



# West Virginia Department of Education Innovation Zone and Drop-Out Prevention Grant

Please fill out all appropriate boxes and respond to all questions.  
**The application and plan must be in 12 pt. font and is limited to 20 pages.**  
 Application is due by 4:00 p.m. **December 1, 2011**

## Section 1- Applicant Information

**Name of entity applying:** Barbour County Schools  
**County:** Barbour  
**Principal:** N/A  
**Contact Name & Title:** F. Joseph Super, Superintendent  
**Phone:** (304) 457-3030 (ext. 122)  
**Email:** fsuper@access.k12.wv.us

Number of students served/affected by plan: 2329.5 (WV 2<sup>nd</sup> Month Data)  
 Number of teachers involved/affected by plan: 149.3 (WV 2<sup>nd</sup> Month Data)  
 Number of service personnel involved/affected by plan: 23.0

*Please place a check beside the appropriate entity(ies) applying for innovation zone designation*

- School
- Department or Subdivision of School
- Coalition of Schools (fill out multiple listings below)
- Higher Education Institution (\*must check another entity)
- Feeder System of Schools
- District Application

*Please place a check beside the appropriate grant for which you are applying*

- Innovation Zone Grant
- Drop-Out Prevention Grant (must include community partners and three year budget proposal)

<b>LEADERSHIP TEAM MEMBERS</b>		
Identify the school or consortium's leadership team. <b>For dropout prevention grants, the leadership team should include community partners (add additional lines as necessary).</b>		
Name	Title	Signature
Dr. F. Joseph Super	Superintendent of Schools	
Lisa Heinbaugh	Principal, Philip Barbour H.S.	
R. Jeffrey Kittle	Assistant Superintendent	
Rev. Robert Wilkins	Member, Board of Education	
Donald Smith	Community Partner	
Karen Larry	Community Partner	
Douglas Schiefelbein	Grant Writer	

*Please ensure you have all of the supporting documents required completed and attached to the end of this application*

- Record of Commitment from Staff, Parent, and LSIC Council
- Local Educational Agency Report of Support or Concerns
- Multiple Community Partner Records of Commitment for Dropout Grants

## Section 2- Abstract and Waiver Requests

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***Provide a project summary that briefly describes the project's vision, goals, activities, and key features for student success that will be addressed. Please limit the length of the abstract to the text box found on this page only.***

“Better Engagement-Better Students-For a Better Future”...it’s more than a slogan. Barbour County Schools has important work to do. A large and varied group of local stakeholders has rolled up its sleeves, dedicating itself to an innovative plan that will address the county’s chronically low graduation rate (73.3% in 2010-11) and its persistent low-achievement status in academic progress (only two of nine schools met AYP standards in 2010-11). The local partnership’s plan has been embraced by over ten organizations in collaboration with the school system. While dropout statistics are often associated with high school, the team understands that at-risk attitudes and behaviors incubate at the earliest levels of school. Consequently, Barbour County has designed a dual-pronged approach that will significantly impact both the graduation and achievement rates of all students in the county, as it breaks new ground and provides a blueprint for success that can be replicated among other rural districts across the state.

Approximately 70% of the Dropout Prevention Grant funding will be dedicated to creating West Virginia’s first *New Tech School*, to be housed at the Philip Barbour High School Complex. This “school within a school” concept will provide services and support to generate a fundamental rethinking of teaching and learning. The New Tech philosophy is based upon three primary elements: a culture that empowers, teaching that engages and technology that enables. The culture component, focusing on trust, respect and responsibility, establishes a critical foundation in setting a positive tone for the entire educational experience. Project-based learning—the teaching that engages—involves students in defining problems, group planning, research and investigation, guided activities, developing solutions, and presenting those solutions. The one-to-one ratio of fully-equipped computers to students will drive a level of learning and experience that is mandated in today’s technology-driven economy. The curriculum will be made available to about one-half of the freshman class, and then be phased in at the same rate over subsequent years until it is available at all secondary grade levels (9-12). This exciting new pathway to success will be aggressively marketed to the county’s at-risk student population.

The remaining 30% of available grant dollars will be spent at county elementary and middle schools to provide programs, support and interventions that will positively affect attitudes, behaviors and degrees of school success. Programs like Covey’s *The Leader in Me* (elementary) and *Rachel’s Challenge* (middle) will be formally adopted to include libraries of resource materials, assemblies, student and staff training and strategies that are designed to inspire, equip and empower students to make constructive differences, both personally and in society. Academic support will be provided through regular before and/or after-school tutoring programs that will be available regularly in the core content areas of language arts, mathematics, science and social studies. The resulting web of new support services is tailored to guide children into becoming citizens who can think for themselves, take responsibility, be tolerant and respectful, seek leadership roles and work with others in creative ways.

As a school system that has never enjoyed the benefits of an excess levy and a county perennially labeled as “economically distressed” or “at-risk” by the Appalachian Regional Commission, Barbour County Schools sincerely appreciates the opportunities presented through this grant. The partnership team is excited and ready to implement its innovative plan on behalf of the students of Barbour County.

## Waiver Requests

**Indicate the specific type(s) of policy or code that prohibit or constrain the design that you wish to request a waiver from:**

- Specific waiver requested of county policy
- Specific waiver requested of WVBOE policy
- Specific waiver requested of WV code/statute

WV Code Waiver Request (Specify section and article)	WVBOE Policy Waiver Request (specify section and article)	Impact of the waiver – What will the waiver enable the school to do differently?
N/A	N/A	N/A

## Section 3- Vision and Needs Assessment

### Creative Vision for the Project

1. What is the vision for the purpose and outcome of this project?

Barbour County Schools is committed to helping young people stay in school and providing the support necessary for their long-term success. This commitment mirrors the West Virginia Board of Education’s goal of “graduating all students from high school prepared for post-secondary education and career success through personalized pathways and guidance that focus students on productive and satisfying lives.” As a result of the proposed three-year project, Barbour County Schools envisions its transformation into a leading 21<sup>st</sup> Century school system that produces engaged students who attend school regularly, attain high levels of academic mastery and beyond, and graduate ready for success in continuing education and the world of work. The purpose of this proposal is to address and remedy the significant concerns related to the LEA’s high dropout rate, low academic achievement levels, and the high percentage of students who accumulate unexcused absences and face legal procedures related to their attendance.

At the conclusion of the grant period window, Barbour County Schools anticipates and has targeted strong improvements in each area: a) reduction of district dropout totals by 20% (with a corresponding increase of 10% in the district graduation rate) according to WVEIS statistics; b) a steady growth trend (e.g. as measured by scale scores on WESTEST 2/WV Growth Model) in each of the four core curricular areas of reading/English/language arts, mathematics, science and social studies on standardized achievement instruments; and c) improvement of overall attendance rates by 10% (according to WVEIS statistics), and a 20% reduction in student truancy/unexcused absences as measured by the numbers of legal procedures initiated annually.

Barbour County Schools envisions this grant initiative as both the accelerant and the glue for its dropout prevention program. The LEA’s elementary and middle schools will share a clear and common focus in the development of school cultures that promote trust, respect, responsibility and other positive characteristics that lead to successful students and citizens. As these students enter their high school years, they will be ready to scale new heights as engaged, independent learners, who are also comfortable achieving in leadership roles and as valued team members.

2. How is this vision linked to the school or consortium's five-year strategic plan?

Barbour County's five-year strategic plan is closely aligned with the West Virginia Department of Education's Strategic Plan of 2011, focusing on the concept of "good kids doing great work," as related to the three-goal model of *know-behave-accomplish*. Student engagement, the use of contemporary technology, parent/community involvement, the establishment of school cultures conducive to learning and application of 21<sup>st</sup> century skills are at the core of the proposal. Each of Barbour County's Dropout Prevention Grant goals is designed to facilitate compliance with the federal *No Child Left Behind* legislation and to embrace the state's Global21 learning plan. The goals are each related directly to one of the district's three major goals as outlined in its five-year strategic plan.

First, Barbour County's vision of reducing the dropout rate by at least 20% while increasing the graduation rate by 10% is aligned with Goal #3, "All students will graduate from high school prepared for post-secondary education and career success through personalized pathways and guidance that focus students on productive and satisfying lives."

Next, through positive and steady core academic growth at all grade levels, as measured by annual WESTEST 2/WV Growth Model results, Barbour County's proposal vision reflects Goal #1, "All students will meet or exceed state, national and international curriculum standards that incorporate acquisition of 21<sup>st</sup> century skills through engaging opportunities in the arts, world languages, health and physical education and technical education, as well as the core subjects of reading/English/language arts, mathematics, science and social studies."

The final component of Barbour County's project targets the 38% (2010-11) of students in the district who were truant or accumulated unexcused absences to the point of legal intervention. As this issue touches on such critical areas as responsibility, engagement, behavior and wellness, it is closely linked to Goal #2, "All students will develop the personal skills and dispositions of wellness, responsibility, cultural awareness, self-direction, ethical character and good citizenship in an environment that is caring and safe."

3. How is the school or consortium's vision connected to best practice and current research in reference to raising student achievement and/or dropout prevention?

Barbour County's vision of dramatic increases in graduation rates, attendance rates and academic achievement rates for all children in the district is linked to best practices and current research in several tangible ways. The primary project components include: 1) an innovative New Tech curriculum at the secondary (9-12) level; 2) the addition of supplemental tutoring/support services; and 3) new programs that promote qualities such as leadership, creativity, responsibility, tolerance and teamwork at the elementary/middle (K-8) levels. Today's 21<sup>st</sup> century skills (or deeper learning) go beyond traditional academic knowledge/skills, extending to prepare students to think critically and solve complex problems, work collaboratively, communicate effectively, and be self-directed and able to incorporate feedback (Alliance for Excellent Education, 2011).

Contemporary best practices, or research-based or data-supported successes, related to effective schools are identified in the following nine (9) standards according to the United States Department of Education (2011):

1. A Clear and Common Focus
2. High Standards and Expectations
3. Strong Leadership
4. Supportive, Personalized and Relevant Learning
5. Parental/Community Involvement
6. Monitoring, Accountability and Assessment
7. Curriculum and Instruction
8. Professional Development
9. Time and Structure

Barbour County's dropout prevention project is aligned with all nine of the best practices listed. For example, an area of perceived weakness was addressed when a concentrated effort to increase parental and community involvement (#5 above) was initiated through a full-day summit on the local dropout prevention plan. Held in late-August of 2011, the workshop was coordinated by the Barbour County Board of Education and hosted by the county's new 911 center staff. Nearly forty (40) participants, representing a dozen area agencies and organizations, attended the event, which was designed to evaluate and remedy the causes behind high dropout numbers and persistently low academic progress in recent years. During the sessions, partnership members reached consensus on several beliefs that will guide the county's efforts. Some of the key concepts included: the need for greater breadth and depth of student engagement; promotion of a positive and nurturing school climate; recognition that dropout and achievement challenges often begin at the earliest grade levels; and the importance of strengthening of links within the school-parent-community partnership. Since that event, the dropout prevention proposal has been shared with parents, business leaders and citizens through media articles, board of education meeting discussions, and presentations at all nine (9) county schools to both faculty senates and local school improvement councils to solicit their input and support. Because the collaboration of the entire community is essential to the success of this venture, Barbour County Schools understands that such community dialogue must be frequent and ongoing.

Further examples of "what works" in education can generally be distilled into four primary categories, as described by The Teacher Development Network (2009):

**Teaching for Understanding:** This effort encompasses activities oriented toward higher-order thinking skills. These skills are evidenced by problem solving and creating instead of simply reproducing knowledge, greater use of interdisciplinary curriculums and cooperative learning, and assessment on samples of work that illustrate understanding and application rather than memorization and reproduction.

**Use of Technology:** Technology use is reflected by the ability to use the tools of the future workplace—in particular, a greater emphasis on the use of technology as a tool for learning and producing. It includes such computer tasks as math calculations, writing, and searching the Internet for background information.

**Educating All Students:** Reforms in this direction include individualized instruction, non-graded classrooms, and mainstreaming of students with special needs.

**Integrated Services:** Efforts in this area encompass internal integration through team teaching, e.g. teams of teachers taking responsibility for a larger portion of the learning of a defined group of students. External integration is evidenced by the development of links to the community for educational purposes along with links to other relevant community services, such as agencies providing social and medical services.

Barbour County's **New Tech program** will create a "school within a school" at the district's only secondary institution, Philip Barbour High School. As a foundation for 21<sup>st</sup> century **technology-based** learning, over the next four years, *all* high school students, both New Tech and traditional enrollees, will receive laptop computers that will become their primary learning tools until graduation. Beginning with the incoming freshman class in 2012 (and for each freshman class thereafter), students will be issued a lightweight laptop that will essentially replace textbooks, workbooks, periodicals, notebooks, calculators and other such traditional tools and resources. With a 1:1 student-to-networked-computer ratio, pupils will enter the interactive age as they electronically communicate with teachers and share ideas with classmates. The computers and other high tech teaching and learning devices will facilitate ready access to curricular materials and current information in formats such as text, data charts, 3-D graphics, touch screen technology and streaming video. Students will often receive virtually instant feedback on quizzes, tests and exercises, and will be able to quickly search a multitude of resources and manipulate the contents of reports and projects.

In addition to the critical role of technology, **Project-Based Learning (PBL)** curricula and strategies will be at the heart of the instructional approach. In the PBL setting, learning is contextual, creative, and shared. Students collaborate on projects that require critical thinking and communication. By making learning relevant to them in this way, student interest and engagement ascend to new levels. This higher level of engagement is then naturally associated with better educational outcomes. The PBL concept will not be completely foreign to the county's professional staff, since it is familiar with the popular and successful *Globaloria* program. This social learning network, where middle and high school students work together to design, program and share original, educational web games, shares key similarities in concept and purpose to the New Tech Schools initiative.

Finally, the New Tech school will establish and maintain a **culture** that promotes trust, respect, and responsibility. At New Tech schools, students and teachers alike have exceptional ownership of the learning experience and their school environment. Working on projects in teams, students are accountable to their peers and acquire a level of responsibility similar to what they would experience in a professional work environment.

While all students at Philip Barbour High School will benefit from the new technology, approximately one-half of each incoming freshman class, representing a cross-section of the general school population, will formally enroll in the county's New Tech School program beginning with the 2012-2013 term. Over the course of four years, Barbour County sees the New Tech program serving about 50% of secondary students in Barbour County, as it becomes West Virginia's pilot site in a network of success that has reached nearly ninety (90) schools in sixteen (16) states since its inception in 1996.

Staff development and training for the New Tech teachers/facilitators will be intensive and ongoing, and will be initiated in the spring of 2012. In addition to the exceptional training and support that are key elements within the county's comprehensive New Tech School contract, Barbour County Schools is participating in a collaborative *No Child Left Behind* grant endeavor with Alderson-Broaddus College that will see the local higher education institution provide staff development support to the district's elementary, middle and high schools in the three major areas targeted by the Dropout Prevention grant.

As previously noted, the support and involvement of parents and the community are also viewed locally as critical components in the design of the project. Through written and verbal communication tools, such as news releases, the Parent Link system and school newsletters, the county's school leadership will solicit parental and community support as it explains and promotes the project's goals, objectives and components. Other formal and informal programs and special activities, such as Open Houses, will be scheduled through parent-teacher organizations, local school improvement councils, and booster and alumni groups, among others.

The New Tech philosophy, culture and delivery system parallels aspects of each of the nine Best Practice standards and the categories cited earlier. Based upon outcomes, studies and data analysis during the past 15 years, students who are part of the New Tech Network have displayed consistently high levels of educational attainment and tend to thrive academically. They become self-directed, lifelong learners. Accelerated and creative learners will be stimulated through enrichment opportunities embedded within NT projects. Barbour County sees this program as an exciting and engaging pathway to success for *all* students in a district that has seen too many dropouts, too much absenteeism and less-than-average levels of mastery in core curricular areas.

Finally, Barbour County itself has the capacity to become a research laboratory over time since the proposed "school within a school" model lends itself to direct comparison of objective data. A valid science-based evaluation will become possible because of the naturally resulting experimental groups and control groups. Since the enrollment process will involve an accurate cross-section of the entire student body, statistical conclusions and trends will be measureable in such targeted areas as academic achievement, attendance, and graduation rates as results from the New Tech school are evaluated alongside results from the traditional high school program.

This new "testing ground" for Barbour County's innovative approach will dovetail effectively with other recent and proposed strategies that are designed to increase graduation rates. For example, 19th Judicial Circuit Judge, Alan Moats, recently conducted a public forum at Philip Barbour High School. "The numbers are staggering," he explained as the rationale behind his new anti-truancy and dropout program in Barbour and Taylor counties, citing the realization that he was seeing many of the same people appear before him in criminal cases that had earlier appeared before him in truancy cases. A second local effort to save potential dropouts is a vibrant Adult Basic Education and GED program, which has initiated an Option Pathway curriculum at the high school, with several at-risk students currently enrolled and working towards high school diplomas that seemed out of reach just a few months ago. Nearly 150 dropouts have earned GED credentials in Barbour County since 2007-08. Thirdly, a two-year old credit recovery program at PBHS has enabled students who might otherwise fail to graduate on time, or simply dropout, to gain the necessary Carnegie units to graduate through special summer classes. A fourth example can be found in the county's Alternative Learning Center (ALC), which gives students who have violated safe schools policies a second chance for success in a setting designed to provide low teacher-pupil ratios. In addition, schools regularly provide rewards or incentives to students who

demonstrate positive behavior, regular attendance and academic achievement. Finally, the school system is presently working on the final details regarding a *No Child Left Behind* professional development grant in conjunction with Alderson-Broadus College that will focus on training staff members on strategies and activities related to this project proposal.

The second element of Barbour County's Dropout Prevention initiative involves an influx of new **tutoring** services at the elementary and middle school levels. Barbour County Schools realizes the critical importance of students reading on level by the third grade. The 2011 "Double Jeopardy" study by the Annie E. Casey Foundation finds that students who don't read proficiently by third grade are four times more likely to leave without a diploma than more proficient readers. It is notable in breaking down for the first time the likelihood of graduation by different reading skill levels and poverty experiences. Barbour County's chronically low SES status compounds the challenges facing district educators as they seek to raise academic achievement levels among all students. Further, the South Regional Education Board's *Making Middle Grades Work* school improvement design features "extra time and extra help" as a key practice, along with rigor and engagement, in helping students learn core curricular materials as they become independent learners. The following elementary and middle schools in Barbour County will initiate or increase before- and/or after-school tutoring services to potentially help over 1600 students "catch up" or forge ahead in their masteries of the four core academic areas: Belington Elementary, Belington Middle, Kasson Elementary/Middle, Mt. Vernon Elementary, Philippi Elementary, Philippi Middle and Volga-Century Elementary. While each school will have some latitude regarding the scheduling of such tutoring sessions, the county's expectation is that students at each of these schools will have a minimum of two (2) weekly one-hour opportunities for "extra help and extra time." Barbour County Schools will help to facilitate optimal student participation in tutoring by contributing the funding necessary for late-activity buses on these days.

The final, but perhaps most important, component of Barbour County's Dropout Prevention project involves the establishment of a **culture of trust, respect and responsibility** and a nurturing environment that recognizes children and treats them as individuals. The ASCD has found that "specific school wide activities and traditions can foster mutual respect and caring between staff and students and pride in the school's enterprise of learning" (2005). Barbour County's proposal features two recognized programs, *The Leader in Me* (at elementary grades) and *Rachel's Challenge* (at middle grades). Recognizing that many non-academic factors can and do affect a school's success or failure in educating its students, the district seeks to instill a climate and culture of shared values that blend to create a positive learning environment. *The Leader in Me*, by Stephen Covey, is designed to inspire greatness, giving even the youngest students the tools to develop essential life skills and characteristics they will need for success in the 21st century.

At the middle school level, the mission of the *Rachel's Challenge* initiative is to "inspire, equip and empower every person to create a permanent positive culture change in their school, business and community by starting a chain reaction of kindness and compassion." By using proactive antidotes to address issues and barriers to success such as bullying and school violence, and strategies and activities to promote civility, kindness and compassion, school climates can truly affect and improve student achievement levels by engaging students' hearts, heads and hands in the learning process. By building a strong foundation for its younger students through the philosophies and activities espoused through *The Leader in Me*, *Rachel's Challenge* and other such stimulating programs, Barbour County Schools will be better able to produce students who are ready to thrive in a technologically-rich and rigorous learning environment at the secondary level.

Again, while individual schools will have latitude on the exact structure of their elementary and middle programming, they will use the same foundational materials. It is expected that some of the more costly assembly programs will involve the bussing of students from outlying schools to a larger venue, such as Philip Barbour High School, to make the most efficient use of grant funding.

4. How has the school or consortium's current data influenced the creative vision described in question one?

The most recent data provided to Barbour County Schools by the West Virginia Department of Education clearly highlights the school system's weaknesses and challenges in several areas. With very few discretionary dollars available, Barbour County's vision of aggressive and innovative programming, designed to create a new and enduring culture of student achievement, success and expectation of graduation, is largely dependent upon the Dropout Prevention grant funding. The data that has influenced this project proposal includes:

- A total of 50 students dropped out of school in Barbour County during 2010-11. The county's graduation rate was 73.3% missing the state goal of 90% and the target of ten percent (10%) of the difference between the goal and the previous year's dropout rate.
- Two (2) of nine (9) (or 22%) of schools in Barbour County met state and federal Adequate Yearly Progress standards during 2010-11, as compared with 48% statewide.
- In reading/language arts, 34% of students in Barbour County met mastery standards in 2010-11, as compared with 48% statewide.
- In mathematics, 33% of students in Barbour County met mastery standards in 2010-11, as compared with 43% statewide.
- In Science, 30% of students in Barbour County met mastery standards in 2010-11, as compared with 40% statewide.
- In Social Studies, 28% of students in Barbour County met mastery standards in 2010-11, as compared with 37% statewide.
- During 2010-11, there were 638 CA2 legal notices issued, 102 criminal complaints processed, and 100 juvenile petitions signed by Barbour County Schools in cases related to truancy and/or unexcused absences.

In addition to the data that has helped fuel this project, Barbour County Schools also recognizes that the early identification of potential dropouts is critical to increasing the district's graduation rate. This is the rationale behind the proposal's comprehensive K-12 approach. During 2011, the school system conducted a longitudinal study of past dropouts to determine dropout trends and tendencies. Among the pieces of data analyzed were: feeder schools attended, reasons cited for dropping out, and times of year when dropouts spiked. Most importantly, however, is the examination of exactly which students were most likely to leave school prior to graduation.

Barbour County plans to implement a countywide "early warning system" that includes indicators that will help to identify the most at risk students. This system will focus primarily on traditionally recognized indicators such as attendance, behavior and course failures, especially at grade 3 and the transitional years of grades 6 and 9. Other factors that will be considered are: learning difficulties, involvement in arts programs, student wellness/health/physical education, and social/emotional components (e.g. new student adjusting to school, bullying, etc.) and parental involvement. The district will either examine and select from "early warning indicator" tools such as The National High School Center's online tracking system or build its own early warning system based upon established and successful models already being used successfully.

## Section 4- Goals, Objectives, Evaluation, Timeline

<b>GOAL #1:</b>				
<ul style="list-style-type: none"> <li><b>Barbour County Schools will reduce its dropout rate and increase its graduation rate by 2014-15.</b></li> </ul>				
<b>Objectives</b>	<b>Activities</b>	<b>Personnel</b>	<b>Timeline</b>	<b>Budget</b>
<i>Identify the measureable objectives that will be used to determine success in achieving these goals</i> (Must be specific, measurable, attainable, relevant, and timely goals (SMART))	<i>Develop activities for each objective that are: Creative and innovative; Impact student success; Allow for greater flexibility; change the way the school(s)/district currently operate</i>	<i>Indicate the name and title of personnel that will be responsible for the activities.</i>	<i>Identify the timeline for the activities (include month/year)</i>	<i>Indicate budget requirements (include formulas used to derive totals in budget sections e.g. 3 subs @\$143/day=total)</i>
The county's annual dropout rate will decrease by 20% during the course of this grant. (4% in Year One; 6% in Year Two; 10% in Year Three)	The pilot New Tech Schools curriculum; The Leader in Me curriculum; Rachel's Challenge; Safe Supportive Schools (3G) grant; credit recovery classes; Option Pathway; Alternative Learning Center; career days; incentives and rewards; new tutoring services; community input; parental involvement; judicial system support; Mountaineer ChalleNGe Academy; school counselors; advisor-advisee; drug awareness progs.	*Joe Super, Superintendent *Jeff Kittle, Assistant Super't *All School Principals *All School Counselors *Elaine Benson, Dir. C&I 6-12 *Jack Reger, Dir. C&I PK-5	New Tech & Elem. & Middle Schl Programs 2/12 to 6/15; others are underway	See budget justification for details
The county's annual graduation rate, as measured for AYP purposes, will increase by 10% during the course of the grant. (2% in Year One; 3% in Year Two; 5% in Year Three)	The pilot New Tech Schools curriculum; The Leader in Me curriculum; Rachel's Challenge; Safe Supportive Schools (3G) grant; credit recovery classes; Option Pathway; Alternative Learning Center; career days; incentives and rewards; new tutoring services; community input; parental involvement; judicial system support; drug awareness programs; school counselors; Mountaineer ChalleNGe; advisor-advisee (AA).	*Joe Super, Superintendent *Jeff Kittle, Assistant Super't *All School Principals *All School Counselors *Elaine Benson, Dir. C&I 6-12 *Jack Reger, Dir. C&I PK-5	New Tech & Elem. & Middle Sch'l Programs 2/12 to 6/15; others are underway	See budget justification for details
The levels of dropout prevention intervention efforts within the county will increase by 25% during the course of the grant.	In addition to school administrative and counseling interviews, students will meet with both the county attendance director and superintendent of schools. Parental involvement will be increasingly stressed and mandated as possible. Closer ties are formed with magistrate and judge.	*Joe Super, Superintendent *Glenn Sweet, Attendance Dir. *Autumn Queen, PBHS Admin *Honorable Judge Alan Moats *Magistrate Kathi McBee	New levels established between 8/11 and 2/12	See budget justification for details

## Section 4- Goals, Objectives, Evaluation, Timeline

**GOAL #2**

- **Barbour County's school attendance rate will increase and legal truancy/unexcused absences will be reduced by 2014-15.**

<p><b>Objectives</b></p> <p><i>Identify the measureable objectives that will be used to determine success in achieving these goals</i></p> <p><small>(Must be specific, measurable, attainable, relevant, and timely goals (SMART )</small></p>	<p><b>Activities</b></p> <p><i>Develop activities for each objective that are: Creative and innovative; Impact student success; Allow for greater flexibility; change the way the school(s)/district currently operate</i></p>	<p><b>Personnel</b></p> <p><i>Indicate the name and title of personnel that will be responsible for the activities.</i></p>	<p><b>Timeline</b></p> <p><i>Identify the timeline for the activities (include month/year)</i></p>	<p><b>Budget</b></p> <p><i>Indicate budget requirements (include formulas used to derive totals in budget sections e.g. 3 subs @\$143/day=total)</i></p>
<p>The county's daily school attendance rate will increase by 10% during the course of this grant. (2% in Year One; 3% in Year Two; 5% in Year Three)</p>	<p>*New Tech curriculum at high school is student-directed and project-based learning will motivate and drive participation.                      *The Leader in Me and Rachel's Challenge curricula, programs and lessons will promote positive character development and responsibility (e.g. school attendance &amp; participation)                      *Tutoring services will keep students engaged and on level.</p>	<p>*Joe Super, Superintendent                      *Glenn Sweet, Director of Attendance                      *Elaine Benson, Dir. C&amp;I 6-12                      *Jack Reger, Dir. C&amp;I PK-5                      *All School Principals</p>	<p>Tutoring monthly as of 2/12; New Tech &amp; Elem. &amp; Middle Sch Programs 2/12 to 6/15</p>	<p>See budget justification for details</p>
<p>The number of legal truancy and illegal absence procedures in the county will be reduced by 20% during the course of this grant. (4% in Year One; 6% in Year Two; 10% in Year Three)</p>	<p>*New Tech curriculum at high school is student-directed and project-based learning will motivate and drive participation.                      *The Leader in Me and Rachel's Challenge curricula, programs and lessons will promote positive character development and responsibility (e.g. school attendance &amp; participation)                      *Tutoring services will keep students engaged and on level.</p>	<p>*Joe Super, Superintendent                      *Glenn Sweet, Director of Attendance                      *Elaine Benson, Dir. C&amp;I 6-12                      *Jack Reger, Dir. C&amp;I PK-5                      *All School Principals</p>	<p>Tutoring monthly as of 2/12; New Tech &amp; Elem. &amp; Middle Sch Programs 2/12 to 6/15</p>	<p>See budget justification for details</p>

**Note: "All School Principal" names** for individual grant schools under the "Personnel" heading in Section 4 include: Cindy Vance Sigley, Belington Elementary; H. Moke Post, Belington Middle; Michelle Barb, Kasson Elementary/Middle; Tammy Tucker, Mt. Vernon Elementary; Lisa Heinbaugh, Philip Barbour High School Complex; Connie Mundy, Philippi Elementary; David Neff, Philippi Middle; Jennifer Swift, Volga-Century Elementary. **"All School Counselor" names** for individual grant schools under the "Personnel" heading in Section 4 include: Catherine Mahoney, Belington Elementary, Belington Middle, Kasson Elementary/Middle; Christine Weese and Janet Woodard, Philip Barbour High School Complex; Teresa Williamson, Philippi Elementary, Philippi Middle, Volga-Century Elementary and Mt. Vernon Elementary.

**GOAL #3**

- **Barbour County students will show steady academic progress as projected by the state growth model through 2014-15**

<p><b>Objectives</b></p> <p><i>Identify the measurable objectives that will be used to determine success in achieving these goals</i></p> <p><small>(Must be specific, measurable, attainable, relevant, and timely goals (SMART )</small></p>	<p><b>Activities</b></p> <p><i>Develop activities for each objective that are: Creative and innovative; Impact student success; Allow for greater flexibility; change the way the school(s)/district currently operate</i></p>	<p><b>Personnel</b></p> <p><i>Indicate the name and title of personnel that will be responsible for the activities.</i></p>	<p><b>Timeline</b></p> <p><i>Identify the timeline for the activities (include month/year)</i></p>	<p><b>Budget</b></p> <p><i>Indicate budget requirements (include formulas used to derive totals in budget sections e.g. 3 subs @\$143/day=total)</i></p>
<p>County core curricular WESTEST scores, as related to AYP, will increase by 6% as measured by growth in scale scores during the course of this grant. (1% in Year 1; 2% in Year 2; 3% in Year 3)</p>	<p>*Innovative New Tech School concept initiated at high school to include up to 50% of students by 2015. (WV Pilot Site)                      *Ongoing tutoring programs are conducted after-school at elementary/middle schools. (Commencing in 2/12)                      *Staff Development in New Tech, Leader in Me, Rachel's, etc.                      *Administrators provide E-Walk support for staff in 2011-12.</p>	<p>*Joe Super, Superintendent                      * Lisa Heinbaugh, Principal                      *Rebecca Nesbitt, Director of Adult &amp; Technical Ed.                      *Elaine Benson, Dir. C&amp;I 6-12                      *Jack Reger, Dir. C&amp;I PK-5                      *All School Principals</p>	<p>Tutoring &amp; E-Walks monthly as of 02/12; New Tech 2/12 to 6/15</p>	<p>See budget justification</p>
<p>Student scores/results on other achievement instruments (e.g, ACT EXPLORE, ACT PLAN and NAEP) will show positive gains that are commensurate with the WESTEST gains during the course of this grant.</p>	<p>*Innovative New Tech School concept initiated at high school to include up to 50% of students by 2015. (WV Pilot Site)                      *Ongoing tutoring programs are conducted after-school at elementary/middle schools. (Commencing in 2/12)                      *Staff Development in New Tech, Leader in Me, Rachel's, etc.                      *Administrators provide E-Walk support for staff in 2011-12.</p>	<p>*Joe Super, Superintendent                      * Lisa Heinbaugh, Principal                      *Rebecca Nesbitt, Director of Adult &amp; Technical Ed.                      *Elaine Benson, Dir. C&amp;I 6-12                      *Jack Reger, Dir. C&amp;I PK-5                      *All School Principals</p>	<p>Tutoring &amp; E-Walks monthly as of 02/12; New Tech 2/12 to 6/15</p>	<p>See budget justification</p>
<p>Enrollment in career and technical course offerings at the CTEC will increase by 10% during the course of this grant.</p>	<p>*Option Pathway program expands to include more at-risk students for GED and technical program training.                      *CTEC becomes home facility to some of the New Tech collaborative learning centers.                      *Teckademics will be incorporated within the CTEC programming as feasible.</p>	<p>*Joe Super, Superintendent                      * Lisa Heinbaugh, Principal                      *Rebecca Nesbitt, Director of Adult &amp; Technical Ed.                      *Elaine Benson, Dir. C&amp;I 6-12</p>	<p>Option Pathway &amp; Teckademics underway; New Tech site in 08/12</p>	<p>See budget justification</p>

**Section 5- Project Evaluation and Sustainability**

1. How will you evaluate and report the impact this innovation has on increasing student success and/or other stated goals and objectives?

Barbour County Schools will evaluate and report the impact that the innovation has on increasing the graduation rate, increasing the student academic success rate and reducing the truancy/unexcused absence rate over the grant period by comparing objective data made readily available by the West Virginia Department of Education annually. The data examined will be directly related to the statistics cited in Section 3, Part 4:

- A total of 50 students dropped out of school in Barbour County during 2010-11. The county's graduation rate was 73.3% missing the state goal of 90% and the target of ten percent (10%) of the difference between the goal and the previous year's dropout rate. Program goals call for a 20% decrease in student dropouts and a 10% increase in the county's graduation rate.
- Two (2) of nine (9) or 22% of schools in Barbour County met state and federal Adequate Yearly Progress standards during 2010-11, as compared with 48% statewide. Program goals call for a majority of schools (at least 55%) meeting AYP levels.
- In reading/language arts, 34% of students in Barbour County met mastery standards in 2010-11, as compared with 48% statewide. Program goals call for a three-year trend of growth in the percentage of students who meet mastery standards.
- In mathematics, 33% of students in Barbour County met mastery standards in 2010-11, as compared with 43% statewide. Program goals call for a three-year trend of growth in the percentage of students who meet mastery standards.
- In Science, 30% of students in Barbour County met mastery standards in 2010-11, as compared with 40% statewide. Program goals call for a three-year trend of growth in the percentage of students who meet mastery standards.
- In Social Studies, 28% of students in Barbour County met mastery standards in 2010-11, as compared with 37% statewide. Program goals call for a three-year trend of growth in the percentage of students who meet mastery standards.
- During 2010-11, there were 638 CA2 legal notices issued, 102 criminal complaints processed, and 100 juvenile petitions signed by Barbour County Schools in cases related to truancy and/or unexcused absences. Program goals call for a 20% reduction in the numbers of CA2 legal notices issued, criminal complaints processed and juvenile petitions signed.

2. How will this innovation be sustained beyond the initial funding period?

To sustain the programs and initiatives made possible through the Dropout Prevention grant, Barbour County Schools has begun the process of planning for an excess levy call, scheduled for the fall of 2012. Expansion and maintenance of the *New Tech* curriculum and related equipment and materials at Philip Barbour High School, the *Rachel's Challenge* centerpiece at the middle schools and the *Leader in Me* program foundation at the elementary schools will be included as a key component within the levy call. Beyond this effort, Barbour County Schools is committed to dedicating local dollars, technology support and training to the greatest extent possible to these projects at the conclusion of the grant period. The school system will also aggressively seek other funding sources, such as governmental, foundation and private grants, in order to sustain the vision and viability of this project.

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*The Innovation Zone allocation for FY 2012 is approximately \$435,000. Applicants should prepare proposals and accompanying budgets for no more than two school years. The budget should support the activities described in the above application. Major item requests must be supported with activities within in the application. You may request up to \$50,000.*

*\*Regular IZ applicants need to only fill in the FY 2012 budget.*

*The Dropout Prevention Innovation Zone allocation is \$2,200,000. These funds will be awarded in one competitive grant process and applicants must prepare proposals and accompanying budgets for three school years. The budget should support the activities described in the above application. Major item requests must be supported with activities within in the application. The budget range for each proposal is \$50,000 to \$100,000 for each of the three years (total 3 year award range \$150,000 to \$300,000).*

*Because the proposed projects will not be funded until January 2011, the operating costs for year one will not be for a full school year. Applicants should consider the following as they develop the Year One Budget: 1) more funds may be allocated to program planning and professional development in year one and 2) counties will be able to carry over each year of grant funding for one additional year.*

The following information is designed to provide details and justification for Barbour County's Dropout Prevention grant budget found on pages 17-19. This summary shows anticipated expenditures by category for FY's 2012, 2013 and 2014. Some costs, as noted, will be prorated by school according to student enrollment. The explanations are divided into grant funding and optional in-kind funding that the school system has committed to the successful implementation of this project:

### **Dropout Prevention Grant Funding**

Professional Salaries: After-school tutoring: 220 hours x \$20/hour stipend = **\$4400** for FY 2012 (prorated); 440 hours x \$20/hour stipend= **\$8800** for FY 2013 (prorated); 440 hours x \$20/hour stipend = **\$8800** for FY 2014 (prorated).

Supplies/Program Materials: Rachel's Challenge programming (middle schools) = **\$9000** for FY 2012. \$5000 for large kickoff assembly program (students from the three middle schools will be transported to Philip Barbour High School for program); \$2000 for follow-up Rachel's Challenge materials, supplies and activities at middle schools (prorated); \$2000 for start-up library of other character-oriented materials (audio/visual, software, books, posters, etc.) and parental activities at middle schools (prorated). **\$2500** for FY 2013 Rachel's Challenge and related programs and materials (prorated). **\$2500** for FY 2013 Rachel's Challenge and related programs and materials (prorated).

The Leader in Me programming (elementary schools) = **\$6600** for FY 2012. For Covey's Leader in Me and Seven Habits of Happy Kids/Successful Students series programs, activities, materials and supplies, including start-up library of related materials (audio/visual, software, books, posters, etc.) and parental activities at elementary schools (prorated).

Professional Development:

A.B. Colmes Elementary Leadership training for elementary staff = **\$7000** for both FYs 2013 and 2014, to provide ongoing staff development on successful student, parent and school programs, resources and strategies (prorated).

Rachel's Challenge staff development follow-up workshops = **\$2700** for both FYs 2013 and 2014 to provide reinforcement and support in assuring that the initiative takes root and flourishes.

Travel:

New Tech Site Training = **\$5000** for FY 2012. Funding will be used to defray costs of travel, housing, meals and other miscellaneous expenses related to visitations by teams of Philip Barbour High School staff members to established New Tech Schools in the Midwest and/or South. Exact site locations will be determined based upon recommendations by New Tech Network consultants. **\$4000** for FYs 2013 and 2014 to defray similar expenses for additional site training and visitations.

Contracts/Consultants:

New Tech Network contract = **\$70,000** for FYs 2012, 2013 and 2014. Funding will pay the majority of each year's annual contract which will provide the support, training, and coaching needed to successfully implement, sustain and nurture a New Tech school.

Other:

Substitute Teachers (\$150 salary/fixed costs x 20 days) = **\$3000** for FYs 2012, 2013 and 2014. Funding will pay for substitute teachers to allow New Tech teachers (high school) and, to a lesser extent, middle (Rachel's Challenge) and elementary (Leader in Me) teacher to attend meetings and workshops, collaborate and make school visitations.

Student Reward/Incentive Activities = **\$2000** for FYs 2012, 2013 and 2014. Funding will pay for modest incentives, celebrations, snacks, contests and special events (e.g. thematic puppet shows) at elementary and middle schools (prorated).

Total Grant Funding:

**\$100,000 for FY 2012;**

**\$100,000 for FY 2013;**

**\$100,000 for FY 2014**

### Dropout Prevention Optional In-Kind Funding

Professional Salaries:	Bus Operator Wages: 150 hours x \$21/hour (est.) = <b>\$3150</b> for FY 2012; 300 hours x \$21/hour (est.) = <b>\$6300</b> for FYs 2013 and 2014.		
Fringe Benefits:	Bus Operator Fringe Benefits: 150 hours x \$6/hour (est.) = <b>\$900</b> for FY 2012; 300 hours x \$6/hour (est.) = <b>\$1800</b> for FYs 2013 and 2014.		
Equipment:	Student Laptop Computers/Software: 200 computers x \$250 = <b>\$50,000</b> for FYs 2012, 2013 and 2014.		
Supplies/Program Materials:	The Leader in Me start-up books, posters and kits: 5 elementary schools x \$140 = <b>\$700</b> for FY 2012. Paper products, art materials, teacher and office supplies, etc. for elementary and middle schools = <b>\$2000</b> (prorated) for FYs 2012, 2013 and 2014.		
Professional Development:	Summer and after-school training workshops funded through county dollars and NCLB grant with Alderson-Broadus College = <b>\$2000</b> for FYs 2012, 2013 and 2014.		
Contracts/Consultants:	New Tech Schools Contract: Local funding of <b>\$30,000</b> for FYs 2013 and 2014 towards total cost of annual contracts with New Tech network.		
Total Optional In-Kind Funding:	<b>\$59,200 for FY 2012;</b>	<b>\$93,100 for FY 2013;</b>	<b>\$94,100 for FY 2014</b>

## **FY 2012**

<u><b>Expenditure</b></u>	<u><b>Amount Requested</b></u>	<u><b>In-Kind (Optional)</b></u>	<u><b>Total</b></u>
Professional Salaries	Tutoring Stipends: 4400	Bus Operator Wages: 3150	7550
Fringe Benefits		Bus Operator Fringe Benefits: 900	900
Equipment		Student Laptops/software: 50000	50000
Supplies	Rachel's Challenge: 9000 Program & Materials Leader in Me: 6600 Materials, A/V, Kits, etc.	Leader in Me Books/Supplies: 700 Paper, Office Supplies, etc.: 2000	18300
Professional Development		Program Staff Development: 2000	2000
Travel	New Tech Site Training: 5000		5000
Contracts/Consultants	New Tech Contract: 70000		70000
Other	Substitute Teachers: 3000 Parent Kickoff and Student Incentives: 2000		5000
Total	100000	58750	1580

## **FY 2013**

<u><b>Expenditure</b></u>	<u><b>Amount Requested</b></u>	<u><b>In-Kind (Optional)</b></u>	<u><b>Total</b></u>
Professional Salaries	Tutoring Stipends: 8800	Bus Operator Wages: 6300	15100
Fringe Benefits		Bus Operator Fringe Benefits: 1800	1800
Equipment		Student Laptops/software: 50000	50000
Supplies	Rachel's Challenge: Program & Materials 2500	Paper, Office Supplies, etc.: 2000	4500
Professional Development	AB Colmes (Leader in Me) Training Costs: 7000 Rachel's Challenge Professional Dev: 2700	Program Staff Development: 3000	12700
Travel	New Tech Site Training: 4000		4000
Contracts/Consultants	New Tech Contract: 70000	New Tech Contract: 30000	100000
Other	Substitute Teachers: 3000 Parent Programs and Student Incentives: 2000		5000
Total	100000	93100	193100

## **FY 2014**

<u><b>Expenditure</b></u>	<u><b>Amount Requested</b></u>	<u><b>In-Kind (Optional)</b></u>	<u><b>Total</b></u>
Professional Salaries	Tutoring Stipends: 8800	Bus Operator Wages: 6300	15100
Fringe Benefits		Bus Operator Fringe Benefits: 1800	1800
Equipment		Student Laptops/software: 50000	50000
Supplies	Rachel's Challenge: Program & Materials 2500	Paper, Office Supplies, etc.: 2000	2000
Professional Development	AB Colmes (Leader in Me) Training Costs: 7000 Rachel's Challenge Professional Dev: 2700	Program Staff Development: 4000	13700
Travel	New Tech Site Training: 4000		4000
Contracts/Consultants	New Tech Contract: 70000	New Tech Contract: 30000	100000
Other	Substitute Teachers: 3000 Parent Programs and Student Incentives: 2000		5000
<b>Total</b>	<b>100000</b>	<b>94100</b>	<b>194100</b>