

Nellis Elementary: The Wildcat Model

Education Innovation Zone Proposal

Nellis Elementary School (PK-6)

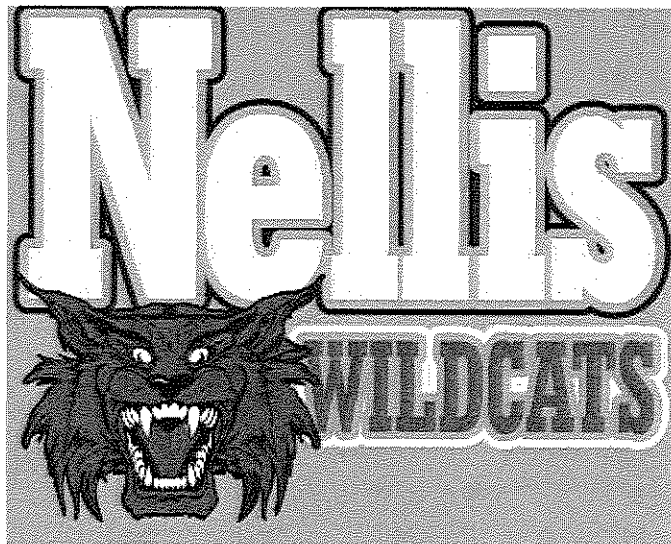
(304) 836-5281

#1 School Street, Nellis, WV 25142

Mr. Jeffrey Nelson, Principal

jnnelson@access.k12.wv.us

(304) 543-1034



Please visit the site below for an electronic copy of this proposal. In addition, other supportive documents are accessible on this site as well.

<http://sites.google.com/site/teamnellis/>

Nellis Elementary Innovation Zone Application

Information about the Applicant: The Entity applying for this Innovation Zone Designation is a single school.

Name of Entity Applying: Nellis Elementary School

Address: #1 School Street, Nellis, WV 25142

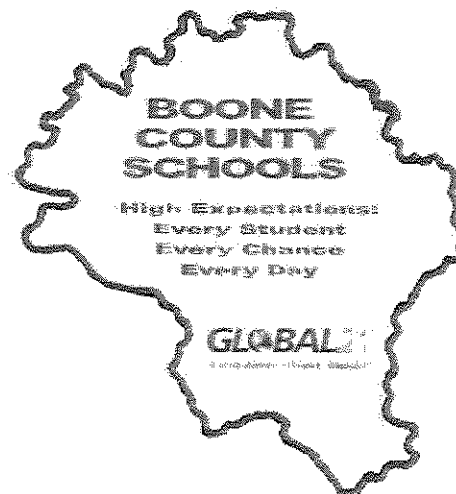
County: Boone

Superintendent: John G. Hudson

Address: 69 Avenue B, Madison WV 25130

Number of Professional Personnel: 451

Number of Service Personnel: 254



Nellis Elementary: The Wildcat Model

Education Innovation Zone Proposal

This innovation grant will enable Nellis Elementary School to plan and implement a school and community-wide project. This innovative project will build a year-round program that will spur the entire community to become involved in a unique approach to education that combines rigorous academic practices that are enriched by integration with an array of physical activities and cultural experiences. The resulting improvement in student interest, engagement, and motivation will lead to improved student academic achievement at Nellis Elementary. In addition, students will develop life-long skills for health and well-being that will become ingrained in not only the students, but in the Nellis community. The resulting transformation will impact the students of Nellis Elementary and the community as a whole for years to go.

Staff Commitment and Evidence of Support:

November 23, 2009: Nellis staff met to review and discuss proposed plan.

December 7, 2009: 100% of our staff at Nellis issued a vote of commitment and support.

December 7, 2009: Mr. Nelson received a letter of commitment and support from the Nellis LSIC, PTO and an unaffiliated Parent Group.

December 15, 2009: Mr. Nelson presented to Innovation Grant Proposal to the Board of Education. The BOE issued a letter of approval.

Documents attached:

Letters of support from:	Staff Commitment Report
Massey Energy, Nellis business partner	Student Council Endorsement
Local School Improvement Council	County Board of Education Report
School Parent Group	Boone County Superintendent's Letter of Recommendation
PTO Letter from the president	

Constraints to Implementation:

1. School Calendar [TITLE 126, LEGISLATIVE RULE, WEST VIRGINIA BOARD OF EDUCATION, SERIES 73, YEAR-ROUND EDUCATION PROGRAMS (3234)]: In order to implement this program, Nellis Elementary proposes to alter the school calendar to provide a summer program for grades 4-6 students. A total of nine days will be built to provide carefully designed programs of study during June, July and August. Students will have the same accountability for attendance on these days as regular school days. Those students who attend these summer days will be given the nine days off during the regular school year at specified times to be worked out with the school LSIC, PTO and Planning/Training Team. During the days these students are not in attendance, grade 4-6 teachers will provide intensive support to the K-3 students at Nellis Elementary by co-teaching or team teaching with the Primary teachers.
2. LSIC Configuration (Article 5a Local School Improvement): Nellis Elementary wishes to expand its LSIC to include a wide array of community stakeholders including business partners, 4-H Leaders, Scout Leaders and Faith Based Youth Leaders.
3. Instructional Materials (126CSR351, TITLE 126, LEGISLATIVE RULE, BOARD OF EDUCATION, SERIES 35): Nellis Elementary would like to have the flexibility to adopt math instructional materials that are specific to the identified needs of the students.

Needs Assessment:

Nellis Elementary is located in rural Boone County. The area is a traditional coal mining community. The population includes many retired elderly people and many families who live in poverty. There is little economic opportunity in the area other than coal mines. There is no community supermarket, no youth center, no park, and no athletic facility, (except those connected to the school). Crime is a community wide problem that is directly connected to drug abuse and other illegal activities in the area. Many children are living in poor housing conditions and are dependent on public assistance for their basic needs.

Our school and students, like many others, are affected by the economy. Our percentage of low SES students for 2008-2009 was at 67.07%. In 2009, this raised to 73%. The jobless rate for our county has drastically increased. Unfortunately it has risen to 10.8%. According to the Kids Count statistics, of all the four year old children in our county, only 37.6% are enrolled in Pre-K. In the year 2000, 49.7% of children living below the poverty level were living in a single-mother family. Single parent homes continue to increase. At our school, we have seen an increased trend in homeless children due to the fact of lost jobs, broken homes, & living in multi-family households. Therefore, poverty still remains a major factor influencing our student academic stability. At Nellis today, more than 73% of the children - nearly three out of every four- are considered economically disadvantaged. We know that these children face an uncertain future. The odds are that they will not live up to their potential for success, but will instead become part of the cycle of poverty themselves. However, we must understand this: their future is the future of West Virginia. Poverty now costs West

Virginia about 4% of its gross domestic product annually in lost production, decreased economic output, and increased social expenditures (Holzer, H, DW Schanzenbach, 2007, *The Economic Costs of Poverty*). As today's poor children enter tomorrow's economy, under-educated and ill-prepared, the cost to West Virginia's future competitiveness in the world marketplace is incalculable. Under these economic circumstances, the gravitational pull of negative forces is so strong on already fragile families that only a small fraction of our children thrive after high school. These exceptional young people are labeled resilient and are justly celebrated for beating the odds. But by definition, most children are not exceptional.

The percentage of overweight and obese kids and teens has more than doubled over the past 30 years. Although many factors contribute to this epidemic, children are becoming more sedentary (www.kidshealth.org.) Furthermore, according to The American Heart Association "Increased physical activity has been associated with an increased life expectancy and decreased risk of cardiovascular disease. Physical activity produces overall physical, psychological and social benefits. Inactive children are likely to become inactive adults." Nellis Elementary students do not have the opportunity to participate in many athletic activities and are quickly becoming part of a statewide population of obese residents. Research shows that habits and an appreciation for activities that begins in childhood is more likely to continue throughout an entire life. We believe that an education should encompass every aspect of the whole child, including introducing children to a wide variety of outdoor and cultural activities.

According to the WESTEST data, our third and sixth grades scored above the county & state levels in both reading/language arts & math. However, the fourth & fifth grades scored below county & state levels in both math & reading/language arts. Although scores dropped in these two grade levels many factors influenced these outcomes. One factor influencing student's scores this past year was due to a totally different approach to the testing format. Yet another factor influencing outcomes was the lack of time allotted for collaborative planning to enable teachers to examine deficiencies closer & work together effectively as a team to meet all students' needs. Therefore, goals have been reevaluated, resulting in our goal for math achievement being set at 70% proficiency. This goal will be met by providing professional development and cooperative planning for teachers. In addition, assessment data and continuous progress monitoring will guide instruction to eliminate student's deficiencies. Focus instruction will be based upon deficiencies identified in the WESTEST data, baseline assessments, weekly selection tests, progress monitoring, & DIBELS reports where appropriate. Not only will the 3rd through 6th grade teachers' direct instruction on these specific skills, but lower grade teachers (K-2) will also provide direct instruction in these targeted areas. Our goal for reading in 2009 is for students to achieve at least 65% proficiency. Closing the achievement gap for our low SES students is also part of our mission. As a school, in reading our score was 67%. Low SES students scored 57.14%. This was below the county & state levels. In math, students scored 69%, and our low SES students scored 59.52%. Again the scores were below the county & state averages for our low SES. We will continue to set high standards to enable our students to reach for not only proficiency, but for above mastery and distinguished levels in reading and math.

WESTEST2 scores in science are at 19% proficiency, which places Nellis students at 658 of 659 elementary schools across the state and furthermore, social studies scores are 30% proficiency, which is 650 out of 659 schools in the state. Science and social studies are impacted by student experience and cultural factors. Students lack exposure to any substantial cultural experiences outside of their small community. Therefore, this becomes a goal at Nellis Elementary.

Nellis Elementary School has consistently proven to be one of the top schools in the county in regard to attendance. Our attendance rate for the last 5 years has remained at or around 95%. There are no students with limited English proficiency at Nellis.

In 2008, only 65.5% of our classes were taught by highly qualified teachers. According to the Digital Divide Survey, our student to computer ratio is around 3.4 students per computer. Most of our computers have been updated and are being replaced as funds become available. Walk-throughs by the principal demonstrated a higher percentage of goals being focused on "I Can" statements and increased hands on learning. Additionally, teachers' higher order questioning techniques showed improvement. According to the WV Vital Survey for Visions for Improving Teaching & Learning, 50% of Nellis Elementary teachers feel they don't have sufficient access to computers, printers, software, & internet. However, technology integration across the curriculum has increased as well as the variety of technology tools being utilized. The purchase of mobile teaching stations with Title I ARRA funds will increase the accessibility, variety of tools, and usage of technology by the staff and students. Also, our installation of wireless in our building will increase internet accessibility as well as flexibility. The laptops purchased increases the staff & students frequency of usage. Professional Development in technology will continue to improve the instructional staffs' proficiency levels. Over all, walk-throughs have shown continued progress in refining techniques and skills by the staff.

After carefully examining trends and data results, we concluded that the jobless rate has drastically increased. The low-SES rate at Nellis Elementary School still remains the highest in the county. Student enrollment continues to increase and the requirements for Global 21st century skills mandated by the state and federal governments keep changing.

According to WESTEST data results, our students are achieving above the county and state proficiency levels in reading and math with the exception of one grade (4th). Our goals consist of continuing with early interventions and varied techniques in learning in order to address all the students' learning styles, increase student achievement levels, and continue innovative strategies to close the achievement gap.

All goals for Nellis Elementary are focused on increasing proficiency levels to above mastery and distinguished in reading, math, writing, and technology. In 2007, eight students at our school scored distinguished in reading and/or math. This year's results (2008) did not prove as successful. Only one student scored distinguished in reading/language arts. However, our third and sixth grade students scored above both county and state levels in reading/language arts and math. In addition, student achievement in science and social studies is far below state standards. Improving this will entail a comprehensive plan to incorporate cultural and social experiences

rigorous academic study to enable students to develop an understanding of basic science and social studies knowledge.

Scientifically Based-Research:

Across America today many different people are engaged in an ongoing conversation about education reform. Although there is broad consensus that education today must be changed, the discussion continues concerning how best to reinvent schools to meet the needs of students today and prepare them to be educated, productive citizens in the future. At Nellis Elementary, we believe that we can accomplish this by building the capacity of teachers, community and students to develop a community of learners who are engaged in active learning of not only a rigorous academic curriculum, but also cultural experiences and lifestyle choices that will provide a foundation for a strong, healthy lifestyle that will be sustainable throughout their entire life. In order to develop an innovative program, three areas have been identified as critical and the research has been focused on these: the change process, learning processes, and practices, strategies and actions to support improved student learning.

Effective schools research provides proven strategies to build and sustain a change that is innovative, yet based on sound research. Years of research have produced an enormous amount of data to support the components necessary to be an effective school that provides a sound education to all students. Larry Lezotte's study of effective schools and change model concepts and their supporting research has produced the following findings:

- Sustainable change requires commitment by the people that have to do the changing.
- Effective leadership is a necessary, but not sufficient condition.
- Involving the people is one of the best and surest ways to build ownership, buy-in and sustained commitment.
- Change takes time and it is and must be viewed as a process not an event.
- Leadership is critical in providing both the vision and the support for the changes that are needed to make it happen.

Nellis Elementary is committed to a building program that uses these five principals as foundational support. Understanding the necessary elements for successful change will provide the depth of knowledge all stakeholders will need to develop, implement and sustain this innovation.

The second area of research examined is learning. According to Lezotte, "There are several fundamental principles of human learning that must provide the underlying knowledge on which the new system must rest. Some of these principles are listed below:

- Virtually all learning is an act of choice on the part of the learner.
- Individuals differ in learning rates, some need more time than others

- Chronological age has little to do with a learner's prior knowledge or readiness to learn new material.
- Other things being equal, increasing the amount of time on a task generally increases the learning of the task.
- Virtually all new learning builds on and connects with prior learning."

Nellis Elementary Wildcat Model Grant will embrace this data to build a program that engages students by addressing these principles in order to develop a problem based learning program that motivates students mentally and physically, by allowing individual students to make choices and participate in exciting "adventure learning" activities. According to Lezotte's research "It is safe to assume that schools of the future are going to have to offer individualized and customized services to a level that could only be previously imagined." (Dr. Lezotte's Brock Award Presentation—"Effective Schools: Past, Present, and Future")

The final area of research examined is the area of strategies and practices that align with the above research and have been proven to impact student learning. According to *Project Based Learning, A Guide to Standards-Focused Project Based Learning* (T. Markham): "Primarily, in the education age, teachers must act as mentors and facilitators. This relationship allows teachers to fulfill two important functions. First, they can help students identify goals and aspirations—to discover meaningful, worthwhile endeavors. Second, they can help students define personal standards of mastery—to learn how to measure their performance by internal norms for achievement and excellence. In a global, changing environment, these aspects of character are not optional; they are a prerequisite for success. Most important, they cannot be taught unless teachers and students form a close relationship based on trust, respect, and communication—the exact elements prized in high performance companies." Marcum's research supports the use of problem based learning and speaks to active learning that engages students on many different levels.

Research by William Dagget and Paul Nausbaum further define effective learning/achievement strategies and practices. Dagget's Rigor/Relevance Framework supports the use of instructional strategies designed to maximize mental stimulation and cooperative learning instead of isolated rote memorization of facts. Traditional lectures are replaced by strategies that engage students, treat them as active learners rather than blank slates waiting for knowledge to be imparted, and make school a place where students work and teachers observe, not the other way around. "Rather than being sedentary, passive, and aligned in neat rows of desks, learners are allowed to be tactile, experiential, interactive, and social and to move purposefully around the classroom as part of the learning process. Active learning provides multi-sensory stimuli to the brain." (Daggett & Nausbaum)

Furthermore, recent research has recognized the importance of supportive relationships to underpin rigorous and relevant learning. Learning environments in successful schools are not only rigorous and relevant, but also safe, secure, engaging, and caring for staff and students. These schools recognize that humans are social creatures and that socialization is based on strong relationships. These relationships are critical to optimizing growth for every individual. Research has also shown that socialization is also critical in language development, in the sharing and interchange of

ideas, and in fostering creativity. Socialization matters in every aspect of learning. Ensuring that every student feels cared about, valued, and respected by the adults in the school is key. This correlation of learning and brain research is encapsulated in Daggett's newly defined *Learning Criteria* and is highly consistent with the "whole child" findings on brain health. The Learning Criteria is arranged in four data categories:

- **Core Academic Learning** – Achievement in the core subjects of English language arts, math and science and others identified by the school.
- **Stretch Learning** – Demonstration of rigorous and relevant learning beyond minimum requirements, such as participation and achievement in higher level courses, specialized courses, and so forth.
- **Student Engagement** – The extent to which students are motivated and committed to learning, have a sense of belonging and accomplishment, and have relationships with adults, peers and parents that support learning.
- **Personal Skill Development** – Measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes. (Daggett & Nausbaum, *How Brain Research Relates to Rigor, Relevance and Relationships*.)

The Nellis Elementary Wildcat Model Project will use this research data to begin the change process, develop a deeper understanding of learning and to build a culture of learning based on rigor, relevance and relationships that will transform Nellis Elementary, redefine what "school" means and infuse the community with a new excitement and pride in themselves, their community and their school.

Potential for Success:

The Nellis Wildcat Model Program has the following goals:

- School Improvement that is focused on using literacy and numeracy skills to study science as measured by student academic achievement on WV standardized tests and formative assessments.
- A secondary focus on student well-being as measured by student participation and engagement.
- Becoming a unique Learning Community that cultivates students' passion for life and life-long learning; a deep sense of trust in themselves; strength and courage to succeed at life's challenges; and compassion and respect for others. We do this by developing an environment that creates the interest and excitement of a summer camp with the nurturing support of a family and includes the focused learning of a school. This will be measured and documented by the development and publication of a project map/timeline/implementation guide via a webpage.

The Process of Innovation (Work Plan):

For over 100 years, educators such as John Dewey have reported on the benefits of experiential, hands-on, student directed learning. Knowing the value of engaging, challenging projects for students, our faculty and staff have consistently planned field trips, investigations, and activities that enrich and extend our curriculum. Active learning is a Nellis Elementary School tradition.

We understand how the industrial culture shaped the organization and methods of schools in the 19th and 20th centuries, and recognize that our school must now adapt to a new century. It is clear that our students need both knowledge and skills to succeed. This need is driven not only by workforce demands for high performance employees who can plan, collaborate, and communicate, but also by the need to help all young people learn civic responsibility and master their new roles as global citizens. We also realize that the United States is falling dangerously behind other nations in developing its future workforce of scientists, engineers, and technology experts. America now faces a future of intense global competition with a startling shortage of scientists. Only 18 percent of US high school seniors are proficient in science (NAEP 2005). A mere five percent of current US college graduates earn science, engineering, or technology degrees compared to 66 percent in Japan and 59 percent in China. Couple these statistics with the fact that current scientists and engineers are retiring in record numbers, and it becomes clear that America faces a crisis in its ability to keep up with increasing demand for professionals trained in these fields.

To develop a global edge for our students, we must act now to prepare our students to be civic minded, and leaders in science, engineering, and technology. At Nellis Elementary, we will teach the foundational literacy and numeracy skills using technology and direct, explicit instruction. Students will then apply the use of those automated skills in the area of Science and Social Studies by learning through an inquiry process structured around complex, authentic questions and carefully designed products and tasks (PBL). With teamwork, we can help build the next generation of great thinkers. *"50 new scientist, 50 new ideas"*

Culture

We intend to create a high performance school culture that values both rigor and relevance and is rooted in passion, leadership and teamwork. We envision a Nellis Elementary School that cultivates students' **passion** for life and life-long learning; students that have a deep sense of **trust** in themselves and others; students who have the **strength and courage** to succeed at life's challenges; students with **compassion** and respect for others; and students who have the ability to lead and be led. We believe we can do this by developing an environment that creates the **interest and excitement** of a summer camp with the **nurturing support** of families, staff and community members that encompasses and includes the **focused learning** of a school.

Creative Problem Solving:

Our traditional approach to maintaining academic excellence is narrowly focused partly due to our lack of emphasis on a broad, all inclusive education. The lack of

attention on subjects such as Science, Social Studies and the Arts is evident in our test scores and has caused a knowledge and experience deficit in our students. We postulate that if we offer a more engaging, broad and inclusive curriculum, student achievement in all areas will improve. By creating and training an Improvement & Learning Team consisting of Staff, Students, Families, community youth leaders, Americorps workers and other stakeholders. We will train in the areas of Technology, Problem-Based Learning, Direct Instruction, Classroom Management, Guidance Counseling and Self-Improvement.

Innovation Plan Methods/ Plan for Change:

Research shows that learners not only respond by feeding back information, but they also actively use what they know to explore, negotiate, interpret, and create. They construct solutions. Students need both knowledge and skills to succeed. This is driven not only by workforce demands for high-performance employees who can plan, collaborate, and communicate, but also by the need to help all young people learn civic responsibility and master new roles as global citizens.

Based on the research, teachers will research and develop methods of blending projects and conventional methods of instruction into an integrated whole that provides students with a rich blend of content, skills, and opportunities for academic and personal growth. The following strategies and practices will be implemented across this project that produce the rigor, the relevance and relationships necessary for an effective school:

Core Academic Learning/Student Engagement (Rigor):

- We will change our school calendar for our intermediate grade students to include 9 to 12 days of summer adventure school.
- During the standard school-year, we will offer our intermediate students weekly academic electives that involve solving long-term problems.
- During the standard school-year, we will develop and offer our primary students one project focused unit.
- We will develop **assessment instruments** to measure the effectiveness of our approach.
- **50 new scientists with 50 new ideas:** Students will study science, engineering and technology while using our literacy and numeracy skills.
- We will select curriculum materials that best meet the needs of our students.
- We will develop and implement an **intensive system of intervention for our 3rd graders** during the standard calendar days that the intermediate students are not in attendance
- Problem Based Learning (PBL) will help teachers create a high performing classroom in which the teacher and student form a powerful learning community focused on high achievement, self mastery and contribution to the community.
- Blending a variety of teaching and learning modalities to meet the needs of students by educating teachers in a wide variety of techniques and equipping them with the knowledge to choose and implement the right technique and/or

strategy for each student thus putting into practice individualized instruction for all students. Techniques and strategies include:

- 21st century content, learning and technology skills
- Standards based instruction
- Implicit, Experiential Learning Model
- Explicit, Direct Instruction Model
- Differentiated instruction/Co-Teaching Model

Stretch Learning/Student Engagement (Relevant Learning Experiences):

- We will develop and implement a summer learning calendar for our intermediate students. The “**Adventure Learning Series**” will consist of four 3-day learning Expeditions that feature Standards Focused, Problem – Based Units.
- Each summer unit will be implemented using a **co-teaching model**. One teacher will focus on **21st century academic content** while the other will focus on **21st century learning skills**.
- We will develop summer intermission (the time between each Adventure) projects that students will complete online (2 for each grade).
- We will develop a system of **friendly competitions** throughout our approach.
- We will blend our school academic **rigor with a relevant** 4-H and scouting curriculum.

Personal Skill Development (Relationships within the school and community):

- We will train our area youth leaders to become student advocates who work directly with our school. Student advocates will work directly with teachers, our counselor and parents to ensure that children are succeeding academically and socially. Student advocates will also help develop individual student plans for at risk children in addition to tutoring and serving as mentors.
- **FAMILY DEVELOPMENT PROGRAM:** We want to partner with our local faith based youth leaders and mental health organizations such as Pretera to implement a family development program. We want to help families gain access to mental-health professionals who collaborate with caseworkers to support interventions in the area of crisis intervention services, referrals, advocacy, groups on parenting, and anger management. We want to help provide quick adult referrals to drug-and-alcohol abuse programs.
- We will reconfigure our LSIC to include the members of our learning team
- Areas to be addressed include:
 - Counseling At-Risk Students, Dialogue and Conversation Skills
 - Self Improvement: Staff, Parents and Students
 - 4-H Experiential Curriculum, Award and Product Presentation Structure
 - Scouting Experiential Curriculum
 - Field work
 - General First Aid and CPR

Nellis Mountain School (Pilot for Project-success of previous projects):

For the past four years, Nellis Elementary School has successfully conducted a one week long summer academy. This program provided students with daily adventure projects such as Kayaking, Mountain Biking and Trail Hiking. Certified teachers, with the help of trained high school mentors, built reading and math instruction around the high interest activities. Called the Nellis Mountain School, this highly successful program has grown to include the majority of our "at-risk" students in grades two through six. Parents, grandparents and community-based volunteers have passionately worked to help make this program a success. Students engage in academic activities that are tied to identified needs. Nellis Elementary teachers analyze student mathematics and reading performance data to identify specific needs. Students are provided educational activities such as course mapping using a global positioning system (GPS), technical writing utilizing the Writing Roadmap program, and related adventure novel reading such as *Hatchet*. High School mentors read along with the students and communicate via facebook and text messaging to discuss each chapter. The unique approach of this program is that teachers, parents, high school students, college students, and our business partners have worked together to make this program possible. However, the academic portion of the program is enhanced and advanced by the physical and hands on activities.

Overall, the success of this program supplies evidence of the need for community supported activities, physical activities and academic enrichment activities and evidence of the broad based support to expand this to a year round project, built on the success of the summer program. Nellis Mountain school is a win win project. Students win by being involved in an academic enrichment program, working with outstanding college role models from their own community, and being involved in exciting and engaging physical activities. The Community wins by having a community of children who are excited about learning and energized to participate in healthy, physical activities. High School and College students win by being involved in a summer program that provides experience in working with children, and builds their capacity to lead by assisting in the organization and implementation of developmentally appropriate physical events. Nellis Elementary wins by having a student population that is engaged and eager to learn. The Nellis community wins by having a population that is involved in their school and community, and a community where the norm is a healthy, physically active lifestyle.

Sustainability:

In the end, it is our parents, teachers, stakeholders and youth leaders that will sustain the Nellis community. It will take seven years to build our model, however interim goals connecting to the long-term goals will be met annually. Without adequate time and resources to evolve, program quality could suffer and linkages between programs may weaken. We have two committed business partners, *Massey Energy and Coal River Energy*, that have demonstrated a long-term commitment to our approach. Their financial support has been instrumental in the development of our active curriculum and a culture of "no fear". Mr. Nelson has received the assurance that this support will continue.

Nellis Elementary staff are committed to this innovative change. They have been an integral part of the development of the program and are devoted to the students of Nellis Elementary. The Nellis community has also been involved in the development of the Nellis program and is committed to the development and implementation of this innovation.

Plan of accountability and evaluation:

We plan to create a feedback loop that cycles data back to our learning team for use in improving and refining program offerings. Surveys, WESTEST 2 achievement data, tracking of students beyond graduation, and student success rates at our Junior and Senior High Schools will be factors used to guide our decisions. Periodic reviews of the program development and implementation will be analyzed and plan revisions made accordingly.

Scalability:

Nellis Elementary will document the progress of this project through the use of video documentation of student activities, as well as traditional documentation activities such as surveys and opinion polls. In addition, one of the activities will be involving students in building a website that documents project activity plans, implementation details and resources that can be used by others. The website will include resources for community organizations, educational applications, parents and other interested stakeholders. Items will include lesson plans, resources and other information needed to replicate, and/or scale up the project concept. This data and information will be available to users everywhere.

Budget Justification:

The Nellis Innovation Zone funding will provide the funds to plan for the implementation of Phase One of the Nellis Wildcat Model. This planning grant will lay the foundation to fully implement this project as a long term change process at Nellis Elementary. Nellis Elementary and the community is committed to pursue funding through The continuation of the project will be funded by The process will be a team approach with teams given specific roles in planning for the project.

- Team 1 will be the Research Team. This team will consist of the principal and four teachers. This team will conduct research for curricular materials, visit model schools (as appropriate), attend conferences, and provide training to other teams.
- Team 2 will be the Planning/ Training Team. This team will be the principal, eleven teachers, the school counselor five college students and two community members. This team will identify planning sites and experiences fees. (Ace Adventures, Beckley Amphitheatre, Clay Center, etc.) This team will receive

training and provide instruction/training to students. Team 2 will provide the public stakeholders training and disseminate information about the program. This team will be the primary implementers of the project

- Team 3 will be the Expanded Planning/ Training Team. This team will be the principal, eleven teachers, the school counselor, five college students and two community members. They will plan the instruction and activities for the expedition learning. Members will be trained and complete activity run-throughs, including site visits.

The following budget is proposed:

March-May:	
<i>Team 1: Research Team</i>	
School Visits	\$1000
Conference (Model Schools)	\$2000
Presenters	\$1000
Stipends (6 people for 5 days)	\$4150
Materials	\$500
June- July:	
<i>Team 2: Planning/Training Team</i>	
Stipends/Salaries (Team training for instructional activities and program implementation – 13 people for 5 days)	\$10,150
Presenters	\$1500
Materials	\$500
July-August	
<i>Team 3: Expanded Planning/Training Team</i>	
Salaries/Stipends (PT Team and College students-17 total people for 5 days)	\$12,025
Meals/Travel	\$5000
Equipment/Materials	\$1000
Training Site	\$5000
To Be Determined (During school year)	
<i>Planning /Training Team</i>	
Stipends/Salaries (Follow-Up Training Review and revision of plan for implementation)	\$4000
Presenters	\$2000
Total	\$49,825.00

Massey Coal Services, Inc.



P.O. Box 261
300 Morgan Massey Drive
Julian, WV 25529-0261
Phone: 304.369.8500

December 21, 2009

Mr. Jeff Nelson, Principal
Nellis Elementary School
179 Memorial Drive
Nellis, WV 25142

Dear Mr. Nelson:

Massey Energy Company is pleased to support Nellis Elementary School's innovation zone application. As southern West Virginia's largest private-sector employer, Massey is committed to improving the quality of education available in our operating region. As you know, we have been proud partners with your school for nearly five years.

Under your leadership, Nellis has led the way in providing students with an education that is innovative, engaging, and rewarding. The commitment to educational excellence exhibited by your school's faculty and staff is unrivaled. Often, at your invitation, Massey members have the privilege of participating in extra-curricular learning activities at Nellis. Most recently, I had the opportunity to attend the annual youth triathlon and was greatly impressed with your ability to teach healthy lifestyle habits to students through outdoor recreation.

West Virginia's new innovation zones law gives schools a real opportunity to improve the quality of education offered in West Virginia. Through your modern approach to learning, you, your faculty, and your staff have invigorated students, captured the support of the surrounding community, and earned the respect of area business and community leaders.

Having reviewed your application for innovation zone status, I am excited to offer our full support. All of us at Massey Energy wish you the best in your endeavor. If I can provide further support, please do not hesitate to contact me.

Sincerely,

Troy Andes
Manager, Public & Community Relations

cc: Mr. John Hudson, Superintendent

Nellis Local School Improvement Council

Terry Rutherford, Chairperson

Phone: 304-836-8140

Email: jeffrey42302@msn.com

December 7, 2009

Mr. Jeff Nelson, Principal
Nellis Elementary School
179 Memorial Drive
Nellis, West Virginia 25142

Dear Mr. Nelson:

On behalf of the Nellis Elementary Local School Improvement Council (LSIC), I submit to you an endorsement of the Nellis Innovation Zone Plan. We pledge our support for this initiative and offer an assurance of commitment to help see it through.

Sincerely,



Terry Rutherford, Chairperson
Nellis Elementary School LSIC

cc: Mr. John Hudson, Superintendent
Boone County Schools
69 Avenue B
Madison, WV 25130

Nellis Elementary School Parents

Michael Dangerfield
Judy Kinder

Phone: 304-836-8131
Phone: 304-836-8494

Email: dangerfield_310@hotmail.com
Email: jkinder427@hotmail.com

December 7, 2009

Mr. Jeff Nelson, Principal
Nellis Elementary School
179 Memorial Drive
Nellis, West Virginia 25142

Dear Mr. Nelson:

On behalf of Nellis Elementary parents and community members, I submit to you an endorsement of the Nellis Innovation Zone Plan. We pledge our support for this initiative and offer an assurance of commitment to help see it through.

Sincerely,

Michael Dangerfield
Judy Kinder

Michael Dangerfield, Parent
Judy Kinder, Grandparent

cc: Mr. John Hudson, Superintendent
Boone County Schools
69 Avenue B
Madison, WV 25130

Nellis Parent – Teacher Organization

Nicole Payne, President
Michelle Graley, Secretary

Phone: 304-836-8198
Phone: 304-833-6013

Email: nikbrown2002@aol.com
email: thegraley5@aol.com

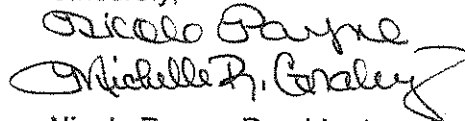
December 7, 2009

Mr. Jeff Nelson, Principal
Nellis Elementary School
179 Memorial Drive
Nellis, West Virginia 25142

Dear Mr. Nelson:

On behalf of the Nellis Elementary PTO, I submit to you an endorsement of the Nellis Innovation Zone Plan. We pledge our support for this initiative and offer an assurance of commitment to help see it through.

Sincerely,



Nicole Payne, President
Michelle Graley, Secretary
Nellis Elementary PTO

cc: Mr. John Hudson, Superintendent
Boone County Schools
69 Avenue B
Madison, WV 25130

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: Nellis Elementary School

Department (If Applicable): School-wide Innovation

Notice of Meeting (Date provided to Faculty or Department/Subdivision): November 23, 2009

Meeting Date: December 7, 2009

Faculty Senate Elected Officers:

President: Mary Ann Baisden

Signature:

Mary Ann Baisden

Vice-President: Marianna Kiel

Signature:

Marianna Kiel

Secretary: Debbie Gray

Signature:

Debbie Gray

Treasurer: Sue MacCallum

Signature:

Sue MacCallum

Other: Sally Chandler

Signature:

Sally A Chandler

Service Personnel Representative:

Name: LaDonna Tackett

Signature:

LaDonna Tackett

Position: Secretary

Parent Representatives:

Name: Michael Dangerfield

Signature:

Michael Dangerfield

Name: Terry Rutherford

Signature:

Terry Rutherford

Name: Jamie Breedlove

Signature:

Jamie Breedlove

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).

NELLIS ELEMENTARY STUDENT COUNCIL

Phone: 304-836-5281

December 9, 2009

Mr. Jeff Nelson, Principal
Nellis Elementary School
179 Memorial Drive
Nellis, West Virginia 25142

Dear Mr. Nelson:

On behalf of the Nellis Elementary Student Body, we submit to you an endorsement of the Nellis Innovation Zone Plan. We pledge our support for this initiative and offer an assurance of commitment to help see it through.

Sincerely,

Christian Thompson
Christian Thompson, 4th Grade
Brooklyn McCallister
Brooklyn McCallister, 4th Grade
Adam Adkins
Adam Adkins, 5th Grade
Adam Selbe
Adam Selbe, 5th Grade
Kayla Smith
Kayla Smith, 6th Grade
Jared Payne
Jared Payne, 6th Grade
Rebecca Rutherford
Rebecca Rutherford, 6th Grade
Bud Kinder
Bud Kinder, 6th Grade

cc: Mr. John Hudson, Superintendent
Boone County Schools
69 Avenue B
Madison, WV 25130

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: Nellis Elementary School

Department (If Applicable): School-Wide

Date of School/Department/Subdivision Receipt of Application: November 23, 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 15, 2009

County Board of Education Elected Officers:

BOONE COUNTY BOARD OF EDUCATION

President: **Mr. Bobby R. Hale**

Signature: *Bobby R. Hale*

Vice-President: **Mr. Joe S. Tagliente**

Signature: *Joe S. Tagliente*

Members:

Name: **Mr. Danny L. Cantley**

Signature: *Danny L. Cantley*

Name: **Mr. Charles J. Gibson**

Signature: *Charles J. Gibson*

Name: **Mr. Mark E. Sumpter**

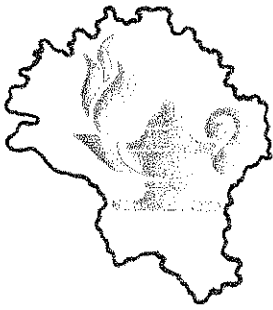
Signature: *Mark E. Sumpter*

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).



Boone County Schools

69 AVENUE B • MADISON, WEST VIRGINIA 25130
304-369-3131
FAX 304-369-6789

BOARD of EDUCATION

BOBBY R. HALE
PRESIDENT

JOE S. TAGLIENTE, JR.
VICE PRESIDENT

DANNY L. CANTLEY
MEMBER

CHARLES J. GIBSON
MEMBER

MARK E. SUMPTER
MEMBER

JOHN G. HUDSON
SUPERINTENDENT

LISA D. BECK
ASSISTANT SUPERINTENDENT

JEFF W. HUFFMAN
ASSISTANT SUPERINTENDENT

December 23, 2009

To Whom It May Concern:

At a meeting of the regularly of the Boone County Board of Education held on December 15, 2009, the members reviewed the Innovation Zone Grant Planning Proposal submitted by Nellis Elementary School principal, Jeffrey Nelson. After several minutes of discussion and questions, the Board of Education unanimously voted to support the grant application.

Respectfully,

John G. Hudson

Jay Johnson received
Kellis Elem. Innovation Zone
on Dec. 29 at 10:15 a.m.
from Jeff Nelson.

TeamNellis Innovation Zone Planning Grant Links:

Please visit the following sites to better understand the vision we share for Nellis Elementary School and community.

<http://3jeffnelson.blogspot.com/>

<http://twitter.com/TeamNellis>

<http://www.youtube.com/watch?v=TAax0L2g394>

<http://sites.google.com/site/teamnellis/>

Jeff Nelson, Principal