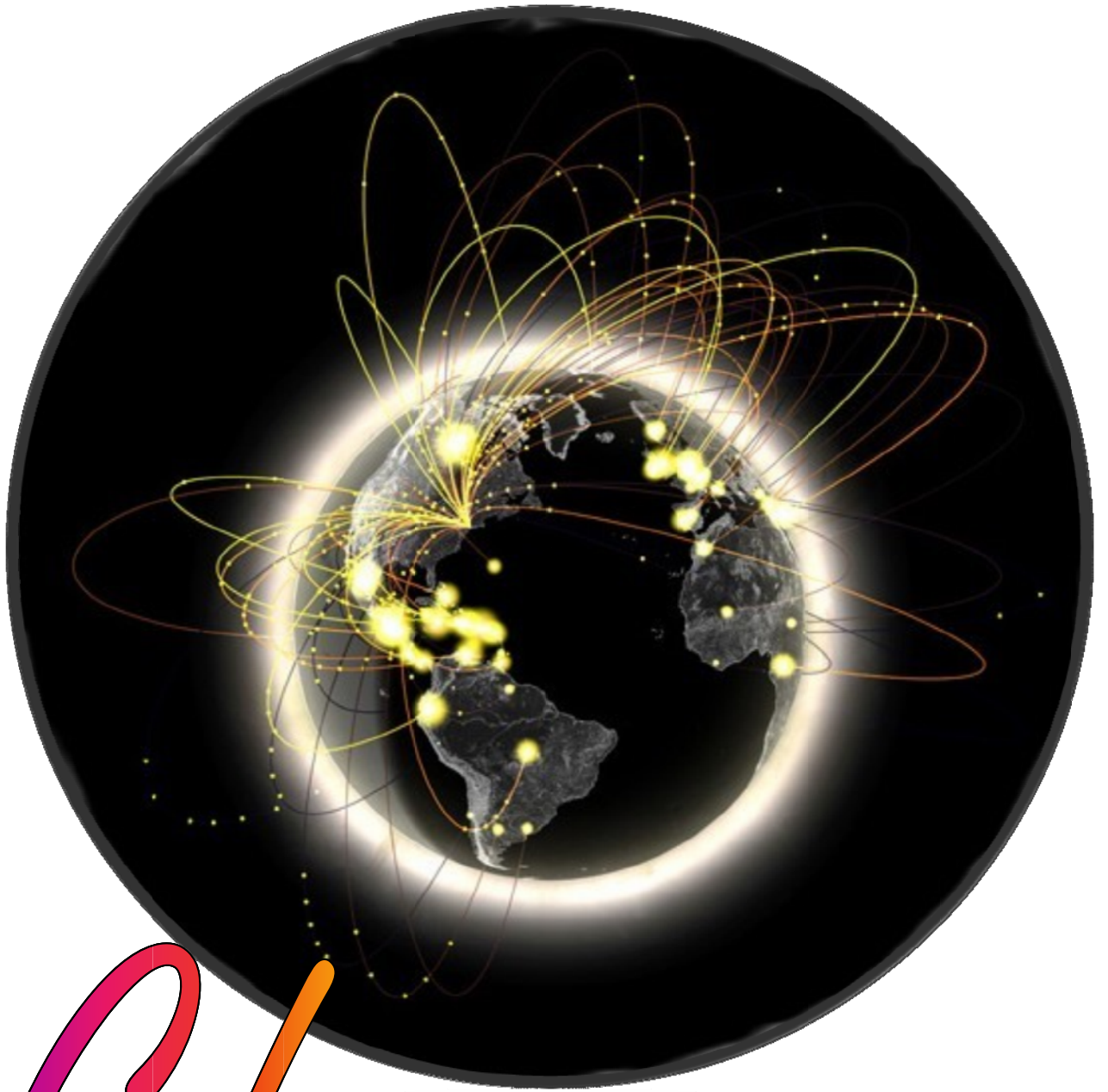


# Consider the



# Change

**B. INFORMATION OF APPLICANT:**

One or more schools acting as consortia

**Elementary Schools:** Springfield Green Spring Elementary and John J Cornwell Elementary

**County:** Hampshire County

**Superintendent:** Mrs. Robin Lewis

**Professional personnel:** 32

**Service Personnel:** 12

**C. Narratives for the Innovation Zone Application:**

John J Cornwell and Springfield Green Spring are both small rural schools with less than three hundred students combined in grades Pre-K through fifth. Both schools are Title I schools with a low socioeconomic population and a high level of students who are academically and culturally disadvantaged. The majority of our students have never experienced cultural and technological advancements, including escalators, elevators, museums, concerts, art exhibits, and professional sporting events. These are all things that we find to be foreign to the majority of our students. Not one of our families at John J Cornwell has a parent holding a college degree and very few at Springfield Green Spring. Indeed, many have not completed high school. We operate under an agrarian economy which means many of our students eat only what they can grow, raise or hunt.

Despite all of these challenges both schools have met AYP and some grade levels have highly surpassed the state average on the WEST Test. Having done this with limited resources, we are confident that our students' achievement would be unlimited with added resources.

After looking at data from informal assessments such as Aimsweb, DIBELS, and STAR, we see a trend of extreme learning loss over the summer. Our scores plummet drastically from the end of the year benchmark to the beginning of the year benchmark. For example, looking at our STAR reading assessments for John J. Cornwell from May 2009 and September 2009 in third grade, we see an average loss of nineteen points of the scaled score. Some children sustain losses of up to 312 points. Only three students raised their scores over the summer. To put this loss into perspective the average student in third grade gains three points per week. It would take a little more than six weeks to recover that loss. When looking at scores from November there were six students who still had not recovered completely. Similar results were found across all grades. Both schools are implementing Response to Intervention and seeing great gains through the course of the school year. We hope that implementing year round school will cause the summer learning loss to decrease or even disappear. After reviewing IEPs and 504 Plans and our records for referrals for SAT meetings, we have noticed a substantial amount of students with focusing problems. Students are referred to SAT for issues including problems focusing/attending in the learning environment. We have determined 14% of students at John J. Cornwell and 21% at Springfield Green Spring are already identified as having focusing problems. Therefore, we need to examine ways to increase student focus. Both schools are full Title I schools which means that they have low socioeconomic status. Our students will benefit the most from a year round schedule. Recent surveys to parents at both schools indicate a lack of technology in the homes of

our students. Therefore, we also need to prepare our students for a technologically advanced work world. Studies show that students of low socioeconomic status often have greater nutritional needs; our students would benefit from an outdoor classroom that would promote a healthy lifestyle. As the Department of Education moves towards performance assessments, CSOs involving application of skills and higher depth of knowledge scores along the rigor and relevance framework, our schools are seeking ways to move our students from knowledge to application. An outdoor classroom will afford us opportunities to support the application of skills learned in the classroom setting while at the same time incorporating hands on learning to support multiple learning styles. Although we need increased staff, more classrooms, materials and equipment we realize that we are working within a strict budget. So, after taking a realistic look at our needs assessment we have come up with the following prioritized list.

1. Modified school calendar to decrease summer learning loss
  - Pretest/Post test for state standardized testing
  - Student promotions scheduled around student achievement
2. Increased control of special education student placement
3. Greenhouse/outdoor classroom
4. Increasing our technology: for example, placing webcams in each classroom
5. Incorporate Gardner's theory of multiple intelligences into our curriculum
6. Increased professional development
7. Procurement of additional materials—Stability balls, software and other resources

### **Goals and objectives:**

#### Reduce summer learning loss

- We will use 2009-2010 as a baseline for all informal assessments
- We define the summer loss as the span of time covering the eleven weeks between the end of year benchmark and beginning of year benchmark
- We will reduce the average summer learning loss by 25% using the STAR, Dibels and Aimsweb assessments for each benchmark until the schools show 5% loss between Spring and Fall assessments

#### Increase student focus

- Implementing the use of stability balls for all students during instructional periods
- Gradually increasing time using the stability balls over the school year
- We will utilize to decrease the significance of attention deficit/hyperactivity behaviors as measured by the Connors Rating Scale in a random sampling of students

Set up a committee involving all stake holders to plan our Innovation Zone

- Send core participants to visit at least two outdoor classrooms to observe and discuss advantages and disadvantages
- Send core participants to at least two distinguished year round school to observe, and discuss advantages and disadvantages
- Provide teachers of both schools with professional development in advancing technology
- Hold open and closed planning meetings
- Research and observe stability balls in use
- Committee will identify and record the responsibilities of each participant

The findings of this project will published and distributed to all interested parties

- Findings reported at state level conferences
- Findings reported at national level conferences
- Findings reported in peer reviewed journals

To include all stake holders in informational meetings

- Invite parents, students, business partners, and community members to open planning sessions and informational meetings concerning the project
- Support personnel would also be involved in planning and informational sessions
- Collaborate with Potomac State College of West Virginia University

Establish subcommittees to research

- Assessment
- Least restrictive environment
- Promotion schedules
- Classroom accommodations
- Looping Curriculum
- Incorporating Multiple Intelligences
- Placement and construction of the outdoor classrooms
- The finer details of year round scheduling

These objectives will guide us in our planning process. This plan will incorporate two schools, approximately 260 students, 32 professional staff, and 12 support personnel. Following is a brief summary of the innovations we hope to plan upon receiving this grant. The innovations planned are taken directly from our needs assessment and the planning steps outlined in our objectives will allow us to truly move forward and turn our proposal into reality.

### **Innovation Zone Vision**

We hypothesize that implementing year round school would increase the retention of previously learned subject matter. Short frequent breaks would allow the students and teachers to stay motivated, focused, and refreshed. It would decrease student and teacher burnout and increase attendance of students and staff. Other leading countries such as United Kingdom, New Zealand

and Australia are already reaping the benefits of this year round school schedule. So in order to stay competitive in the global community we need to consider the change so that our students may reap those same benefits. We are concerned because studies show that the children from the low socioeconomic backgrounds have a greater “summer learning loss”. This means at the beginning of each school year the average teacher will spend over six weeks reviewing previously learned material before being able to move onto new material. The instructional time that is wasted reteaching old material is tremendous. In addition, student promotions could be scheduled around student achievement rather than a date on the calendar. Students could also benefit from tutoring during the scheduled breaks.

Often the least restrictive environment for special education students is not the regular classroom setting. Giving the IEP team greater flexibility and control when analyzing the data to determine the best placement would benefit those students who are being “left behind”, because their needs are not being met in the general education classroom. Therefore, we request greater control in this matter. In addition, we will be purchasing software and materials to increase achievement, focus, and learning skills for both general and special education students.

In his article *The Window into Green*, Mike Weilbacher states, “The more studies are published, the more they agree: Exposure to nature raises test scores; increases creativity, cooperation, and self-confidence; reduces stress; and enhances cognitive abilities,” (2009, p. 42) A school in Henderson, Nevada uses their greenhouse to not only teach agriculture, science, math, social studies, and reading; they are also teaching economics. The students at this school take out capital loans to pay for seeds and materials, and later sell their products to pay off their debt. Other ideas include donating food to shelters and food pantries, conducting multi-year studies, and using the produce to provide healthy snacks for our schools. Constructing a greenhouse/outdoor classroom will give teachers additional space for hands on learning, and it will also allow students to learn life skills pertinent to current classroom situations. Having a greenhouse at each school will provide an extension of classroom lessons as well. In addition, project based learning would be fostered by this new innovation.

One problem we have identified is how to expose our students to the world beyond Hampshire County while equipping them for life in a competitive 21<sup>st</sup> Century environment. When coupled with our existing technology, webcams will allow us to access the outside world by giving students the freedom to technologically travel the globe. Having a video camera in each classroom will also enable teachers to create interactive and multimedia enhanced lessons. Students would also have another medium for use in their project based learning. In addition equipping our classrooms with state of the art resources will allow the teachers to bring learning to life and allow their students to experience real world situations.

We will be using our new technologies to target all eight of the multiple intelligences. Taking into consideration the multiple learning styles will help us create student centered learning communities. We will infuse technology into all areas of the curriculum to show a correlation between all content areas. Having the ability to instantly communicate between these two small schools will enhance our Response to Intervention strategies. It will allow teachers to collaborate regarding lessons, strategies and materials with another teacher on the same grade level.

Equipping our teachers to handle the many changes we are planning is a vital component. We would like to provide site based professional development to all our staff. Allowing staff

members to visit schools where these innovations are already taking place would enable us to see firsthand how these programs work, and to bring that knowledge back to their respective communities. Extensive research into each of the planned changes will be conducted by our team of stakeholders and shared at numerous informational and planning meetings: both open and closed. Participants in this program will be given the opportunity to submit surveys during the middle of the year and at the end of the year. We would also allow the parents, and faculty to voice their concerns and praises in short narratives included in the surveys. In addition to the parent and faculty surveys, the students will be given a survey in which they will list what they have learned and what they still need to learn by participating in our innovation plan. This information will be compiled, discussed, and utilized to improve the plan during staff planning days. The faculty will present all acquired information to our business partners, LSIC, and our local Board of Education. Our teachers will have collaborative planning opportunities on a weekly basis in order to participate in Professional Learning Communities.

In order to hold both schools accountable, we will implement the following informal assessments at the beginning, middle, and end of the school year: DIBELS, Aimsweb and STAR. Our beginning of the year benchmark will be completed between September 1- 30; middle benchmark will be January 1-30; end of the year benchmark will be May 1-30. These assessments will help us measure students' achievement and the summer learning loss. In particular we want to see student average scores on these assessments increase by 10% for each benchmark. In addition, we will select a random sampling of 15% of students and administer the Connors Rating Scale to parents and teachers. We will distribute a technology survey to all students at the beginning of the year and at the end of the year in order to determine if gains in understanding have been made. Each school will compile a school-wide portfolio for their outdoor classroom/greenhouse. This portfolio will serve as a performance assessment of school growth. Special Education students in resource settings would have individually designed performance assessments at the beginning of the year and at the end of the year to determine if they have made reasonable gains. All the above will be completed by September 30<sup>th</sup>, at the beginning of year and no later than June 30<sup>th</sup>, at the end of the year.

### **Research Base:**

#### **Introduction**

This brief literature review summarizes the research on the following topics: technology, project based and student centered learning, exercise stability balls, the theory of multiple intelligences, least restrictive environment, and year round school.

#### **Technology**

Effective teachers model and apply the National Educational Technology Standards for Students as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity—Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face to face and virtual environments.
2. Design and develop digital-age learning experiences and assessments—Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS.
3. Model digital –age work and learning—Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
4. Promote and model digital citizenship and responsibility—Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
5. Engage in professional growth and leadership—Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources

Studies show that technology is neither good nor bad and it cannot stand on its own. It is a tool to facilitate learning and it is not meant to replace good classroom instruction delivered by the teacher.

### **Project Based and Student Centered Learning**

Project based learning is a dynamic approach to teaching. The students get an opportunity to explore real world problems and challenges. It is also an effective way to integrate technology into the curriculum by accommodating computers, the Internet, interactive whiteboards, global positioning system devices. Technology can be a resource to launch out into investigative projects. Another way to create project based scenarios is to develop a classroom greenhouse. Reams have been written about the highly processed foods sold as lunch in many public schools. Concerns about childhood obesity have mounted as the number of kids with type 2 diabetes and other weight related conditions has soared. Along with the calls to improve the meals served five days a week to nearly 30 million schoolchildren across the nation has come the idea that exposing students to gardening and cooking also helps inspire healthier eating. Project based learning helps not only helps to motivate students and help them develop the abilities to learn by themselves, it can also introduce students to the latest technology and help them become more cognizant of the world in which they live. This also helps them become responsible, positive contributors to our environment.

### **Exercise Stability Balls**

Classroom teachers often have to ask students to sit properly in their chairs. Replacing the chairs with exercise stability balls may be a solution to this problem. Teachers have found the exercise

stability balls are very beneficial for those students with ADD and ADHD. Studies show improved concentration is a direct result when using the balls. Students are burning calories and excess energy, building muscle and improving posture while using the equipment. As mentioned above we will use the Connors Rating Scale to determine the success of this innovation.

### **The Theory of Multiple Intelligences**

Howard Gardner first proposed his theory of multiple intelligences in 1983 in his book, Frames of Mind. Initially, this theory asserted that human beings had seven different types of intelligence, rather than one basic academic intelligence. The original seven were linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. He has recently added an eighth intelligence: naturalistic. These categories of intelligence, he stated, were present to some degree within each person, and that no two people possess the same intelligence profile. (Gardner, 1983; Gardner 2004; Gardner 2008)

The implications of this theory for the field of education are numerous. Students have capacity in each intelligence, and educators can target those different intelligences throughout the school day. However, one must be careful not to confuse the multiple intelligences with learning styles. Learning styles are the different methods of acquiring, evaluation, analyzing, and synthesizing information. Each individual has a different set of learning styles, or preferred methods of learning. Multiple intelligences are not methods of learning, but rather capacities for learning: the faculty to understand and connect related concepts. Understanding and internalizing this theory will help educators to remember that every student can learn.

As Moran, Kornhaber, and Gardner noted in their article, *Orchestrating Multiple Intelligences*, “we sought to demonstrate that because students bring to the classroom diverse intellectual profiles, one “IQ” measure is insufficient to evaluate, label, and plan education programs for all students. Adopting multiple intelligences approach can bring about a quiet revolution in the way students see themselves and others. Instead, of defining themselves as either “smart” or “dumb,” students can perceive themselves as potentially smart in a number of ways” (2006). These authors suggest profiling students, rather than relying one measure. They also suggest providing rich experiences that cross multiple intelligences and subjects. These experiences include project based learning experiences, virtual field trips, interactions with peers and others, and student selected learning projects.

### **Least Restrictive Environment**

Policy 2419 states that special education must be educated “in the general education classroom to the maximum extent possible this requirement is known as the [Least Restrictive Environment]. An appropriate [Least Restrictive Environment] is one that enables the student to make reasonable gains toward goals identified in [his individual education program].” In most instances special education students are placed in general education classroom with limited supplementary services. Some student cannot make “reasonable” gains in this setting. Each

student needs to be considered individually in classroom placements decided based on the individual needs of the student to ensure that gains can be made.

## **Year Round School**

The research concerning a year-round school calendar is inconclusive for a number of reasons. First of all, different districts have adopted different calendars with varying schedules, which leads to different effect sizes. Secondly, some districts have added days to the schedule in addition to making it year-round. Also, in some cases remediation is offered during breaks, the school day has been extended, and teachers are offered additional planning time. In some cases, the district is running multi-track schedules versus single track schedules. Each district that has adopted the year-round schedule is operating on a different set of parameters; therefore it is difficult to conduct valid research on any broad scale. However, Elisabeth A. Palmer and Amy E. Bemis have conducted a summary of available research, and they have listed the perceived advantages and disadvantages.

Palmer & Bemis identified several perceived advantages, including: “improved achievement, improved teacher and student attendance, reduction in discipline problems, reduction in teacher stress, increased motivation among teachers and students after returning refreshed from more frequent breaks” (2009; Stenvall, 2000). One further advantage is the decrease in summer learning loss, which leads to less time, spent reviewing at the beginning of a new year. In addition, an Indiana study found in that the benefits of year-round school are greater for at-risk students.

Findings indicated a significant difference between ISTEP+ passing percentage averages of traditional calendar and year-round calendar schools for third grade elementary students from the years 2002 to 2005 in favor of year round schools. Furthermore, a significant difference between ISTEP+ passing percentage averages of traditional calendar and year-round calendar schools for third grade elementary students of low socio-economic status, for third grade non-minority students, and for third grade elementary students designated as special needs in favor of year-round schools was shown. (Evans, 2007)

After synthesizing the data in their meta-analysis, Palmer & Bemis found the advantages to be either comparable to those in the traditional calendar, or better than those in the traditional calendar.

The perceived disadvantages which were examined by Palmer & Bemis included: increased administrator burn-out, scheduling conflicts between family vacations and school or community activities, difficulty in arranging daycare, having siblings on different attendance schedules, difficulty in scheduling teacher in-service days, and increased costs of operation” (2009). After examining the available research, Palmer & Bemis concluded that increased administrator burn-out, scheduling conflicts between family vacations and school or community activities, difficulty

in arranging daycare, and having siblings on different attendance schedules were either not significant factors or simply untrue. More specific research on the final two perceived disadvantages would be required within the specific district to determine the exact effect.

**Policies or Code that Prohibit or Constrain the Design:**

**Calendar**

John J. Cornwell and Springfield Green Spring Elementary Schools wish to waive Hampshire County policy 8210 School Calendar. We feel the calendar puts restraints on our curriculum. Research conducted by Johns Hopkins sociology Professor Karl Alexander and his colleagues shows that “low-income youth suffer significantly from a loss of academic skills over the summertime. And the losses pile up, contributing to an achievement gap that can make the difference between whether students set out on a path for college or decide to drop out of high school. The achievement gap between disadvantaged youngsters and their more advantaged peers can be explained by what happens over the summer during the elementary school years.”

We would like to implement West Virginia Department of Education Policy 3234—Year Round Education Programs. This would be requesting permission to establish, operate and maintain a year-round education program.

**Least Restrictive Environment**

Our schools are requesting a formal waiver of policy 2419 least restrictive environment considerations. We would like to have more control over the placement of students in a classroom based on their individual needs so that these students can make reasonable gains.

## **Planning Timeline**

| <b>Activity</b>  | <b>Timeframe</b>                |
|--|---------------------------------|
| Application is turned into WVBE Selection Committee  | December 2009                   |
| WVBE announces sites designated as Innovation Zones.<br>Planning grants are distributed.                                   | January 2010                    |
| "Innovation Zone Planning Period"  | January 2010-April 2010         |
| A Core Committee involving all stakeholders is established.  | February 2010                   |
| Send Core Committee of stakeholders to visit various schools with established programs similar to our planned innovations. | February 2010- Early March 2010 |
| Core Committee meets to review results of the fact-finding missions. Planning for the new innovations begins.              | Mid-March 2010                  |
| Core Committee members observe Stability Balls in action.  | March 2010                      |
| Open Planning sessions are held.   | Late March 2010                 |
| Core Committee hosts informational meetings with all involved stakeholders.  | April 2010-May 2010             |
| Technical Assistance is provided for approved sites.   | April 2010-May 2010             |
| Innovation Zone Plan is finalized and approved by stakeholders   | Late May 2010                   |
| Deadline for submission of Innovation Zone Plan to WVBE  | June 2010                       |
| WVBE and state superintendent review the Innovation Zone plans and determine those plans that are approved, etc.           | July 2010                       |
| Innovation Zones begin implementation of plan  | September 2010                  |
| Beginning of Year Assessments and Benchmarks   | September 2010                  |

|   |                         |
|---|-------------------------|
| Middle of the Year Assessments and Benchmarks   | January 2011            |
| End of the Year Assessments and Benchmarks  | May 2011-June 2011      |
| Data is analyzed by the Core Committee and findings are determined                        | June 2011               |
| Data and subsequent findings are published and distributed                                | July 2011-December 2011 |
| Annual review of Innovation Zone progress on the plan                                     | September 2011          |
| Proposals for presentations as State and National Conferences are prepared and submitted. | Spring-Summer 2012      |

**Planning Narrative and Budget Page:**

In order to ensure we have adequately researched our plan for the Innovation Zone, we would first establish a committee of core stakeholders from both schools. This committee would include at least one of each of the following: a classroom teacher, a special education teacher, a Title I teacher, a Principal, a parent, service personnel, a student, a business partner, a community member, and an LSIC member. It will be a primary responsibility to determine who is responsible for each step of the innovation process. This record of responsibilities will be overseen by the principal in order to hold stakeholders accountable. Representatives of this core committee would then travel to various locations in order to gather information and conduct research.

Representatives of the core committee will visit a Blue Ribbon year round school. Travel expenses, including airfare, hotels, transportation and meals will be approximately \$500.00 per person with a maximum of 10 people attending. Substitute costs for teachers attending would be approximately \$2,500.00. Schools considered for this visit must meet the following criteria: similar size to our schools, high academic achievement as seen by Blue Ribbon status and test scores on standardized tests, socioeconomic status similar to our schools, Title I presence, Special Education population similar to our schools, implementation of RTI, and technological advancement at our level or above. A second expedition to Charleston, WV will be taken to visit the three schools there: Chandler Elementary, Glenwood, and Piedmont Year-Round Education. Travel expenses, including mileage, hotels, and meals will be approximately \$175.00 per person, with a maximum of 20 people attending. Substitute costs for teachers attending this expedition will be approximately \$3,000.00. All of these schools will be observed to note the differences in year round education, question the staff, discuss the differences with students, meet with the administrators, gather information, conduct research, and interview stakeholders. Participants in these fact-finding expeditions will have a chance to observe the inner workings of schools that have been on year round schedules for a varying number of years.

Representatives will also visit a school an outdoor classroom/greenhouse in Henderson, Nevada. Travel expenses, including airfare, hotels, transportation and meals will be approximately

\$500.00 per person with a maximum of 10 people attending. Substitute costs for teachers attending this expedition will be approximately \$2,500.00. This school was chosen based on information received from the school concerning the success of their greenhouse. In addition, their program is school wide, crosses all curriculum lines, and provides income for the students. In addition, representatives will also visit Catonsville, MD to tour the Great Kids Farm. Travel expenses, including mileage and meals will be approximately \$37.00 per person, with a maximum of 20 people attending. Substitute costs for teachers attending this expedition will be approximately \$1,000.00. This facility is part of an effort to introduce fresh vegetables and fruits into the diets of Baltimore County, MD students. This facility is a functional farm which includes a greenhouse. Although the scale of this project is larger, the idea for the outdoor classroom is the same. Great Kids Farm was recently honored as representatives from John Hopkins School of Public Health presented, “the farm and its founders with a gold-colored place-setting plaque, to honor their “visionary leadership in food procurement and food education,”” Touring this facility would give us insight into starting up and scaling down this project to fit our two schools.

In order to conserve money, these exploratory expeditions will be combined as much as possible. We are considering carefully who will attend each expedition, when each expedition will be taken, and how we can lower costs even more. In addition, representatives will look within our own county at examples of how to infuse other ideas into our instruction, such as using stability balls to improve focus and speech recognition software to enhance learning for special education students. The team will also conduct research amongst the two schools stakeholders by conducting surveys, administering interviews, etc. Further, additional sub-committees will be established to look at issues such as student promotion, assessment, placement of the outdoor classrooms, budgets, etc.

After completing these fact-finding expeditions, the Core Committee will meet to debrief and begin planning. Their first task will be to identify and record the responsibilities of each committee member, as well as potential responsibilities of the rest of the school staff. The next step will be to contact all parties (Potomac State College, Local Business Partners, Community members and organizations, families, and staff members) and communicate the status of the project. They will then hold ‘closed’ planning sessions in order to organized ideas and prepare several plans to present to stakeholders. Next, team members will conduct “open” planning meetings where a larger selection of stakeholders are invited to review, critique, and make suggestions/changes to the proposed plan(s). During all periods of this project, communication with stakeholders concerning each step will be facilitated by using a variety of mediums such as, List-serv emails, School Messenger telephone service, newsletters, Twitter, etc.

The next step is to present the plan(s) to the majority of stakeholders through informational meetings held over the course of two days in order to accommodate all schedules. At these meetings, the plans will be rolled out and the floor will be open for comments, suggestions, questions, etc. Following the meetings, stakeholders will be asked to fill out a brief survey that will enable us to improve the plan(s). A vote will be taken by ballot in order to determine if the plan(s) has been approved. If the plan is not approved, the committee will conduct a survey of stakeholders to determine what roadblocks must be dealt with, and the plan(s) will be adjusted accordingly and put to a re-vote. If the plan(s) is approved, the committee will submit it to WVBE for approval.

## **Budget Sheet**

| Description  | Base Cost<br>(per<br>person) | Max #<br>of<br>People | Subtotal   | # of<br>Days | Sub Costs  | Total      |
|--|------------------------------|-----------------------|------------|--------------|------------|------------|
| Visiting a Blue Ribbon Year Round School           | \$500.00                     | 10                    | \$5,000.00 | 3.5          | \$2,500.00 | \$7,500.00 |
| Visiting 3 Schools in Charleston, WV               | \$175.00                     | 20                    | \$3,500.00 | 3            | \$3,000.00 | \$6,500.00 |
| Visiting Frank Lamping Elementary in Henderson, NV | \$500.00                     | 10                    | \$5,000.00 | 3.5          | \$2,500.00 | \$7,500.00 |
| Visiting Great Kids Farm in Catonsville, MD        | \$37.00                      | 20                    | \$740.00   | 1            | \$1,000.00 | \$1,740.00 |
| Professional Planning Days                         |                              | 18                    |            | 3            | \$5,400.00 | \$5,400.00 |
| Professional Development                           |                              | 35                    |            | ?            |            | \$2,000.00 |
| Informational Meetings with all Stakeholders       |                              | 100                   |            | 2            |            | \$1,000.00 |

|        |            |     |             |    |             |             |
|--------|------------|-----|-------------|----|-------------|-------------|
| Totals | \$1,212.00 | 213 | \$14,240.00 | 16 | \$14,400.00 | \$31,640.00 |
|--------|------------|-----|-------------|----|-------------|-------------|

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