

*West Virginia  
Board of Education*

**Innovation Zone Designation**

**COMPETITIVE GRANT  
APPLICATION**

**Core Subject Integration  
For Grade 5**

**Proposed By:**

**Preston County Schools  
300 Preston Drive  
Kingwood, WV 26537**

**Dr. Larry E. Parsons, Superintendent**

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**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: Grade 5 at Kingwood, Terra Alta, and Bruceton Schools

County: Preston

Superintendent: Dr. Larry Parsons

Number of Professional Personnel: 8 Teachers, 3 Principals, 3 Central Office Staff

Number of Service Personnel: N/A

Institution of Higher Education: WVU as a continuing partner in Professional Learning Communities

County Location: RESA VII

**C. Narratives for the Innovation Zone Application:**

Preston County seeks a \$25,250 Innovation Zone Planning Grant from the West Virginia Department of Education to implement the curriculum integration of Math and Science and the integration of Social Studies and Language Arts. This integration will occur at the 5th grade level in 3 of the 8 elementary schools with the intent to extend the pilot to all elementary schools and to 4th grade. The project is also expected to have significance to the Race To The Top (RTTT) initiative.

The needs in Preston County that have led to seeking this planning grant are based upon the WESTEST II Math and Reading scores declined from WESTEST scores. WESTEST II better reflects skills necessary to succeed in the 21st Century. WESTEST II skills emphasize the need for rigor and relationships in the curriculum delivered to students. This integrated approach better mirrors those skills than the traditional isolated subject approach. The Office of Education and Performance Audits (OEPA) report on Preston County notes that they did not see evidence of hands-on science occurring at Kingwood Elementary. This integrated approach will better address this need. Preston County is currently exploring an initiative in Project Based Learning (PBL) at the secondary level. Students who have the experience at the 5th grade level with these integrated courses will be better prepared to achieve success with PBL as they advance in school. Teachers have already received on-going training on Professional Learning Communities (PLCs), and the fifth grade teachers who participate in this initiative will have the integrated curriculum as the focus of their PLC. Finally, teachers often comment on the issue of having the time to devote to these four core content areas, which often means that science and social studies tend to get short-changed in terms of preparation time. The integration approach will allow teachers to more efficiently emphasize the four curriculum areas both time wise and content wise.

The overall goal of the Planning Grant is to provide 200 Preston County 5th grade students a high quality, interactive, and integrated experience in the core curriculum areas of Math and Science and in Social Studies and Language Arts. To accomplish this goal, 5th grade teachers at participating elementary schools will form a Professional Learning Community focused on working towards being ready to offer the integrated courses beginning in fall 2010. Two core leadership teams, one in Math and Science and one in Social Studies and Language Arts, will upon receipt of the planning grants meet as a team 4 afternoons

before school is out to plan the end-of-school work sessions. Planning Grant resources will be used to fund substitutes to allow for this release time for the teachers. They will also be the integral part of the planning team for a two-week summer work session for the initiative. All participating 5<sup>th</sup> grade teachers will attend the summer session to be scheduled right after the close of schools for the academic year. One week will be dedicated to Mathematics and Science. The other week will focus on Language Arts and Social Studies. These meetings will begin with unpacking the standards to determine those standards that can best be met via the integrated approach and those standards that still need to be emphasized in the more traditional subject matter approach. They will receive the professional development needed to enable them to prepare for the change from the subject by subject to the integrated approach. Time will be allotted to design units and lesson plans. The bulk of the award will fund the teacher stipends and a part-time facilitator for this two-week work session.

Principals and other leadership personnel from the participating elementary schools will provide support in accomplishing the goals. They will be a part of the evaluation of the planning grant by conducting walkthroughs of those integrated classrooms, helping to inform and engage the parents and communities with this transition, and providing the substitutes and time for planning activities. Central office staff, particularly those administering Title I and Title II funds, will be an important resource in administering the project and using federal resources to supplement the planning grant funds.

Potential partners in the project include the West Virginia Department of Education, West Virginia University, RESA VII, Preston County Central Office, and Preston County parents and businesses. These partners have already been involved in Preston County's education agenda by such contributions as providing district wide training in PLCs and professional development in unpacking the Content Standards and Objectives.

#### **PLAN OF WORK**

<b>Action Steps</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Responsible Person(s)</b>	<b>Measurement Of Progress</b>
Meet 4 half school days to plan to plan	February and March 2010	Innovation Zone Preston County Administrators	Teddi Cox and Mark Graham	Agendas, minutes, and plan
Meet to plan Language Arts and Social Studies integrated lessons	June 14 – 18, 2010	Innovation Zone Preston County Administrators	Teddi Cox, Mark Graham. Contracted facilitator for 2 days	Agendas, minutes, and unit & lesson plans
Meet to plan Mathematics and Science integrated lessons	June 21 – 25, 2010	Innovation Zone Preston County Administrators	Teddi Cox, Mark Graham. Contracted facilitator for 2 days	Agendas, minutes, and unit & lesson plans
School teams meet 4 hours monthly as PLC	August 2010 – May 2011	Innovation Zone Preston County Administrators	Teddi Cox	Agendas, minutes, online portal

## Research Base:

By and large, both in public and independent school education, there is still a tendency to focus on the disciplines separately, and frankly, there's a lot of value in that. There's great value in going deeply into a subject and learning the tools and the approaches that are used by specialists in those areas, but in practice, there's almost no profession in the world of work where there aren't integrated perspectives.

Unfortunately, most twenty-first century public schools in the United States are structured pretty much the same as they were in the nineteenth century. And yet real life in the twenty-first century has undergone dramatic changes. Changes include a shift from an agricultural and industrial economy where the majority of people lived in rural settings to a hyper fast, dynamic global society centered on the development and exchange of knowledge and information in a multiplicity of forms.

In our past, the expectation was that an individual would master a certain trade or skill and work in that field for the rest of his or her career. Today, in the information economy, fluency in several disciplines and the ability to move comfortably among them, being capable of distilling meaning from complexity, and seeing connections where they may not be apparent on the surface are critical skills for success. The theme of the West Virginia Department's Innovation Zones, created by the School Innovation Zones Act, is to educate, collaborate, and create. In alignment with this thinking is the fact that the integrated approach to core disciplines is also focused on creativity, adaptability, critical reasoning, and collaboration – those marketable skills that allow K-12 education institutions to keep pace with the seismic shift in our society.

In a research report titled *The Logic of Interdisciplinary Studies* by Sandra Mathison and Melissa Freeman that was presented at the annual meeting of the American Educational Research Association in 1997, the authors wrote, "Interdisciplinary, integrated and integrative studies represent an opportunity to have more meaningful relations with students; teach cognitive skills associated with 'real life' (e.g., cooperation, problem solving, ability to see connections); motivate students; increase student achievement; promote positive attitude toward subject matter; create more curricular flexibility; diminish scheduling problems; and integrate new and rapidly changing information with increased time efficiency."

The research report found broad consensus among dozens of researchers as to what the report called the "positive educational outcomes" for students in an integrated-studies program:

- An increase in understanding, retention, and application of general concepts.
- A better overall comprehension of global interdependencies, along with the development of multiple perspectives, points of view, and values.
- An increase in the ability to make decisions, think critically and creatively, and synthesize knowledge beyond the disciplines.
- The increased ability to identify, assess, and transfer significant information needed for solving novel problems.
- The promotion of cooperative learning, a better attitude toward oneself as a learner and as a meaningful member of a community.
- Increased motivation.

Research also speaks to the need for the structure of twenty-first century public schools in the United States to reflect the dynamic global society centered on the development and exchange of knowledge and information in a multiplicity of forms. The integrated approach aligns much more closely to the 'real life' (e.g., cooperation, problem solving, ability to see connections) students will experience as they enter education experiences beyond high school and begin their careers.

Fortunately, today many educators—from teachers to administrators—as well as policy makers feel the same way. Since the mid-1990s, in addition to Sir Ken Robinson and Heidi Hayes Jacobs, several key

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figures have stoked the discussion of integrated studies through their own work and influential books, including James Beane, author of *Curriculum Integration: Designing the Core of Democratic Education*; Julie Thompson Klien, author of *Crossing Boundaries: Knowledge, Disciplinarity, and Interdisciplinarity and Mapping Interdisciplinary Studies*; and Robin J. Fogarty, author of *How to Integrate the Curricula and Integrating Curricula with Multiple Intelligences: Teams, Themes, and Threads* (the latter coauthored with Judy Stoehr).

### **Project Evaluation:**

*When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative. (Stake, as quoted in Stevens, Lawrenz & Sharp, 1993, p. 6)*

The evaluation described here will serve two overarching purposes: (a) to provide useful information by which to make programmatic adjustments, and (b) to collect, analyze, and present valid and reliable data on program goals, objectives, and outcomes. These two functions are essentially formative and summative evaluation.

Evaluation is considered an integral element of program planning and implementation. Evaluation of the project is intended to be an ongoing process that not only assesses activities and accomplishments but also strives to determine the merit, or value, of accomplishments and then use this information for continuous improvement. The evaluation will serve the following functions, each with formative and summative components:

- provide evidence of the quality and effectiveness of the project in meeting its stated objectives
- document the quality and effectiveness of the basic strategies in developing a trajectory toward its long-term goal
- examine how the structure and operation of the project itself (challenges, leadership, responsiveness, etc.) affect its success in implementing its strategies
- collect and maintain data on an ongoing basis that will become the central component of the annual report submitted to the West Virginia Board of Education

### **Evaluation Design**

*Just as a stool is more solid if it rests on three legs rather than one or two, information collected will be more solid if it is collected from more than one source, at more than one point in time, in a number of different ways. (Branigan, 2002)*

The evaluation of the project will be a critical component of the planning grant. The evaluation will focus both on results and processes. The School Innovation Zones Act requires that each grantee submits an annual report regarding the progress related to the project design to the West Virginia Board of Education. Principals, other school leaders, and teachers have received professional development and have designed and conducted several hundred walkthroughs. They will customize the walkthroughs with help from the Central Office Title I and Title II staff to evaluate the Planning Grant. Walkthrough data will be gathered, analyzed, and reported. In addition the Technology staff will design an online portal to house artifacts such as agendas, meeting notes, research articles, and PLC activities. These artifacts will also be part of the evaluation. Two administrators involved in this project are participating in the Classroom Assessment Network II (CAN II) and will provide leadership in formative evaluation procedures. Formative assessment will provide on-going feedback as to the attainment of the goals for student performance. Surveys of participating teachers, school leadership, students, partners, and parents will also be developed and administered with resulting data analyzed and presented as part of the annual report.

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The Preston County Title I and Elementary Education Director will manage the project. A Technology Integration Specialist will participate in the four afternoon and summer sessions. The Technology Integration Specialist will design the online portal to house artifacts, such as meeting agendas and notes; research-based articles; and other PLC data.

**Table 1: Project Performance Objectives, Evaluation Questions, Evaluation Methods**

<b>Performance Objectives</b>	<b>Evaluation Questions</b>	<b>Evaluation Methods</b>	<b>Notes</b>
OBJECTIVE 1: To form a core leadership team of 5 <sup>th</sup> grade teachers to plan integration of math and science	<p>1a. Was the core leadership team formed?</p> <p>1b. Did the core leadership team review content standards of math and science and determine those that could be met through an integrated approach?</p> <p>1.c. Did the core leadership core team function as a Professional Learning Community?</p>	<p>Focus group interview data</p> <p>Document and artifact review</p> <p>Survey of participating teachers</p>	<p>The electronic portal will be used to house artifacts such as agenda and minutes of meetings.</p> <p>These items will also become part of the evaluation data.</p>
Objective 2: To form a core leadership team of 5 <sup>th</sup> grade teachers to plan integration of social studies and language arts	<p>2.a. Was the core leadership team formed?</p> <p>2.b. Did the core leadership team review content standards of math and science and determine those that could be met through an integrated approach?</p> <p>2.c. Did the core leadership team function as a Professional Learning Community?</p>	<p>Focus group interview data from interview</p> <p>Document and artifact review</p> <p>Survey of participating teachers</p>	<p>The electronic portal will be used to house artifacts such as agenda and minutes of meetings.</p> <p>These items will also become part of the evaluation data.</p>
Objective 3: To plan and conduct a 2 week summer work session to be held in June, 2010	<p>3.a. Was the summer institute planned for participating 5<sup>th</sup> grade teachers?</p> <p>3.b. Was the summer institute conducted for participating 5<sup>th</sup> grade teachers?</p> <p>3.c. Were integrated courses ready to begin in fall of 2010?</p>	<p>Focus group with each planning team</p> <p>Survey/Focus group with institute participants</p> <p>Agenda, copy of materials used in the summer</p> <p>Course review of integrated courses in math &amp; science and in social studies &amp; language arts</p>	<p>The electronic portal will be used to house artifacts such as agenda and minutes of meetings.</p> <p>These items will also become part of the evaluation data.</p>

The project is viewed as a pilot project that once successfully planned, implemented, and documented will create interest and promote articulation at, for example, the fourth and sixth grade levels. The core leadership teams will be able to conduct train-the-trainers sessions for other interested schools and be a support system as other schools integrate curriculum. Beyond the district, the same train-the-trainers approach could be used to scale curriculum integration on a statewide level with the support of the West Virginia Department of Education. Plans also include sustaining this capacity for integrated curriculum beyond the initial funding period through the use of federal funds focused on PLCs such as Title I and Title II.

### **Management Capability:**

Preston County considers the receipt of this planning grant as a contractual agreement. As such, the necessary resources will be committed to ensure the adherence to the plan as defined in the design section of this proposal. Central Office staff is identified to manage the project. Principals and teachers at participating schools have made formal commitments to the project. The local Board and parents are also in support of the project.

Dr. Teddi Cox, Title I Director and elementary supervisor, will be the Director. Dr. Cox will ensure that the goals and objectives as presented in the design section are achieved, and she will monitor and manage the approved budget. Dr. Cox designed an integrated program at Chattanooga School for the Arts and Sciences, identified by the USDE as one of the six model magnet schools in the country. Mark Graham will serve as the Technology Integration Specialist (TIS) for the project. Mr. Graham will design and maintain the portal and the PLC electronic site. He designed and implemented an integrated program as a sixth grade teacher at Bruceton School. Teacher leader chairpersons will be designated for each of the leadership teams, and each of those individuals will devote approximately 2 hours per week to the project. Time over and beyond their normal teaching load will be compensated and that has been built into the budget. These two teacher leaders will work closely with the Central Office staff.

### **Scalability and Sustainability:**

The success of Preston County's project will be used to promote articulation of the concept at the 4th grade level and 6th grade level within the district. Teacher leaders will conduct train-the-trainer sessions with interested schools to enable them to benefit from the experience of the project participants.

Core team members, school principals, and district Title I and Title II staff will submit proposals to appropriate state meetings, such as the annual Title I and/or Title II Director conferences, to present informative, hands-on sessions for other schools and districts interested in pursuing an integrated curriculum approach.

A professional learning community's electronic site will be used to house a chronology of establishing integrated core subject experiences. The electronic portal will house agendas, meeting notes, research-based artifacts, and evaluation data, all of which can be used by new schools and districts interested in beginning such a process.

Scalability on a statewide basis is certainly a potential by-product of the model that will have started as a Preston County Innovation Zone initiative. This would require support from the West Virginia Department of Education and other partners such as higher education, RESAs, and business/community entities.

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Sustaining the project beyond the initial funding period will occur through regular state and federal funding sources. After the initial planning and organization, the integration of subjects will be the choice of teachers. Preston County Schools will continue to seek funds to augment available PLC time. Seven of the 8 Preston County elementary schools are Title I schools, and Bruceeton School, the only non-Title I elementary school, receives Title II support. These programs will continue to support the PLC model of professional development.

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

- \_\_\_\_\_ Waiver Requested of County Policy: \_\_\_\_\_
- \_\_\_\_\_ Waiver Requested of WVBOE Policy or Regulation: \_\_\_\_\_
- \_\_\_\_\_ Waiver Requested of Statute: \_\_\_\_\_
- X   N/A (No Waiver Requested)

**Policy 2510, Assuring the Quality of Education: Regulations for Education Programs** states; *These required core courses shall be taught daily by a team of qualified teachers. An intervention component will ensure mastery of the rigorous content standards and objectives at each grade level. The core courses (Reading and English/Language Arts, Mathematics/Algebra I, Science and Social Studies) will be offered within a block of time no less than 180 minutes. The principal and a team of teachers will determine time allocations that provide adequate time to achieve mastery of the West Virginia content standards and objectives for each of the required courses and effectively address the academic needs of students who are below mastery in the basic skills of reading, writing and mathematics.*

However, in reality teachers have planned instruction for each subject separately, using a different textbook. This project will provide time for teachers to plan for the core subjects using the Content Standards and Objectives as the organizer and guide instead of textbooks.

**Planning Narrative and Budget Page:**

Preston County is seeking funding to implement a project to integrate Mathematics and Science and Social Studies and Language Arts. The project will involve meetings to plan to plan during this school year, 2 week-long work sessions in June 2010, and monthly Professional Learning Community type meetings throughout the 2010-11 school year. The major expense of the project is for teacher stipends for planning, research, and record keeping. The actual implementation of the integrated curricula will be during regular school. Eight grade 5 teachers will form a PLC focused on integrating courses beginning in fall 2010. Two core leadership teams, one in Math and Science and one in Social Studies and Language Arts, will meet as a team 4 afternoons before school is out to plan the end-of-school work sessions. Planning Grant resources will be used to fund substitutes. The 5<sup>th</sup> grade teachers will attend the summer session to be scheduled in June. One week will focus on Mathematics and Science and the other week will focus on Language Arts and Social Studies. A contracted facilitator will lead the beginning of the first work session. Time will be allotted to design units and lesson plans. The teachers will then participate in monthly PLC meetings to share success and failures, discuss data from formative assessments, and collaborate on needs in instruction. A Technology Integration Specialist will provide assistance in reporting data and integrating technology. Two teacher leader chairpersons will devote approximately 2 hours per week to the project.

<b>Activity</b>	<b>Function</b>	<b>Funding Source</b>	<b>IZ Cost</b>
4 half day "plan to plan" sessions for 8 teachers	Substitute teachers	Innovation Zone Grant	\$2400.00
1 week Mathematics and Science session	Teacher stipends	Innovation Zone Grant	\$5000.00
Contracted Facilitator	On-site for minimum of 2 days at summer session plus prep time	Innovation Zone Grant	\$1500.00
1 week Language Arts and Social Studies session	Teacher stipends	Innovation Zone Grant	\$5000.00
Monthly PLC sessions throughout the school year 2010-11	Teacher stipends – 4 hr monthly for 9 mo. for 8	Innovation Zone Grant	\$5760.00
Technology integration by TIS	Stipend for project work beyond normal workday	Innovation Zone Grant	\$2690.00
2 teacher leaders	Help with data collection and reports	Innovation Zone Grant	\$2400.00
Project Director	Leadership and Communication	Preston County	\$0
Resource Materials	Research and Organization	Preston County and Innovation Zone Grant	\$500
<b>TOTAL</b>			<b>\$25,250.00</b>

**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
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**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: Terra Alta - East Preston  
 Department (If Applicable): 5<sup>th</sup> grade  
 Notice of Meeting (Date provided to Faculty or Department/Subdivision): December 3, 2009  
 Meeting Date: December 3<sup>rd</sup>, 2009

Faculty Senate Elected Officers:

President: (Name) <u>Jennifer L. Boni</u>	Signature: <u>Jennifer L. Boni</u>
Vice-President: (Name) <u>Tina Strahin</u>	Signature: <u>Tina Strahin</u>
Secretary: (Name) <u>Shirley Lofink</u>	Signature: <u>Shirley Lofink</u>
Treasurer: (Name) <u>John B. Kelly</u>	Signature: <u>John B. Kelly</u>
Other: (Name) <u>Kimberly Wilt</u> <u>5<sup>th</sup> grade teacher</u>	Signature: <u>Kimberly Wilt</u>

Service Personnel Representative:

Name: Jackie Clarkson Signature: Jackie Clarkson  
 Position: Aide

Parent Representatives:

Name: <u>Christina Evans</u>	Signature: <u>Christina Evans</u>
Name: <u>Tony Huskrell</u>	Signature: <u>Tony Huskrell</u>
Name: <u>Jessie Hart</u>	Signature: <u>Jessie Hart</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: \_\_\_\_\_  
 Department (If Applicable): \_\_\_\_\_  
 Notice of Meeting (Date provided to Faculty or Department/Subdivision): \_\_\_\_\_  
 Meeting Date: \_\_\_\_\_

**Faculty Senate Elected Officers:**

President: (Name) <u>Debra K. Morell</u>	Signature: <u>Debra K. Morell</u>
Vice-President: (Name) <u>Denise Harris</u>	Signature: <u>Denise Harris</u>
Secretary: (Name) <u>Stacy Berner</u>	Signature: <u>Stacy Berner</u>
Treasurer: (Name) <u>David Pauly</u>	Signature: <u>David Pauly</u>
Other: (Name) _____	Signature: _____

**Service Personnel Representative:**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_  
 Position: \_\_\_\_\_

**Parent Representatives:**

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

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

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



West Virginia University

College of Human Resources and Education

22 December 2009

Dr. Teddi Cox

300 Preston Drive

Kingwood, WV 26537

Dear Dr. Cox,

Please accept this letter as an indication of support for the Preston County grade five teachers' interested in using professional learning community (PLC) activities to address their goal of integrating math and science instruction and language arts and social studies instruction.

West Virginia University, in collaboration with the Preston County Board of Education, has been working on a professional development initiative entitled "Preston County Deep Literacy Learning" (PCDLL). Our work together has focused on the investigation of ways to establish a practice of professional learning community (PLC) work focused on students' writing performance and teachers' writing instruction. This work has included analyzing available standardized and informal writing data specific to student performance and teachers instructional practices for the purpose of identifying areas of strength and of potential need for improvement at the county level, the school level, and the grade level.

It has recently been brought to our attention that a number of the teachers currently responsible for the instruction of students in grade five have expressed interest in taking the PLC work being done as a part of the PCDLL initiative to a new depth. They plan to submit a proposal an Innovation Zone planning grant offered by the West Virginia Department of Education (WVDE). The grade five teachers' interests focus on the integration of math and science instruction and the integration of language arts and social studies instruction.

It is our understanding that these planning grant funds from will allow teachers to deconstruct the West Virginia Content Standards and Objectives in an effort toward organizing instructional units of study that integrate and meet the standards for grade five students. This collaborative work among grade five teachers will foster continual review of lesson designs to provide on-going best instructional practices and experiences geared toward identified needs of students.

Again, please accept this letter as an indication of support of these grade five teachers' interest in using professional learning community (PLC) activities to address their goals. Their growth in understanding of PLCs and in the use of PLCs to address specific issues during our PCDLL initiative demonstrate their ability to use PLCs to address this new initiative focused on the instructional integration of math and science and of language arts and social studies.

Sincerely,

*Judy A. Abbott*

Judy A. Abbott, Ph.D., Assistant Dean & Associate Professor

Office of the Dean

Phone: 304-293-5703  
Fax: 304-293-7565

802 Allen Hall  
PO Box 6122  
Morgantown, WV 26506-6122

Equal Opportunity/Affirmative Action Institution

December 28, 2009

To whom it may concern,

As a parent of a student at Bruceton School in Bruceton Mills, WV and as a sitting board member on the Preston County Literacy Volunteers, I'm writing a statement of support for integrating math and science as well as social studies with language arts in our schools. I feel it would make those subject matters more interesting for students and prepare my sons for life in the 21st century.

Thank you,

Sarah Scardina  
RRT 1, Box 106  
Bruceton Mills, WV 26525

304-290-6589

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Lena Antimonova Cerbone CNM

3801 North Preston Highway

Albright, West Virginia 26519

h) 304-329-3120; email) lahmidwife@yahoo.com

29 December 2009

Dr. Teddi Cox

Director of Elementary Education

Preston County Schools

Kingwood, West Virginia 26537

(via email to trcox@access.k12.wv.us)

Dear Dr. Cox:

I write in support of the pilot program to integrate Math and Science as well as Social Studies and Language Arts in three fifth grade classes in Preston County with a hope to extend to all fifth grades and then further into other grade levels.

As a mother as well as the Chair of the Local School Improvement Committee (LSIC), I feel strongly that Preston County students should not be, in the catch phrase of the day, "left behind." Also, as an educator myself (as you know, I am on faculty at the WVU School of Medicine) I agree totally with the goal of this integrative method of teaching: medical students and medical residents, though obviously very bright young people, often have difficulty putting together all their considerable knowledge in a way that can help them assess, diagnose, and then care for their patients. No matter how completely you understand any given subject, if you cannot apply your knowledge in practice it will do you no good. The first step in this synthesis is exactly the type of integrative thinking that your proposed program aims to teach. And the earlier those students can learn to let their brains put different kinds of thinking together the better. It can only serve them well in their future endeavors.

Please let me know how this grant proposal works out: I look forward to hearing from Henry, Lowell, and Margot how they learned to do math in science class!

All best wishes for a healthy and productive New Year.

Sincerely yours,

Lena Antimonova Cerbone CNM, MSN

Chair, Kingwood Elementary LSIC Committee

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January 14, 2010

Dear Sir or Madam:

It has come to our attention that the Preston County Title I Director, Dr. Teddi Cox, is submitting an application for extra funding in support of training for teachers over the summer to help support integration learning of Science with Math and Social Studies with Language Arts for 5<sup>th</sup> grade students. We as parents with boys of both 4<sup>th</sup> and 5<sup>th</sup> grade students highly support this application. We believe that both subjects of Science and Social Studies do not get an effective amount of attention during the school year and this integration will help with that attention while still maintaining the proper focus on the other subjects of Math and Language Arts. We also believe that this will help align the learning process closer to Secondary and higher levels of education. Multitasking and utilizing more than one talent at a time is critical in today's work force and the earlier this begins the better.

We also understand that this training is designed to help teachers integrate more hands on learning into their curriculums. This method of learning gives the students a good understanding of how the materials they are learning can be used in practical situations and we believe it instills a desire for more learning.

Sincerely,

David Scroggs  
Glenda Scroggs  
Parents of Preston County School Students

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# 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: Kingwood, Bruceton, and Terra Alta Elementary Schools in Preston County

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Department (If Applicable): Grade 5

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Date of School/Department/Subdivision Receipt of Application: Proposal shared at December 23, 2009  
Faculty Senate Meetings

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: **N/A**

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County Board of Education Elected Officers: **N/A, due to State Take-over**

President: (Name)	Signature:
Vice-President: (Name)	Signature:
Members:	
Name:	Signature:
Name:	Signature:
Name:	Signature:

Report: The full project proposal was actually the idea of the participating teachers. In a discussion between the Title I Director and the Kingwood TIS, they realized that both had implemented successful mathematics and science programs. Mr. Graham asked a group of teachers if they would like to implement such a program. The Grade 5 teachers jumped at the chance and asked if Language Arts and Social Studies could be included. They cited such obvious connections as reading *Johnny Tremain* with a study of the Civil War. On December 3, 2009 administrators shared information about the Innovation Zone Grants with Grade 5 teachers. They immediately agreed to participate in the project.

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Concerns: The main concern is the time element. Teachers will need time to prepare integrated units and daily lessons. They will be testing different formative assessments and researching different strategies. In reality, that is what the funds are buying. Most of the project expenses are dedicated to paying teachers for time beyond the normal day and year. Detailed reporting will be expected to show successes and challenges.

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