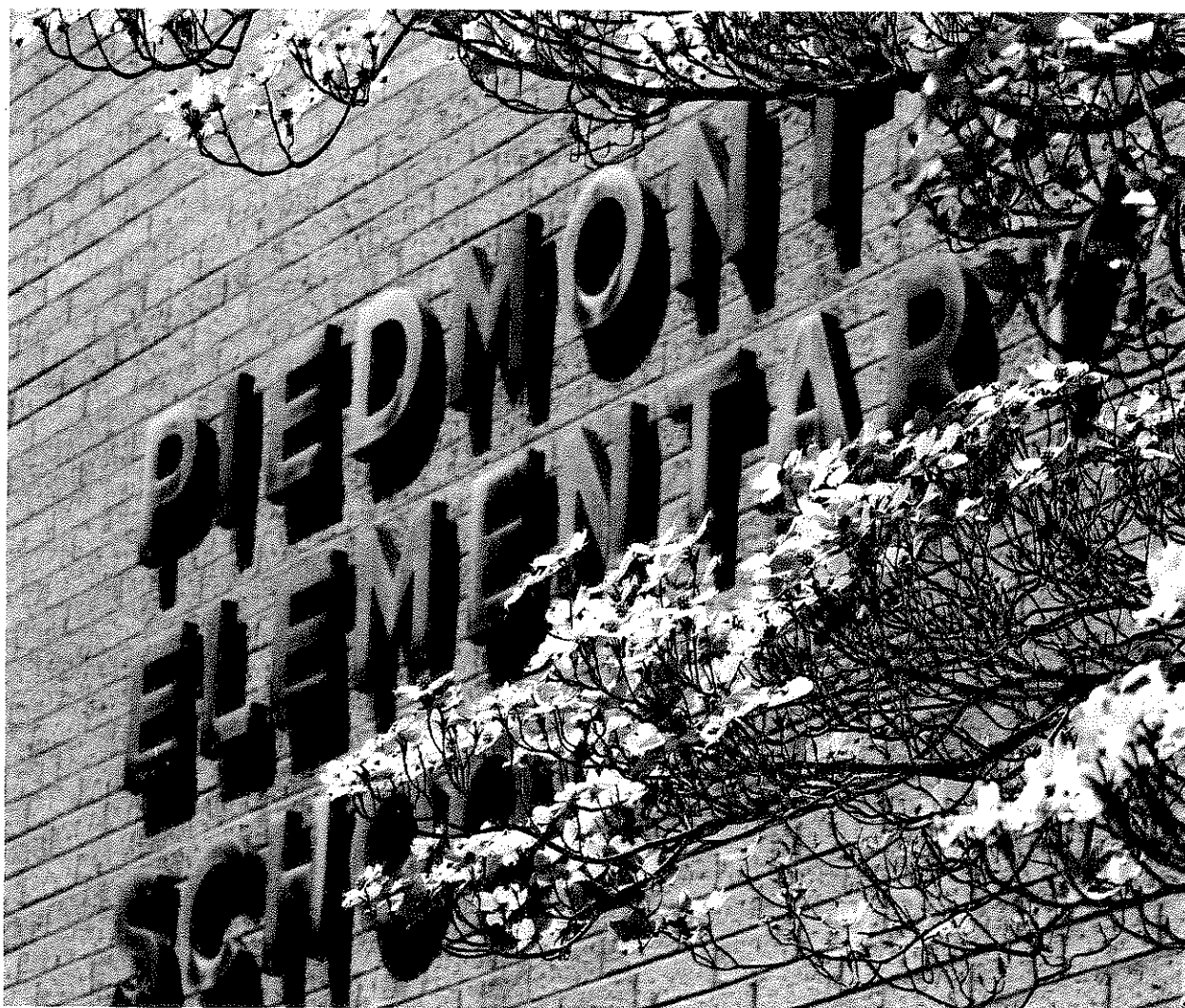


Innovation Zone Proposal
Piedmont Elementary School
December 2009



Information of Applicant:

Entity: Piedmont Elementary School

Piedmont Elementary School

Kanawha County Schools

Dr. Ron Duerring, Superintendent

267 Students

24 Professional Staff

9 Service

Needs	Support
1. 21 st Century Skills	<ul style="list-style-type: none"> • 2009 WESTEST 2 Data
2. Basic Skills	<ul style="list-style-type: none"> • DIBELS, Acuity, 2009 WESTEST 2, Key Math, Student Assistance Team data • Parent Survey • INNOVATION ZONE PARENT SURVEY (Survey Monkey)
3. Create learning opportunities with "Depth of Knowledge" Higher Order Thinking Skills	<ul style="list-style-type: none"> • 2009 WESTEST 2 Data Depth of Knowledge rankings • A deficit of 33% compared to counterparts at state and county level • INNOVATION ZONE PARENT SURVEY (Survey Monkey)
4. Formative Assessment	<ul style="list-style-type: none"> • Professional Learning Communities training • Kanawha County Schools Initiative • Parent Surveys • INNOVATION ZONE PARENT SURVEY (Survey Monkey)
5. Literacy	<ul style="list-style-type: none"> • DIBELS, 2009 WESTEST 2, Acuity, Quick Phonics Screener Data • Parent Survey • INNOVATION ZONE PARENT SURVEY (Survey Monkey)
6. Increase Motivation in Learning	<ul style="list-style-type: none"> • Student interviews of 3rd and 4th graders • Kanawha County Schools Parent Effective Schools Inventory Parts 2 and 5 • INNOVATION ZONE PARENT SURVEY (Survey Monkey)
7. Technology integration	<ul style="list-style-type: none"> • Digital Divide • INNOVATION ZONE PARENT SURVEY (Survey Monkey)
8. Parent Involvement	<ul style="list-style-type: none"> • Title 1 Survey Responses • Kanawha County Schools Parent Effective Schools Inventory Part 7 • INNOVATION ZONE PARENT SURVEY (Survey Monkey)
9. Experiential Learning	<ul style="list-style-type: none"> • 2009 WESTEST 2 Data • INNOVATION ZONE PARENT SURVEY (Survey Monkey)
10. Student Self Monitoring	<ul style="list-style-type: none"> • Kanawha County Schools Parent Effective Schools Inventory • INNOVATION ZONE PARENT SURVEY (Survey Monkey)
11. Communication	<ul style="list-style-type: none"> • Title 1 Parent Survey requests for early notice of school

	<ul style="list-style-type: none"> • events, reminders, e-mails and updates on school websites • INNOVATION ZONE PARENT SURVEY (Survey Monkey) • Parent request for homework on the website or on Edline
12. Wellness	<ul style="list-style-type: none"> • Safe Routes to School Survey • Cardiac Kids Results • Parent Survey responses for more extracurricular activities including sports • INNOVATION ZONE PARENT SURVEY (Survey Monkey)
13. Interpersonal Skills	<ul style="list-style-type: none"> • Title 1 Parent Survey Responses • Kanawha County Schools Parent Effective Schools Inventory Part 5 • INNOVATION ZONE PARENT SURVEY (Survey Monkey)
14. Reduce the dropout rate	<ul style="list-style-type: none"> • Kanawha County Schools Assessment for Learning • 26% of identified dropouts at Capital High attended Piedmont • INNOVATION ZONE PARENT SURVEY (Survey Monkey)

Goals and Objectives	PASSPORT Activities
<p>Teachers will emphasize depth rather than breath – the core concepts of a discipline rather than facts</p> <ul style="list-style-type: none"> • Align WV CSO's and national standards for Reading, math, science and social studies • Apply strategies to make the curriculum rigorous and relevant • Promote global awareness • Direct students' curiosity into an interest in learning 	<ul style="list-style-type: none"> • NEEDS ASSESSMENT ADDRESSED: 1, 2, 3, 4, 7, 9 <ul style="list-style-type: none"> *Develop a Personalized Education Plan for every student in grades one through five *Design/Select Problem Based Learning modules *Professional Development : PBL for staff *Purchase "Ahead of the Curve" by Douglas Reeves for staff
<p>Teachers will use a variety of strategies for today's diverse student body, addressing their individualized learning needs and measuring their progress toward learning goals</p> <ul style="list-style-type: none"> • Create an environment that is inviting, respectful, supportive, inclusive and flexible • Design lessons influenced by a child's development, personality and performance • Maintain high expectations for all students • Value contributions by building positive, appropriate relationships • Collaborate with specialists • Improve communication and collaboration between school and the home and community 	<ul style="list-style-type: none"> • NEEDS ASSESSMENT ADDRESSED: 1, 4, 6, 7, 8, 11, <ul style="list-style-type: none"> *Culturally relevant instruction *Cooperatively design parent workshops *Student Connections *Create Learning Centers: Reading, Math, Science, Civics *Collaborative schedule developed *Solicit business and community involvement
<p>Teachers will translate content standards into engaging and effective instructional designs that foster the growth of students as self directed, inquisitive, lifelong learners.</p> <ul style="list-style-type: none"> • Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, people skills, self direction and social responsibility 	<ul style="list-style-type: none"> • NEEDS ASSESSMENT ADDRESSED: 1, 5, 6, 10, 11, 12, 13, 14 <ul style="list-style-type: none"> *Provide student self assessment rubrics *Community service opportunities required *Incorporate Jr. Achievement curriculum ideas *"Student Connection" Initiative KCS
<p>Learning will be more experiential and student centered with the teacher as a facilitator</p> <ul style="list-style-type: none"> • Choose methods and materials that help eliminate achievement gaps • Employ a wide range of techniques using information and communication technology, learning styles and differentiated instruction. 	<ul style="list-style-type: none"> • NEEDS ASSESSMENT ADDRESSED: 3, 4, 6, 7, 9, 10 <ul style="list-style-type: none"> *Video Conferencing with schools nationally and internationally *Purchase "Teacher Assessment Leader" by Thomas Guskey for staff *Professional Development....ASCD Formative Assessment in Content Areas DVD

<ul style="list-style-type: none"> • Encourage students to think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions • Provide opportunities for self assessment • Use multiple indicators, both formative and summative, to evaluate student progress 	
<ul style="list-style-type: none"> • NEEDS ASSESSMENT ADDRESSED 2, 3, 5, 8, 10, 11, 13 <p>*Utilize a closed circuit television capability for student communication and collaborative skills</p>	<p>Greater comprehension will be fostered by student independent work as well as collaboration.</p> <ul style="list-style-type: none"> • Teach the importance of cooperation and collaboration • Organize learning teams to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds and develop leadership qualities.
<ul style="list-style-type: none"> • NEEDS ASSESSMENT ADDRESSED 1, 3, 5, 6, 10, 11, 12, 13 <p>*Posit global situations for students to design creative lessons</p> <p>*Community Service opportunities arranged</p> <p>*NASA Gaming</p> <p>*Stock Market Challenge Fourth and Fifth Grade</p> <p>*Business mentoring arranged</p>	<p>Students will set high expectations for themselves in applying learned skills to real life situations to better the global community.</p> <ul style="list-style-type: none"> • Assist students to exercise and communicate sound reasoning: understand connections; make complex choices, and frame, analyze, and solve problems

Piedmont Elementary School

INNOVATION ZONE: Project Design

The most salient reason for using a qualitative needs assessment is that it offers the opportunity to probe an issue or question in depth and to explore the respondent's views and perspectives in their own terms and framework of understanding. Teachers who primarily see their role as imparting information might tend to perceive the issue very differently than those ministering to the students' socioemotional needs. Some questions were unambiguous and required a simple quantitative answer. We attempted to use both to ascertain the overall needs of the school.

In an effort to secure the broadest range of questions we developed our own survey using questions from the parents and community we serve. This survey was done electronically and sought to glean perceptual information regarding the currently perceived school status, personal preferences and ideological precepts. This survey was presented to our "Parent List Serve" provided to us by our LSIC and PTO via the online survey collection instrument – Survey Monkey and linked from our school website. And in keeping with the resources available in the 21st century we even requested Facebook "friends" to offer suggestions for inclusion into this Innovation Zone proposal.

Our obvious source of empirical data was gleaned from the WESTEST II and previous WESTESTs' examining the trends. Test Mate Clarity was essential in determining the trends among the subsets of students enrolled here. Piedmont is blessed with the cultural diversity rarely experienced among other West Virginia schools. Our eighty five percent free and reduced eligibility coupled with the extraordinary high seventy two percent minority population are unique within the state.

Additionally, we have collected parent perspectives from our bi-annual Effective Schools Survey instrument. This perceptual data continues to impact our Five Year Strategic Plan. The Title One Parent and Teacher Needs Assessments are also valuable sources in determining the prioritized needs and expectations.

The school counselor and principal interviewed six third and six fourth grade students using open ended questions regarding their likes and dislikes. These questions were posed to students during different sessions. The counselor noted their responses.

The subsequent Goals and Objectives were determined after validating the data collected from the variety of sources. These are found on a separate page and have the prioritized "needs" isolated for each as a corresponding number. The obvious activity to assist the staff in planning for the new school innovation follows the need. We realize there will be more activities that cogently surface and those will be added should the proposal be accepted.

Students in grades one through five will have individualized educational plans. Teachers will use preparation planning days to finalize these plans. Learning centers for reading, math, science and global awareness will be created. The architectural firm, Silling and Associates, has agreed to offer their technical assistance in redesigning our instructional open space to accommodate and maximize these centers within our school.

Project based learning will monopolize the daily integration among content areas. This flexibility of curriculum design will make instruction relevant and seamless and allow students to see connectedness of learning. Thinkfinity is the preferred resource. Student “grades” will be narratives instead of letters providing parents a greater insight into personal progress and attainment of instructional and personal goals that were defined in the individualized educational plan. The narratives will be posted on Edline thereby requiring parents to secure online access at home, the library, work or at the school. Reducing needless paper reflects our commitment to responsible citizenship, ecology and character among students, staff and parents.

Inherent to our IZ plan is the desire to provide educational opportunities for the family to be actively involved in their children’s academic and school life. Student lead conferences will occur at least four times a year. Volunteerism for parents to serve as mentors, models or managers will be designed. We want students to investigate vocational and career choices perhaps not previously considered. The lack of vocabulary skills is often cited as a huge deterrent to student success on standardized evaluations. Exposure to many experiences will be a deliberate action of the school to enhance the nomenclature associated with unfamiliar venues not typical for parents and students of poverty. Eighty five percent of our families are identified as living in poverty. The Charleston Music Association will provide many free tickets to the performances they sponsor five times a year to our families.

Our students struggle with self control, properly communicating and self motivation for learning. We believe this plan addresses each of these areas. PBL will require students to work cooperatively as they solve problems, make decisions and self assess their progress. Trust and caring will necessarily be requisite to the success of each PBL design. We will permit students to brainstorm project topics and require in depth benchmarks to ascertain higher order thinking.

Maintaining the integrity of each Personalized Education Plan is the most vital component to student success. Incorporating a holistic approach, this plan will encompass the whole child concept including, wellness, interpersonal skills, and civic responsibility. Home and school collaboration will permit all stakeholders to monitor the progress according to the goals set forth in the plan. This personalized plan will provide additional flexibility in speed and efficiency of learning.

We have a well deserved reputation for accepting challenges and creating solutions for difficult educational issues. Our diversity is unique and reflects the “real world” characteristics beyond the typical rural limitations of most West Virginia schools. Our homeless population, tenement housing, and inner city tribulations are distinctive. The poverty among West Virginia students is manifest here above the statewide mean.

We currently serve two hundred sixty students at Piedmont. We have PreKindergarten through fifth grade. Our eleven regular educators are supplemented with three Title One staff, a special educator, technologist and part time physical education and music teacher. We also use Title One funding to provide our students and families with access to a full time school counselor and social worker / attendance officer. Three instructional classroom aides (prek and kindergarten), three and a half cooks, two and a half custodians and a full time secretary complete our staff.

We believe our Innovation Zone proposal is unlike any school organization in the state. We know the existing comfort zone will be assaulted and accompanying distress will be overcome only with resolute determination for improved student achievement. Instruction will be facilitated not dictated. Student progress will be explained not identified by a letter. Student responsibility, cooperation, communication will be more requisite and less “desired”. Learning will be based on relevance and authenticity and not delineated from a textbook. Each individual will have academic goals not taught from a generic lesson plan. Students will develop an appreciation for service and community and not expect “something for nothing”. Attitudes will be altered, critical thinking promoted and success monitored by the learner.

We want students to appreciate the value of an education.

Monitoring will be especially important during the first year of implementation. To insure uniformity of programmatic execution we intend to use our available ARRA money to contract with a highly qualified educator who will systematically collaborate, design forms, serve as liaison to the principal and other regulatory agents and to chronicle the progress of all aspects of our proposal.

It is our belief that the initial phase will be the most difficult and require the most scrutiny. Subsequent years should be less problematic. The ‘Curriculum and Program Monitor’ position may become less necessary. It is essential to keep accurate records, maintain a historical account of implementation, provide linkage among all stakeholders and preserve the integrity of the intended reform. Leading weekly teacher collaboratives will be indispensable to student progress monitoring. Altering ineffective practices and offering alternatives will require constant monitoring of the plan and the goals outlined therein.

Four full days of student lead conferences will substitute for the current ten half days of Professional Learning Community activities. This will permit parents, students and teachers to adjust activities and learning plans from the data previously collected.

The success of this proposal is dependent on the tenacity of the staff to change the paradigm of the current curriculum delivery model. This transition will require training and trust in the anticipated outcomes of the newer model. To this end a staff development plan will include book studies: 'Ahead of the Curve' by Dr. Douglas Reeves and Dr. Tom Guskey's, 'The Teacher as Assessment Leader'. Depending on the availability of either of these two reform giants we will attempt to bring either to our school for a staff development and reform kickoff. Parents will attend an evening session to hear of assessment changes presented in their books.

We are attempting to contact schools in North Carolina that are currently implementing individualized student educational plans. Our budget would reflect the cost to visit these schools and discuss the pros and cons identified by these practitioners. It is our desire to spend time during our three week intersession meeting at school with our professional learning communities, parents and perhaps older students to develop this PEP (Personalized Education Plan). Our Year Round School calendar provides this opportunity. The actual implementation of the IZ would occur in October.

Fortunately, Kanawha County Schools provides a plethora of technology opportunities developed to familiarize teachers with the latest usage of hardware, software and web-based programs including Thinkfinity. We will use the Thinkfinity website to determine the lessons and materials necessary for designing Project Based Learning. Our county system also provides for school based staff development.

It is incumbent to the leadership to monitor the amount and intensity of the professional development. Cognizant of the newness of our endeavor we must maintain a delicate balance of what "has to be known" with "the time needed to comprehend, initiate and assess" the incremental steps that lead to the successful implementation of the reform. Teacher burnout is a real concern associated with the onus of responsibility we project and expect.

We feel certain that the professional development plan will require revisiting, reframing and redesign throughout the year.

Success begets success. Should the manifestation of the proposal reflect the intended student achievement gains we believe possible we will certainly feel confident in the continuation of the plan. Formative assessments will dictate alterations.

We have created an acronym for our proposal – PASSPORT. Realizing full well the significance of designing educational opportunities for students in this global society, we are using the analogy of education for this interdependent society we current live in via instruction, life skills, cultural awareness and problem solving.

The following characteristics of each PASSPORT letter briefly describe our definition of an innovative program for elementary students.

P Personalized Education A Personalized Education Plan (P.E.P) is developed for each child based on the results from formative assessments, a parent questionnaire and a teacher survey. The P.E.P is a tailor made prescription that is utilized as a road map to guide instruction. It is developed by highly skilled educators aimed at addressing students' individual needs in order to improve academic performance. The P.E.P utilizes best practices in education though activities and lessons that incorporate numerous teaching methodologies aimed at targeting academics, wellness and community service to insure a holistic education. A meeting with the parent/guardian will take place to explain the P.E.P in detail prior to implementation. All students will have this educational plan in first through fifth grades.

A Authentic Assessment Formalized checklists, informal meetings, Question-Comment-Concern forms, student self-assessment progress checks, and journal entries are a few strategies for feedback.

S Student Services The correlation presented here indicates numerous instances in the curriculum where character education virtues can be integrated. Teaching character education, however, involves much more than the six virtues of respect, responsibility, caring, citizenship, fairness and trustworthiness presented in this crosswalk. In a recent student character education survey, students were able to identify 204 words to describe character. The virtues of honesty, reliability, courage, manners, loyalty and many more can easily be integrated in lessons throughout the curriculum. Classroom teachers, through creative lessons, will find additional opportunities within the current curriculum for character education integration.

School connectedness was defined as the belief by students that adults in the school care about their learning as well as about them as individuals.

The school staff will use the following six strategies and the supporting action steps to increase school connectedness:

1. Create decision-making processes that facilitate student, family, and community engagement; academic achievement; and staff empowerment
2. Provide education and opportunities to enable families to be actively involved in their children's academic and school life.
3. Provide students with the academic, emotional, and social skills necessary to be actively engaged in school.
4. Use effective classroom management and teaching methods to foster a positive learning environment
5. Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional, and social needs of children and adolescents
6. Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families, and communities.

S Student Success Research on teaching effectiveness identifies a number of factors that contribute to student learning: the instructor's expertise and interest in the subject matter, his or her ways of connecting course content to students' frames of reference, clarity of organization and expectations for learning, and opportunities for interaction. We will redesign existing space to provide "learning centers" for skill specific instruction.

P Project based learning Project learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying. WV Content Standards-focused PBL is *a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks*. This definition encompasses a spectrum ranging from brief projects of one to two weeks based on a single subject in one classroom to yearlong, interdisciplinary projects that involve community participation and adults outside the school.

O Outreach Through *Service Learning*, instructors can draw on community resources to provide students with enhanced learning opportunities. By engaging with their communities beyond the classroom, students cultivate a

sense of civic responsibility, learn actively and connect their coursework to life experiences.

R Relevant learning *Relevant Learning* refers to a range of teaching and learning activities that require students to participate in class in ways other than sitting still and listening quietly. Such activities can include brief question-and-answer sessions, discussions integrated into a traditional lecture, and hands-on activities. When a culturally relevant teacher is confronted with a situation in which his/her students do not understand a text, because the text's information is so completely removed from their own lives and experiences, the teacher would remove the text and using different examples or materials would teach to the student's knowledge base.

T Technology *Technology* in educational settings continues to change rapidly. In-classroom technologies such as podium-based computers, projectors, wireless Internet access, and real-time response systems (a.k.a., "clickers") as well as Web-based tools such as electronic mailing lists, online discussion forums, blogs, wikis, and podcasts all have the potential to support student learning. Videoconferencing allows you to meet face to face with people across the state or around the world without leaving the campus. It is easier and more cost-effective than traveling, and you can supplement your presentations by computer programs such as PowerPoint.

Built on the National Education Technology Standards for Students (NETS*S) and the work of the Partnership for 21st Century Skills, Tech Steps provides a developmental scope and sequence framework covering:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

Project-Based Learning

Research clearly demonstrates that students learn best when there is a personal connection to the subject matter. Hunter (1995) stated "Trends in educational reform can be summed up in one word 'authentic.'" When students are engaged in their own interests, learning becomes less abstract and more relevant to their own lives. Therefore, subjects are integrated within projects rather than taught in isolation. This approach changes the role of the student from passive learner to engaged participant. Teachers become co-learners with students to venture into unexplored territory.

Hunter, B. (1995) Public access to the internet; Massachusetts Institute of Technology Press, 85-114.

Personalized Education Plans

Gardner (2009) states that individualized education was once only for the wealthy. A renewed focus on global learning has brought the need for personalized instruction to the forefront. Personalized education plans (PEP) are custom made road maps based upon students' strengths and weaknesses. This plan will encompass the whole child concept including, but not limited to wellness, interpersonal skills, and civic responsibility. Home and school collaboration will enable all stakeholders to be aware of progress according to the goals set forth in the plan. A one size fits all approach in education impedes student progress and personalized education is a quantum leap in speed and efficiency of learning.

Gardner, H. (2009) The next big thing: Personalized Education; *Foreign Policy*, May/June 2009.

Student Services

The primary goal of education is to cultivate the intellectual abilities of the student; hand in hand with that goal are life lessons that nurture the moral character of the student. Relationships are sometimes the single most significant motivator for an individual, honoring students as human beings worthy of respect and care is to establish a relationship that will provide for enhanced learning, and therefore can lead to academic achievement. Numerous studies support the belief that schools that implement character education skills score higher on tests and other measures of academic achievement (Benninga, Berkowitz, Kuehn & Smith, 2003).

Benninga, Jacques S., Berkowitz, Marvin W., Kuehn, Phyllis & Smith, Karen. (2003). *The relationship of character education and academic achievement in elementary schools*. Journal of Research in Character Education, 1(1), pp. 19-32.

Technology

The setting for learning is no longer a mere traditional classroom. In a culture dominated by ever changing technology the earlier a student can become comfortable with their digital environment the earlier they can fully benefit from this age of technology. The integration of this tool will not only enhance the curriculum but also give support to the individual needs of many students. Academics include the all important traditional content of reading, writing, arithmetic, logical thinking, but will also encompass software, hardware, robotics, nanotechnology, genomics, etc. Methodologies for digital natives for all subjects at all levels is key for academic success and 21st Century learning (Prensky, 2001).

Prensky, M. (2001) *Digital native, digital immigrants*. On the Horizon, NCB University Press, Vol. 9, No. 5, October 2001.

Student Success

Student success is directly related to the relevance of the content (Weimer, 2009). Students should choose their own goals and topics of study and learn the process of self-evaluation (Ryan & Deci, (1999). Lessons should be real world projects with complex problems to be solved. Instruction should be centered on the student (Gonzales & Nelson, 2005).

The National Drop-Out Prevention Center states to prevent drop outs learning should be active, include individualized instruction and implement creative problem solving through Project Based Learning (National Dropout Prevention Center, 2009).

Relevant Learning

Students need to learn about learning. Effective learning rather than simply transmission of imposed curriculum (Boyd, 2001). Students should be active seekers rather than passive recipients. This happens with cognitive associations (Lowman, 1994).

Project based learning helps students take more responsibility and ownership of learning. An overarching driving question helps to foster focused inquiry. This helps students direct their learning as well as enhance student ability generate their own questions to guide inquiry (Baron, Schwartz, Vye, Moore, Petrosino, Zech, Bransford, 1998).

Authentic Assessment

Assessment is authentic when we directly observe individual student performance on given tasks. This type of assessment asks the student to demonstrate understanding by performing a more involved task representative of more meaningful application.

Students will find themselves immersed in real life experiences; which allows them more choice and construction in determining what is presented as evidence of proficiency.

Parents and community will be have the opportunity to see observable products and understandable evidence concerning their students' performance which is more discernible to laypersons than when we talk about percentiles and norms (Wiggins, 1989).

Wiggins, G. (1989) **A true test: toward more authentic and equitable assessment**; *Phi Delta Kappan*, 70, 9 (May).

Service Learning

Hedin (1989) suggests that community service provides an opportunity for student to bridge the gap between the curriculum and their everyday lives. Service opportunities allow students to integrate, elaborate and think beyond typical classroom learning situations. Students are also able to enhance their interpersonal skills and forge bonds with one another as they learn about being responsible and are active citizens. This civic awareness will surely serve them well as they progress in a society where productivity is based upon cooperation, communication and citizenship.

Hedin, Diane P. (1989). The Power of Community Service. *Proceedings of the Academy of Political Science*. 37 (2). *Caring for America's Children*, 201-213.

Waivers for Innovation Zone

KCS

Waive “report card” for Edline narrative

Waive “PLC” ten, two hour staff developments for four, full day parent conferences

Waive “required Saxon phonics for all K-2” and use only as determined necessary for students

Waive “art instruction weekly one day” and instead add additional day of P.E.

Waive “any required online assessments” for flexible determination as necessary

WVDE

Waive: Policy 2510 “ninety core reading block minutes for instruction” and permit the school to develop appropriate times for students to a minimum of sixty minutes daily.

Waive: Policy 2545.44 “textbooks” for each child and instead use textbook allocation for the purchase of Kindle or other electronic readers and supportive online resources.

Waive

WV Statute

Waive Code 18A-4-14(3) which indicates that staff can exchange lunch, recess or planning for compensation or mutually agreed upon benefit. Our concern is that new hires may not agree to suspend this ‘right’ as those currently do. We are asking that all staff hired subsequent to our designation as an IZ have the same compensation or benefit as their predecessor did.

Waive Code 18-5-18a which addresses class size requirements. Our program may require a class in music or physical education to cap at thirty. Additional compensation would be capped at thirty students as pro rated by current calculations.

Staff Development	Content	Dates	Presenters/Facilitators
Book Study	<i>Ahead of the Curve</i> by Dr. Douglas Reeves	April 2010 to July 2010	Professional Learning Community Facilitators
ASCD video package	Formative Assessment in Content Areas	May 2010	Steve Knighton, Principal, Piedmont Elementary
Site Visit	Project Based Learning in selected school(s) in North Carolina	June 2010	Arranged by Muriel Summers, Raleigh, North Carolina
Site Visit	Personalized Education Plans in selected school(s) in North Carolina	June 2010	Arranged by Muriel Summers, Raleigh, North Carolina
Book Study	<i>The Teacher as the Assessment Leader</i> by Dr. Tom Guskey	July 2010 to December 2010	Professional Learning Community Facilitators
On Site presentation	Assessment	November 2010	Dr. Tom Guskey or Dr. Douglas Reeves

Budget Page

Ahead of the Curve by Dr. Doug Reeves \$34.95 x 20 = \$699.00

Objective: Maintain high expectations for all students

Ahead of the Curve is written by the most influential, leading-edge luminaries on assessment and brings their ideas and recommendations into a single resource, illustrating the range of effective assessment design and implementation. From involving students in the assessment process to ensuring accuracy to applying assessments to English language learners and special needs students, you will find compelling insights and proven strategies.

The Teacher as the Assessment Leader \$ 29.95 x 20 = \$599.00

Objective: Provide opportunities for self assessment

Discover how to improve student learning through the power of effective, efficient assessments, and realize your power to transform education from inside the classroom. Meaningful examples, expert research, and real-life experiences illustrate the capacity and responsibility every educator has to ignite positive change. Packed with practical strategies from expert practitioners for designing, analyzing, and using assessments, this book shows how to turn best practices in classroom assessment into usable solutions for everyday teaching.

Supplies \$500 \$500.00

Creating monitoring forms, associated printing, and paper supplies

On site school visits out of state \$200 per staff x 20 \$4,000.00

Objective: Apply Strategies to make the curriculum rigorous and relevant

Objective: Align WV CSO's with National Standards for reading, math, science and social studies

Objective: Employ a wide range of techniques using information and communication technology, learning styles and differentiated instruction

Travel, lodging and meals On site visits to out of state schools currently implementing Project Based Learning and Personalized Education Plans. These are two vital components of the proposal. The staff believes that it will be extremely valuable information to discuss with current practioneers. This would provide an opportunity to have advice offered and questions answered in an efficient and productive manner.

Professional Development – \$1,000 per teacher \$20,000.00

Developing Personalized Education Plans for every student

Objective: Choose methods and materials that help eliminate achievement gaps

Objective: Collaborate with specialists

Objective: Improve communication and collaboration between school and the home...

Objective: Design lessons influenced by a child's development, personality and performance

Objective: Direct students' curiosity into an interest in learning

Objective: Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, people skills, self direction and social responsibility

The teachers will meet in collaborative Professional Learning Communities to develop a Personalized Education Plan for each student. Class size is 23 – 25 students.

The staff will participate in the collaborative book study

Objective: Provide opportunities for self assessment

Objective: Use multiple indicators, both formative and summative, to evaluate student progress

(Approx. 4 hours) \$100 per staff \$2,000.00

Speaker: Dr. Tom Guskey or Dr. Douglas Reeves \$10,000.00

Goal: Teachers will use a variety of strategies addressing individualized learning and measuring progress toward learning goals.

Objective: Encourage students to think creatively, develop and test ideas, synthesize knowledge and draw conclusions

Total Budget \$37, 798.00

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: Piedmont Elementary School

Department (If Applicable): _____

Notice of Meeting (Date provided to Faculty or Department/Subdivision): Faculty Senate December 9, 2009

Meeting Date: 8-11;8-24;9-10;10-12;10-21;11-13

Faculty Senate Elected Officers:

President: <u>Emily Patterson</u>	Signature: <u>Emily R. Patterson</u>
Vice-President: <u>Cindy McCorkle</u>	Signature: <u>Cindy McCorkle</u>
Secretary: <u>Lindsey Downey</u>	Signature: <u>Lindsey Downey</u>
Treasurer: <u>Julie Williams</u>	Signature: <u>Julie Williams</u>
Other: (Name) _____	Signature: _____

Service Personnel Representative:

Name: <u>Gail Francis Vickers</u>	Signature: <u>Gail Francis Vickers</u>
Position: <u>Kindergarten Aide</u>	

Parent Representatives:

Name: <u>LSIC Chair Marc Weintraub</u>	Signature: <u>Marc Weintraub</u>
Name: <u>PTO Chair Sandra Groce</u>	Signature: <u>Sandra Groce</u>
Name: <u>Julia Jesse</u>	Signature: <u>Julia Jesse</u>

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

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

County Board or Boards
Report on Innovation Application/Plan

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

School: Piedmont 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: _____

County Board of Education Elected Officers:

President: (Name) <u>Becky Jordan</u>	Signature: <u>Becky Jordan</u>
Vice-President: (Name) <u>Robin Rector</u>	Signature: <u>Robin Rector</u>
Members:	
Name: <u>Jim I. Crawford Sr.</u>	Signature: <u>Jim Crawford Sr.</u>
Name: <u>William J. Ralston</u>	Signature: <u>William Ralston</u>
Name: <u>William P. T. Hume</u>	Signature: <u>William Hume</u>

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).