

**ORIGINAL**

*West Virginia  
Board of Education*

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

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

**West Virginia Board of Education  
2009-2010**

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*West Virginia  
Board of Education*

**Innovation Zone Designation**

# **COMPETITIVE GRANT APPLICATION**

**Application Due:  
December 29, 2009**

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

## Who May Apply?

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

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

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

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

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

## What are the steps of the application and the Plan?

### Phase 1 (Application)

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

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

### Phase 2 (Plan)

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

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

**A. Cover Page**

**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: Roane County High School

County: Roane County

Superintendent: Steve Goffreda

Number of Professional Personnel: 55

Number of Service Personnel: 15

Institution of Higher Education: \_\_\_\_\_

County Location: Central WV

### 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.
  - Graduation Rate (2006-07: 85.85; 2007-08: 84.77; 2008-2009: 82.74)
  - Increase the percentage of WESTEST Math and English Scores and ACT composite scores:

Three year trend: ACT:  
 2007 composite score 20.1  
 2008 composite score 19.3  
 2009 composite score 20.2

2009 WESTEST II

% proficient	Reading L/A	Math	Science	Social Studies
Grade 9	41	Algebra I – 38	38	43
Grade 10	36	Geometry – 47	42	46
Grade 11	50	Trigonometry – 51	48	51

- Improve attitudes toward education (124 out of 360 students surveyed said they did not try to achieve their best on the WESTEST, anecdotal reports suggest that students drop out 1) because they are discouraged by their inability to pass core courses, 2) because they see no relevance in the curriculum and 3) because of personal issues.)
- Provide the goals and objectives of the project.)
  - Improve Graduation Rate to 85% for 2010-2011, increasing ½ % yearly thereafter to 87%.
  - Increase Math and English scores to 50% at mastery level by 2010-2011, increasing by 1% per year to 54%.
  - Improve students’ attitudes toward education as measured by student survey (to be developed and administered during the planning phase), improved graduation rate, and improved college going rate.
- Describe how the innovation is expected to work.
  - Through the use of flexible scheduling, problem based learning, and arts in education, RCHS will encourage a higher degree of commitment to education from the students and the community. The three specific innovative interventions used in this program are:
    - Block Zero, providing a “before school” time period for remedial, credit recovery, elective and AP or College credit courses.
    - Block Five, an after school time period for remedial, credit recovery, elective and AP or College credit courses.
    - Work Study opportunities and other Extended Learning Opportunities -- with high school credit -- for students who need direct relevance of course material to ensure success.
  - To specifically address the low math scores, the school will restructure the schedule so that the algebra 1 and geometry classes have lower student to teacher ratios. These are classes that lay the foundation for later math learning. It is imperative that students get a firm foundation in Algebra I and Geometry to ensure later math success. Problem based learning will be used in core math and science classes, and

the Conceptual Math class will be re-designed to incorporate a problem based learning approach. Problem based learning, in part, would be through the use of HSTA, an outside the school day health sciences program, and SPARKS, a science data collection system obtained through a program provided by GSC with NASA funding. Credit recovery for math will be obtained through a variety of means, including computer based learning.

- To encourage credit recovery in a manner that allows students to graduate on schedule, the school will institute Block Zero at the beginning and Block Five at the end of the school day. Block Zero will run for 45 minutes before first period. Block Five will run 90 minutes 4 days per week. At the end of Block Five busses will make additional runs to take students home.
- To increase student capacity to engage in the arts, the Block 5 time will also be used for play practice, band practice and other art, theater, and music activities. The broadcasting program will be re-instituted during Block 5 through resources provided by the grant.
- Professional Development will be provided in the Summer of 2010 for the faculty who are involved in Innovation Zone work. The Professional Development will focus on 21<sup>st</sup> Century Learning Skills including technology integration, team building, and the use of problem based learning. Professional Development will be funded through other sources.
- How does the innovation solve the stated problem or create a new idea?
  - The low graduation rate is, in part, a reflection of students' inability to complete their degree in a timely manner. Anecdotal evidence suggests that some students drop out because of low math and English achievement. Helping students to recover credits during the school year through providing additional instructional periods outside the regular school day will help student to see that the goal of a high school diploma is possible, and that it can be achieved within an acceptable timeframe.
  - Lower teacher student ratio, the use of problem based learning, and provision of credit recovery classes for Math will help increase Math scores.
  - Increasing the number of adults who volunteer in the school will increase the exposure of students to role models and increase the number of exposures they have to adults who affirm the need for studying Math and English to give students the foundation for their career studies. Increasing the parent contacts will be a reflection of increased parent involvement and increased parental monitoring of student achievement and behavior.
  - As students see that education is important to their later goals, their commitment to working toward these goals will improve and their attitude toward education will improve. The purpose of the survey is to measure attitudes as they improve throughout the program.
- Describe the methods or strategies to be used to achieve the goals and objectives of the innovation. We also have many talented students that could be encouraged to pursue post-secondary studies in math, science or the arts. With problem based learning opportunities, arts programs, and other sessions available in the Block 5, students could be helped to develop skills related to success in college and post-secondary training.
  - Flexible Scheduling: Block Zero and Block Five will allow students in both remedial, credit recovery and advanced classes to take additional classes. RCHS offers some AP classes in the fall, which places students in a position of having to review and prepare for Spring AP exams on their own. This project offers the opportunity to provide time for organized review sessions in Block 5 which could improve results of AP exams for these students. Providing transportation at the end of Block 5 means that students without family transportation are able to attend functions that they would otherwise have been unable to attend. More time on task is highly related to

- higher achievement. It is one of the strategies that is consistently associated with higher achievement for children and youth who are raised in poverty.
- More opportunity for Credit Recovery: The Block 0 and Block 5 idea was partially a result of using the Plato program to assist students in credit recovery. RCHS has been struggling with a less than desirable graduation rate for several years. One strategy we use currently is to make credit recovery possible for students who need to repeat a failed class. The credit recovery program is a computer based program that teaches the required concepts and allows students to work at their own pace, progressing through the program as they pass competency exams. However, students sometimes have trouble finding time in schedule for the credit recovery class. Being a single county high school in a rural area presents transportation and time restraint problems for many students. Using the Block 0 and or Block 5 could assist increasing the graduation rate.
  - Problem based learning: Problem based learning is based on giving students learning experiences that are by their nature relevant, complex and challenging. 21<sup>st</sup> Century Learning Communities use problem based learning to increase relevance and complexity and to prepare students for the workplace.
  - Extended Learning Opportunities: Workplace learning opportunities and other Extended Learning Opportunities provide the opportunity for students to engage in workplace and outside of school learning opportunities that are relevant, complex and challenging. The nature of the Workplace learning promises to appeal to students who need more “hands on” activities. Extended Learning Opportunities will be evaluated through authentic assessment: Employer evaluation, portfolio assessment, project presentation, “leave behind” artifacts, etc.
- Describe how the provision of greater flexibility and control assists the school in meeting the needs of the school’s students.
    - Flexibility in scheduling and in taking credit recovery courses will enable students to see that they can complete their degree within a reasonable time frame.
    - The addition of transportation following Block Five provides opportunities for students who do not have transportation to participate in additional remedial, credit recovery, and enrichment activities.
    - This will enable RCHS to provide students with both after school and before school learning opportunities, effectively extending teaching and learning time for many students.
    - Students who receive high school credit for workplace and other extended learning opportunities will be more likely to complete high school on a reasonable time schedule, and this will encourage them to stay in school, work, learn and graduate.
  - 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.
    - Potentially 200-300 students out of a student body of about 700 students. This would be those students who are deficient in Math and English, those interested advanced courses and those who participate in Arts and Theater after school activities.
    - The principal and vice principal will be involved as will all the Math and English Teachers, two Science Teachers and all the Art, Music, Theater and Communications Teachers. In addition, two or more teachers will be involved with the workplace and extended learning opportunity projects. This is about 16 educators.
  - How will the proposed innovation change how the school is currently operating?
    - This will provide two additional slots for taking classes or tutoring. One before school and one after school.

- It will open up the opportunity for students to get high school credit for off campus, real world, Extended Learning Opportunities.
- It will increase student teacher interactions and time on task for students who choose Block Zero and Block Five courses.
- It will increase school-community interactions as students perform their work study experiences with area business partners.

- **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.
- Inspiration for extended learning opportunities outside the school day came from the 21<sup>st</sup> Century Learning research base. One quote that proved helpful was: "Workers today need to be very creative and innovative. We can remain competitive only if we can teach our kids, our prospective employees, how to think critically and solve problems in real-world settings." Steven Paine WV Superintendent of Schools, (Accessed December 3, 2009, Global 21 Press Release, from <http://wvde.state.wv.us/global21/publications/>)
- Because of the relationship to time on task to learning, extending the school day can improve student achievement. (Bloom, B.S. (1976) Human Characteristics and school Learning. New York: McGraw Hill; Michigan State Board of Education. (1990) School Effectiveness: Eight variables that make a difference. Lansing.)
- Flexible schedules, including extending the school day, have shown to be effective with high school students (Adelman, N.E. et al, 1996, The uses of time for teaching and learning. Policy Studies Associates, Inc., Washington DC. Eric ED 397562; and Ediger, M., 2004, What makes for failing schools: Journal of Instructional Psychology, v31, n2, p170-174, June 2004.)
- Dropout prevention programs that use a combination of work study and extended school day can be effective (Finnan, C. & Chasin, G. Accelerating the Learning of Low-achieving students: The transformation of a dropout. Phi Delta Kappan, Apr 2007, V 88 n 8 p 625-629.)
- Turning around chronically low-performing schools is a process for helping schools raise student achievement dramatically and quickly, within one to three years. A practice guide from the Institute of Education Sciences recommends four school turnaround practices.
  1. Improved Leadership
    - ⇒ Hire new leader from inside or outside the system, or change leadership practices.
    - ⇒ Communicate clear direction and expectations.
    - ⇒ Demonstrate instructional leadership and accessibility.
    - ⇒ Establish connections with the community.
  2. Quick Wins
    - ⇒ Identify areas that matter for rapid change.
    - ⇒ Develop strategies for accomplishing goals quickly.
    - ⇒ Consider goals set by other schools that lead to quick wins.
  3. Committed Staff
    - ⇒ Recruit new staff.
    - ⇒ Assess the strengths and weakness of staff.
    - ⇒ Redeploy or reassign staff as needed.
    - ⇒ Replace teachers who actively resist the change.
  4. Focus on Instruction
    - ⇒ Examine school-, classroom-, and student-level data.
    - ⇒ Provide targeted and intensive professional development.
    - ⇒ Modify instruction and provide interventions.
    - ⇒ Track progress and make adjustments

(Turning Around Chronically Low Performing Schools. US Department of Education, 2009, accessed at [http://dww.ed.gov/topic/?T\\_ID=21](http://dww.ed.gov/topic/?T_ID=21) on December 2, 2009)

- Roane County High School will be working on the following areas to raise student achievement dramatically and quickly with the implementation of the Innovation Zone Grant:
  1. Improved Leadership
    - ⇒ Establish connections with the community.
      - By developing the work study/job shadowing program with the local businesses in Spencer, WV.
  2. Quick Wins
    - ⇒ Identify areas that matter for rapid change
      - English, Math and Science are our targeted academic areas.
      - The Graduation rate is the second targeted area.
    - ⇒ Develop strategies for accomplishing goals quickly.
      - Establishing the Block Zero ( 45 minutes before the school day starts), and Block 5 (90 minutes after the regular school day) of Instructional time.
      - Developing 56 days of work study/job shadowing for students with local businesses to improve the graduation rate.
  3. Committed Staff
    - ⇒ Recruit new staff
      - Develop the Media Specialist position for the Block 5 Instructional time.
  4. Focus on Instruction
    - ⇒ Examine school- and student-level data.
      - WESTEST data in the instructional areas of English, Math, and Science will be evaluated.
      - Graduation rate will be examined.
    - ⇒ Modify instruction and provide interventions.
      - The Block Zero and Block 5 will provide opportunities for more time in instructional settings and a variety of interventions.
      - The Work Study/Job Shadowing will increase occupational skills.
    - ⇒ Track Progress and make adjustments.
      - Both WESTEST scores and Graduation Rate will be tracked for progress.

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

- \_\_\_\_\_ Waiver Requested of County Policy: \_\_\_\_\_
- X   Waiver Requested of WVBOE
- Policy or Regulation: Possible waiver of 8100 minutes if students are placed in local businesses to get graduation credit. Possible waiver of specific Math and English requirements, allowing students to use Extended Learning Opportunities and portfolio assessment to demonstrate master of important 21<sup>st</sup> Century Learning Outcomes.
- \_\_\_\_\_ Waiver Requested of Statute: \_\_\_\_\_
- \_\_\_\_\_ N/A (No Waiver Requested)

- **Planning Narrative and Budget Page:**

- The budget narrative should clearly be tied to the project design.
- The budget narrative should describe the basis for determining the amounts shown on the project budget page.
- The budget page must list the anticipated activities and the amount of money dedicated to those activities.

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

## **Project Narrative Overview:**

• This proposal presents the initial plan for preparing to become an Innovation Zone in Fall 2010. The intent of this proposal is to outline the steps that are needed to plan for the innovations that the school expects to fully implement in Fall 2010. The narrative in the Project Design Section details the project that the school hopes to implement in Fall 2010. The narrative in the Planning Design Section details the steps that are planned for implementation during the Planning Phase of the project, Spring and Summer 2010.

## **Planning Design:**

• **Overview:** During the planning phase, Roane County High School will develop a Planning Team of at least 8 people. The planning team will include at least one each of these: a counselor, a math teacher, a science teacher, an English teacher, and a teacher representing the arts. In addition an administrator, a parent and a student will complete the planning team. The planning team will have a coordinator and a work study liaison elected from the team members. The coordinator will maintain records of meetings, keep copies of all products developed by the team, and send activity updates by e-mail at least twice monthly to the Superintendent, the principal, the faculty, the LSIC and the Student Council, so that all interested parties can give input to the plans as they develop. The work study liaison will visit with local businesses that are interested in providing work study or internship positions to develop job descriptions, and to get business input on evaluation measures such as portfolio guidelines and rubrics.

### **• Tasks of the Planning Team:**

1. Develop Job Descriptions, portfolio guidelines and Rubrics for work study positions.
2. Develop and administer a student survey that includes at a minimum the question asked by the Student Council Survey about trying hard to achieve on the WESTEST as well as other questions designed to assess student attitude toward school.
3. Identify the needed courses for the implementation phase
  - a. Decide which courses (or other learning opportunities) are going to be provided during BLOCK ZERO and BLOCK 5. Decide what procedures will be used to determine which courses (or other learning opportunities) will be provided.
  - b. Decide which students will be invited to use BLOCK ZERO and BLOCK FIVE learning opportunities. Identify students who already arrive at school 45 minutes before the first bell. Identify students who could arrive at school before the first bell if they choose. Identify students who would choose to engage in coursework or other learning opportunities at school during BLOCK FIVE if transportation were provided.
  - c. Develop procedures for smooth implementation of BLOCK ZERO and BLOCK FIVE schedules.
4. Develop the Guidelines for the Extended Learning Opportunities. Because RCHS wants to offer students other ELOs besides work study, we need to develop very clear and defensible guidelines for granting course credit for ELOs, and we need to have faculty support for this concept.
  - a. Develop procedures for getting credit for ELOs. Develop guidelines for ELOs and for ELO Assessments. Develop assessment protocols and rubrics.

b. Develop guidelines for substituting ELO credit for “regular course” credit. Decide whether this is an agreed upon list of courses for which substitution is allowed, or if the substitution process is flexible, develop policy on who or what group of people decides on course substitution.

c. Disseminate proposals for ELOs to all faculty at least twice monthly to give faculty time for input into the final policies and procedures.

5. Develop professional development activities for faculty who are involved in BLOCK ZERO and BLOCK FIVE coursework and activities.

a. Develop specific professional development activities to be used before each school term starts for teachers who are working in BLOCK ZERO and BLOCK FIVE to ensure smooth implementation of this innovation. These PD activities will focus on developing specific lesson plans with a focus on relevance, including hands-on activities and project based learning.

b. Hire a consultant to work with teachers on developing project based learning classes. Consultant will provide two half day training sessions and 6 months email/ phone consulting for follow up.

• **Assessment of the Planning Phase and Deliverables:**

Assessment will focus on deliverables and documentation of planning activities.

Deliverables and documentation will include:

1. Job Descriptions, portfolio guidelines and Rubrics for work study positions.
2. A student survey on student attitude toward school and the results of the Spring 2010 administration of the survey.
3. A list of the courses for BLOCK ZERO and BLOCK FIVE in the implementation phase.
4. Guidelines or procedures for deciding which courses will be included in BLOCK ZERO and/or BLOCK FIVE.
5. Results of surveying, interviewing or reviewing records of students to determine need for and interest in taking courses or engaging in other ELOs during BLOCK ZERO and/or BLOCK FIVE.
6. Guidelines or procedures for implementation of BLOCK ZERO and BLOCK FIVE schedules
7. Guidelines for the Extended Learning Opportunities including guidelines for substituting ELO credit for “regular course” credit, minimum evaluation procedures, guidelines for assessment and evaluation, and assessment protocols and rubrics.
8. Develop professional development activities for faculty who are involved in BLOCK ZERO and BLOCK FIVE coursework and activities, to include at minimum a plan for two days of PD activities focusing on developing specific lessons plans with a focus on relevance.
9. Records of working with a consultant on project based learning, including the consultant’s Presentation in Adobe pdf format and a report of the number of email/phone contacts engaged in following the training sessions.
10. Records of Planning Team Meetings and activities, and copies of electronic messages and other attempts to solicit input from faculty and other interested persons.

# Planning Narrative and Budget Page

## Planning Team Members

Spring Term/Summer 2009

### Planning Team Coordinator

70 hours x \$35.00 per hour	\$2,450.00
Benefits .2365 x \$2,450	579.425
<b>Sub Total</b>	<b>\$3,029.425</b>

### Work Study Liaison Person

60 hours x \$35.00 per hour	\$2,100.00
Benefits .2365 x \$2,100	496.65
<b>Sub Total</b>	<b>\$2,596.65</b>

### School Counselor

48 hours x \$35.00	\$1,680.00
Benefits .2365 x \$1,680.00	397.32
<b>Sub Total</b>	<b>\$2,077.32</b>

### 7 Planning Team Members

(Administrator, Science Teacher, Math Teacher, English Teacher, Arts/Media Teacher, Parent, and a Student)

7 Members x 30 hours x \$35.00	\$7,350.00
Benefits only 5 need benefits 5 x \$1050 x .2365	1,241.625
<b>Sub Total</b>	<b>\$8,591.625</b>

**Consultant** **\$3,500.00**

**Supplies** **\$500.00**

**Overall Total Budget** **\$20,295.02**

# Planning Narrative and Budget Page

## Instructors/Teachers

Fall Term 2010- 28 sessions at 90 minutes each session

Spring Term 2011- 28 sessions at 90 minutes each session

### Monday and Wednesday

English Teacher (remediation)  
Math Teacher (recovery)  
Science Teacher

### Tuesday and Thursday

English Teacher (recovery)  
Math Teacher (remediation)  
Media Specialist

12 Teachers x \$50.00 per session x 28 sessions = \$16,800.00  
Benefits .2365 x \$16,800.00 = \$3,973.20

Sub Total \$20,773.20

The Work Site Coordinators would work 45 minutes every Monday – Thursday to visit different students at the student's work site at least once every two weeks.

2 Teachers x \$25.00 per session x 56 sessions = \$2,800.00  
Benefits .2365 x \$2,800 = \$662.20

Sub Total \$3,462.20

**Total Instructor/Teacher package \$24,235.40**

## Transportation

Fall Term 2010 – 56 days

Spring Term 2011- 56 days

Bus driver would pick up students at 5:00 p.m. from R.C.H.S. to transport students to Walton Elementary/Middle School .

Bus driver would pick up students at 5:00 p.m. from R.C.H.S. to transport students to Geary Elementary/Middle School.

Bus driver would travel a 7 mile loop starting at 4:15 p.m. to pick up Students from their work sites in Spencer, WV return to R.C.H.S. and then at 5:00 p.m. transport students to Reedy Elementary School.

6 Bus Drivers x \$50.00 per day x 56 days = \$16,800.00  
Benefits .2689 x \$16,800 = \$4,517.52

**Total Bus Driver package \$21,317.52**

### Fuel Expenses

Walton Bus Route .32 per mile x 20 miles x 112 days = \$716.80

Geary Bus Route .32 per mile x 50 miles x 112 days = \$1,792.00

Reedy Bus Route .32 per mile x 27 miles x 112 days = \$967.68

**Total Fuel Expenses \$3,476.48**

**Overall Total Budget \$49,029.40**

**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.*

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

**We certify that 80 percent of the faculty affected by the application/plan has voted to support the application/plan. Once school resumes after the holiday break there will be a secret ballot voting which will take place. The current vote of 80 percent was conducted by a show of hands.**

**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: Roane County High School

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

Notice of Meeting (Date provided to Faculty or Department/Subdivision): December 1, 2009 email

Meeting Date: December 3, 2009

Faculty Senate Elected Officers:

President: (Name) Michael Burch

Signature: Michael J. Burch

Vice-President: (Name) John Gray

Signature: John Gray

Secretary: (Name) Russell Stump

Signature: Russell Stump

Treasurer: (Name) Richard Moles

Signature: Richard L. Moles II

Other: (Name) \_\_\_\_\_

Signature: \_\_\_\_\_

Service Personnel Representative:

Name: Roger Stuecher

Signature: Roger Stuecher

Position: Maintenance / Custodian p40.net

Parent Representatives:

Name: Chuck Reicks (LSIC Member)

Signature: Chuck Reicks

Name: Don Keffer (LSIC Member)

Signature: Don Keffer

Name: Amy Raines (LSIC Member)

Signature: Amy Raines

**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**

**Innovation Zone Report from the Board, a new one will be sent after meeting with the board for a second time in January for an updated approval of the new planning project proposal.**

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: Roane County High School

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

Date of School/Department/Subdivision Receipt of Application: December 4, 2009

1. Application/plan must be accompanied by Staff Commitment Certification (Phase 1 and 2)
2. Support evidence from students, parents, local school improvement council and school business partners for the application (Phase 1)

Date of Regularly Scheduled County Board of Education Meeting: December 8, 2009

County Board of Education Elected Officers:

President: (Name) Joseph L. Painter

Signature: Joseph L. Painter

Vice-President: (Name) Thomas H. Young

Signature: Thomas H. Young

Members:

Name: Paul L Cummings

Signature: Paul L Cummings

Name: Randy White

Signature: Randy White

Name: Russell Moore

Signature: Russell Moore

Report:

At the December 8, 2009 Meeting of the Roane County Board of Education, the grant proposal was discussed. The Board members voted unanimously to support the proposal. They felt that the proposal has potential to improve achievement, attendance and graduation rate of RCHS students.

Concerns:

Concerns were expressed about overall scheduling of students and maintaining high standards if given Waiver of policy related to graduation requirements. It was resolved that both scheduling and maintaining high standards for course credit be given careful consideration as the project goes forward.

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).

**REGULAR MEETING OF THE BOARD OF EDUCATION  
OF THE COUNTY OF ROANE**

**December 8, 2009  
7:00 P.M.**

*[Current agenda printed December 8, 2009 (2:07pm). This agenda is available to the public upon request at any time during regular business hours preceding the upcoming Roane County Board of Education meeting. Public participation and attendance are welcomed and encouraged. The Board reserves the right to amend this agenda with emergency personnel/financial matters which may arise after publication.]*

**[PLEASE NOTE:** This meeting of the Roane County Board of Education will be held at **Spencer Middle School.**]

Present: \_\_\_\_\_

Absent: \_\_\_\_\_

Meeting called to order by: \_\_\_\_\_

\_\_\_\_ / \_\_\_\_ **Approve minutes of previous meeting**

Vote: \_\_\_\_\_

**SUPERINTENDENT RECOMMENDS**

\_\_\_\_ / \_\_\_\_ **1. Financial**

\_\_\_\_ 1. Transfers/supplements to the budget:

\_\_\_\_ 2. Payment of bills as submitted:

\_\_\_\_ Vote: \_\_\_\_\_

\_\_\_\_ / \_\_\_\_ **2. Personnel**

\_\_\_\_ 1. Resignations:

- \_\_\_\_
- Coffindaffer, Linda - Teacher, Title I, Spencer Elementary, Retirement, effective 8/13/10
  - Hicks, Dennis - Teacher, Multi-Subjects, Grade 6, Spencer Middle, Retirement, effective 6/9/10
  - Richardson, John - Teacher, ALC, RCHS, Retirement, effective 7/16/10
  - Wilson, Brenda - Teacher, Math, RCHS, Retirement, effective 6/9/10
  - Wright, Barbara - Teacher, Grade 1, Walton Elementary/Middle, Retirement, 6/30/10 effective
  - Smith, Rebecca - Substitute Secretary, effective 11/30/09

\_\_\_\_\_ 2. Leaves of Absence:

\_\_\_\_\_ Paxton, Marjorie Violet - extend leave of absence through 1/21/10  
Seen, Adam - leave of absence, without pay, until further notice, pending the outcome of the judicial system

\_\_\_\_\_ 3. Transfers:

\_\_\_\_\_ Bennett, Sharon - from Cook III, Spencer Middle, to Cook III, Reedy Elementary, effective 1/4/10  
Ellison, Annetta - from Cook II, ½ time, RCHS, to Cook III, Spencer Middle, effective 1/4/10  
Frum, Kimberly - from Teacher, Social Studies/MI, RCHS, to Principal/Special Education Teacher (Mentally Impaired: Mild/Moderate), Reedy Elementary, 200 days, plus 20 days extended employment (prorated), effective 1/19/10

\_\_\_\_\_ 4. Employments:

\_\_\_\_\_ Bush, Brian - Substitute Teacher  
Harper, Kharity - Substitute Teacher  
Moore, Ronald Terry - Substitute Teacher  
Strimel, Chad - Substitute Teacher  
Miller, Jessica - Substitute School Nurse (RN)  
Kaneshiro, Cathy - Substitute Cook  
Summers, Lorra- Substitute Cook  
Sutphin, Kelly - Substitute Cook  
Watson, Stephenie - Substitute Cook  
Sowards, Evan - Co-Op Student  
Wolfe, Andrew Keith - Co-op Student

\_\_\_\_\_ 5. Drawings for Calling Order:

\_\_\_\_\_ Names of substitute cooks drawn to establish calling order as follows:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_

Vote: \_\_\_\_\_

\_\_\_\_\_ / \_\_\_\_\_ 3. **Miscellaneous**

\_\_\_\_\_ 1. Grant:

\_\_\_\_\_ Approve West Virginia Board of Education Innovation Zone Designation Competitive Grant Application

\_\_\_\_\_ 2. Plans:

\_\_\_\_\_ Multicultural Plan

Strategic Plan

\_\_\_\_\_ 3. Volunteers:

\_\_\_\_\_ Reedy Elementary

Vicki Ashley

Mary Fury

Sabrina Haught

Tina Martin

Andrew McKenzie

Willa Shenkle

Elizabeth Black

Ben Goodwon

Diana Heeter

Deidra McIntyre

Mendy Milhoan

Shannon Stockner

Pat Bumgarner

Amy Harper

Tricia Hicks

Linda McKenzie

Debbie Ryan

Chrystal Tanner

\_\_\_\_\_ 4. Field Trips:

\_\_\_\_\_ RCHS, Travel WV, to Fenton Art Glass, Williamstown, WV and, Cabela's and Oglebay Park, Wheeling, WV, December 18, 2009

Vote: \_\_\_\_\_

### **New Business for Consideration and Potential Action**

1. *Allegheny Power 765 kV Electrical Transmission Line Project*
2. *Public Access Defibrillation Program Procedures*
3. *Request for Right-of-Way through School District Property for Residential Water Line*  
*[May require Executive Session discussion]*
4. *Winter 2010 Potential Transfer(s), Reduction-in-Force(s), and Annual Personnel Classification Review and Realignment(s)*  
*[May require Closed Session discussion, with formal action anticipated in January 2010]*

### **General Information and Discussion Items**

1. *School Accreditation Summary*
2. *School Action Plans To Help Bolster Student Academic Achievement*
3. *Geary Elementary/Middle Wins Acceptance into Education Alliance's Student Educational and Economic Success [SEEDS] Program*
4. *November 2009 Principals Meeting and Review of Board of Education Goals*
5. *Spencer Middle School Grease Trap*
6. *School Newsletters*

\_\_\_\_ / \_\_\_\_ Adjournment

\_\_\_\_ Until the next regular meeting on January 12, 2010, RCHS, at 7:00 p.m.

\_\_\_\_

Vote: \_\_\_\_\_

**REGULAR MEETING OF THE BOARD OF EDUCATION OF THE COUNTY OF ROANE,  
HELD DECEMBER 8, 2009, 7:00 P.M., SPENCER MIDDLE SCHOOL, SPENCER, WEST  
VIRGINIA**

Present: Joe Painter, Tom Young, Randy Whited, Russell Moore, and Paul Cummings, Members

Absent: None

Meeting called to order by Joe Painter, President.

Motion by Paul Cummings and seconded by Randy Whited to approve the minutes of the previous meeting. Motion carried.

Motion by Tom Young and seconded by Paul Cummings to approve the West Virginia Board of Education Innovation Zone Designation Competitive Grant Application for RCHS. Motion carried.

Motion by Randy Whited and seconded by Tom Young to approve the following financial items. Motion carried.

1. Transfers/supplements to the budget:
2. Payment of bills as submitted:

Motion by Paul Cummings and seconded by Russell Moore to approve the following personnel items as recommended by Stephen F. Goffreda, Superintendent. Motion carried.

1. Resignations:

Coffindaffer, Linda - Teacher, Title I, Spencer Elementary, Retirement, effective 8/13/10

Hicks, Dennis - Teacher, Multi-Subjects, Grade 6, Spencer Middle, Retirement,  
effective 6/9/10

Richardson, John - Teacher, ALC, RCHS, Retirement, effective 7/16/10

Wilson, Brenda - Teacher, Math, RCHS, Retirement, effective 6/9/10

Wright, Barbara - Teacher, Grade 1, Walton Elementary/Middle, Retirement,  
6/30/10 effective

Smith, Rebecca - Substitute Secretary, effective 11/30/09

December 28, 2009

To Whom it May Concern:

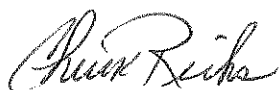
The Roane County High School Local School Improvement Council has been presented a proposal by Mrs. Stephanie Poole to apply for the Innovation Zone grant for implementation at Roane County High School.

It is the consensus of this Council that Innovation Zone is a program of great value to our students with the potential to make a positive impact on the future lives of our students who are selected to participate.

It is further noted that Mrs. Poole and Mrs. Wilson have already exceeded expectations in the planning phase of this project, and have already secured employer partners who are ready to begin participation. It is felt this high level of organization will do much to ensure the success of Innovation Zone at Roane County High School.

It was the unanimous decision of the Local School Improvement Council of Roane County High School to enthusiastically endorse the efforts of Mrs. Poole and Mrs. Wilson to pursue grant funding toward this project. It is our hope that this project will be implemented at Roane County High School for the betterment of our students.

Thank you.



Chuck Ricks, Chair  
RCHS Local School Improvement Council

# **Roane County High School**

## **Local School Improvement Council**

**December 15, 2009**

**5pm**

### **AGENDA**

Call to Order

Approval of Minutes

Old Business:

“Innovations”  
West Test Scores

New Business:

Making a Difference Nominations

Student Concerns

Student Council Proposal—Outdoor Graduation

Next Meeting Date:

Adjourn

From: coinkid@aol.com  
To: coinkid@aol.com  
Subject: Fwd: Nov. LSIC minutes  
Date: Tue, Dec 15, 2009 8:00 am

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## -----Original Message-----

From: ereed@kvinet.com <ereed@kvinet.com>  
To: coinkid@aol.com; dtupper@access.k12.wv.us  
Sent: Sat, Nov 28, 2009 11:22 am  
Subject: Nov. LSIC minutes

The RCHS LSIC met on November 17, 2009. Those present were: Chuck Ricks, Lisa Messineo, Ellen Reed, Amy Raines, Daniel Ricks, Don Keller, Donna Lucas and Natalie Freshwater.

Chuck Ricks opened the meeting thanking everyone for attending. We talked with Stephanie Poole about supporting her if she gets the funding for her innovative teaching ideas. She will talk with the faculty tomorrow to see if she has support from them and go from there. We told her to let us know how we can help her.

Daniel will be talking to the faculty tomorrow about ways to help raise the scores on the WEST Test. Students do not think this test is important and so they do not try. Lisa Messineo stated that there needs to be more rewards or incentives that are meaningful to students. They will work harder if we have the rewards are more than just candy bars or treats. A field trip might be a better incentive. We had a discussion about others ways to help the students understand that they need to do their best on this test. We need to raise our expectations and let the students know that they are expected to do well.

We read the nominations for "Making a Difference Award" and everyone felt that Mr. Gaston was deserving of the award for Nov.. Lisa Messineo will take care of getting the information to the paper and on the radio. Chuck Ricks and Lisa Messineo will decide when to give the award.

Members of the committee have stepped up and will pay for the price of the plaques until we can find another funding source.

The next meeting will be Dec. 15, 2009 at 5:00 and our meeting was adjourned.

Respectfully submitted,

Ellen Reed  
Secretary RCHS LSIC

**Verification of  
Student Support  
For the  
Innovation Zone Application**

**School:** Roane County High School

**Student Group:** Roane County High School Student Senate

**Meeting Date:** December 4, 2009

**Advisor: (Name)** David Ruediger

**Signature:**

*David Ruediger*

**Student Senate Elected Officers:**

**President: (Name)** Daniel J. Ricks

**Signature:**

*Daniel Ricks*

**Vice-President: (Name):** Selby L. Montgomery

**Signature:**

*Shelby Montgomery*

**Secretary:** Chelsea M. Propps

**Signature:**

**Treasurer:** Brittany N. Armstead

**Signature:**

*Brittany Armstead*

**Reporter:** Rebekah A. Ricks

**Signature:**

*Rebekah A. Ricks*

**Student Members**

1. *Katie Shultz*
2. *Samantha Lucas*
3. *Daniel Ricks*
4. *Nick Jarvis*
5. *Allison Halliday*
6. *Quinn Higginbotham*
7. *Emily McClain*
8. *Courtney Cate*
9. *Cassie Richards*
10. *Diane Sivori*

11. Millicent Hall

12. Jacob Oldaker

13. Heather White

14. Clarissa Starcher

15. Lynn Boyd

16. \_\_\_\_\_

17. \_\_\_\_\_

**Roane County High School  
Innovation Zone Grant  
School Business Partners  
2010-11**

**Business willing to have one student in a work study/job shadowing position for both the Fall and Spring Terms.**

<b>Business Name</b>	<b>Partner's Name</b>
1. Berries and Vines	Jim Mahaney
2. Church Street Deli	Michael B. Barn
3. Country Table Restaurant	Virgil Lloyd
4. Dairy Queen	Virgil Lloyd
5. Handi-Mart	James Starcher
6. Heeter Construction	Peggy Heeter
7. McIntosh Hardware, Furniture, and Appliance	John Varda
8. Jack Garrett Ford	Jack Garrett
9. Queen Bee	Virgil Lloyd
10. Subway Restaurant	Virgil Lloyd
11. Taylor's Floral	Bernard Taylor
12. John H. Taylor Funeral Home	John H. Taylor

**Business willing to sponsor two students in a work study/job shadowing position for both the Fall and Spring Terms.**

1. First Neighborhood Bank	Janette Atkinson
2. Giles Land Surveying & Construction	John Giles
3. Roane County Commission	Charles B. White, Jr., Clerk
4. Roane County Committee on Aging	Chuck Ricks

**Roane County High School  
Innovation Zone Grant  
School Business Partners  
2010-11**

The following business/work site has agreed to sponsor a student in a work study/ job shadowing situation for 56 days in the Fall Term and a different student for 56 days in the Spring Term during the 2010-11 school year if the R.C.H.S. Innovation Zone Grant is awarded by the West Virginia Board of Education.

1. The business/ work site will help develop a job description before the Fall Term starts in September, 2010.
2. The business partner will also meet once every two weeks with the student and the Work Site Coordinator for approximately 30 minutes.
3. During the 30 minute session, the business partner, student, and Work Site Coordinator will review the student's progress and (if necessary) help develop a plan of improvement.
4. At the conclusion of the 56 days, the business partner will be able to be used by the each student as a reference. At no time will the business partner obligated to hire the student.

Signature of Business Partner

*Jim Mahoney*

Business Partner's Name

*Berree & Jones*

Address

*213 Church St*

*Spencer, WV 25276*

Telephone Number (304)

*541-4371*

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Innovation Zone Grant  
School Business Partners  
2010-11**

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Signature of Business Partner

Michael B. Bate

Business Partner's Name

Church Street Deli

Address

215 Church St.

Spencer, WV

Telephone Number (304)

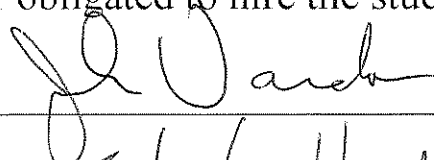
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Innovation Zone Grant  
School Business Partners  
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Signature of Business Partner



Business Partner's Name

McIntosh Hardware, Furn. &

Address

204 Market St. Appl.  
Spencer

Telephone Number (304)

927-2700

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Signature of Business Partner

Benard Taylor

Business Partner's Name

Taylor's Grocers

Address

148 Main Street

Spencer, WV. 25276 -1408

Telephone Number (304)

927-1224

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Innovation Zone Grant  
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Signature of Business Partner John H. Taylor

Business Partner's Name John H. Taylor

Address 406 MARKET ST.  
SPENCER WJ 25274

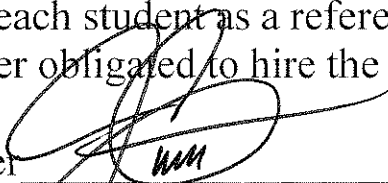
Telephone Number (304) 927-1540

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School Business Partners  
2010-11**

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Signature of Business Partner \_\_\_\_\_



Business Partner's Name \_\_\_\_\_

JACK GARRETT

Address \_\_\_\_\_

PO Box 29

Spencer, WV

Telephone Number (304) \_\_\_\_\_

027-2490

**Roane County High School  
Innovation Zone Grant  
School Business Partners  
2010-11**

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Signature of Business Partner \_\_\_\_\_

*August Lloyd*

Business Partner's Name \_\_\_\_\_

*Queen Bee*

Address \_\_\_\_\_

*Spencer WV*

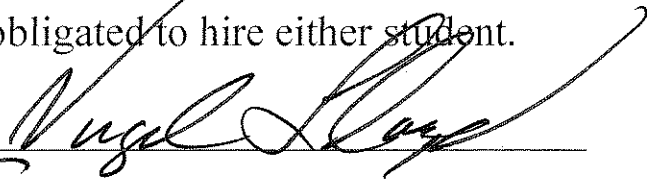
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**Roane County High School  
Innovation Zone Grant  
School Business Partners  
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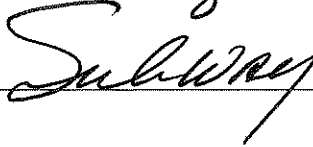
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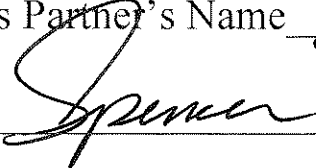
Signature of Business Partner



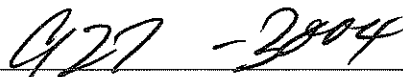
Business Partner's Name



Address



Telephone Number (304)

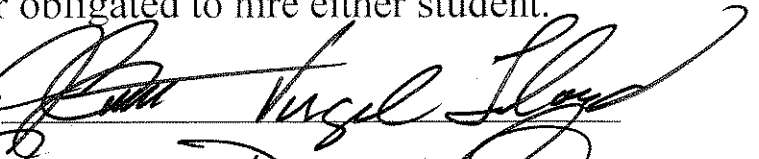


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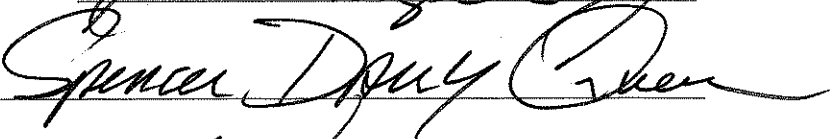
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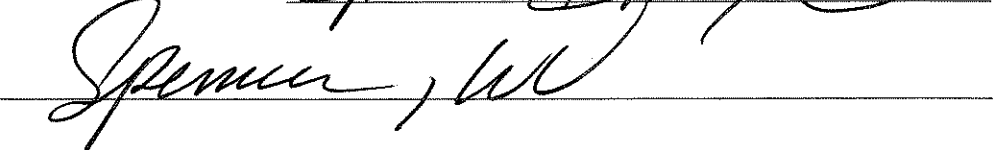
Signature of Business Partner



Business Partner's Name



Address



Telephone Number (304)

\_\_\_\_\_

**Roane County High School  
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Signature of Business Partner \_\_\_\_\_

Business Partner's Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number (304) \_\_\_\_\_

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Innovation Zone Grant  
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Signature of Business Partner 

Business Partner's Name FIRST NEIGHBORHOOD BANK

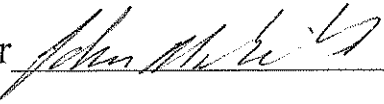
Address P. O. Box 1049  
SPENCER WV 25276

Telephone Number (304) 927-1750

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Signature of Business Partner 

Business Partner's Name Giles Land Surveying

Address 228 Market St.

Spencer WV 25276

Telephone Number (304) 927-5989

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3. During the 30 minute session, the business partner, each student, and Work Site Coordinator will review the student's progress and (if necessary) help develop a plan of improvement.
4. At the conclusion of the 56 days, the business partner will be able to be used by the each student as a reference. At no time will the business partner obligated to hire either student.

Signature of Business Partner Charles B. White Jr., Clerk

Business Partner's Name Roane County Commission

Address 200 Main St.

Spencer WV 25276

Telephone Number (304) 927-2860

**Roane County High School  
Innovation Zone Grant  
School Business Partners  
2010-11**

The following business/work site has agreed to sponsor two students in a work study/ job shadowing situation for 56 days in the Fall Term and two different students for 56 days in the Spring Term during the 2010-11 school year if the R.C.H.S. Innovation Zone Grant is awarded by the West Virginia Board of Education.

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Signature of Business Partner Chuck Ricks

Business Partner's Name Roane County Committee on Aging

Address 811 Madison Ave

SPENCER, WV 25276

Telephone Number (304) 927-1997



**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](mailto: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](mailto: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](mailto:dpeduto@access.k12.wv.us)



# **GLOBAL21**

*Students deserve it • The world demands it*

 *West Virginia* Department of  
**EDUCATION**

**Dr. Steven L. Paine**  
**State Superintendent of Schools**