up to 3 days of training X \$20 per hour stipend X 8 hours per day
- Professional materials for PLCs: Reading material and research articles for formative assessment for learning for 200 teachers and school administrators including Learning by Doing (\$20 X 50 leaders) , The Collaborative Teacher (\$20 X 200 teachers), The Collaborative Administrator (\$20 X 20 administrators), and SMART Teams (\$30 X 50 leaders), Protocols for Professional Learning (\$11 X leaders and administrators). (Professional materials will be paid through local funds.)

- The budget page must list the anticipated activities and the amount of money dedicated to those activities.

<u>Anticipated Budget – Innovation Zone Grant</u>	
One additional work day for ninth grade teachers (approximately 100 teachers X 1 day X \$200 daily pay rate)	\$20,000
Stipend for Teacher Leaders and School Administrators (Up to 50 teachers X 3 days of training X \$20 per hours X 8 hours per day = \$24,000)	\$24,000
TOTAL	\$44,000

<u>Anticipated Budget – Local Funds</u>	
Solution Tree Trainer fees and expenses (approximately 4 days X \$7,250)	\$35,000
Professional materials for PLCs (Learning by Doing, for leaders, Collaborative Teacher for all 200 teachers, Collaborative Administrator for all administrators, and SMART Teams for leaders)	\$ 7,000
TOTAL	\$42,000

PROJECT TOTAL (Combined Innovation Zone Grant and Local Funds)	\$86,000
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Supporting Documents:

1. Record of Staff Commitment
 - Staff Commitment forms enclosed in application packet:
 - Buffalo High School - approved
 - Hurricane High School - approved
 - Poca High School - approved
 - Winfield High School – approved
 - Putnam Career & Technical Center - approved
2. LEA Report of Support or Concerns
 - Board Letter of Commitment enclosed in application packet – December 7, 2009
3. Verification of Support from:
 - Student and Parent representatives also signed school commitment forms
 - Board Minutes enclosed in application packet for December 7, 2009
 - Online Board Agenda and Minutes also available at www.putnamschools.com

Application is submitted to WVBOE Selection Committee.



Students deserve it • The world demands it

Special thanks to reviewers who assisted in the development of this application.

Dr. Steven L. Paine
State Superintendent of Schools

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



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: Buffalo High School
 Department (If Applicable): _____
 Notice of Meeting (Date provided to Faculty or Department/Subdivision): November 23, 2009
 Meeting Date: November 24, 2009

Faculty Senate Elected Officers:

President: (Name)	<u>Amanda Byus</u>	Signature:	<u>Amanda L. Byus</u>
Vice-President: (Name)	<u>Laura McCloud</u>	Signature:	<u>Laura McCloud</u>
Secretary: (Name)	<u>Arzie Yoak</u>	Signature:	<u>Arzie Yoak</u>
Treasurer: (Name)	<u>Audella Clark</u>	Signature:	<u>Audella Clark</u>
Other: (Name)	_____	Signature:	_____

Service Personnel Representative: Debbie Martin

Name: Debbie Martin Signature: Debbie Martin
 Position: Secretary

Parent Representatives:

Name:	<u>Tina Redd</u>	Signature:	<u>Tina Redd</u>
Name:	<u>Cynthia Reedy</u>	Signature:	<u>Cynthia Reedy</u>
Name:	<u>Lisa Booth</u>	Signature:	<u>Lisa Booth</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: Hurricane High School
 Department (If Applicable): _____
 Notice of Meeting (Date provided to Faculty or Department/Subdivision): 12/1/09
 Meeting Date: 12/3/09

Faculty Senate Elected Officers:

President: (Name) <u>Kim Edwards</u>	Signature: <u>Kim Edwards</u>
Vice-President: (Name) <u>Frances L. Tolley</u>	Signature: <u>Frances L. Tolley</u>
Secretary: (Name) <u>Ilse Long</u>	Signature: <u>Ilse Long</u>
Treasurer: (Name) <u>Glennia Raque</u>	Signature: <u>Glennia Raque</u>
Other: (Name) <u>Yolanda B. Dennison</u>	Signature: <u>Yolanda B. Dennison</u>

Service Personnel Representative:

Name: Michelle R Luikart Signature: Michelle R Luikart
 Position: Secretary

Parent Representatives:

Name: <u>Martina Hart</u> Martina Hart	Signature: <u>Martina Hart</u>
Name: <u>Betty Allen</u>	Signature: <u>Betty Allen</u>
Name: <u>Kim Edwards</u>	Signature: <u>Kim Edwards</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: Poca High School

Department (If Applicable): _____

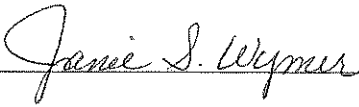
Notice of Meeting (Date provided to Faculty or Department/Subdivision): 12/1/09

Meeting Date: 12/2/09


Faculty Senate Elected Officers:

President: (Name) <u>Craig Houston</u>	Signature: 
Vice-President: (Name) <u>Andrea Houston</u>	Signature: <u>Andrea Houston</u>
Secretary: (Name) <u>Susan Cottrill</u>	Signature: <u>Susan Cottrill</u>
Treasurer: (Name) <u>Jack Dailey</u>	Signature: <u>Jack Dailey</u>
Other: (Name) <u>Vic Donaldson</u>	Signature: <u>Vic Donaldson</u>

Service Personnel Representative:

Name: <u>Jamie S. Wymmer</u>	Signature: 
Position: <u>Head Cook</u>	

Parent Representatives:

Name: <u>Angie Triplett</u>	Signature: 
Name: <u>Melissa Ballard</u>	Signature: <u>Melissa Ballard</u>
Name: <u>Paula Wandling</u>	Signature: <u>Paula Wandling</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: Winfield High School


Department (If Applicable): _____

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


Meeting Date: November 20, 2009

Faculty Senate Elected Officers:

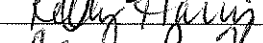
President: (Name) Aaron Smith

Signature: 


Vice-President: (Name) Craig Snyder

Signature: 

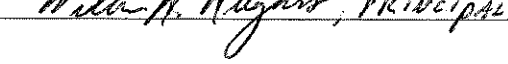
Secretary: (Name) Kelly Harris

Signature: 

Treasurer: (Name) Caren Thomas


Signature: 

Other: (Name) William H. Hughes

Signature:  PRINCIPAL

Service Personnel Representative:

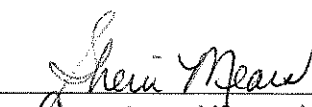
Name: Nila Stover

Signature: 


Position: Aide

Parent Representatives:


Name: Sherri Mears

Signature: 

Name: Carolyn Mullins

Signature: 

Name: Steven Burdette

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).

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: PCTC
Department (If Applicable): CTE
Notice of Meeting (Date provided to Faculty or Department/Subdivision): 11-20-09
Meeting Date: 11-20-09

Faculty Senate Elected Officers:

President: (Name) <u>David Lewis</u>	Signature: <u>[Signature]</u>
Vice-President: (Name) <u>Kevin Childers</u>	Signature: <u>[Signature]</u>
Secretary: (Name) <u>Barb Collier</u>	Signature: <u>[Signature]</u>
Treasurer: (Name) <u>Tim Johnson</u>	Signature: <u>[Signature]</u>
Other: (Name)	Signature:

Service Personnel Representative:

Name: Aamber Mickloff Signature: [Signature]
Position: POSTSECONDARY / FINANCIAL AID ADVISOR

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.

100%

[Signature]

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: _____

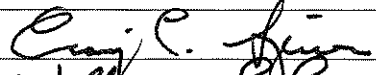
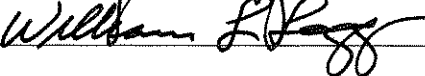



Department (If Applicable): _____

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: _____

County Board of Education Elected Officers:

President: (Name)	Craig Spicer	Signature:	
Vice-President: (Name)	William Hegg	Signature:	
Members:			
Name:	JACK COYNER	Signature:	
Name:	Deborah Phillips	Signature:	
Name:	SAM P. SENTELLE	Signature:	

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).

General Business

Consent agenda

Motion by William Legg, seconded by Jack Coyner, to approve the following consent agenda items. Motion approved. Vote: 5 ayes 0 nays.

1. Use of facilities. The following requests for use of facilities are presented for Board review.

<u>facility</u>	<u>activity, organization, sponsor, date</u>
Lakeside Elem.	meetings, Girls Scouts & Brownies, Sergeant, 01 Dec 09 to 03 June 2010
Lakeside Elem.	meetings, Girl Scout Troop 4518, Joyce, 08 Dec 09 to 03 June 2010
Poca Middle	reunion, Class of 1960, Sydenstricker, 18 June 2010
PCTC	dinner, PCSSPA, Blake, 12 Dec 09
West Teays Elem.	outdoor training, WVSC VIS Wizards, Cunningham, March 2010 to June 2010
West Teays Elem.	indoor training, WVSC VIS Wizards, Cunningham, Dec 2009 to Feb 2010
West Teays Elem.	practice, Arsenal Soccer, Barber, Feb 2010 to June 2010
West Teays Elem.	practice, WVSC Rowdies, Burns & McClanahan, Dec 09 - Jan 2010
Winfield Elem.	meetings, Girl Scouts, Mastroianni, 08 Dec 2009 to 25 May 2010
Winfield Elem.	meetings, Girl Scouts, Coleman, 14 Dec 09 to 24 May 2010

2. Volunteer coaches. Pending clearance, the following individuals are recommended to serve as volunteer coaches.

<u>name</u>	<u>location, sport, date</u>
Michael Lewis	HHS/Wrestling/2009-2010
Todd McGrew	PHS/Girls Basketball/2009-2010

3. Bills and invoices. Bills and invoices have been paid by the Treasurer per prior authorization of the Board in the amount of \$2,219,685.93.

4. Innovation Grants. The Putnam County Board of Education supports the applications of Hometown Elementary and Putnam County Schools secondary program for Education and Innovation Grants.

State of West Virginia
County of Putnam, to-wit

Winfield, West Virginia

The Putnam County Board of Education met in a regular meeting pursuant to WVC 18-5-1c on Monday, December 7, 2009 at 7:00 p.m., at the Board office in Winfield, West Virginia.

Flag Salute

Members present. Dr. Craig Spicer, William Legg, Jack Coyner, Deborah Phillips, Dr. Sam Sentelle and Harold Hatfield, Secretary, were present.

Approval of Minutes

Motion by Jack Coyner, seconded by William Legg, to approve the minutes of the meeting of November 16, 2009 as read. Motion carried. Vote: 5 ayes 0 nays.

Delegations

Old Business

New Business

1. Budget amendments. Motion by Jack Coyner, seconded by William Legg, to approve budget transfers and supplements as shown subject to approval by the West Virginia Department of Education. Motion carried. Vote: 5 ayes 0 nays.

111,300,121.68	Total operating budget November 16, 2009
9,050.00	Child Nutrition Recovery Act - BES
111,309,171.68	Total operating budget December 7, 2009
	internal transfers:
200.20	Fresh fruit & vegetable program

2. Triad Engineering, Inc. Motion by Jack Coyner, seconded by William Legg, to approve Triad Engineering, Inc. to deliver geotechnical engineering services for all the projects listed on the bond call. Motion carried. Vote: 5 ayes 0 nays.

Executive Session

Motion by Jack Coyner, seconded by William Legg, to enter executive session to discuss personnel matters as provided by WVC 6-9A-4. Motion carried. Vote: 5 ayes 0 nays.

The Board entered into executive session at 7:09 p.m. and returned at 8:19 p.m. Motion by Jack Coyner, seconded by

Sam Sentelle, to leave executive session. Motion carried.
Vote: 5 ayes 0 nays.

Personnel

1. Resignations. Motion by William Legg, seconded by Jack Coyner, to approve the following resignations. Motion carried. Vote: 5 ayes 0 nays.

<u>professional</u>	<u>location, job, date</u>
Stephen Caldwell	Hurricane Middle, tchr, industrial arts (P686), 200 days, 30 June 2010 (retirement)
Anthony Dagostine	Hurricane Middle, tchr, health (P658), 200 days, 30 June 2010 (retirement)
Leslie Downey	county, sub tchr, 01 Dec 09
Linda Hansen	Poca Middle, tchr, MI (P731), 200 days, 30 June 2010 (retirement)
Rebecca Kimmerle	county, sub tchr, 07 Dec 09
Linda B McCallister	GW Middle, tchr, music (P593), 200 days, 30 June 2010 (retirement)
Carol Opperman	GW Middle, tchr, SLD/MI (P613), 200 days, 09 June 2010 (retirement)
Dianna Patton	GW Middle, tchr, instrumental music/band (P602), 210 days, 30 June 2010 (retirement)
Larry Rollins	PCTC, tchr, auto technology (P1055), 210 days, 30 June 2010 (retirement)
Connie Williamson	Poca High, counselor (P928), 220 days, 30 June 2010 (retirement)
Araxie Wisnewski	Lakeside, tchr, MI (P369), 200 days, 30 June 2010 (retirement)

extracurricular

Shannan Barnes	Hurricane Middle, referral officer, 15 Dec 09
James Clendenin	GW Middle, boys baseball, 07 Dec 09
William Dimsdale	Hurricane High, volleyball, 20 Nov 09
Victor Herbert	Poca High, asst boys' basketball, 21 Nov 09
Lynda Rumbaugh	Winfield Middle, asst girls' track, 24 Nov 09
Brian Withrow	Buffalo High, baseball, 07 Dec 09

service

Roger P. Casto Sr	Poca area, bus op di (S115), 200 days, 30 June 2010 (retirement)
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James Cremeans	central office, gen maintenance, c/g (S33), 261 days, 30 June 2010 (retirement)
Marsha J. Davis	Winfield Middle, aide/autism mentor (S797), 200 days, 30 June 2010 (retirement)
John T. Newman	central office, plumber/general maintenance/truck driver (S49), 261 days, 30 June 2010 (retirement)
Richard Thomas	Poca area, bus op (S1488), 200 days, 30 June 2010 (retirement)
Phyllis Watson	Hurricane Town, cook b (S345), 200 days, 30 June 2010 (retirement)
Robert Womack	central office, gen maintenance, c/g (S37), 261 days, 30 June 2010 (retirement)

2. Employment and assignments. Motion by Jack Coyner, seconded by William Legg, upon recommendation of the Superintendent, to approve the following employment and assignments (pending clearance and certification). Motion carried. Vote: 5 ayes 0 nays.

<u>professional</u>	<u>location, job, date</u>
Sarah Hyatt	Hurricane High, long term sub tchr, soc Studies (P872), 08 Dec 09 (276)
Rebecca Kimmerle	Confidence Elem, ½ time tchr, pe (P198), 200 days, 08 Dec 09 (262)

<u>substitute teacher(s)</u>	2009-10 sch yr, as needed
M. Joan Jividen Simmons	Sherwin Lewis Jeremy Sargent Gerald

<u>extracurricular</u>	
Kathryn Deemer	Hurricane High, newspaper sponsor, 2009-10 sch yr (248)
Brian Null	Buffalo High, asst boys' bsktball, 2009-10 sch yr (271)
Shelley Stewart	Poca Middle, yrbook advisor, 2009-10 sch yr (277)

<u>service</u>	
C. Lynn Craig	Winfield Area, ½ time bus op dl (S1437), currently bus #954, 200 days, 08 Dec 09 (274)
John Straley	Hurricane area, ½ time bus op dl (S67), currently bus #961, 200 days, 08 Dec 09 (275)

3. Transfers and changes. Motion by Jack Coyner, seconded by William Legg, upon recommendation of the Superintendent, to approve the following transfers and changes. Motion carried. Vote: 5 ayes 0 nays.

<u>professional</u>	<u>to job, date, from, posting</u>
Joshua Caldwell	Hurricane High, tchr, social st (P872), 200 days, 2010-11 sch yr, Hurricane Middle, tchr, social studies (P639), 200 days (263)
Daniel McKneely	central office, computer curriculum specialist (P1649FEDT2), 250 days, 04 Jan 2010, Poca High School, tchr, TIS (P1555), 200 days (187)

<u>service</u>	
Delmer Chapman	Winfield High, ½ time custodian c (S1476), temp, 08 Dec 09, Winfield High, ½ time custodian c (S1644), 200 days (273)
Sandra Roegner	Conner Street, cook b (S243), 200 days, 08 Dec 09, Winfield Middle, cook b (S804), 200 days (272)

4. Reclassification. Motion by Sam Sentelle, seconded by Jack Coyner, upon recommendation of the Superintendent, to reclassify the following service personnel as shown below. Motion carried. Vote: 5 ayes 0 nays.

<u>service</u>	<u>from, to, date</u>
Toni Harris	aide b1 to aide/paraprofessional f, 24 Nov 09

5. Abolish position. Motion by William Legg, seconded by Jack Coyner, upon recommendation of the Superintendent, to abolish the position as shown below. Motion carried. Vote: 5 ayes 0 nays.

<u>professional</u>
teacher, 1, Winfield Elem, gifted (P563)

6. Create positions. Motion by Jack Coyner, seconded by William Legg, to create positions as shown below. Motion carried. Vote: 5 ayes 0 nays.

<u>professional</u>
teacher, 1, itin, gifted (P1656), 200 days
<u>service</u>
bus op d1, (1), Hurricane area (S1657), 200 days

General Business

Consent agenda

Motion by William Legg, seconded by Jack Coyner, to approve the following consent agenda items. Motion approved. Vote: 5 ayes 0 nays.

1. Use of facilities. The following requests for use of facilities are presented for Board review.

<u>facility</u>	<u>activity, organization, sponsor, date</u>
Lakeside Elem.	meetings, Girls Scouts & Brownies, Sergeant, 01 Dec 09 to 03 June 2010
Lakeside Elem.	meetings, Girl Scout Troop 4518, Joyce, 08 Dec 09 to 03 June 2010
Poca Middle	reunion, Class of 1960, Sydenstricker, 18 June 2010
PCTC	dinner, PCSSPA, Blake, 12 Dec 09
West Teays Elem.	outdoor training, WVSC VIS Wizards, Cunningham, March 2010 to June 2010
West Teays Elem.	indoor training, WVSC VIS Wizards, Cunningham, Dec 2009 to Feb 2010
West Teays Elem.	practice, Arsenal Soccer, Barber, Feb 2010 to June 2010
West Teays Elem.	practice, WVSC Rowdies, Burns & McClanahan, Dec 09 - Jan 2010
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