

Application for
Innovation Zone Designation
Competitive Grant Application

Entity Applying for Innovation Zone Designation

*One or more schools acting as a consortia

(Cameron Elementary and Cameron High School)

Name of Entity Applying: Cameron Elementary and Cameron High School

County: Marshall County

Superintendent: Alfred Renzella

Number of Professional Personnel: 65

Number of Service Personnel: 27

Summary: Cameron Elementary and Cameron High School are working collaboratively to secure funding to support a study of the possible implementation of a modified calendar in order to increase learning time and improve the academic achievement of the students.

Cameron Elementary and Cameron High School are located in the small community of Cameron in Marshall County. Cameron Elementary is a Pre-k through 6th grade school that serves 385 students. Cameron High School is a 7th through 12th grade school that serves 365 students. There are 92 staff members serving the two schools. The small town setting and very close proximity of the schools allows for very close collaboration between the two schools. The two schools work continuously to coordinate efforts and build programs that better serve the students and community. Due to the location of the schools, hardships felt by one school is most often shared with the other building; likewise, successes and celebrations are also shared. Our rural setting limits many of our students from participating in activities outside of the school environment. Our students have to travel a great distance to participate in extra-curricular activities that support their education such as trips to the museum, theatre, science centers/programs, dance classes, art programs, or other cultural type activities. While both schools have maintained AYP over the last few years, the scores have hovered near the average marks. Another struggle has been to maintain high attendance rates for students and staff. Both schools do have several programs in place such as FFA and 4-H programs and tutoring programs that have served the students and community well but could further expand if time (calendars) permitted. The faculties at both schools have begun to study and implement teaching strategies and curriculum to meet the needs of the 21st century learners as well as incorporate standards based lessons and programming to reach our students and raise their achievement levels. The following narrative will further discuss these points as well as other data that has led the administrations and faculties of these buildings to become interested in the idea of a modified calendar to enhance the current programs and quite possibly improve the curriculum, instruction, and student success in both buildings.

The Five-Year Plan for both schools includes goals and objectives to increase student achievement in math and reading as well as further integrate technology into the curriculum and instruction to meet the needs of the 21st century learner. The following chart summarizes the WESTEST data for the two schools.

WESTEST Results Spring 2009---Cameron Elementary and Cameron High School

Mastery Shown in Percentages

School	Mathematics	Reading	Science	Social Studies
Cameron Elementary	62.18	58.03	42.49	46.11
Cameron High School	56.25	44.53	48.37	45.88

Review of test scores and planning for the submission of the five-year plan led both committees to explore other innovative possibilities to increase time for student learning. Currently tutoring programs and some summer programming are available to Cameron students. Results of these programs show some progress with the limited amount of students that are able to be served. Both committees feel a need to expand the time for learning and expand the opportunities for all students. Further review of the RtI data and DIBELS data at the elementary level show progress over time. However, dips in data do occur during the first benchmark after the summer vacation period. Currently, in grades K-3, there are over 40 students being served in Tier 2 and 18 students being served in Tier 3 with additional tutoring and interventions. Carving time to serve the students from the daily schedule is difficult. Additional learning time is needed for these students.

Discussions were held at the Faculty meetings, student organizational meetings, and LSIC committee meetings at each school as well as at the PT4KIDS (parent-teacher organization) meeting held at Cameron Elementary. The needs noted by each of the groups were nearly identical. During these discussions staff, parents, and community members indicated their concern regarding limited outside educational opportunities and resources for children in the Cameron attendance area. A need for more academic support for children who need further instruction in basic skills and for children who need enrichment was also discussed. In each group meeting it was discussed that within our current calendar, the most significant time period for extra intervention or enrichment time occurs at the end of the academic year during the summer break. This break occurs after an entire year of learning has occurred. Further discussion indicated a need for intervention/enrichment at a time nearer to the actual teaching of the skills instead at the end of an entire year of teaching. A student who struggles with a unit would greatly benefit from more instruction at the end of the unit instead of waiting until the

end of the year. Teachers and parents discussed the large amount of curriculum that needs to be taught in relation to the limited days in the current school calendar. Currently both schools have several standards-based programs that are directly designed to increase 21st century learning skills of the student population. Time in the calendar to enhance and add extra-curricular learning opportunities would allow further development of these programs and the CSO's that are taught through these curricula. Examples that were discussed were the science programs and the FFA program. These programs could offer many more academic trips (ex. Judging teams for FFA and exploration trips for the science programs) and opportunities if time was allowed. Currently, missed days of academics must be exchanged for students to attend opportunities that are related to the curriculum taught. Attendance issues were also discussed at these meetings. Parents and staff both indicated that due to the distance needed for travel to doctor's appointments, etc. students and staff often miss entire school days to make it to check-ups and other such appointments. Due to limited breaks in the school calendar, during the fall and spring, it is difficult to schedule appointments outside the school calendar. The teachers discussed the need to have staff development days throughout the year in order to enhance current professional learning communities that are currently in place. Currently, days for extra staff development are not available until the summer months. Throughout the year faculties and PLCs often identify a need for further study. Many must wait until summer to have the time allotted for extra professional development. It was discussed that more timely training on-going throughout the school year would be more beneficial and direct implementation into the classroom instruction would be much more timely and successful.

The possibility of following a modified calendar to accommodate the needed changes and additions that would be required to address the above-mentioned needs was discussed in each of the representative groups (LSIC, Faculty Meetings, and Student and Parent Organizations). Each of the groups voted overwhelmingly that a study of a modified calendar or year-round school concept should be conducted. * In each group, a list of possible benefits and concerns was generated. The groups reviewed different calendars that are currently being followed by other schools. Of particular interest was the idea of attending school for a period of time and then having breaks spaced throughout the instructional year which allowed for intersessions (additional weeks of instruction that are held during the breaks which are optional to students who wish to have further learning opportunities). Each group indicated a need for more information to determine if a calendar change would allow for innovations that would improve the overall academic success of our students and further prepare them to be productive 21st century learners.

*After a discussion of the needs of the school, modified calendar examples, and the Innovation Zone Grant, a vote was held to determine if the group was in favor of pursuing the Innovation Zone Grant to study the feasibility of Cameron schools following a modified calendar. The

results of the votes were as follows: Cameron High School Faculty/Staff 100%, Cameron Elementary Faculty/Staff 90%, Cameron High School LSIC 100%, Cameron Elementary LSIC 90%, Parent Meeting held at Cameron Elementary 93%, Marshall County Board of Education 100%.

Goals and Objectives of Project:

The project goal is to determine if a modified calendar would increase the learning opportunities for Cameron students and increase the skill level of our students. The faculties, parents, community members, and Marshall County Board of Education members would like to create a professional learning community to study the various year-round school or modified calendar models that are currently operating in other schools. In addition, the PLC would study the innovations that could occur due to a calendar change and determine if such changes would benefit our schools in serving our students.

Our objectives include expanding our PLC to include more community members and parents as well as Marshall County Board members so that we can fully investigate the modified calendar models and the possibilities that may be available to our schools. The variety of members would allow a thorough study of the project through many different “eyes” and perspectives. Once expanded, this PLC will review collected research and visit schools that are currently following a modified calendar. This group would then analyze collected information and present findings to faculty, student, and community groups. The PLC will serve as the vehicle to determine which changes will benefit our schools. This PLC will hopefully develop a model of learning together to improve our schools that will remain intact throughout our study period, implementation period, and for further investigations.

Another objective to be achieved is to provide education to all involved entities. It is imperative to provide accurate information to our faculties, students, parents, community members, and Marshall County Board Members so that the best decisions can be made and understood. Our objective includes holding various informational sessions to share the findings of the study with faculties, students, parents, community members, and board members.

Due to the high level of interest in the concept of intersessions, a further objective is to develop trial intersessions during our currently scheduled breaks which will serve as a professional development component to further develop teaching skills in the developing 21st century learning skills. A mock intersession period will be held to train teachers to provide standards-based programs that will further promote student learning and support the WV Content Standards and Objectives. The mock intersession will have a component which will invite students to attend trial intersessions which will provide the opportunity to see the possible innovation that could be offered throughout the school year if a modified calendar

would be followed. The trial intersession will provide information as to the possible effectiveness and impact on learning that could occur if allowed by a modified calendar. This trial intersession will also provide further study as to the willingness of students and families to take advantage of the additional learning opportunities.

The final objective of our project will be to determine if Cameron Schools will follow a traditional calendar or a modified calendar. If it is determined that a modified calendar will better serve the students, planning/implementation sessions will be developed to determine the appropriate calendar, publicize the change in calendar, and hold informational sessions to share plans with the staff, students, parents, and community, continue staff development, and begin implementation of a modified calendar. If it is determined that a modified calendar is not in the best interest of the Cameron Schools, a planning committee will be developed to determine an alternative plan to address the needs that the PLC proposed would be filled by the modified calendar.

Description of Innovation:

Our innovation project is expected to begin by expanding our current PLC by adding more members which include staff members, parents, community members, and Marshall County Schools Board members. This group will begin a study of implementing a modified calendar for Cameron High School and Cameron Elementary. The PLC will begin by reviewing research and visiting schools and districts that follow a variety of modified calendars. The group members will share information with staff, parents, and community members throughout the study through scheduled informational sessions. During the informational sessions and PLC meetings, concerns will be recorded and investigated. A record of the aspects of implementing a modified calendar that would positively impact the school will also be kept and shared. This PLC is primarily intended to study the implementation of modified calendar and is also intended to create a learning community of parents, community members, and staff that works together to truly investigate the needs of our schools and work collaboratively to develop an innovative plan to make positive change.

The PLC will investigate various calendars and determine aspects that will best suit the Cameron schools and community. The PLC will also study the components that were added to other schools through the modified calendar and what innovations can be added to the Cameron schools. The idea of holding intersessions has been identified by each of the discussion groups as the innovation that could add most benefit to the academic achievement of the students of Cameron. Therefore, professional development will be held with the faculties from both schools to teach the concept of intersessions and teaching strategies that will make intersession productive and improve the regular instructional periods. A component of the professional development will be mock/trial intersession workshop in which professional

development sessions will be held to develop intersession lessons and study student data to determine the needs that need to be met during the learning experience. Students will then be invited to attend the trial intersessions which will be held during our scheduled breaks. The PLC will use data from the intersessions to determine the effectiveness of the project.

Development of these trial intersession workshops will be done collaboratively between the high school and elementary. The faculties from each school will learn together. This will further strengthen the experience as elementary and middle/high school methodologies will be shared. The enrichment intersessions will utilize members of the two faculties working together. The sessions will also provide opportunity for the high school students to learn by serving as “student-teachers” by teaching concepts/sessions to elementary groups.

The trial intersession will offer intervention classes to help students who are struggling with basic skills. Students will be identified and invited to these particular sessions by analyzing student data and creating sessions specifically designed for the students using our Rtl model as a guide to create instructional units. In the same way, sessions will also be offered to provide enrichment to further develop concepts and understandings of the previously taught CSO's. This professional development workshop based model will provide our faculty with the information and experience to implement the innovative aspects of a modified calendar as well as provide our students and community with a visual, hands-on study of the innovative work that will be part of a modified calendar study. By using a standards-based, 21st century learning model to explore/study the calendar, we will be teaching our faculty and community what standards-based innovative teaching is by actually experiencing the process through the trial intersession workshop experience.

By incorporating the PLC, or community learning component, and the trial intersession workshop, or the standards-based learning component for faculty, community and students, it is believed that accurate information will be gained to be shared with all involved individuals and groups to lead to the best decision for the Cameron schools in respect to adopting the most appropriate calendar to provide the most innovative teaching to reach our students.

Utilizing this grant will solve several problems and will serve to create many new ideas. This grant process has already begun the process of uniting several groups who serve our schools to learn together. A move to a modified calendar will affect many different aspects and services surrounding our schools. Community calendars, transportation needs, county and state policies, curricular concerns, staff concerns, county coordination with others schools and professional development, school schedules, sports schedules, community activities, trends in test scores, trends in absenteeism, budget concerns, etc. make up just a short list of the many considerations that must be taken into consideration to transform our traditional schedule to any type of modified calendar. This grant will provide the support to bring the many entities

together to work collaboratively to move to a successful transition of a plan to better our service to our students. This grant will allow travel and collaboration with other schools that have successfully implemented modified calendars and will allow our PLC to learn from the work of others. Regardless of the outcome of the study, this grant will create a learning process. By simply working through this process our schools will be better as we learn about ourselves, school, and community from a slightly different perspective. Implementation of a modified calendar would change our schools current operation by changing the days we are in session and adding days of instruction for our students. This calendar would quite possibly allow us to better tailor our instruction and programming to our students.

Complete implementation of a modified calendar would provide greater flexibility and control of the days of instruction. It is believed that a change would allow for intersessions which would increase the amount of days of instruction that could be offered to our students. Increased instruction would lead to higher achievement levels and more support for our students which are our ultimate goal. It is believed also that such an implementation would provide other benefits as well. It is believed from preliminary study that absenteeism of faculty and students would improve and behavior referrals would decrease. It is believed that professional development opportunities can be provided in an on-going fashion that will meet needs as they arise making the staff learning more effective and better implemented in the classroom. It is believed that a modified calendar would create greater flexibility to offer our students more opportunities for learning. This grant will provide the vehicle to investigate these beliefs and share the findings with our community to gain support for needed innovations.

Research Base:

When reviewing research regarding modified calendar, it seems imperative to determine the type of calendar being studied and the reasons a school or district chose to use the modified calendar. For purposes of this grant, research related to single-track calendars chosen for the purposes of academic gains has been selected. There is much information and some research related to multi-track calendars created to service overcrowded schools or districts. Since the components cited in these particular research studies do not align with the goals of this project, it has not been included primarily as part of this research base.

One of the components most discussed in research seems to center around the length of the school year. A study, "Lasting Consequences of the Summer Learning Gap," which was conducted at John Hopkins University, identified extending the school year as a means of lowering the achievement gap between students of differing socioeconomic status (*American Sociological Review*, 2007, Vol. 72, April: 167-180). Further discussion on the topic cites that some school districts are utilizing a balanced or modified calendar to provide academic session throughout the school year. These academic sessions (intersessions) can extend the school year for children. Many schools have extended the school year by 15 to 20 days using such a method. (National Association for Year-Round Education, www.nayre.org).

Dr. Charles Ballinger, NAYRE Executive Director Emeritus, provides a discussion of current research on the National Association for Year-Round Education website (www.nayre.org). He provides support for modified calendar by stating that several research projects has determined that during the summer breaks previous learning by students is lost. Many studies have found that the length of the 10 week summer break contributes to a loss of learning. The study titled, "The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review" found that all students (including the best students) lose skill in spelling and math over a traditional summer break and most students suffer a loss in reading over a traditional summer break (*Review of Educational Research*, Volume 66, no. 3, 1996.) This research is cited by Dr. Ballinger to support the smaller breaks balanced throughout the school year to alleviate some of the loss of learning and to lessen the amount of required review times when students return to school after longer traditional breaks (www.nayre.org).

Further information provided by studies conducted by Dr. Carolyn Kneese, "Year-Round Learning: A Research Synthesis Relating to Student Achievement" indicate that year-round calendars provide "effective maintenance and improvement of the overall academic performance of students". Discussion of this research support study of modified calendars by indicating that the shortened breaks supported by additional intersession periods provided

supported needed by many students to maintain their learning and make significant academic gains as compared to those students attending school on a traditional schedule(Review of Educational Research. Vol. 73, no.1). The NAYRE study further stated that when reviewing over 400 studies written regarding year-round education nearly all reports that opposed year-round education had not actually experienced the calendar (www.nayre.org). This literature further supports the objectives in this Innovation project to study and visit schools currently involved in a modified calendar in order to gather pertinent information that is provided by actual participants in a modified calendar to gain the most realistic information.

Preparation of this document has led to much research. There are many articles written regarding the implementation of year-round calendars. Several articles such as “Year-Round School: The Best Thing Since Sliced Bread” outline many positive aspects of modified calendar such as continuous learning, less interruption by traditional breaks, availability of remedial and enrichment opportunities, less teacher stress and burn-out, more flexibility for families, and higher gains in academic achievement (Childhood Education, Vol. 71, 1995). This article as well as others like it cite researched studies. As with all issues, there are also opponents of modified calendar. Although many articles have been written by opponents, the research which addresses negative affects of year-round calendars are not prevalent. There is a website, www.summermatters.com, which was created solely to oppose year-round calendar seemed to have much contradicting information and cited several districts that utilized multi-track calendars until construction could take place to alleviate over-crowding problems. Although the information found at this particular website did not particularly pertain to the objectives of this project, it did provide an opponents perspective and issues to discuss in our PLC. The National Association for Year-Round Education (www.nayre.com) has provided the most useful information to determine the needed goals and objectives for this project.

Budget Narrative:

Funding requested through this grant will be used to support professional study of modified calendar implementation, professional development to prepare for intersessions and possible implementation of a modified calendar, and education efforts for the student, staff, parents, and community regarding the study progress and implementation of modified calendar.

Funding for the PLC will provide study materials for the staff and specific materials for the PLC. The funding will also provide for stipends as the PLC meetings will need to be in addition to the normal workday as two schools are involved in the study.

Travel expenses for the committee including staff members from both schools, administrators, parents, and community members will be needed to provide for travel which will include lodging, meals, and mileage. This will be an area requiring a large amount of funding due to the number of individuals that will be visiting schools and the distance that will need to be traveled as the nearest school to be visited is three hours away from the Marshall County District.

Professional Development will be an integral part of the success of the project. Ongoing training sessions and the workshop model of an intersession will be important components in preparing the staff and students for successful implementation of calendar changes and the innovative addition of additional academic opportunities for students.

Keeping the community involved and informed will be necessary for the success of the study and any resulting implementation. Funding will provide for informational sessions to share information with students, staff, parents, and community members.

Support for PLC (literature, books, stipends) \$10,000

Travel Expenses for PLC/committee visits to schools following modified calendar (hotel, mileage, meals) \$18,000

Professional Development (stipends, workshop presenters, materials/equipment required for professional development) \$18,000

Support for Community Education Sessions (informational sessions, advertising, literature, materials) \$3,000

Certification
School/Schools Staff Commitment
Department/Departments/Subdivision/Subdivisions
Staff Commitment

Use this form to report the staff commitment regarding the innovation application and plan. A copy must be forwarded to the Innovation Zone Committee with the application and the plan.

School: Cameron Elementary
Department (If Applicable): N/A
Notice of Meeting (Date Provided to Faculty or Department/Subdivision): 10/05/09, 10/26/09, 11/30/09
Meeting Date(s) 10/30/09, 11/09/09, 12/04/09

Faculty Senate Elected Officers:

President: (Name) RICHARD WOODS Signature: Rich Woods
Vice-President: (Name) Marilyn Whipkey Signature: Marilyn Whipkey
Secretary: (Name) Yunetta Dunn Signature: Yunetta Dunn
Treasurer: (Name) Kelly Pettit Signature: Kelly Pettit
Other: (Name) _____ Signature: _____

Service Personnel Representative:

Name: Ralph Bonar Signature: Ralph Bonar
Position: Custodian 11/111

Parent Representatives:

Name: Robert S Neely Signature: Robert S Neely
Name: Alice Francis Signature: Alice Francis
Name: Chad Clutter Signature: Chad P. Clutter

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

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

Certification
School/Schools Staff Commitment
Department/Departments/Subdivision/Subdivisions
Staff Commitment

Use this form to report the staff commitment regarding the innovation application and plan. A copy must be forwarded to the Innovation Zone Committee with the application and the plan.

School: Cameron High School
 Department (If Applicable): _____
 Notice of Meeting (Date provided to Faculty or Department/Subdivision): November 16, 2009
 Meeting Date: November 24, 2009

Faculty Senate Elected Officers:

President: (Name) <u>Russell A. Dotson Jr.</u>	Signature: <u>Russell A. Dotson Jr.</u>
Vice-President: (Name) <u>Nancy L. Fullerton</u>	Signature: <u>Nancy L. Fullerton</u>
Secretary: (Name) <u>Lee Ann Smith</u>	Signature: <u>Lee Ann Smith</u>
Treasurer: (Name) <u>Joseph M Morris</u>	Signature: <u>Joseph M Morris</u>
Other: (Name) _____	Signature: _____

Service Personnel Representative:

Name: Douglas McCombs Signature: Douglas McCombs
 Position: Custodian

Parent Representatives:

Name: <u>Jack L. Hart, Jr.</u>	Signature: <u>Jack L. Hart, Jr.</u>
Name: <u>Eric M. Jones</u>	Signature: <u>Eric M. Jones</u>
Name: <u>Nancy Cain</u>	Signature: <u>Nancy Cain</u>

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

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

County Board or Boards
Report on Innovation Application/Plan

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

School: Cameron Elementary and Cameron High School

Department (If Applicable): _____

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

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

Date of Regularly Scheduled County Board of Education Meeting: 11/19/09

County Board of Education Elected Officers:

President: (Name) Roger Lewicki Signature: Roger Lewicki

Vice-President: (Name) David Hall Signature: David L. Hall

Members: _____

Name: Mary Ellen Komarowski Signature: Mary Ellen Komarowski

Name: Lori Kestner Signature: Lori Kestner

Name: Thomas Gilbert Signature: Thomas E. Gilbert

Report: _____

Cameron Elementary and Cameron High School wish to submit an Innovation Zones Grant to pursue of study of following a modified calendar in the Cameron schools.

Concerns: _____

- Community Involvement in Study
- Review of Scheduling Issues
- Transportation Routes/Issues

Report of the local education agency must be forwarded to school/department/subdivision for submission to West Virginia Board of Education with their application/plan).

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

Cameron Elementary School
12 Church Street ~ Cameron, WV 26033
(304) 686-3305
(304) 686-3502 (fax)
Wendy Clutter, Principal

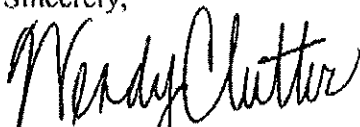
To Whom It May Concern:

Over the past few months the faculty of Cameron Elementary, in collaboration with the faculty at Cameron High School and supporting committees, have pursued the possibility of submitting an Innovation Zone Grant in order to support the study of following a modified calendar in the Cameron Schools.

The Cameron Elementary staff voted 90% in support of pursuing the grant to study modified calendar. The parent organization held a discussion at the November meeting and voted 93% of those present in support of pursuing the grant. The Cameron Elementary LSIC committee discussed the opportunity to submit the Innovation Grant and study the possibility of following a modified calendar and voted 90% to support the endeavor. Discussion notes from each of these meetings are on file. These notes will be used during the study to attempt to find answers to the variety of questions that are held by the interested parties concerning modified calendars.

At this point, the mere discussion of such a grant opportunity has brought about very useful discussions among parents, staff, and community members. It is my hope that the grant will be awarded to our schools so that we may continue to study this topic and work collaboratively to improve the opportunities for our students by exploring an innovative way to increase the learning time.

Sincerely,



Wendy Clutter, Principal
Cameron Elementary



Cameron High School

JACK A. CAIN, PRINCIPAL

61 MAPLE AVENUE

CAMERON, WV 26033

TELEPHONE
FAX NO.

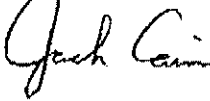
(304) 686-3336
(304) 686-3510

December 21, 2009

To Whom It May Concern:

The Faculty and Staff at Cameron High School are in 100% support of writing the Innovation Grant for the possibility of a modified schedule for Cameron High / Jr. High School.

Sincerely,



Jack Cain
Principal CHS

Cameron High School

JACK A. GAIN, PRINCIPAL

81 MAPLE AVENUE

CAMERON, WV 26033

TELEPHONE
FAX NO.

(304) 686-3336
(304) 686-3510

December, 2009

To Whom It May Concern:

As members of the Cameron High School chapter of the National Honor Society, we would like to express our support for the grant that would allow our school to study the possibility of a modified schedule. We foresee some serious scheduling problems that a move to a year-round schedule would cause, but we also realize that our school should thoroughly study a year-round schedule before deciding to accept or reject it.

Please award CHS this grant so our principal and teachers can consider all angles before deciding one way or another about a modified schedule.

Thank you.

Sincerely,

Junior and Senior Members,
CHS National Honor Society

Jesse Wall Jared Dunn
 Zetta Ward Jimmy Byrnie
 Helen Boyd Sherry Wade Morgan Hughes
 Mariah Lunge Jessica Parry
 Tim Donner
 Kelsey Allen Carrie Richmond
 Crystame Wade Meghan Marsh
 Jay Fall Brooke Johnson

Cameron High School

JACK A. CAIN, PRINCIPAL

61 MAPLE AVENUE

CAMERON, WV 26033

TELEPHONE
FAX NO

(304) 686-3338
(304) 686-3510

To whom it may concern,

I am writing you in behalf of the Cameron High School Student Council concerning the Innovation Grant. We believe that the approval of this grant will greatly benefit our teachers and the students that will be going to our new school with the new modified time schedule. The Innovation Grant is highly supported by the student council and the Cameron High teachers. I assure you the money will be put to good use, and it will give teachers and students a chance to broaden their horizons and discover much needed information about the possible modified time schedule that will effect them all. We ask that you please help our school out, it would be appreciated more than you know. Thank you for your time and consideration.

Sincerely,

The Cameron High School Student Council

Chastane Wade

John Edward

Rachel Fisher

Morgan Hughes

Jessica Parry

Cameron High School

JACK A. CAIN, PRINCIPAL

61 MAPLE AVENUE

CAMERON, WV 26033

TELEPHONE
FAX NO.

(304) 686-3336
(304) 686-3510

December 21, 2009

To Whom It May Concern:

I write this letter in support of Cameron High School's efforts to research and study the possibility of moving to a modified, year-round school schedule.

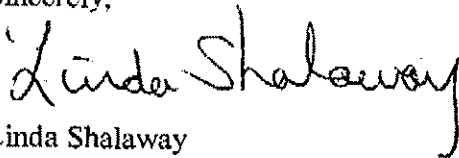
Like any significant change, a modified schedule seems like a daunting prospect. But as I read about year-round schools and hear directly from teachers and students in other states who are experiencing such modification, I am impressed by the enthusiasm I see. Most people seem to like it.

I still have reservations about how we could effectively continue such summer programs as Governor's Honors Academy or Academy for the Arts; summer league basketball, softball, and baseball; arts, music, and sports camps; and extended teacher development programs (particularly those involving foreign travel). But I have an open mind, and I certainly value the opinions of those who have actually tried the modified schedule.

The best way to proceed, I believe, is to undertake a serious school-based investigation. How might a modified schedule work in our setting? What can we learn – pro or con – from those already practicing a non-traditional schedule? What are the various types of modifications available?

I sincerely hope Cameron faculty and staff have the chance to research this issue and make a careful, informed decision. Thus I heartily support this grant application and the subsequent efforts it entails.

Sincerely,



Linda Shalaway
CHS Honors/AP English Teacher
Member, Local School Improvement Council

Cameron High School

JACK A. CAIN, PRINCIPAL

61 MAPLE AVENUE

CAMERON, WV 26033

TELEPHONE
FAX NO.

(304) 686-3336
(304) 686-3510

December 21, 2009

To Whom It May Concern:

I am a sophomore at Cameron High School, and I am supporting my school's efforts to find out about a modified schedule. I am not sure whether or not I support a year-round type schedule, but I feel that we need to at least find out what it is and whether the good points outweigh the bad. I know many schools across the country are moving toward year-round school. But I am concerned about things like 4-H Camp and other summer camps students attend. I would hate to see such programs die out.

Like any other decisions, this one requires careful thought and study. Therefore I support the grant to find out information about a modified school schedule.

Sincerely,



Leah Yoho

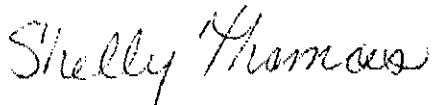
21 Main Street
Cameron, WV 26033
(304) 686-3351
Fax (304) 686-2837

December 21, 2009

To Whom It May Concern:

BB&T is in favor of writing the grant for the modified scheduling at Cameron High School. BB&T has been a partner in Education with Cameron High School for several years.

Sincerely,



Shelly Thomas
Branch Manager

BB&T
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Cameron, WV 26033
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