

# 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

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**Name of entity applying:** Putnam County Schools/Buffalo High School

**County:** Putnam

**Principal:** Richard Grim

**Contact Name & Title:** Cindy Daniel, Ed.D. Assistant Superintendent

**Phone:** 304-586-0500 x 1110

**Email:** cldaniel@access.k12.wv.us

Number of students served/affected by plan: 286

Number of teachers involved/affected by plan: 24

Number of service personnel involved/affected by plan: 9

**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)

### LEADERSHIP TEAM MEMBERS

Identify the school or consortium's leadership team. For dropout prevention grants, the leadership team should include community partners (add additional lines as necessary).

Name	Title	Signature
Harold "Chuck" Hatfield	Superintendent	<i>Harold Hatfield</i>
Cindy Daniel	Assistant Superintendent	<i>Cindy Daniel</i>
Penny Fisher	Assistant Superintendent	<i>Penny Fisher</i>
Patsy Smith	Director-Adolescent Education	<i>Patsy Smith</i>
Richard Grim	Principal, BHS	<i>Richard S. Grim</i>
Mary Beckelhimer	Director - Technology	<i>Mary Beckelhimer</i>
Brad Knell	Asst. Principal, BHS	<i>Brad Knell</i>
Linda Hoffman	Teacher, BHS	<i>Linda Hoffman</i>

<b>Amanda Knapp</b>	<b>Teacher, BHS</b>	<i>Amanda K. Knapp</i>
<b>Michelle Johnson</b>	<b>Counselor, BHS</b>	<i>Michelle Johnson</i>
<b>Terri Withrow</b>	<b>Teacher, BHS</b>	<i>Terri Withrow</i>
<b>Jeff Pitchford</b>	<b>Technology Systems Specialist, BHS</b>	<i>Jeff Pitchford</i>
<b>Debbie Martin</b>	<b>Secretary and Parent, BHS</b>	<i>Debbie Martin</i>
<b>Becky Crockett</b>	<b>LSIC President</b>	<i>Becky Crockett</i>
<b>Sandy Maynard</b>	<b>Director, Toyota Manufacturing</b>	<i>Sandy Maynard</i>
<b>Kevin Irvine</b>	<b>Manager, Gritt's Greenhouse</b>	<i>Kevin Irvine</i>
<b>Pam Irvine</b>	<b>Veterinarian, Valley Veterinarians</b>	<i>Dr. Pamela J. Irvine</i>
<b>Noah Perry</b>	<b>Putnam County Farm Bureau</b>	<i>Noah E. Perry</i>
<b>Chuck Talbott</b>	<b>Agent, WV Extension Service</b>	<i>Chuck Talbott</i>
<b>Jason Hughes</b>	<b>Coordinator, WVDE</b>	<i>Jason E. Hughes</i>
<b>Van Dempsey, Ed.D.</b>	<b>Dean, Fairmont State University</b>	<i>Van O. Dempsey</i>
<b>Ryan Ramey</b>	<b>Legal Aid of WV</b>	<i>Ryan Ramey</i>

**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**

**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.**

The need for education reform is essential. Currently, Buffalo High School (BHS) is losing nearly 1 in 4 students who do not graduate in four years because they fail to see the relevancy, the authenticity of their experience. To combat this problem, to negate the loss of our youth there must be a transformation within our school. With the 2012 opening of a new, state-of-the-art facility, Buffalo High School is determined to seize the opportunity to create a new educational environment that will re-imagine teaching and learning. Knowing that all students, regardless of social or economic condition, must be provided the capacity to take charge of their lives, the innovative curriculum enables and empowers the students to make critical decisions for the future. Entrenched in this new model, through the students assuming responsibility and independence, there will be keen understanding that the experiences within the school and classes are vital to their future success. One of the primary goals is to build a culture of trust, respect, and responsibility. Within that framework, the students will find ownership and will find their voice in their own educational experiences; they will develop the resilience necessary to succeed in a rapidly changing world as the education at BHS prepares them for lifelong learning, productive citizenship, and personal growth. This novel, fresh approach is exemplified by the New Tech model, which we hope to implement, along with an agricultural science program. The New Tech model provides an instructional approach centered on project-based learning, a culture that empowers students and teachers, and integrated technology in the classroom. Students at BHS will have both "voice" and "choice" in their learning and will be able to learn in an environment equipped with 1:1 computing. Learning will be collaborative. By removing policy barriers requested in this application, students will be able to earn multiple credits through integrated courses that will allow for more relevance and connection to the "real world." In addition, dual credit courses for both high school and college will be offered. This hands-on, integrated approach gives schools structure and support to ensure long-term success. This path will not be easy but BHS faculty has no doubt that it will be effective and rewarding; there will be multiple steps to transition into this innovative curriculum, for all vested parties; however, to stop the loss of students and to make a pivotal turn-around regarding student engagement, no price is too high. At the core of preparing for the program is extensive professional development for the faculty. The teachers function as facilitators and guides who interact with their students for academic exploration, while ultimately helping students become directors of their own learning. Community partners will play a vital role in this new approach by collaborating with students and staff on project ideas, presentations, and assessments. With this new way of "doing business," students will be provided multiple learning pathways and will graduate equipped with skills that will make them viable and productive global citizens.

## **Waiver Requests**

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***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?
	Policy 2510 126-42-5 – 5.6.6.a, 5.6.6.b	The waiver will allow for flexibility in scheduling integrated courses, allow for students to earn multiple credits for integrated courses, and allow for students to earn credits through demonstration of content mastery as opposed to the traditional 8100 minute seat time requirement.
PCS County Policy Section E.6 - Education Agency Relations		The waiver will allow the school to offer dual credit courses.

### **Section 3- Vision and Needs Assessment**

#### **Creative Vision for the Project**

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

Our vision is to create a learning environment that will engage, empower, motivate, and inspire all students at Buffalo High School. This will be done through the creation of a school culture that is grounded on the principles of trust, respect, and responsibility. In addition, the learning environment will be founded upon a curriculum that is relevant; the instruction will incorporate project based learning that is contextual, creative, and collaborative. Embedded within this environment, technology will be an integral component. As a result, students will identify the authenticity of their learning, develop a personal voice, and commit to their educational success. Graduates from Buffalo High School will be equipped with global knowledge, behaviors, and skills required for postsecondary success.

The centerpiece of our vision is the creation of a New Tech Buffalo High School. New Tech is an educational model developed by the New Tech Network, a non-profit organization that helps students gain the knowledge and skills they need to succeed in life, college, and the careers of tomorrow. The organization provides services and support to enable schools to fundamentally “re-imagine” teaching and learning.

The three major components of the model emphasize a school culture based on trust, respect, and responsibility; project-based learning to maximize student engagement; and the smart use of technology. School-wide learner outcomes (SWLOCs) are also an integral part of the model. SWLOCs are developed for each grade and are integrated into all aspects of the school. These outcomes emphasize such skills such as collaboration, work ethic, and oral communication. Many of these skills align with the Content Standards and Objectives found in Policy 4373. Students in New Tech schools graduate equipped with a set of essential college/career readiness skills.

Our vision will empower students to take an active role in their learning. Student goal setting and self assessment will be integrated throughout each project. Students will monitor their own progress as well as the progress of their group members. This will enable students to take responsibility for their own learning and will help to reinforce the established SWLOCs. Teachers

will serve as facilitators of learning. Students will identify “knows” and “need to knows” at the beginning of each project. This will assist the facilitator in planning instruction throughout the year. Empowering students and giving them ownership in their learning are key strategies for dropout prevention.

Community partnerships play an important role in the New Tech model. Buffalo High School has entered into partnerships with several local business and community partners, including Toyota, Gritt’s Greenhouse, Valley Veterinarians, WVU Extension Agency, The Putnam County Farm Bureau, Fairmont State University, and Legal Aid of WV. All of these partners are committed to working with the staff and students to assist with project ideas that are pertinent to the community. Students will research local issues and design projects to address the identified issues. Community members will assist with project evaluations and will serve as mentors for the students at BHS.

Another important component of our vision is the creation of an agricultural science program at the school. Although unique to other New Tech schools, this program fits well within the New Tech model as well as our community. Students who choose to participate in the agricultural science program will have access to Curriculum for Agricultural Science Education (CASE). CASE serves as a model for elevating the rigor and relevance of the new vision of agricultural education. In order to connect relevance with students, the CASE curriculum highlights experiential learning through the utilization of activity, project, and problem based instructional strategies. The curriculum aligns standards of science, mathematics, English/ language arts, and technology. Students will have the opportunity to work in a greenhouse on the school campus, collaborate with community partners on project ideas, explore possible entrepreneurship opportunities, and participate in a Future Farmers of America organization (FFA).

Our vision for “re-imagining” teaching and learning will be enhanced by the opening of our new facility in the Summer of 2012. District, school, and community leaders collaborated to design a facility that will serve the needs of 21<sup>st</sup> century learners. The school is designed to allow for the infusion of technology into all areas. A state of the art media center will serve both students and community. All students and staff will have access to classrooms equipped with technology that will allow for interactive engagement. Textbooks will no longer be the driving instructional tool. Instead, an environment of 1:1 computing will be established so that every student will have access to a device that will be used as a primary instructional tool.

Staff members will participate in a comprehensive professional development program and will be trained in the use of the New Tech Network’s learning management system (ECHO). ECHO will provide teachers with all of the tools necessary to implement project based learning, including course resources, project plans, assignment postings, a multi-dimensional grade book, project management tools, discussion forums, behavior tracking tools, rubrics, plus many other resources. This will assist staff members with the transition from a textbook driven learning environment to one that centers on personalization, relevance, and engagement.

The staff of BHS will become members of the New Tech Network, a community of educators from across the country who communicate regularly to share ideas, projects, questions, etc. Being a part of this network will provide staff with the tools necessary to develop a school culture based on trust, respect, and responsibility.

Students in the Buffalo High attendance area will be exposed to components of our model beginning in kindergarten. Staff members from George Washington Elementary, George Washington Middle, and Buffalo High School all participated in the Next Generation initiative established by the WVDE. As part of this initiative, each school developed a plan that addresses personalized learning. Elementary students are working on integrated science, social studies, and arts projects that emphasize student voice and choice. Middle school students are participating in project based lessons that are driven by personalization. Our goal is to expand and enhance the

learning environment that our students have been exposed to in our feeder schools by providing them with a comprehensive experience that will engage, empower, motivate, and inspire all of them to be successful, productive graduates.

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

Our vision aligns with the goals in the five year strategic plan of both Buffalo High School and Putnam County Schools. District goals include increasing the number of students who graduate. Both district and school goals focus on increasing the number of students who graduate with mastery of content and who are proficient in the utilization of technology across all curricular areas. Action steps and professional development within the plans support the development of our envisioned learning environment.

District and school staff have extensively researched, observed, and evaluated school reform models over the last two years in order to identify effective approaches to increasing student engagement and graduation rates. With the help of Fairmont State University, the district received a Knowledge Works grant that provided funds for planning activities and site visits to New Tech schools. Funds were also provided by the WVDE that allowed district and school staffs to attend Next Generation meetings and to learn more about the proposed model. In October 2011, a New Tech application was submitted to the New Tech Network (NTN). In early November, a readiness visit was held at BHS with state, district, and school leaders, along with a representative from the NTN, to assess the district and school's capacity to become a New Tech site. After the visit, the NTN approved the application, pending securing of funding. The establishment of a New Tech Buffalo High school will enable the district and county to provide a learning environment for students so that our goals may be reached.

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?

Our vision exemplifies the research and best practices on student engagement, achievement and dropout prevention. A synthesis of the literature published by *Edutopia* supports the use of project based learning as a means of engaging students, reducing absenteeism, and improving test scores. A review of several research studies showed improved achievement for students who participated in project based learning activities and who used technology in a meaningful way.

David (2008) supports the use of project-based learning as an opportunity to engage students in the investigation of meaningful questions and to require them to think critically to gather information and solve problems. The core ideas of project-based learning capture student interest, provoke thinking, and enable students to apply new knowledge in context. David contends that project based learning helps prepare students for the thinking and collaboration required for the workplace.

In a 2010 report from the New Tech Network titled *Alumni Perspectives: Exploring the Impact of New Technology High Schools in College and Work Readiness*, graduates from New Tech schools rated the value of several New Tech components on meeting college demands. The following components were found to be very valuable (included also is the percentage of graduates who indicated the component as being very valuable): critical thinking (97%), oral communication skills (93%), written communication skills (88%), working in groups (88%), and access to technology (93%). Graduates were also asked to rate the value of these components as related to meeting work demands. Results were almost identical.

Perhaps the most compelling reason for implementing our innovative model is its relationship to dropout prevention. In *Silent Epidemic*, a 2006 report published by the Mid-Atlantic Equity Center, students were asked to rank reasons why they dropped out of school. Student

disengagement was ranked the highest (47%) of all the reasons given. This disengagement manifests itself both in and outside of the classroom. The report identified both individual and institutional indicators of student disengagement. Individuals who were disengaged in the classroom tended to have lower attendance rates, increased behavior issues, and poor classroom performance. Institutional factors included things such as negative school culture and a lack of positive relationships between students and adults.

The National Dropout Prevention Center/Network identified 15 Effective Strategies for Dropout Prevention. These strategies include a student/adult mentor program based on trust, active learning, integration of technology, personalized learning, and opportunities for career and technical education. As outlined and described in our vision above, all of these strategies complement and support the vision for Buffalo High School.

In a recent study conducted by the New Tech Network, 26 of 28 New Tech schools with available data had attendance rates between 90-100%. Approximately two thirds of the New Tech schools had a 0% dropout rate across grades in 2008-9. An independent study of 850 New Tech graduates from the original New Tech school showed that 98% advanced to postsecondary education, and 40% of those were pursuing career tracks in Science, Technology, Engineering, or Math (STEM) compared with only 7% of "traditional" high school graduates nationwide. These results are due in large to comments from students who say the New Tech experience is more self directed, relevant, and engaging than the traditional curricula.

Russ Quaglia, founder of the Quaglia Institute for Student Aspirations, has extensively researched the topics of student engagement, aspirations and voice. Quaglia's work aims to learn more about what makes students successful in school. From the research, Quaglia has identified three guiding principles. These principles are self worth, active engagement, and purpose. He also has identified eight conditions that need to be consistent and pervasive in order for students to maximize their potential and be successful. These conditions are belonging, heroes, sense of accomplishment, fun and excitement, curiosity and creativity, spirit of adventure, leadership and responsibility, and confidence to take action.

These principles and conditions are the foundation for the vision created for Buffalo High School. Staff members from Buffalo High School and its feeder schools have had the opportunity to hear Dr. Quaglia speak and to learn more about his work. Through the creation of a school culture founded in trust, respect, and responsibility, our students will develop a real sense of self worth and purpose. The relationships fostered in the building will allow for an increased sense of belonging, the identification of heroes, increased opportunities for leadership and responsibility, and an increased confidence to take action. The emphasis on project based learning will lend itself to fun, excitement, curiosity, and creativity in the learning environment. This nurturing and supportive culture will positively impact learning and will lead to an increased number of graduates who are equipped with the skills necessary to be successful in life.

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

Our vision was influenced by the school's achievement data, demographic data, graduation rates, college going rates, and student perceptual data about their current school experience.

2011 WESTEST data indicated that 64.91 % in the ALL student subgroup were proficient in mathematics and 56.14% were proficient in Reading/Language Arts. In comparison, only 50% of students in the LOW SES subgroup were proficient in math and only 36% in Reading/Language Arts. These data reflect an achievement gap between the two subgroups. Establishing a learning environment that is more engaging, interactive, and relevant will increase the opportunities for disadvantaged students to be more successful.

2010 NCLB data report a 77.92% graduation rate for the ALL subgroup for Buffalo High School. SWD subgroup had a graduation rate of 58.33% and LOW SES had a rate of 67.39%. These rates are all below the county average of 78.19 and below the required 90% rate. Again, there is a gap between subgroups that will be addressed through implementation of our model.

The 2010 College Going Rate Report published by the Higher Education Policy Commission indicated a 56.5% estimated college going rate for Buffalo High School as compared to 67.7% for Putnam County. In 2010, approximately 26% of BHS graduates enrolled in college required remediation in mathematics, an increase of approximately 10% from 2009.

In the 2010-11 school year, 30.2% of BHS students had ten or more unexcused absences which was higher than the county average of 27%.

In February 2011, students at BHS completed a Student Voice survey, This survey was developed by the Quaglia Institute for Student Aspirations. The purpose of the survey was to provide a context for exploring how students view the teaching and learning they experience in their school and how those views align with the school's mission and vision. Data from the survey provided valuable insight into the relationship between student aspirations and school culture. Students were asked to rate a series of statements based on Quaglia's eight conditions for student aspirations. A total of 223 students completed the survey.

Results from the survey indicated that 57.8% agreed that school was boring. Only 36% of the students surveyed felt they had a voice in decision making at school. Approximately 44 % of the students felt that students were supportive of each other.

In March 2011, a Buffalo High School Dropout Prevention Report was published by Legal Aid of WV in conjunction with a Frontline Dropout Prevention Grant that Putnam County Schools received. Data were collected from a focus group conducted with Buffalo High School students. A random group of 32 students was surveyed and interviewed to learn more about their behaviors and their perceptions of why students drop out of school.

Of the 32 students surveyed, only 56% felt that their school was a caring and encouraging place to be. Only 59% felt that they were valued and appreciated by adults in their community. Interestingly, 91% of the students indicated that they wanted to do well in school, and 84% indicated that they enjoyed learning new things. These data clearly indicate the need for a change in the current learning environment and the inclusion of community partners.

When asked what would be the number one suggestion for how schools could improve academic performance, most all students suggested making classes more interesting, fun, active, and exciting. Of particular interest were the responses of five students in the group who had been identified as "at risk." All five students suggested having more hands-on and interactive learning activities. When asked what they thought schools should do to better prevent students from dropping out, student responses again centered around making learning more interesting, active, and connected. There were also several students who suggested having better relationships with their teachers.

BHS staff members provided comments regarding the need for implementation of the model when they cast their vote on November 16, 2011. Comments are provided in Appendix B.

All of these data are important and were considered as the vision for our project developed. These data will be used as baseline data at the time of implementation and will be used in measuring progress and achievement of our goals.

**GOALS:**

- To create a school culture based upon trust, respect, and responsibility.
- To create a learning environment that is authentic, personalized, and engaging.

<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><i>*Note - The activities listed below correspond with ALL of the objectives for this project. The activities have been formatted to align with the New Tech contract rather than attaching a specific dollar amount to each activity. See Appendix A for more specific information.</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 graduation rate for Buffalo High School will increase annually so as to meet the requirements of NCLB/AYP.</p>	<p>-Execute contract for Year One with New Tech Network, which includes professional development, implementation of ECHO learning management system coaching services, and roll out of New Tech model at BHS for 2012-13 as outlined in Appendix A</p> <p>-Develop communication plan, master schedule, integrated courses, learner outcomes, PBLs, staff assignments</p> <p>-Purchase CASE curriculum materials and technology</p> <p>-Hire/ train instructor for agricultural science program and implement agscience program at BHS beginning Fall 2012</p>	<p>R. Grim, Principal, Selected BHS staff</p> <p>R. Grim, BHS staff M. Beckelheimer, PCS Tech. Director</p> <p>R. Grim, Principal, PCS, WVDE staff</p>	<p>Jan. 2012 – June 2013</p> <p>Jan. 2012- May 2012</p> <p>April 2012</p> <p>April 2012- June 2015</p>	<p>\$202,000</p> <p>No cost</p> <p>\$75,000</p> <p>\$60,470 annually</p>

<p>The percentage of Low SES students scoring at proficiency on WESTEST2 will increase by 5% annually through 2014.</p>	<p>-Execute contract for Year Two with New Tech Network, which includes professional development, implementation of ECHO learning management system coaching services, and roll out of New Tech model at BHS for 2013-14 as outlined in Appendix A -Purchase additional technology hardware for students</p>	<p>R. Grim, Principal, Selected BHS staff</p>	<p>July 2013- June 2014</p>	<p>\$135,000  \$25,000</p>
<p>The postsecondary enrollment for BHS graduates will increase by 5% annually through 2015.</p>	<p>-Execute contract for Year Three with New Tech Network, which includes professional development, implementation of ECHO learning management system coaching services, and roll out of New Tech model at BHS for 2014-15 as outlined in Appendix A -Purchase additional technology hardware as needed</p>	<p>R. Grim, Principal, Selected BHS staff</p>	<p>July 2014-June 2015</p>	<p>\$93,000  \$25,000</p>
<p>The percentage of students who have 10 or more unexcused absences will decrease by 10% annually through 2015.</p>	<p>-Execute contract for Year Four with New Tech Network, which includes professional development, implementation of ECHO learning management system coaching services, and roll out of New Tech model at BHS for 2015-16 as outlined in Appendix A (All costs beginning with Year Four and beyond for New Tech and the agscience program will be covered by the district)</p>	<p>R. Grim, Principal, Selected BHS staff</p>	<p>July 2015-June 2016</p>	<p>\$77,000</p>
<p>Students will annually demonstrate improvement in their communication and collaboration skills.</p>	<p>**Specific activities include: project-based learning, integrated courses, collaboration with community partners for project ideas, collaboration with higher education for dual credit courses, student presentations, 1:1 computing for all students, and a student-centered culture focused on personalization, engagement, and relevance.</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?

District and school staff will use the goals and SMART objectives identified in Section 4 along with the baseline data identified in Section 3, question 4 for the purposes of evaluating the impact and effectiveness of the model. We will use a variety of both quantitative and qualitative data.

First, we expect an increase in student achievement, with a narrowing of the achievement gap between the ALL and SES subgroups. Second, we expect an increased graduation rate. Third, we expect to see an increase in the number of students attending a postsecondary institution, with fewer students needing remediation. Fourth, we expect to see a reduction in the number of unexcused absences. Fifth, we expect to graduate students who are highly skilled in the areas of collaboration, communication, and positive work ethic. Finally, we expect to establish a learning environment that is characterized by high levels of student engagement and supported by a student-centered culture .

Both summative and formative assessment data will be used to measure growth and progress. Because the model will be phased in over a three year period, annual benchmarks (Grades 9-10 for year 1, Grades 9- 11 for year 2, and Grades 9- 12 for year 3) will be established to check for progress toward attainment of the goals and objectives. We will also collect student perceptual data through the use of surveys (pre/post), focus groups, and interviews. Staff, parents and community members will be surveyed to learn more about the strengths and challenges of the new learning model. The data will be used to make adjustments and revisions to the model as needed. The New Tech Network will also annually monitor the success of the implementation using established New Tech National Benchmark assessments.

District and school leaders will provide a written progress report to the superintendent and board twice a year (January and June). BHS students will make a presentation to the board at the end of each year to discuss their experiences. Reports will also be made available to WVDE staff.

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

Both the district and school are committed to sustaining the New Tech model, including the agricultural science program, at Buffalo High School. The district will use local funds to sustain the model at the end of the three year period. Both the superintendent and board members are very supportive of the model. Two of our board members, along with the superintendent, Central Office staff, and school personnel have visited New Tech schools and have observed the positive results of the model. Putnam County is fortunate to have a superintendent and board members who are visionary, progressive, and supportive of administrators, teachers, and support staff.

The school administration and leadership team will continue to learn more about the model through each year of the implementation. The goal is that BHS will become a model demonstration site and that some members of the leadership team will become certified New Tech trainers. This will enable them to train new staff members as needed without requiring staff to attend training out of state. It will also enable BHS to become a site for prospective school districts to visit when considering implementation of the New Tech model.

District and school leaders will continue to collaborate with community partners after the initial funding period. The partners have committed to assisting with continuation of the innovative instructional models.

Specific job responsibilities and requirements will be included in job postings as openings become available through staff attrition. The district will work to ensure that the most highly qualified teachers are hired for the school. Teachers who come to BHS will need to understand the philosophy of our vision and be willing to be facilitators of learning.

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## **Section 6- Budget Justification**

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.

## FY 2012

<u>Expenditure</u>	<u>Amount Requested</u>	<u>In-Kind (Optional)</u>	<u>Total</u>
Professional Salaries (Agsience teacher)		\$44,252	\$44,252
Fringe Benefits		\$16,218	\$16,218
Equipment (CASE curriculum, computers)		\$75,000	\$75,000
Supplies			
Professional Development			
Travel (for NTN and CASE professional development)		30,000	30,000
Contracts/Consultants (inclusive contract for all New Tech products and services, including professional development services, access to ECHO learning management system, coaching and support for Year One)	\$100,000	102,000	202,000
Other			
Total	\$100,000	\$267,470	\$367,470

## FY 2013

<u>Expenditure</u>	<u>Amount Requested</u>	<u>In-Kind (Optional)</u>	<u>Total</u>
Professional Salaries		\$44,252	\$44,252
Fringe Benefits		\$16,218	\$16,218
Equipment (computers)		\$25,000	\$25,000
Supplies			
Professional Development			
Travel (for NTN professional development)		\$20,000	\$20,000
Contracts/Consultants (Inclusive Year Two Contract)	\$100,000	\$35,000	\$135,000
Other			
<b>Total</b>	<b>\$100,000</b>	<b>\$140,470</b>	<b>\$240,470</b>

## FY 2014

<u>Expenditure</u>	<u>Amount Requested</u>	<u>In-Kind (Optional)</u>	<u>Total</u>
Professional Salaries		\$44,252	\$44,252
Fringe Benefits		\$16,218	\$16,218
Equipment		\$25,000	\$25,000
Supplies			
Professional Development			
Travel (for NTN professional development)	\$ 7,000	\$13,000	\$20,000
Contracts/Consultants (Inclusive Year Three Contract)	\$93,000		\$93,000
Other			
<b>Total</b>	<b>\$100,000</b>	<b>\$98,470</b>	<b>\$198,470</b>

Note - The district will pay for products and services for year four in the amount of \$77,000. After year four, all New Tech resources will become property of the school. Local funds will be used to provide any additional support as needed.



Appendix

Record of Commitment

\*Note: 100% of the faculty voted "yes" for the plan\*

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: Buffalo High School

Department (if applicable): NA

Notice of Meeting (Date provided to faculty or department/subdivision): November 1, 2011

Meeting Date: November 16, 2011

Faculty Senate Elected Officers:

President: (Name) Becky Crockett Signature: [Signature]
Vice-President: (Name) Paul Sowards Signature: [Signature]
Secretary: (Name) Matt Dennison Signature: [Signature]
Treasurer: (Name) Laura McCloud Signature: [Signature]
Other: (Name) Signature:

Service Personnel Representative:

Name: Debbie Martin Signature: [Signature]
Position: Secretary

Parent Representatives:

Name: Debbie Martin Signature: [Signature]
Name: Mike Erwin Signature: [Signature]
Name: Michelle Herdman Signature: [Signature]

LSIC Representatives:

Name: Michelle Johnson Signature: [Signature]
Name: Amanda Byus Signature: [Signature]
Name: Brad Knell Signature: [Signature]

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

# Local Educational Agency Report of Support or Concerns

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.

School: Buffalo High School

Department (if applicable): N/A

Date of School/Department/Subdivision Receipt of Application: November 16, 2011

Date of Regularly Scheduled County Board of Education Meeting: November 7 and 28, 2011

County Board of Education Elected Officers:

President: (Name) Dr. Craig Spicer, D.D.S.

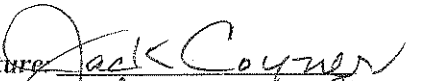
Signature: 

Vice-President: (Name) Mr. William "Butch" Legg

Signature: 

Members

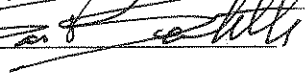
Name: Mr. Jack Coyner

Signature: 

Name: Mrs. Debbie Phillips

Signature: 

Name: Dr. Sam Sentelle

Signature: 

Support: All members of the Putnam County Board of Education fully support the plans of district and school officials to designate Buffalo High School as an innovation zone. We understand and support the vision and goals of the project. Two of our members have visited a New Tech school and have seen the success of the model and its positive impact on student learning. We commend the superintendent and his staff for their efforts in bringing an innovative project to the county. We look forward to a successful implementation that will increase achievement and graduation rates for the students in Putnam County.

Concerns: There are no concerns regarding the project/grant application.

(Report of the Local Education Agency must be forwarded to school/department/subdivision for submission to West Virginia Board of Education with the application/plan).

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

# Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation dropout plan/project. Use a separate form for each community partner. Dropout grants *must* include meaningful documented partnerships.

School/Schools/District: Buffalo High School

District: Putnam

Date(s) of School/District/Community Partner Dialogues: October 6, November 7, 2011

Name of Community Organization/Agency: Putnam County Farm Bureau

Contact Person: Noah Perry

Contact Person email address: NA

Contact Person phone number: 304-541-3989

Contact Person address: Route 2, Box 57 Pineview Farm, Buffalo, WV 25033

Explain the community organization/agency's commitment to the Plan/Project:

The Putnam County Farm Bureau supports Putnam County Schools in its efforts to bring an agricultural science program to the county. This program will benefit many students who may otherwise not be interested in "traditional" school and will provide them with relevant, hands-on activities and experiences that will equip them with career/technical education skills for success after graduation.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project: Members of the Farm Bureau are working to obtain materials, supplies, and resources for the program, including possible land acquisition for class projects/activities. Members will also work with the staff in designing curricular projects that are relevant to the community.

Agency Representative (Name) \_\_\_\_\_

Signature: Noah E Perry

Title: President

# Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation dropout

# Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation dropout plan/project. Use a separate form for each community partner. Dropout grants must include meaningful documented partnerships.

School/Schools/District: Buffalo High School

District: Putnam

Date(s) of School/District/Community Partner Dialogues: Multiple dates throughout the 2010-11 and 2011-12 school years

Name of Community Organization/Agency: Legal Aid of WV

Contact Person: Ryan Ramey

Contact Person email address: rramey@lawv.net

Contact Person phone number: 304-343-4481 ext.2152

Contact Person address: 922 Quarrier Street, Charleston, WV 25301

Explain the community organization/agency's commitment to the Plan/Project:

Legal Aid of WV has partnered with Putnam County Schools through the Frontline Dropout Prevention Grant. Through the grant, student focus groups are being held to learn more about student views on their educational experiences and to identify factors that lead to students dropping out of school. Group sessions have also been held for at risk students. Parent meetings have also been held to educate them on the early warning signs and to provide strategies for helping their children stay in school.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project: Staff members from Legal Aid will continue to work with district and school leaders to provide resources and assistance for dropout prevention programs in the county, including students at Buffalo High School.

Agency Representative (Name) Ryan Ramey Signature: Ryan Ramey

Title: Youth Coordinator, Legal Aid of WV

# Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation dropout plan/project. Use a separate form for each community partner. Dropout grants *must* include meaningful documented partnerships.

School/Schools/District: Buffalo High School

District: Putnam

Date(s) of School/District/Community Partner Dialogues: Multiple meetings, including October 6, November 8, 2011

Name of Community Organization/Agency: WVU Extension Service

Contact Person: Chuck Talbott

Contact Person email address: chuck.talbott@mail.wvu.edu

Contact Person phone number: 304-586-0217

Contact Person address: 3389 Winfield Rd., Winfield, WV 25213

Explain the community organization/agency's commitment to the Plan/Project:

WVU Extension Agents are fully supportive of the plan to implement an agriculture science program at Buffalo High School. Agents have been working with WVDE, district and school personnel to develop the program. This program will provide an alternative pathway for students who may otherwise not be successful in a more traditional school setting. It will also provide them with postsecondary career opportunities.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project: We will be working closely with the district and school as well as with other community members to assist with training, curricular materials, supplies, and other resources as needed. We are excited about the partnership and feel that this program will be of great benefit to the students of Putnam County.

Agency Representative (Name) Chuck Talbott Signature: Chuck Talbott

Title: WVU Extension Agent for Putnam County.

# Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation dropout plan/project. Use a separate form for each community partner. Dropout grants must include meaningful documented partnerships.

School/Schools/District: Buffalo High School

District: Putnam

Date(s) of School/District/Community Partner Dialogues: October 6, 2011, November 9, 2011

Name of Community Organization/Agency: Gritt's Midway Greenhouse

Contact Person: Kevin Irvine

Contact Person email address: irvinekl@comcast.net

Contact Person phone number: 304-586-2449

Contact Person address: Buffalo WV 25033

Explain the community organization/agency's commitment to the Plan/Project:

Gritt's fully supports the New Tech model for Buffalo High School, which includes the implementation of an agricultural science program. We realize the importance of such programs and the benefits it will have for the students of Putnam County. We need graduates who have the skills that New Tech offers. We also know that the development of an agricultural science program will introduce students to many career paths and may enable us to recruit potential employees in the future.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project: Gritt's will assist the school with development of curricular ideas, training of staff, and collection of materials and supplies. We will also partner to create experiential learning opportunities for our students. We are excited about the partnership and look forward to working with the school to provide opportunities for the students.

Agency Representative (Name) Kevin Irvine Signature: Kevin Irvine

Title: Sec. Manager

# Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation dropout plan/project. Use a separate form for each community partner. Dropout grants *must* include meaningful documented partnerships.

School/Schools/District: Buffalo High School

District: Putnam

Date(s) of School/District/Community Partner Dialogues: October 6, 2011, November 7, 2011

Name of Community Organization/Agency: Valley Veterinarians

Contact Person: Pam Irvine

Contact Person email address: irvinepjdvm@aol.com

Contact Person phone number: 304-757-8902

Contact Person address: 3763 Teays Valley Road, Hurricane, WV 25526

Explain the community organization/agency's commitment to the Plan/Project:

Valley Veterinarians supports Putnam County Schools in its efforts to create a New Tech High School at Buffalo High School, which will include an agricultural science program. The skills that are emphasized in the New Tech model are skills that graduates need today in order to be successful in the world of work. We support an engaging, hands-on approach to learning and believe the skills of collaboration and responsibility are essential. This new approach should help all students, especially those who have not had success in the traditional school setting.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project: Our contributions will include working with staff to identify curricular projects, assisting with materials and resources for the agricultural science program, and exploring possible experiential learning opportunities for the students at Buffalo High School.

Agency Representative (Name) Dr. Pamela Irvine

Signature: 

Title: Associate Veterinarian

# Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation dropout plan/project. Use a separate form for each community partner. Dropout grants must include meaningful documented partnerships.

School/Schools/District: Buffalo High School

District: Putnam

Date(s) of School/District/Community Partner Dialogues: October 6, 2011

Name of Community Organization/Agency: Toyota Motor Manufacturing of WV

Contact Person: Mike Lutz

Contact Person email address: Mike.Lutz@tema.toyota.com

Contact Person phone number: 304-937-7510

Contact Person address: 1 Sugar Maple Lane, Buffalo, WV 25033

Explain the community organization/agency's commitment to the Plan/Project:

Toyota supports the district's plan to create a New Tech Buffalo High School. We agree with the goals and objectives of the model and believe it is an effective way for students to learn. The model is similar in many ways to the way in which our plant operates (a culture focused on collaboration, trust, and high expectations) and we are pleased to hear that students will be graduating with both academic and workplace skills.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project: Toyota will work with school staff in the development of curricular projects when possible. We will also provide strategies and recommendations to assist with the teaching of the school-wide learner outcomes (work ethic, communication, collaboration, etc.). We will assist with project evaluations and provide feedback when possible.

Agency Representative (Name) MICHAEL J. LUTZ Signature: Michael J. Lutz

Title: General Manager

# Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation dropout plan/project. Use a separate form for each community partner. Dropout grants must include meaningful documented partnerships.

School/Schools/District: Buffalo High School

District: Putnam

Date(s) of School/District/Community Partner Dialogues: Multiple dates from 2010 through present

Name of Community Organization/Agency: Fairmont State University

Contact Person: Dr. Van Dempsey

Contact Person email address: van.dempsey@fairmontstate.edu

Contact Person phone number: 304-367-4241

Contact Person address: 1201 Locust Avenue, Fairmont, WV 26554

Explain the community organization/agency's commitment to the Plan/Project:

Fairmont State University fully supports the efforts of Putnam County Schools to implement a New Tech model at Buffalo High School. The university has been very involved in the New Tech movement and has provided grant funding to West Virginia school districts, including Putnam County, to assist staff members as they learn more about the model through site visits to existing New Tech schools. Graduates from New Tech schools will be better prepared for success at the postsecondary level.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project: Information about the New Tech model has been shared with the district and school leaders. The university has secured grant funding to help with research and planning of innovative models. Dr. Dempsey will serve as a liaison for possible partnerships with FSU and PCS and will assist with curriculum design and project evaluations when possible.

Agency Representative (Name) FSU

Signature: 

Title: Dean

# Appendix A

<b>Training</b>		<b>Prior to School Opening</b>		
<b>Prior to and after opening New Tech School</b>	<ul style="list-style-type: none"> <li>Participation in the following training events for the number of staff specified below. Event costs that are covered by New Tech National are detailed in Exhibit E.</li> <li>Based on availability, additional participants may attend an event for an additional cost to be determined by New Tech National.</li> </ul>			
	<b>2011 Events Prior to the Opening of School</b>			<b># Participants per Agreement</b>
	Principal Residency for New Tech principal/director and one additional thought partner.			2
	Shadowing training for New Tech principal/director and year one New Tech teachers at a New Tech Network Demonstration Site			12
New School Training for New Tech principal/director, year one New Tech teachers, counselor and IT administrator.			12	
<b>After Opening New Tech School</b>	<b>After School Opening</b>			
	<ul style="list-style-type: none"> <li>Membership in the New Tech Network allows staff at the School to participate in professional development events and conferences during 4 years of implementation.</li> <li>By June, prior to the beginning of subsequent years within this Agreement, New Tech National will provide the schedule of yearly trainings and events, including the number of lodging days and selected meals for each event.</li> <li>New Tech National reserves the right to amend the scope, duration and location of trainings and conferences on a yearly basis.</li> <li>Based on availability, additional participants may attend an event for an additional cost to be determined by New Tech National.</li> </ul>			
	<b>2011 – 2015 Events and Conferences</b>			<b># Participants per Agreement</b>
	Fall and spring regional content trainings. Lodging and meals are <u>not</u> provided by New Tech National. Any lodging and meal costs are the responsibility of the District.			12
	Fall and Spring Leadership Summit. Lodging and selected meals will be provided for designated number of participants in 2011-12 and 2012 -13. No lodging or meals will be provided in subsequent years.			1
	New Tech Annual Conference, including new staff training. Lodging and selected meals will be provided for designated number of participants in 2012-13. No lodging or meals will be provided in subsequent years.			20
<b><u>NTN Services</u></b>	<p>Membership in the New Tech Network of schools ("New Tech Network") includes the following benefits:</p> <ul style="list-style-type: none"> <li>On-going webinars designed to meet specific needs of New Tech Network schools, (i.e. content-specific, project development, culture, assessment, etc).</li> <li>Yr 2-4: Coach identifies teacher advocate who may be paid a stipend by NTN determined by NTN.</li> <li>Opportunity for staff members to be certified as New Tech Network Exemplary Teachers.</li> <li>Opportunity for staff members to be certified as New Tech Network Trainers.</li> <li>Opportunity for School to be certified as New Tech Network Demonstration Site.</li> <li>Access to New Tech Network data reports and School-wide implementation benchmarking progress.</li> <li>Online training modules (web based tools, project development, etc).</li> <li>NTN Echo training for School staff and technology support personnel.</li> <li>Assistance from NTN Echo support team as detailed below (NTN Technology).</li> <li>Onsite and remote coaching services up to the amounts set out in the table below. New Tech National will annually provide the School with a schedule of coaching services based on the School's needs.</li> </ul>			
<b><u>Coaching Services</u></b>	<u>On site coaching days:</u> Yr 1: 9 days Yr 2: 8 days Yr 3: 6 days Yr 4: 4 days	<u>Remote coaching hours*:</u> Yr 1: 78 hours Yr 2: 60 hours Yr 3: 38 hours Yr 4: 19 hours		
<i>*District may purchase additional coaching services for a fee determined by New Tech National.</i>				
<b><u>NTN</u></b>	<ul style="list-style-type: none"> <li>Access for the number of users indicated below to NTN Echo, including students, School and District</li> </ul>			

<p><b><u>Technology</u></b></p>	<p>staff. Additionally, parents of New Tech High School students will have access to NTN Echo. NTN Echo is an innovative online learning platform that enables School staff, students and parents to effectively manage the project-based learning environment.</p> <ul style="list-style-type: none"> <li>• District may purchase additional user access to NTN Echo for an additional cost to be determined by New Tech National.</li> <li>• Components of NTN Echo include curriculum and gradebook tools designed specifically for the project based learning environment; calendars, group interaction tools; resource sharing and other “education friendly” social functionality; reporting tools; and a robust project library. NTN Echo includes integration with other programs at the discretion of the School at no additional cost.</li> <li>• New Tech National provides NTN Echo technical support for School IT staff. School IT staff will serve as the primary point of contact and technology support for School staff.</li> </ul>			
	<p><b>NTN Echo User Access</b></p>			
	<p><b>2011-12</b></p> <p>250</p>	<p><b>2012-13</b></p> <p>375</p>	<p><b>2013-14</b></p> <p>500</p>	<p><b>2014-15</b></p> <p>500</p>
<p><b><u>Additional services based upon performance</u></b></p>	<p><u>Schools meeting or exceeding New Tech National Benchmark expectations:</u></p> <ul style="list-style-type: none"> <li>• New Tech National will monitor and assess implementation success based upon yearly New Tech National Benchmark assessments (see Exhibit D – New Tech National Benchmarks).</li> <li>• New Tech National may provide opportunities for School staff to select additional coaching days and/or additional seats at New Tech National trainings, events and conferences. These options will be offered based upon availability and offered at no additional cost to School or District.</li> </ul> <p><u>Schools with identified Benchmark challenges:</u></p> <ul style="list-style-type: none"> <li>• Within 60 days of the completion of each school year, New Tech National will provide School and District with implementation benchmark data and recommendations for additional coaching services to address the identified challenges, (such as high staff turnover).</li> <li>• Additional coaching services required by New Tech National may represent additional fees. Typically, additional fees will not exceed 10% of the following year’s fee (or, 10% of the prior year’s fee in the last year of the Agreement) except in extreme circumstances, including without limit, 50% or more staff turnover at School or a change of School leadership.</li> <li>• If School is unable to implement additional services, New Tech National reserves the right to cancel the Agreement or re-allocate services for the following year to provide additional coaching services.</li> </ul>			



# Technology Check-In Timeline for New Tech Schools

New Tech Network

This document contains recommended monthly milestones for preparing and implementing campus technology at your New Tech High School. It is meant as a template to guide new schools through the process of preparing both their school's technology infrastructure and their NTN Echo/Google Apps configurations. Any questions can be directed to [support@echo.newtechnetwork.org](mailto:support@echo.newtechnetwork.org).

<b>2012</b>	
<b>March</b>	<ul style="list-style-type: none"> <li>● Echo and Google Apps domains established (School &amp; NTN)</li> <li>● Staff accounts created for Leadership Residency/Shadowing (NTN)</li> <li>● Provide staff with laptop or other device for shadowing (School)</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>● Begin school technology plan (School)               <ul style="list-style-type: none"> <li>○ Laptops/desktops</li> <li>○ Network infrastructure</li> <li>○ Printers, cameras, interactive whiteboards , projectors, etc.</li> </ul> </li> <li>● Participate in IT discussion forum in Echo (NTN)</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>● Technology purchase plan complete (School)               <ul style="list-style-type: none"> <li>○ Begin ordering hardware and software</li> </ul> </li> <li>● IT support staff hired/assigned to school (School)</li> <li>● Staff laptops purchased/configured per NTN Technology Requirements and Recommendations (School)</li> <li>● Begin developing technology policies (AUP, laptop checkout, etc.) (School)</li> <li>● IT orientation webinar w/NTN Staff (NTN)</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>● Hardware and software ordered for school (School)</li> <li>● IT Support Staff training @ New Schools Training (School &amp; NTN)</li> <li>● Complete Echo configuration (School &amp; NTN)               <ul style="list-style-type: none"> <li>○ Terms (if available)</li> <li>○ School-wide Learning Outcomes</li> <li>○ Grading scale</li> <li>○ Permissions</li> <li>○ School Resource Library</li> </ul> </li> </ul>
<b>July/August</b>	<ul style="list-style-type: none"> <li>● Finalize configuration of school network infrastructure (School)</li> <li>● Build and deploy machine images (School)</li> <li>● Create network accounts (School)</li> <li>● Create Echo/Google Apps accounts (School)</li> <li>● Finalize school technology policies (School)</li> <li>● Finalize technology orientation/rollout plan (School)</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>● Create Echo accounts for parents (School)</li> </ul>

## APPENDIX B

### TEACHER COMMENTS REGARDING THE IMPLEMENTATION OF A NEW TECH HIGH PROGRAM FOR BUFFALO HIGH SCHOOL, BUFFALO, WV:

- I feel we need to change our educational system to an upgraded and futuristic format. We're losing too much now.
- We have to stop the increased cost of supporting the dropouts.
- I believe this is a chance to improve student achievement and make students more responsible for their education.
- I think it's a great learning opportunity for our students.
- It will bring much needed change to the school that would lead us in the right direction.
- Helping students to find relevancy in their education should improve the drop-out rate.
- I believe our students deserve to have this educational opportunity.
- It's needed to prepare students for post high school life. Great opportunity!
- Fosters accountability, respect and empowers student's ownership in their education.
- I believe New Tech will challenge students in ways they are not challenged now in innovative way.
- Innovation and technology will engage students, better prepare them for life and college, and reduce drop-out rates.
- I am excited about implementing a new way of reaching the students at Buffalo High School.
- Students deserve the skills to succeed. Anything less is a disservice.
- I support this program because we can't do "business" like we have been doing. Students are not connected to their learning.
- The curriculum will give students 21<sup>st</sup> century skills needed to succeed in the future.
- It provides a means to accomplish necessary reform
- I believe it is necessary to make a change in a positive direction.
- I feel that many students do not realize the importance of school because they are not able to make the connection between school and the "real world". This will bridge that gap.
- I feel that it will be a positive change in culture in our school and it will benefit the students academically.
- As a school, we need to meet the challenges of a rapidly changing world.
- Currently, our students cannot recognize the relevancy of their experiences nor do they engage actively.
- Our students and community will benefit intellectually and emotionally.
- We need to change things to help our students.
- Education isn't changing as the world around us is, and we should be.