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ELK ELEMENTARY CENTER

"Where Core Subjects are CENTERED Within the Arts"

INTRODUCTION

Elk Elementary Center's (EEC) goal is to enhance an outstanding academic program with an interdisciplinary arts curriculum, wellness and healthy lifestyle approach, and environmental awareness to develop the whole child of the 21st Century digital world. Identification of EEC as an "Innovation Zone" would enable the six hundred and forty students in grades Pre-K through Fifth to dissolve the barriers between disciplines and merge a web of standards based knowledge with personal and social awareness. By weaving the **visual arts, music, dance, and drama** into other content areas, interdisciplinary arts experiences have the potential to enhance student learning in authentic and relevant ways. With increasing focus on the **health, wellness, and nutrition** of West Virginia's children, our vision is to promote healthy food choices and to increase utilization of EEC's **swimming pool**. We will provide highly skilled swim instruction, while encouraging a healthy recreational lifestyle. Our **courtyard** will become a habitat-based educational site that makes learning more authentic, fun, hands-on, interdisciplinary, and meaningful. By enhancing our curriculum, we will be making a wise investment in our students' immediate educational needs and future development as global citizens.

Our vision is to tap into the talents and abilities of each child and provide rigorous content that challenges all students to develop higher level thinking skills. By providing multiple pathways of instruction through creative uses of our unique facilities, we will reclaim the natural curiosity of learning. According to research, the primary reason students drop out of school is boredom with classes. Boredom contributes to absenteeism, falling behind, failure, and eventually dropping out of school altogether. With Kanawha County School's increasing dropout rate, the local board of education has mandated an identification program of high risk students at the elementary, middle, and high school levels. To meet this challenge, our goal is to utilize our facilities to the fullest by expanding, enriching, and incorporating a variety of educational opportunities. This will enable our at risk students, our special needs students, as well as, our entire student population the opportunity to develop their maximum intellectual and social powers, their emotional capacities, and their physical abilities. Research indicates that the young child learns through sensory and physical powers. Currently, EEC services special needs students from multiple areas in

Kanawha County. Our special services are provided to students with the following exceptionalities: severe profound impairment, mild and moderate mental impairment encompassing autism and Downs Syndrome, emotional and behavior disorder including ADD, ADHD, and ODD, speech, hearing, and vision impairment, and medically fragile students with illnesses ranging from children with childhood diabetes to non-verbal students with feeding tubes. EEC has the **varied resources** and **natural settings** to provide **educational equity** to all of its students, making the development of the whole child obtainable.

RATIONALE

School is changing, and it's changing for all the right reasons. It's called "Global21: Students deserve it. The world demands it." Today's students need core subjects such as English, math, science, and social studies, but they also need to know how to communicate, work in teams, problem solve, and understand other cultures of the world. Fact memorization and textbook-based lessons are obsolete, replaced with student centered project-based learning with the teacher as the facilitator.

EEC has undertaken the journey of change. During the 2008-2009 school year, we piloted the West Virginia Music Hall of Fame Exhibit in which our students wrote a school song. Our teachers have initiated the process of reclamation of our outdoor court yard. During the 2008-2009 school year, our intermediate grades achieved success through West Virginia State Treasurer John Perdue's "Bank at School Program." Our "Bank at School Program" now encompasses all of our students in kindergarten through fifth grade.

Our teachers will be learning 21st century teaching methods and adding rigor to traditional core subjects. **Multiple avenues of assessment will be utilized to demonstrate students' depth of knowledge.** Our school site will allow us to narrow the gap between knowledge and skills that students learn in school and the knowledge and skills they need in the 21st century. We will build a solid foundation with the addition of performance skills, including problem-solving, collaboration, and critical thinking that our students need to live in an interconnected world. The administration, classroom teachers, the performing arts and physical education educators will work collectively contributing in different ways to make our "Innovation Zone" successful.

OBJECTIVES

The **arts objective** is to enhance our curriculum by providing staff development opportunities, incorporating technology into our morning announcement program, providing speaking opportunities for students in school and the community, expanding our “walk to” art gallery, utilizing our stage and our auditorium, and introducing students to multi-cultures through technology, art, music, and dance.

The **health, wellness, and nutrition** objective is to promote physical activity, student wellness, and nutrition education. We will accomplish this by providing on-going staff development, including additional fruit and vegetables in our cafeteria menu, increasing physical education opportunities throughout the day and across the curriculum, utilizing the swimming pool, and increasing our swim instructor from a part-time to a full-time position.

The **environmental objective** is to create a free flowing habitat in our courtyard complete with pond, plants, trees, birds, flowers, insects, fish, and turtles. We will also incorporate a pro-active recycling program and conservation efforts encouraging wise use of natural resources and protection of wildlife. This will be accomplished by providing staff development opportunities, empowering students with courtyard design and stewardship, soliciting parental and community involvement, and utilizing technological support.

HOW THE INNOVATION IS EXPECTED TO WORK

Ownership- ECC staff is energized and voted unanimously to proceed with the Innovation Zone proposal. Staff and students will be given the opportunity to complete an individual interest survey to direct and participate in chosen student centered zones. Staff talents and building functionality will be showcased.

Arts- The administration of EEC will schedule summer 2010 planning sessions between staff and specialists to plan for the 2010-2011 school year. The planning sessions will be drafted with “the end in mind” and will be ongoing throughout the school year. Teachers will meet weekly in grade level common planning PLC’s to design innovative strategies and techniques based on our CSO’s to incorporate the arts in current units of study. Our case partner will be involved by assisting with activities and projects, as well as, financial support.

Health, Wellness, and Nutrition- Summer 2010 planning and ongoing staff development will continue throughout the school year. "Afternoon Innovation Zones" will include physical activities through the use of Wii stations, dance, walking, jump roping, ping pong, and various games. In addition to the required physical education classes, our students will receive specialized swimming instruction forming a competitive swim team. The counselor will assist students in developing positive attitudes, self images, and life long character traits. Staff will serve as role models and assist students in making wise food choices during breakfast, lunch, and snack times fostering a lifelong healthy lifestyle.

Environmental Awareness- Summer 2010 planning and ongoing staff development will continue throughout the school year. Our courtyard will be used as an outdoor classroom and will provide students with hands-on experiences that enhance all areas of the curriculum. A schedule for courtyard maintenance will be created for students, parents, and community volunteers to ensure year round environmental success. Long term hands-on projects capture students' interests and improve the quality of instruction. The courtyard discoveries will allow students to understand the value of global diversity and will instill a desire for preserving our environment.

DESCRIBE HOW THE PROVISION OF GREATER FLEXIBILITY AND CONTROL ASSIST THE SCHOOL IN MEETING THE NEEDS OF THE SCHOOL STUDENTS

In order to develop rigorous instruction, we request to revise the mandated uninterrupted reading and/or math blocks which will allow students to work collaboratively developing critical thinking skills on group projects. This will foster greater understanding while engaged in real world learning applications. We will use integrated and interdisciplinary curriculum to spur student interests and make the most of their experiences and talents.

Our instructional day will begin promptly at 8:50 a.m. and will continue until 3:10 p.m. Innovation Interest Zones will commence at 3:10 p.m. and conclude at 3:40 p.m. Bus dismissal will begin at 3:40:p.m. and all buses will exit the school lot by 3:50 p.m. At 3:50 p.m., car riders will be dismissed. Available support staff will be offered a flexible schedule to accommodate arrival and dismissal supervision.

HOW WILL THE PROPOSED INNOVATION CHANGE HOW THE SCHOOL IS CURRENTLY OPERATING

We envision our eighty professional and service personnel to exhibit an increased morale and display energized teaching strategies while creatively using our facilities. Our teachers will model team building through our PLC's and encourage collaborative participation for our students. Flexible scheduling will allow our staff to restructure the school day and to differentiate instruction based on student need. Rote learning will be avoided and the focus will be on incorporating higher levels of depth of knowledge. We expect to see improvement in basic skills, critical thinking, problem solving, physical and emotional health, the arts and literature, citizenship, social skills, team building, and character for the productive 21st Century learner.

BUDGET NARRATIVE

To successfully implement our goals, EEC is requesting \$50,000 from the Innovation Zone Grant. The funds requested will provide staff development days for common planning among the Arts Specialists and classroom teachers to integrate the required curriculum. We are requesting eleven (11) planning days between summer 2010 and the academic school year 2010-2011. This will provide staff development for forty teachers at \$100 per day, equaling \$44,000.

Our swim teacher is currently part-time. In order to have a full-time certified swim teacher, EEC needs to fund one half of the salary. We are requesting \$6,000 for swim teacher salary and our **Parent Teacher Organization** has agreed to fund the remainder of the salary.

RESEARCH BASED

According to Richard Rothstein, Tamara Wilder, and Rebecca Jacobsen (May, 2007) schools need accountability systems that focus on more than basic skills to produce the outcomes necessary for success in work and life. EEC will educate the whole child and avoid rote teaching in order to produce healthy, fulfilled, and participating citizens. Ben Castleman and Dennis Littky (May 2007) suggest the importance of building an educational experience around each individual student's passions, therefore, allowing students to learn to love learning. Too often we continue to apply a one-size-fits-all instructional method. It is our belief in supporting the whole child and creating an education that considers how students' best learn the skills demanded of the 21st century.

Kanawha County Schools Wellness Policy 57.01 says: The link between nutrition, physical activity, and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating and physical activity, essential for a healthy weight, are also linked to reduced risk for many chronic diseases, like Type 2 Diabetes. Schools and the community have a responsibility to help students learn, establish, and maintain lifelong, healthy eating and activity patterns. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in school. Staff wellness also is an integral part of a healthy school environment, since school staff can be daily role models for healthy behaviors.

REFERENCES

- Armstrong, Thomas (May 2007). The Curriculum Superhighway, *Educational Leadership*, p. 16-20.
- Campbell, Linda (2003). MINDFUL LEARNING 101 Proven Strategies for Student and Teacher Success.
- Castleman, Ben & Dennis Littky (May 2007). Learning to Love Learning, *Educational Leadership*, p. 58-61.
<http://www.ed.gov/nclb/landing.jhtml>
- Feller, Thomas R. & Brian Gibbs-Griffith (May 2007). Teaching Content Through the Arts, *Educational Leadership*, p. 48-52.
- Fetro, Joyce V., Connie Givens, & Kellie Carroll (December 2009/January 2010). Coordinated School Health: Getting It All Together, *Health & Learning*, p. 32-37.
- Habegger, Shelly (September/October 2008). The Principal's Role in Successful Schools: Creating a Positive School Culture, *Principal*, p. 42-46.
- Hubbell, Elizabeth R. & Matt Huhn (November/December 2007). Using Technology to Promote Science Inquiry, *Principal*, p. 24-27.
- Huguelet, Joyce (May 2007), No More Haves and Have-Nots, *Educational Leadership*, p. 45-47.
<http://www.nasaa-arts.org/publications/critical-evidence.pdf>
- Parry, Terence & Gayle Gregory (1998). Designing Brain Compatible Learning.
- Protheroe, Nancy (November/December 2007). Differentiating Instruction in a Standards-based Environment, *Principal*, p. 36-39.
- Rothstein, Richard, Tamara Wilder, and Rebecca Jacobsen (May 2007). Balance in the Balance, *Educational Leadership*, p. 8-14.
- Satcher, David (December 2009/January 2010). Taking Charge of School Wellness, *Health & Learning*, p38-43.

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: Elk Elementary Center

County: Karawha

Superintendent: Dr. Ron Durring

Number of Professional Personnel: 42

Number of Service Personnel: 25

Institution of Higher Education: _____

County Location: _____

C. Narratives for the Innovation Zone Application:

• **Project Design:**

- The narrative shall indicate the results of an assessment of the improvement needs of the eligible applicant.
- Provide the goals and objectives of the project.
- Describe how the innovation is expected to work.
- How does the innovation solve the stated problem or create a new idea?
- Describe the methods or strategies to be used to achieve the goals and objectives of the innovation.
- Describe how the provision of greater flexibility and control assists the school in meeting the needs of the school's students.
- 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.
- How will the proposed innovation change how the school is currently operating?

- **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.

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

- _____ Waiver Requested of County Policy: _____
- Waiver Requested of WVBOE Policy or Regulation: 2510
- _____ 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).

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: EVK Elementary Center

Department (If Applicable): _____

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

Meeting Date: 12/9/19

Faculty Senate Elected Officers:

President: (Name) <u>Brittany Elkins</u>	Signature: <u>Brittany Elkins</u>
Vice-President: (Name) <u>Andrea Lockhart</u>	Signature: <u>Andrea Lockhart</u>
Secretary: (Name) <u>Jennifer Belcher</u>	Signature: <u>Jennifer Belcher</u>
Treasurer: (Name) <u>Marsha Weirick</u>	Signature: <u>Marsha Weirick</u>
Other: (Name) <u>Jennifer White</u>	Signature: <u>Jennifer White</u>

Service Personnel Representative:

Name: Lisa Hoover Signature: Lisa Hoover
 Position: Aide

Parent Representatives:

Name: <u>Sally D Stewart</u>	Signature: <u>Sally D Stewart</u>
Name: <u>Wendy J Wain</u>	Signature: <u>Wendy J Wain</u>
Name: <u>Ryan J Albert</u>	Signature: <u>Ryan J Albert</u>

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

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

**County Board or Boards
Report on Innovation Application/Plan**

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

School: ELK Elementary Center

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: 12/17/09

County Board of Education Elected Officers:

President: (Name) Becky Jordan Signature: Becky J. Jordan

Vice-President: (Name) Robin Rector Signature: Robin Rector

Members:

Name: Jim J. Crawford Signature: Jim J. Crawford

Name: William J. RAGAN Signature: William J. Ragan

Name: William P. "Pete" Thompson Signature: William P. Thompson

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).