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Innovation Zone Grant Proposal

CABELL COUNTY SCHOOL SYSTEM OF WEST VIRGINIA

Spring Hill Elementary
1901 Hall Avenue
Huntington, WV 25701
304-523-9384
plbailey@access.k12.wv.us

CONTACT PERSON

Pamela Bailey
Principal
Spring Hill Elementary School

PROPOSAL DUE DATES:

Cabell Board of Education	December 15, 2009
West Virginia Department of Education	December 29, 2009

PROPOSAL REQUEST

Funding for a program that will provide students with the self-management tools and support needed to learn to control their deviant behavior in an Alternative Classroom Environment setting that will enhance student learning and provide for the needs of all students.

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SHAPE PROGRAM

(Spring Hill Alternative Placement Education)

OVERVIEW OF SCHOOL AND EVIDENCE OF NEED

Spring Hill Elementary is a Title I school that is diverse in both ethnicity and socio-economic backgrounds which provides the students with a culturally rich educational environment. Minorities comprise over 50% of the total student population. Spring Hill Elementary is also classified as a school of poverty with over 85% of students receiving free or reduced lunch. We have students from both the City Mission and Project Hope-- institutions that serve displaced and homeless families by providing temporary shelter. Renaissance House, which is located in the Spring Hill school district, is a shelter for recovering female addicts and their minor children who attend school here at Spring Hill. We have additional students who meet the standard of homelessness because of parental incarceration and parental incompetence as a result of drug addiction, abandonment, prostitution charges, and/or other legal problems. Other students' parents have been victims of death due to drug addiction, illness and sadly several from murder. These students may live with extended family members, friends or may be part of the foster care system but all contribute to a transient student population that adds to the high number of at-risk students. Also in the area are the government housing projects of Northcott Court and Fairfield Plaza where many of our students reside.

A quality education for students with such tenuous home lives provides the greatest chance for overcoming the poverty and hopelessness that surround many of these children. However, troubled backgrounds often lead to behavior problems that can preclude a student's educational achievement and appropriate peer socialization. Unfortunately, these behavior problems do not just affect the troubled student. These negative behaviors affect whole classrooms of students. Nonstandard student behavior can and does interrupt instruction and learning in the regular classroom. The proposed Spring Hill Alternative Placement Program (SHAPE) will provide help on many fronts. It will help those students with behavior problems that negatively affect their ability to reach their highest level of achievement. The proposed small group instruction along with a behavior management program, counseling and coordinated services from institutions that offer assistance to struggling students and families will act as a safety net and an avenue of real help for troubled students in building the foundations needed for a successful and productive future. It will also offer students in the regular classroom the opportunity to receive an education in an environment uninterrupted by the extreme poor behaviors exhibited by severely troubled students. Regular classroom students must have their learning opportunities protected even while we provide aid to the troubled students at our school. Teachers and their students must have their right to work, teach, and learn in safe and

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calm classrooms that offer the best environment for high student achievement protected. This program will ensure that this comes to fruition.

The goal of the SHAPE Program is to provide the services and tools troubled students need to learn the self-management skills that will increase student learning and provide an opportunity for these students return to the regular classroom. These self-management skills are also life skills that will continue to benefit these students throughout their educational career and into the future workforce. Providing help early in a student's life may save him or her from an escalation of problems that will only have to be dealt with later on by the school system or even the court system. It is the SHAPE Program that will "shape" students into productive and contributing members of society. School systems have always had as their charge the development of the young people's minds that they serve. In the 21st century that charge must include the development of the social skills and self-motivation tools students need to become successful contributors in our society.

PROGRAM PROPOSAL

- To establish the Spring Hill Alternative Placement Education (SHAPE) classroom within the environment of Spring Hill Elementary School.
- To help students become autonomous learners, critical thinkers, and community contributors.
- To receive a high quality education while placed in the SHAPE program
- To receive the self-management tools they need to become high functioning students and productive citizens.

This program will provide needed alternative placement within the home school environment for students experiencing behavioral challenges that impede learning. This alternative placement will be in the form of a special classroom where behavior issues and social skills development will be emphasized while still providing the student with a quality education. At present, Cabell County has alternative placement for only Middle School and High School students. A main point of this program will be to address behavior issues at a younger age, provide the student with the necessary interventions, support and coping strategies that will facilitate student learning as well as the student's successful return to the regular classroom. It will have a positive, individualized approach to pro-social behaviors and discipline. Addressing behavior issues early in this way provides students with tools that can be used throughout their educational career, and even into the workplace while, at the same time, lowering the number of students in secondary alternative programs.

The components of our proposed alternative program will be:

- Lower student-to-staff ratio.
- Strong and stable leadership.
- Highly trained and carefully selected staff.
- A vision and set of objectives for the program that are shared by all stakeholders and integrated into how staff and administrators interact with the program.
- District-wide support of program.

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- Innovative presentation of instructional materials with an emphasis on real-life learning.
- Working relations with all parts of the school system and with other collaborating agencies that provide critical services to youth.
- Intensive counseling and monitoring.

This program will empower students by giving them the tools of control necessary to manage their behavior. The result will enhance the rigor, relevance and relationship that contribute to student learning, in addition to providing a conduit to a successful reintegration into the classroom and preparation for taking a contributing role as an adult member of our society. All students will benefit. The troubled student will gain needed coping skills. The regular classroom will experience fewer distractions and interruptions from students demonstrating disruptive behaviors. There will be fewer behavior referrals at the secondary level as students will have received the life skills needed to manage their behaviors. Increased student learning and achievement will foster a sense of community-building that benefits all and enhances the quality of life for everyone.

GOALS OF THE PROGRAM

SHAPE will:

- Provide all students with a learning environment that is safe and conducive to learning at a high level and that fosters successful student learning as indicated by an increase in test scores and a decrease in discipline referrals.
- Provide aid to the elementary aged student with extreme behavior issues through the use of behavior management and social skill development tools in an alternative classroom setting while applying the same rigorous standards of education in the regular classroom.
- Not be considered as holding tank where students mark time, but a place where students move forward in their educational and life goals

PROGRAM ELIGIBILITY

Placement in the SHAPE Program is contingent upon meeting the following criteria:

- Violation of the Productive and Safe Schools Act
- Documented repeat violations of the school discipline policy that have resulted in disruption of the educational process and only after the mandatory in-class intervention steps have been initiated without success over the required period of six weeks.
- Behavior so extreme that immediate removal from the regular classroom is necessary to ensure the safety and welfare of the offending student, other students, staff and/or to guarantee the uninterrupted delivery of the high quality education entitled to all students within our learning community.

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Students will be considered for placement only after the following steps have been taken:

1. Substandard student behavior first addressed by classroom teacher following the tenet's of school discipline policy.
2. Referral of troubled student to SAT when school discipline policy procedures in the classroom have proven unsuccessful.
3. SAT proposes alternative in-class behavior modifications for the student.
4. Following six-weeks of unsuccessful intervention procedures referral may be made to the Alternative Classroom Team (ACT)
5. ACT reviews documented interventions and their results. Recommendations are then presented. Recommendations may include referral back to SAT for continued classroom interventions or to have the student placed into the SHAPE Program.
6. Students returning from suspension or expulsion will have their cases reviewed on a case by case basis to determine whether assignment to the SHAPE Program before return placement in the regular classroom is appropriate.
7. Immediate placement may take place only in cases where a student's extreme troublesome behavior may place him/herself, other students and/or staff in direct and/or immediate physical danger or when the deviant behavior completely interrupts teaching and learning in the classroom

The ACT shall develop a written plan that identifies clearly defined student outcomes, includes academic courses and behavioral components, criteria for re-entry in the regular program; and provisions for periodic review of the student's progress. Formal and informal weekly evaluations of academic progress and student behavior shall be shared with the student's regular classroom teacher, parents/guardians, the principal, and when appropriate central office staff representatives by the SHAPE teacher. The plan for students with disabilities shall be the IEP. Changes in student IEP to include placement in the SHAPE Program will follow the regular county procedures in IEP revision.

ALTERNATIVE EDUCATION PLACEMENT TEAM MEMBERS

The ACT (Alternative Classroom Team) shall consist of the principal, members of the school Organizational Health Instructional Team, the regular classroom teacher and a Special Education teacher. Certain cases may warrant the inclusion a central office representative as part of the ACT.

PROGRAM STAKEHOLDER INVOLVEMENT

All stakeholders will be informed of the SHAPE Program goals and responsibilities. Parents/Guardians of students considered for placement will be provided with opportunity to participate in the placement meetings. The ACT will work cooperatively with community agencies that can offer support to struggling students and/or families of the students being considered for placement. Any agency already involved with a student at time of referral will be invited to participate in the placement meetings. Services, already being provided to students before placement, will continue during placement. Any community agency involvement will be included in the student's written plan.

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PROGRAM OPERATION

The SHAPE Program will operate during regular school hours in an effort to facilitate attendance, participation in the program and to advance student learning. Regular bus transportation will be permitted as long as the disruptive behavior exhibited within the school/classroom does not endanger other transported students, bus drivers, or bus aides and will be considered on a case by case basis. Otherwise, Cabell County Schools shall not provide transportation services unless required by law, regulation, or court order. Reading and math will be targeted areas of instruction. Participation in related arts classes, recess, or lunchtime will be considered case by case.

A teacher certified in elementary education or certified to teach math and reading in grades k – 5 will be hired for the position. (Presented to Cabell County Board and approved as written) An individual plan of study will be prepared that addresses the student's areas of weakness as well as strengths. It will use appropriate curriculum for the student's achievement levels and will feature high quality, engaging and learner-centered instruction following the State Content Standards and Objectives. A request for waiver of the state required CSO's will provide participating students a curriculum with intensive reading and math instruction as the main area focus. The curriculum shall include a component for teaching and learning responsible behavior and coping skills along with multiple and continuous assessments to monitor student progress. The curriculum shall be suited to the delivery of individualized instruction and accommodation of the entry and exit students. Instructional materials shall include the county adopted textbooks used by students in the regular classroom. The curricular and instructional practices established by the committee will reflect high expectations for students. The instructional program shall be delivered in a climate conducive to learning. Grades and credits shall be recorded and reported to the classroom teacher or onto the permanent record card at the end of the year. The committee shall conduct an annual review of the program to assess program success. Success will be determined by the number of students served and the percentage of students returned successfully to the regular classroom. Our goal is to have 100% of the participating students successfully returned to the regular classroom. The program, however, will be considered successful if 90% of students in the program are able to return to the regular classroom successfully following completion of the program. The committee shall, further, recommend the acquisition of sufficient instructional materials, supplies, and equipment for the continued delivery of the instructional program.

BEHAVIORAL MANAGEMENT PLAN

The main purpose of the plan is to provide the behaviorally impaired student with tools that he/she can use to self-manage his/her behavior appropriately in the classroom and throughout life. The Alternative Class will support this change in behavior through the use of an individual behavior plan and through the use of an appropriate behavior management program. Students who demonstrate significant behavior improvement or completion of the recommended placement time will be referred to the ACT. After review and reflection the ACT will make a recommendation that will be to the best advantage of the student. ACT can either recommend continued placement or a return of the student to the regular classroom. Students returned to the classroom will continue to be monitored by the ACT. A student who cannot or will not abide by the rules of the program and fails

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to improve behavior can be referred to the county for possible expulsion from Spring Hill Elementary School for the remainder of the year. Students who are dismissed from the Spring Hill Elementary School and the Spring Hill Elementary SHAPE Program will be referred to the Director of Student Support for information about educational options within Cabell County.

Alternative education, done well, fosters a sense of community-building that enhances quality of life for everyone.

PROGRAM STAFFING

Staffing will be adequate to permit individual and small group instruction. School counseling and/or support services such as social workers and psychologists shall be provided in accordance with the student's written plan.

SHAPE PERSONNEL QUALIFICATIONS

The selection of alternative education program teachers shall be based on the following criteria:

Expectations:

1. The staff member works effectively as a member of a school-based team that has as its focus improved student behavior in order to assure the educational quality at Spring Hill Elementary and ensure superior student learning.
2. The staff member exhibits an attitude of mutual respect and cooperation.
3. The staff member is ethical and demonstrates good work habits such as punctuality/attendance.
4. The staff member is able to manage multiple priorities, prioritize tasks and meet required deadlines.
5. The staff member demonstrates ability to respond positively to the ever-changing priorities in an atmosphere that maintains a student centered curriculum that is individualized to meet the needs of each student placed in the program
6. The staff member demonstrates commitment to ensuring that every student placed in his/her care has learning opportunities that prepare him/her for success in life and work in the 21st century.

Qualifications:

- West Virginia professional certificate in appropriate area
- Effective leadership and/or mentoring skill in working with young students
- Successful experience in providing education to troubled or disruptive youth
- Ability to effect positive behavior in disruptive students
- Specialized training or experience in non-traditional programs
- Specialized training in management skills

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CLASS SIZE AND LIMITS

If class size limits are deemed necessary, the ACT shall include such limits in the student's written plan.

CRITERIA FOR PROGRAM EXIT

The following criteria for completion of the alternative education program or reentry into regular education shall be:

- Fulfillment of Behavior Modification Plan criteria
- Time – a minimum of one six week grading period unless otherwise determined by the ACT
- SHAPE teacher recommendation to ACT

STATE ASSESSMENT

The students in the SHAPE Program who are eligible to participate in our standardized Westest2 assessment will do so in accordance with WV State Board of Education Policy 2340. Test scores shall be counted in the results of Spring Hill Elementary School Scores.

POLICY APPROVAL

SHAPE shall be considered to be a pilot program and will be used to plan for a permanent program that will address substandard behavior among elementary student using the Innovation Grant available through the West Virginia Department of Education for students at Spring Hill Elementary School.

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Referral to: Spring Hill Alternative Placement Education An alternative education Program for students with severe behavioral problems

Student Name		Referral Date	
Date of Birth		WVEIS Number	
Parent/Guardian Name(s)			
Home Address			
Classroom Teacher		Teacher Making Referral	
Does student have an IEP? <input type="checkbox"/> yes <input type="checkbox"/> no <i>If answer is yes, it must be attached</i>		Reason(s) for referral <i>If more room is need submit and attach to his form</i>	

Committee members present during referral process

Name	Position

Proper procedural steps must be documented and attached before student can be evaluated for program placement.

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2. Referral of troubled student to SAT when school discipline policy procedures have proven unsuccessful.
3. SAT proposes alternative in-class behavior modifications for the student.
4. Following six-weeks of unsuccessful intervention procedures referral may be made to the Alternative Classroom Team (ACT)
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PLANNING PEOCESS

As part of the planning process, for the SHAPE Program, it will be necessary to conduct a fair amount of research. This research will reflect, support and document the positive outcomes for student learning proposed through the SHAPE Program's implementation. Planning and research sessions will be conducted during the weekly grade levels meetings already in place within the school schedule. Effective teaching and student learning will be the focus of these grade level sessions. Other, more work intensive research sessions, will take place at times beyond regular school hours. Providing additional time outside the regular school day will ensure uninterrupted classroom teaching and learning. It will also provide time for discussion to take place across the entire learning community. Stipends for participating personnel will be offered. Planning and research sessions will during weekly weekend meetings between the months of January through April. After school planning session will also be scheduled. This will provide the Spring Hill Elementary School's large staff with flexibility in scheduling that will ensure that all have opportunity to participate. After school sessions will be held twice per week in 2 hour sessions.

These sessions will focus on locating the needed research and documentation that supports the proposed program and in the writing of measurable goals and objectives. Special Education teachers and county board representatives from the Special Education department will be consulted to ensure that all IEP regulations, rights and responsibilities for the special education student remain in place or are amended within legal perimeters for those students who meet the criteria for a potential placement in the SHAPE Program.

This program will require substantial funding. It is our hope to be awarded funding for a period covering three school years. This amount of time will allow the school to amass the appropriate amount of documentation needed to provide critical assessment of the program's performance. The largest expenditure will be the salary cost of personnel hired for the planned position(s). Additional costs for classroom supplies and technology will, also, be addressed in the plan. Therefore, these additional planning sessions will, also, be used to research potential funding resources for the needed personnel, classroom supplies and equipment.

The research for tentative funding sources will include but not be limited to the following:

- A request for Federal funds, Medicare funds or special education funds that can be used to prevent disabilities and that provide early intervention services over a three year period.
- A request to use Title I funds. Included in the request would be a wavier from WVBOE policy 2510 that will permit teachers and students in the SHAPE Program to focus intense instruction and learning in the areas of reading and math instruction. Focusing on these two main areas might provide a conduit for funding using Title I monies.

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- A request to the Cabell County superintendent and his cabinet. This would be a plea for the funding of a possible position at Spring Hill to pilot the proposed program for a three year period.

These represent a few possible sources that will be explored for needed monies to begin the program. \

The program will use Win, Win Discipline as the basis for a school wide discipline policy. The stakeholders will decide on the criteria to be used for student placement in the program with the goal always to return the student to the regular classroom.

The month of May will be used to assemble the final grant proposal to be submitted to the state for consideration.

SHAPE PROGRAM PROPOSED BUDGET

Training Schedule

16 weekend sessions 07 hours per session @ \$20/hr Approximately 10 participants \$12,400.00	32 after school sessions 02 hours per session @ \$20/hr Approximately 10 participants \$ 12,800.00
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Total training stipends = \$25,200.00

Additional Expenditures

Speakers	\$5,400.00
Travel to see similar programs	5,400.00
Research materials	\$4,000.00

Total = \$14,800.00

TOTAL \$50,000.00

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: Spring Hill Elementary School

Department (If Applicable): _____

Date of School/Department/Subdivision Receipt of Application: _____

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

Date of Regularly Scheduled County Board of Education Meeting: December 15, 2009

County Board of Education Elected Officers:

President: (Name) <u>Bessie A. Holley</u>	Signature: <u>Bessie A. Holley</u>
Vice-President: (Name) <u>Suzanne Oxley</u>	Signature: <u>Suzanne Oxley</u>
Members:	
Name: <u>MARY NEEVY</u>	Signature: <u>Mary Neevy</u>
Name: <u>Bowie Thomas</u>	Signature: <u>Bowie Thomas</u>
Name: _____	Signature: _____

Report:

Principal Pam Bailey reviewed Spring Hill's Innovation Zone proposal for the Board of Education. Mrs. Bailey explained that Spring Hill at one time had a successful alternative program that was funded through Title I. However, changes in Title I funding regulations made it necessary to close that program. Mrs. Bailey indicated the alternative program would be housed in a room adjacent to the school library and would be staffed by a full time teacher. The program would run during the regular school hours and students placed in the program by a committee would return to regular classes as soon as their behavior was appropriate. Mrs. Bailey indicated she has contacted the Director of Special Education to see if Early Intervening funds could be used to fund the alternative program and got a positive response from the Director of Special Education. Mrs. Bailey also explained to the Board that her school has had extensive staff development using Kagan's Win-Win discipline model. The school has a desire to intervene early to prevent problems in secondary school.

The Board indicated support for an alternative program at Spring Hill and thought the school's previous success with an alternative program would provide them with a foundation for implementing the program. They asked Mrs. Bailey to explain what was done currently for disruptive students, asked approximately how many students would be affected each year by the program, how long she anticipated the average stay in the alternative program would be and if she believed parents would be supportive. The Board asked if it was possible for the Guyandotte and Spring Hill Innovation Zone proposals to be combined in some way.

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).