

WOODLAND PREPARATORY

A START-UP PUBLIC CHARTER SCHOOL APPLICATION

by

**Washington County Students First Foundation
Chatom, AL**

March 16, 2018

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Cover Sheet & Enrollment

Name of proposed school: **Woodland Preparatory**

Primary contact person(s): **Thad Becton**

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Phone Number: [REDACTED] E-mail: [REDACTED]

Name of entity or interest group applying: **Washington County Students First**

Names, roles, and current employment of all persons materially involved in the preparation of this application or the organization or governance of the proposed school (you may add lines as needed):

Does this applicant entity or interest group have charter school applications under consideration by any other authorizer(s) in the United States? _____ Yes _____ ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Provide school opening information.

Opening Year	*Geographic Area	Opening Grades	Grade Levels at Full Enrollment
2019	Washington County	PreK-7	PreK-12

*Identification of geographic area may be as specific as a school zone or as general as the school district targeted for school location but it must include the name of the local education agency (LEA) with authority over the area of the proposed school. Additionally, it may also include a specific neighborhood or school with the LEA.

Model or focus of proposed school (e.g., arts, college preparation, dual-language, and/or other):

College Preparation with STREAMS (Science, Technology, Reading, Engineering, Mathematics, Social and Emotional Learning) focus

Does the school intend to contract with a third-party education service provider (ESP) to manage the educational program and operations of the school?

☒ Yes ☐ No

If Yes, identify the ESP or other partner organization: **Unity School Services**

Does the school intend to partner or be affiliated with an organization through which a single governing board governs or will govern multiple schools?

☐ Yes ☒ No

If Yes, identify the organization:

Proposed Principal/Head of School Information (if identified):

Name of proposed principal candidate: **Not Identified**

Current employment: _____

Daytime phone: _____ Cell: _____

E-mail: _____

Executive Summary

1. Mission and Vision. State the mission and vision of the proposed school. The mission statement describes the fundamental purpose of the school, relating why it will exist. The vision statement outlines how the school will operate and what it aims to achieve in the long term. The mission and vision statements provide the foundation for the entire proposal.

Mission

Our mission is to equip our students with 21st century skills by providing a safe and collaborative environment which will cultivate their individual academic and social development.

The founding members of Washington County Students First foundation believe that a safe, collaborative, and orderly school environment will promote high expectations for all students while focusing on individualized instruction to meet each student's needs.

Our goal is to prioritize the education of our children in our rural county in a manner to groom successful leaders of tomorrow. We will be accountable for ensuring a rich, comprehensive educational environment where academic excellence and high expectation is the standard. We will provide exemplary staff, a supportive and involved community, celebration of diversity, optimal utilization of resources and an uncompromising willingness to see our children thrive and succeed.

Vision

Our Vision is to enable students to succeed in school and in the workplace, to provide an option for students to enter careers with 21st century skills. We believe that this will lead students to becoming productive and responsible citizens.

Core Values

Students First: We will strive to prioritize our children's education and well-being first. We believe that each child has his/her own unique set of gifts and talents and curiosity. We will work to help each child discover their potential and individualize instruction to the strengths of the student. We will provide a full, rich and generous curriculum in a variety of ways. We will offer project

based learning, when appropriate, in order to allow students to think in an independent and critical fashion. We will foster an environment for children that encourages thoughtful and analytical dialogue. Any and all decisions regarding education will be made with the best interest of our children in mind.

Academic Excellence: We will strive for academic excellence. By providing and implementing a rigorous yet individualized approach to education, we aspire to see each student excel academically. Within that context, every teacher will have a passion for their subject and will have exceptional qualifications and system for on-going training designed to motivate and provide state of the art and progressive educational approaches. High academic standards will be set for each student with the expectation that each will succeed all the while being encouraged by each stakeholder to maximize his/her learning potential and foster a life-long love for learning. While we will provide quality curriculum, we recognize that it is the faculty who makes the curriculum applicable and successful. We will ensure faculty and staff recognize this responsibility and equip them with the best and most effective training and materials.

Community Centered: We will strive to be community minded by partnering with parents and local organization and businesses to create a cooperative educational environment. We will work to create a diverse learning experience for all students that reflects the educational opportunities within our region. We believe that parents have the ultimate responsibility for the education of their children, we will strive to be an extension of the home by encouraging our learners to experience a broad range of intellectual, social, emotional and ethical educational experiences. We will partner with organizations and local industry to assist in providing these experiences. We desire to make as much of a positive impact on our community as the community will make upon us.

Accountability: We strive for accountability in all levels of the academic spectrum. We are accountable to each other, as stakeholders, in striving to provide the best academic environment for our students. Board Members, the principal, faculty and staff, students, and parents will all be held accountable to each other for academic excellence. We feel that the success of our students is the ultimate measure of effective leadership. We will build a Quality Assurance component into our daily operations made up of useful and meaningful data. We will measure the satisfaction of students, parents, faculty and staff and other stakeholders with regard to the educational environment. Feedback and new ideas will be welcome, and areas of needed improvement identified and addressed with urgency.

2. Educational Need and Anticipated Student Population.

Describe the anticipated student population, the students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with student enrollment eligibility and selection criteria.

Washington County and its public schools have experienced an overall depopulation over the last decade (Figure-1). Like many rural Alabama counties, Washington County is experiencing rural flight; a steady decline of population due to emigration to cities—since 2000. Factors contributing to this phenomenon include depressed economic opportunity and poor educational options within the county and the ongoing urbanization of the United States. Urbanization, especially urban areas adjacent to a rural area, draws young people out of rural areas, offering more and better public education and services as well as access to better-paying, white-collar jobs.

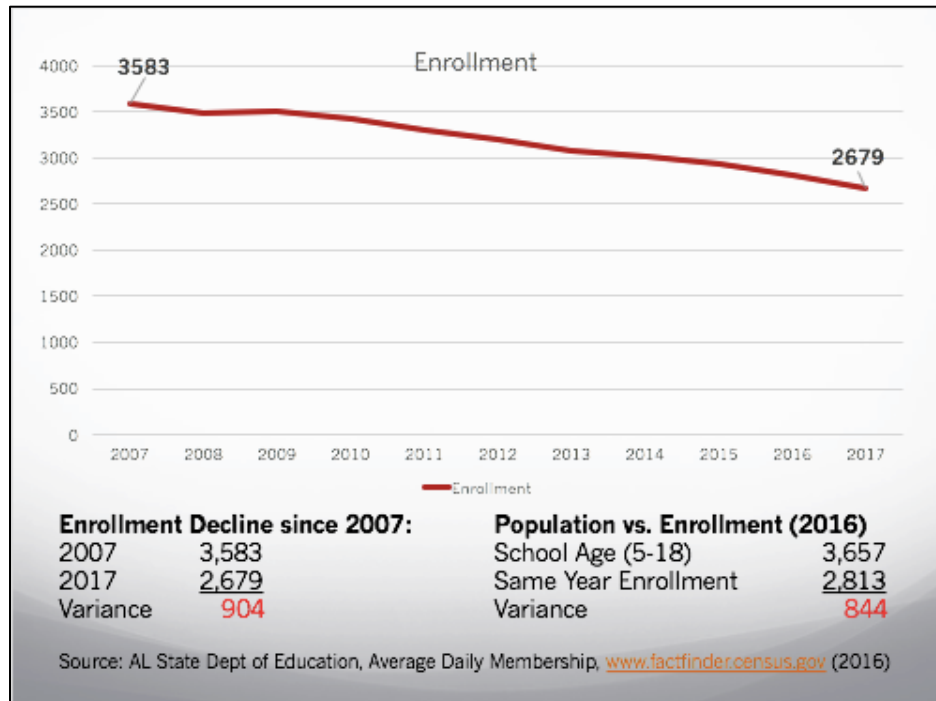
Figure-1. Population in Washington County, AL.



The racial makeup of the Washington County public schools is 71.1% White, 20.3% African American, 7.7% Native American, 0.06% Asian, 0.03% Pacific Islander, 0.05% from other races and less than 1% of the is Hispanic or Latino. Approximately, 54% of students at Washington County schools participate in National School Lunch Program. The proposed school will be located within the vicinity of Chatom, Alabama. Town of Chatom is centrally located in the Washington county. Thus, we anticipate having a similar student population in terms of ethnic and socio-economic percentages.

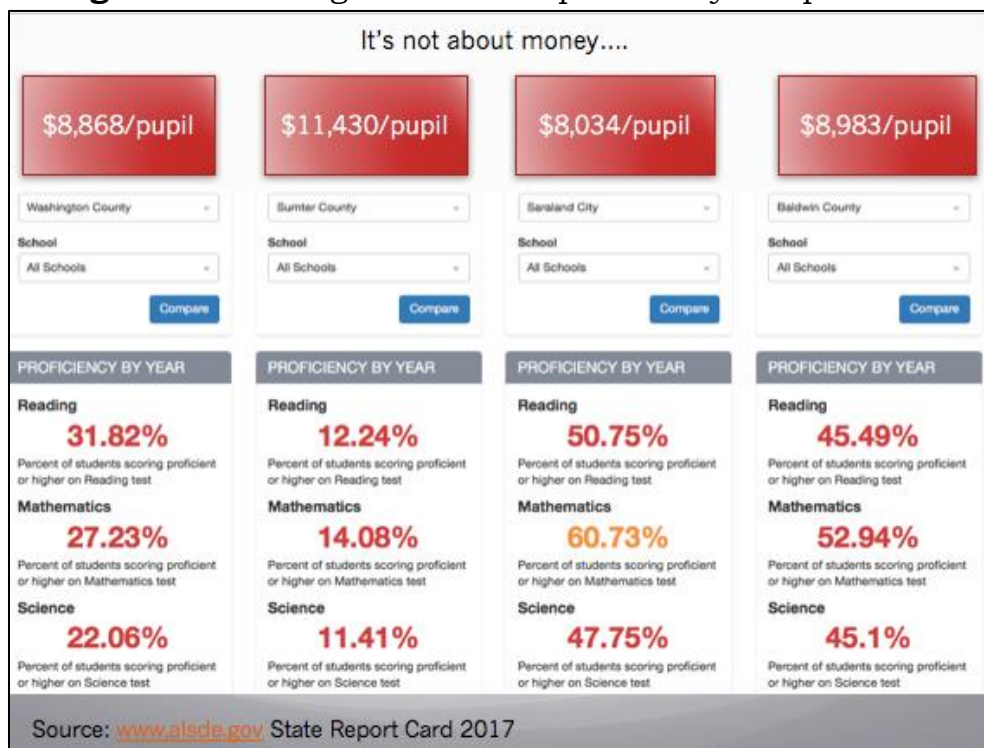
Current census and school enrollment data (see Figure-1 and -2) illustrates that 900 fewer students are enrolled in the Washington County School System than are reported as residing in the county. This number could be greater considering that some students from underperforming school systems in driving distance (Choctaw County Schools) send their children to Washington County Schools. This statistic also reflects that parents living within the county have opted for several other choices - homeschool and/or private and public schools outside Washington County. This results in nearly \$8 million in educational revenue for public school funding attached to enrolled students that is not available within Washington County.

Figure 2. Student enrollment trend in Washington County, AL.



Consequently, public education funding has diminished resulting in major shortfalls in the public school system budget. The local Washington County News has reported that the Alabama State Department of Education will pass down mandates to help reduce expenditures.

Figure 3. Funding and student proficiency comparisons.



Based on information gathered from industry leaders at the McIntosh Industrial Park of Washington County of Alabama, it appears that professional and upper level trade jobs are available in Washington County, but due to the decreasing and largely unqualified workforce, few residents actually get placed in those jobs. Employees hired for these positions are often not choosing to live in Washington County due, in part, to low quality of public education. Others who do qualify, industry leaders report, move outside the county to more urban areas once they begin making what is currently an average salary package of \$110,000 annually. Neighboring counties offer alternatives that appear to be more favorable for families, including quality educational options.

One of our collaborators, the University of West Alabama, serves Washington County as one of the nearby 4-year colleges drawing enrollment from our graduates. Its mission of “improving the region through education and outreach” is truly an active strategy. In addition to its own educational

programs for traditional and non-traditional college students, the University has gone a step further to establish an entity that creates opportunities and access to an innovative model of education for a younger generation, thereby more directly improving economic and workforce development opportunities, as well as the overall quality of life for a much greater population. It is with great respect for their arduous mission that we adopt aspects of their model while also customizing a model that works for our region's industry and workforce needs.

Woodland Prep would offer Washington County parents and students a choice. By placing strong emphasis on recruitment, retention, and renewal, the proposed school can not only improve the quality of life for people who are already here, but also for those who will be drawn to the area because of the vast opportunities that can, and will, be created through the proposed charter school and resulting economic impact of industry growth. The school can create strong foundations in elementary and secondary education that will prepare students for success beyond the classroom, whether the paths they choose be college or career.

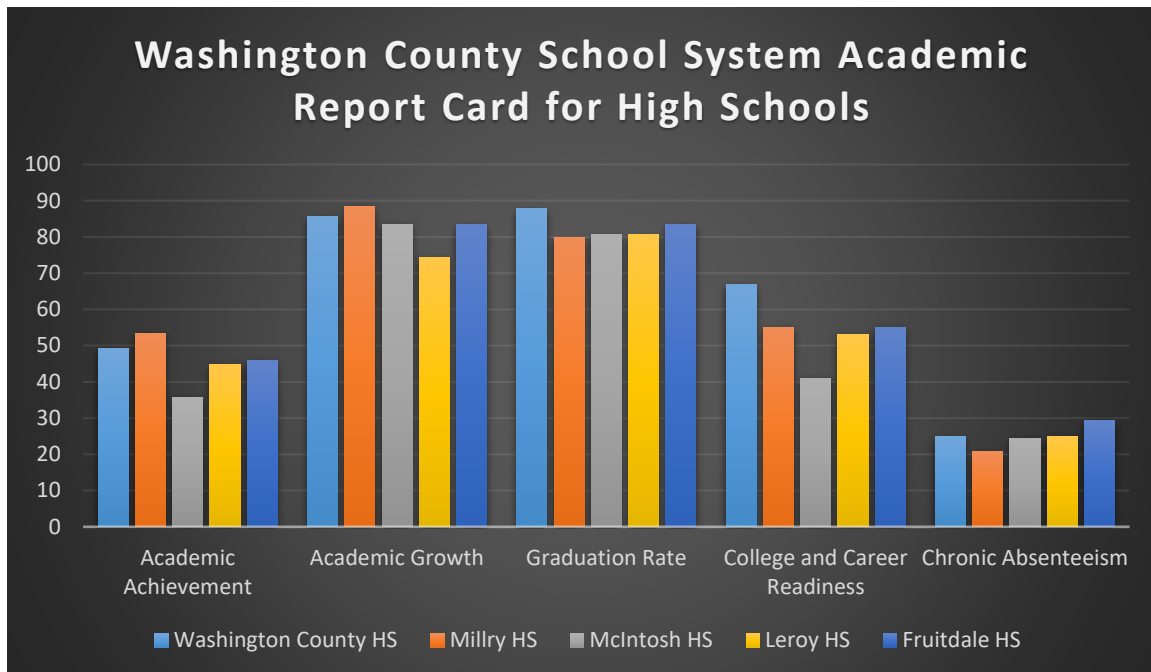
Low Student Achievement in the County

There are five high schools in our county. All them have historically low ACT scores. These high schools and corresponding score are;

- Washington County High School: 18.3
- Fruitdale High School: 16.3
- Leroy Highschool: 16.0
- McIntosh High School: 14.8
- Millry High School: 14

The academic achievement in these five high schools in the Washington County Public System demonstrate low and unacceptable numbers. The score cards for each school indicate a grade. Washington County HS, Millry HS and Fruitdale HS were given an overall grade of "C"; while McIntosh HS and Leroy HS were given an overall score of "D".

Additionally, of the 60 state-wide school systems reporting, Washington County Public shows no data presented regarding the number of students involved with extracurricular activities/student engagement.



Many children in Washington County live in poverty

- A. SNAP eligible children under 20 in 2017 are 1,341 with a total SNAP recipient of 3,216.
- B. According to KIDS COUNT data center the number of children living in poverty in Washington County in 2011-2015 was 988 (25.7%)
- C. From the same source, the number of children in poverty by age was:

Age Group	2000	2010-2014	2011-2015
Under 5	280/21.0%	293/33.8%	NA/47.6%
Ages 5-11	466/22.4%	299/19.0%	NA/15.5%
Ages 12-17	385/21.7%	264/16.6%	NA/26.7%
- D. The number of children identified as living in extreme poverty in 2011-2015 was 296.
- E. The percentage of homeless students is as follows:
 - (2013-2014) 1.7%
 - (2015-2016) 2.6%
 - (2016-2017) 1.8%
- F. The average monthly WIC case load for Washington County in 2016 was 419.

Student Proficiency in Washington County

Student-to-Teacher Ratio	: 16.4
4th Grade Students Proficient in Math	: 47.8%
4th Grade Students Proficient in Reading	: 27.2%
8th Grade Students Proficient in Math	: 9.6%
8th Grade Students Proficient in Reading	: 32.4%
High School Graduation	: 90.8%

Workplace Readiness

Washington Co. HS.	: 60%
Millry High School	:41%
Leroy High School	:54%
McIntosh High School	:48%
Fruitdale High School	:53%

Woodland Prep could be seen as a catalyst for change in the county. Our desire is to provide an educational choice for families currently residing in Washington County and to potentially attract others into relocating to the area. Additionally, we hope to create a highly-educated population of graduates who can compete for college scholarships and upper-level career opportunities that are available in our county.

Specific Education Needs of the Region

1. There is a need for a school that teaches innovative teaching strategies in the classroom. The current educational models used in our county are not always producing high levels of student achievement for all students. In interviews with some Washington County educators, teachers expressed frustration by scheduling constraints. They do not feel like they have time to be innovative in curriculum. The curriculum doesn't seem to allow for the individualization they feel their students need. There appears to be a lack of exposure to new and innovative ideas in classrooms such as project-based learning, enrichment opportunities and critical thinking. We believe the data shows (Figure-3) that higher per pupil funding does not guarantee, nor is it indicative of student success. Instead, using funding resources in new and innovative ways can create an excellent educational environment.

2. There is a need to expose our students early in the education process to career options that are available to them in Washington County. Woodland Prep will identify the career clusters that are most applicable to the needs and resources of the region. Students will use these identified career clusters to investigate a wide range of career choices. As they discover their own interests and abilities, they may identify one career cluster that best expresses their area of interest. Woodland Prep students can then explore the career pathways contained within that cluster, to begin a plan linking what students learn in school with the knowledge and skills they need to prepare for the demands of postsecondary education, training and the expectations of employers, providing students the opportunity to be career ready. Our area is part of the Region 7 Workforce Development Council. The five industry clusters that have been identified for Region 7 include health care, chemical manufacturing, and

transportation. In addition, under Accelerate Alabama (both the 2012 release and the 2.0 update), Agri-science and forest products industries are additional targets that fit well within our rural community and are part of the Alabama Department of Commerce's rural development strategy.

The Alabama Community College System offers dual enrollment for many of these career cluster certifications at the local public school's career technical education center. The desire of the ACCS Workforce Development Director Jeff Lynn is that these dual enrollment courses be offered to any student who applies and is accepted to the program, whether home school, charter school or through the traditional public school. The CTE center accepts homeschooled individuals at this time, and there is a propensity to accept students from the charter school provided funding and space is available to do so.

3. There is a need for project-based and place-based learning that focuses on critical thinking in order to compete in the workforce of the future. We believe we are educating tomorrow's workforce that, to date, might not exist. Being able to work in groups to complete tasks, identifying multiple solutions to address common issues, we believe children should be allowed to engage in educational opportunities based on their academic abilities at a pace that challenges them.

4. There is a need to develop essential skills to succeed in the workforce. In a report named Workplace Essential Skills presented to the US Department of Labor and the US Department of Education by the Workforce Development Division, some of the following skills were identified as being essential to the workplace: creative thinking, decision making, problem solving, seeing in the mind's eye, reasoning, responsibility, self-esteem and self-management. Woodland Prep will create an environment for our children to be equipped with these 21st century skills.

Woodland Prep anticipates a student body that is reflective of the demographics of Washington County and the surrounding counties; however, we anticipate the need to recruit for diversity, and are up to this challenge. Therefore, we will attempt to utilize methods of recruitment through community outreach programs in an effort to secure an enrollment that is indicative of the population of Washington County.

Enrollment preferences will be given to the Washington County students first. Woodland Prep will also give enrollment preference to children of its Board of Directors and employees of the proposed school, limiting this preference to no

more than fifteen percent (15%) of the student population. Subsequent enrollment will be allowed for any Alabama resident until the school reaches its maximum enrollment or facility capacity.

Non-Academic Challenges

Student transportation may be a primary non-academic challenge for Woodland Prep. However, we addressed this concern in the transportation section of this application. Currently, we are in connection with the County Public Transportation Authority to provide transportation service for our students. Currently, of the interest survey respondents, 85% intend to provide their own transportation, while only 15% marked that they may need transportation. No respondent marked the response requiring a definite need for transportation.

Another non-academic challenge is our rural geographic location renders resources such as museums, art galleries, theatres and science-based venues not easily accessible available to our students. We plan to compensate for this deficiency by frequently utilizing the resources that are within our community and region in innovative and creative ways to enhance learning. Additionally, we will plan frequent field trips, as budgets allow and parents/students have propensity to pay or fundraise for such trips, in order to provide our students with education, exposure and experience.

Many families in rural areas rely on USDA funded National School Lunch Programs. Due to strict federal compliance requirements, rural area meal vendors tend not to provide these services. Access to health and nutritious school meal options may be a challenge for our school. We recognize child nutrition is of the utmost importance to a positive learning environment. We will investigate all available options and do everything possible to fund a nutritious breakfast, lunch and snacks for our students.

In conclusion, Woodland Prep will be the only school in Washington and surrounding counties to offer a comprehensive college preparatory program emphasizing PBL STEM plus Reading, Art and SEL. The proposed school will strive to play a significant role in satisfying this need. Woodland Prep will be a driving force among low-income, minority and underserved populations.

3. Education Plan/School Design. Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school is projected to do more effectively than the schools that are now serving the targeted population and how the school plans to achieve its goals.

Woodland Preparatory will support and facilitate the academic growth desperately needed to transform educational success in Washington County. Public engagement with parents, civic leaders, educators, and industry leaders in forestry, healthcare, agriculture, and chemical manufacturing has proven a charter school within Washington County as a viable, long-term sustainable solution to some of the unique challenges facing rural public education and economic development in the Black Belt region and particularly in Washington County. Woodland Prep will be established by the support of an experienced Board of Directors, the guidance of a charter management organization, well-trained teachers and staff, and proven systems to implement the proposed educational model. The partnerships that have been formed will bring together education and philanthropic communities and experience in the design, implementation, and support of staff trained in rural education.

The key instructional approach for Woodland Prep will be grounded in the utilization of a student-centered education. One of our primary core values “Students First” defines set of research-based principles to ensure all students develop high-level knowledge, skills, and plans needed for success in college, careers, and life. The four fundamental principles of student-centered learning include:

1. Learning is personalized,
2. Learning is competency-based,
3. Learning takes place anytime, anywhere, and
4. Ownership of their learning

Our school model is supported by a robust body of research-based evidence that supports demonstrated success for its defined education program to show successful student outcomes with the expected student population. These

research-based evidence points include place-based education, the community school concept, utilization of a student-centered learning, implementation of the Plan-Do-Check-Adjust (PDCA) Model, implementation of a STREAMS curriculum, competency based learning, integrated and balanced curriculum, adaptive technology integration, differentiation as a way of teaching, and character education and social and emotional development.

Additionally, our Board of Directors is partnered with an experienced education management organization (EMO). This allows the opportunity to leverage supportive executive leadership capacity to proactively prepare an opening schedule that will allow for just-in-time adjustments, as needed.

Woodland Prep will provide a stable learning environment in which children can thrive, enhanced by highly-effective teachers and principals. In turn, this will produce increased academic achievement and proficiency, provide students the opportunity for achieving a higher level of education, and prepare students to be college and career ready. Woodland Prep will be situated in a rural community that faces increased levels of children living in poverty. Rural schools are as diverse as the communities they serve and the students they educate. Our intention is to draw upon our natural educational resources which will create an affordably unique learning landscape where the possibilities are limited only by our imagination.

Woodland Preparatory will focus on the "**IMAGINE**" model by implementing multiple academic programs to ignite neoteric education. By using the "IMAGINE" model, we will achieve an educational environment that includes the following:

INTEGRITY: Imagine a school where **accountability** is provided at all levels, where there is a desire to go above and beyond to achieve **excellence**, where each stakeholder works diligently to provide the best educational experience with **no excuses**.

MASTERY: Imagine a school that will utilize **project-based learning** to ensure students **master** subject matter and not just memorize the material, where a variety of methods are utilized to increase critical thinking.

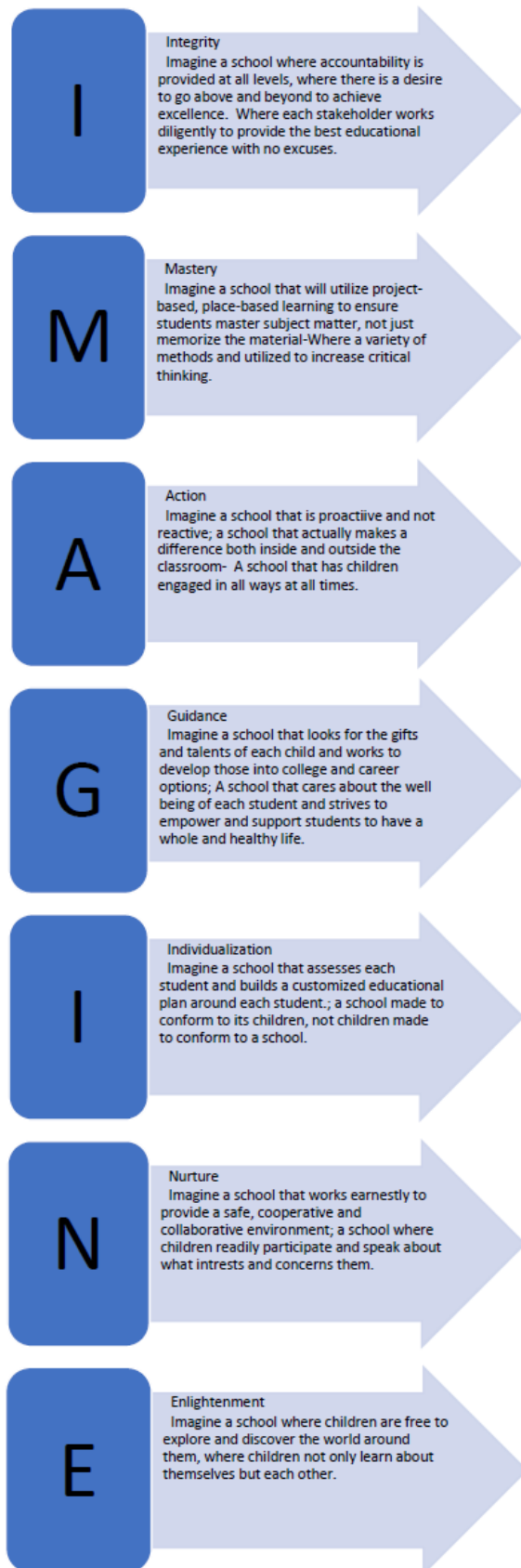
ACTION: Imagine a school that is **proactive** and not reactive, a school that actually makes a difference both inside and outside the classroom, a school that has children **engaged** in all ways at all times.

GUIDANCE: Imagine a school that looks for the **gifts and talents** of each child and works to develop those into **college and career** options, a school that cares about the well-being of each student and strives to empower and support students to have a **whole and healthy** life.

INDIVIDUALIZATION: Imagine a school that **assesses** each student and builds a **customized** educational plan around each student, a school that conforms to its children; not children who conforms to a school.

NURTURING: Imagine a school that works earnestly to provide a **safe**, cooperative and **collaborative** environment, a school where children readily participate and speak about what interests and concerns them.

ENLIGHTENMENT: Imagine a school where children are free to **explore** and **discover** the world around them, where children not only learn about themselves but each other.



Integrity=Accountability: The Woodlands Institute will utilize a quality assurance system consisting of multiple data gathering methods to monitor the progress and success of each student and make decisions and changes as necessary in a timely fashion. Student and Parent Satisfaction Surveys will be distributed after the first nine weeks of school and again near the end of the school year. This data will be assessed for needed information and suggestions.

Mastery: Administration and Faculty will review testing data, instructor observations, formal and informal assessments to determine mastery of curriculum. Grade level meetings will be held monthly to discuss data and make determinations on how to move forward. Monthly reports will be submitted to the Quality Assurance Team.

Action: Each grade level will engage in a community project designed to both educate and give back to the community. Each grade level will decide on a project with measurable outcomes. Students along with their teachers will provide quarterly reports on these projects to the Quality Assurance Team.

Guidance: Each student and their parent will be given interest and talent surveys prior to each school year. Parents will also be asked to describe their child and what they feel works best for that child. These surveys will be given to the teacher for review and the teacher will use this information to try to tap into the child's interest and talents within instruction. Extracurricular activities can and will be developed using this data.

Individualization: Each student will be provided with student directed plan. The academic goals and objectives will be set with each student at the beginning of the school year. This plan will serve as an agreement of sorts between the school and the student. The plan will be evaluated every quarter with the student, appropriate faculty, and parents. Data will be gathered from these plans for effectiveness and presented to the QA team. These plans will be the core driving force for the success of the student for it will identify the best learning environment for each student per each subject and will promote self-guidance and ownership of the learning process.

Nurture: Faculty will utilize a "Morning Meeting" format where students are encouraged to interact positively with each other, express what they are thinking and feeling, make a plan for the day and then prepare for their learning experience. Faculty will utilize what is learned in morning meeting to address and areas of concern in an effort to eradicate bullying and use this opportunity to build peer encouragement.

Enlightenment: Each grade level will utilize project-based learning and place-based learning along with field trips and the use of a maker space to learn the benefits of exploration of educational concepts. Pre-test and post-test will be used to determine the effectiveness of projects and field trips and their ability to enhance the mastery of an educational concept. Data collected will be provided to the QA team.

Evidenced Based Major instructional methods

Woodland Prep will be incorporating multiple evidence based instructional strategies (i.e., Student-centered learning, Competence-based Learning, and Problem-Based Learning) in its teaching activities. We believe that, evidence-based refers to ideas or approaches that are derived from or informed by objective evidence.

At Woodland Prep student-centered learning will tend to emphasize the following few fundamental characteristics:

1. Teaching and learning is “personalized”. This addresses the distinct learning needs, interests, aspirations, and/or cultural backgrounds of individual students.
2. Upon mastering knowledge and skills that they are expected to learn, students will advance to the next level irrespective to other classmates.
3. Students have the flexibility to learn “anytime and anywhere,” meaning that student learning can take place outside of a traditional classroom and school-based settings, such as through work-study programs or online courses, or during nontraditional times, such as on nights and weekends.
4. Students are given opportunities to make choices about their own learning and contribute to the design of learning experiences.

Below is a list of some instructional strategies, or approaches, that we are going to use here at Woodland Prep;

- Student-centered learning
- Personalized Learning
- Project-based learning
- Learning centers (Daily-5)
- Competency based learning
- Homework and practice
- Cooperative learning
- Direct instruction
- Reading and writing across the curriculum
- Graphic Organizers
- Academic vocabulary and language
- Modeling
- Goal setting
- Formative assessment process
- Word wall

By using these evidence based strategies, we will ensure all students develop high-level knowledge, skills, and personalities needed for success in college, careers, and life.

The educational program emphasizes the core subjects (Math, Reading/ELA, Science, Social Studies) and Engineering and Technology as part of the STEM efforts in K-12. Students will be given intense and extended instruction especially in Math and ELA/Reading. Advanced Placement, Dual Credit Program, Robotics, Coding, Project Lead the Way, and other programs will also

be integrated into the campus programs to provide graduation pathways and career opportunities for Woodland Prep students.

A New Approach (STREAMS-360)

In order to equip our students with 21st century skills, we will put special emphasis on improvement of the art, reading that includes writing in addition to STEM education model. The founding board pledges to create a school environment which promotes holistic development of the students while offering core academic courses, social, emotional, and career guidance that leads to inspires students to become good citizens and lifelong learners (#03).

To implement these ideas, we propose to use enhanced STEM model called STREAMS³⁶⁰ (Science, Technology, Reading, Engineering, Art, Mathematics, and Social and emotional learning). The 360-degree approach is meant for providing a complete and well-rounded educational program. We believe that this combination of core subject courses with blended Project Based Learning will create an innovative model for our students to be ready not only for college but their careers and future life as well. The concept of STREAMS³⁶⁰ has been developed by Dr. Soner Tarim who established the largest and most successful STEM program in the nation as a result of his 27 year experiences in the sector.

We believe that all children are curious and they learn by using all the five senses to discover the world around them. Such a multisensory experience can help them to understand and retain information more effectively. We believe that project based learning (PBL) will help students to use this approach and it will facilitate better cognitive connection to understand difficult concepts (#02). Thus, innovative and advanced PBL will be an essential component of our STREAMS³⁶⁰ program.

Project-Based Learning: Integrating it with the Innovative STREAMS³⁶⁰

The project-based learning methodology will further help us engage students in active learning processes and enable teachers to observe and assess areas of students' strengths and struggles. Project-based learning has been proven to facilitate deeper conceptual understanding of academic content through hands-on activities. For many students, gaps in their conceptual understanding hinders their process of internalizing and generalizing information. A theme-based curriculum and project-based learning technique will contextualize academic content through active engagement of students in learning and allow them to connect the information to their experiences. Project-based learning will deepen their knowledge. It will help them to understand the relevance of

their school-based learning in various aspects of their lives and the world around them. Teachers will receive training and guidance for understanding and implementing this approach in different ways so that all students can reach a high level of academic success.

Our proposed STREAMS³⁶⁰ PBL will fortify foundational skills of students and make them ready to face academic challenges at the high school and college levels. Practical application of knowledge will be encouraged so that students can get an idea as to what their professional lives are going to be like.

Researchers at Texas A&M (#03) indicate that PBL provides contextualized, authentic experiences necessary for students to scaffold learning and build meaningful and powerful STEM concepts supported by Language Arts, Social Studies, and Fine Arts. Integrating interdisciplinary STREAMS³⁶⁰ and PBL;

a) will eliminate curriculum fragmentation; learning will be more meaningful and students will be able to bridge concepts

b) It will allow appropriate development with a modified curriculum

c) It will lead to curriculum flexibility so that the teacher can meet the needs of diverse learners (#04).

Art Education

Research shows that Arts subjects lead to cognitive and motivational enhancements in learning. These courses allow students with strong, nonverbal skills of learning to engage in activities that may be better aligned with their interests and abilities, offering them the opportunity to express themselves better and feel confident among their peers (#05). Based on Howard Gardner's Multiple Intelligence Theory and a study of various Arts-integrated programs for at-risk students, our Arts course will offer inclusive learning opportunities for different types of learners. One study showed that through the use of the arts, low-performing students who were previously withdrawn or disruptive became active and productive class members (#06). "Learning in the arts is interesting and meaningful, promotes higher levels of engagement, raises students' intrinsic standards and motivates students to invest energy that learning requires of them" (#07). These observations prove that Arts can be used as learning tools because their symbolic quality helps in understanding without words- Arts are "motivators;" they "capture children's excitement, interests, and passions;" and "they build self-worth, confidence, and self-esteem" (#8).

Continuous Improvement: A new and an innovative approach

We emphasized continuous improvement of student achievement standards. To equip our students with 21st century skills, we need to reorient our school

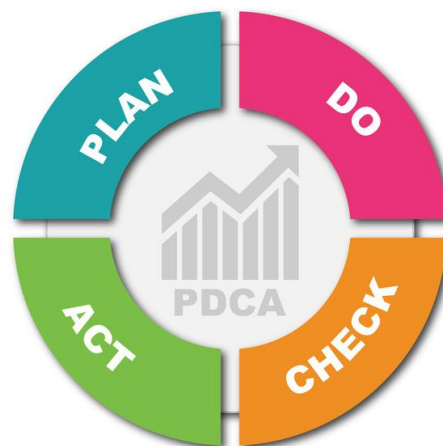
system. Therefore, we propose to implement a research-based continuous improvement model (also known as Deming Cycle). It is unanimously agreed that improving the K-12 education system is a priority, especially in the low income-earning urban areas. Our focus will be on outcomes, such as reducing graduation/drop-out rates, college and career readiness and closing achievement gap as well as the ways in which we can accomplish these outcomes. Continuous improvement is a new and promising approach that is being used in public education in many states as well as Texas, California, and Kentucky to improve outcomes. Research has shown that such an approach has already proven successful in fields such as healthcare, manufacturing, and technology (#9).

The "continuous improvement" is a problem solving process that embodies ongoing efforts to improve outcomes (#10). In this approach, change occurs both quickly and incrementally, as organizations learn from experience while testing and refining strategies to produce better results (#10).

The continuous improvement model has 4 following stages (Plan-Do-Check-Act) The following 5 stages are in a circular mode and follow each other continually.

- 1) Plan: Create an action plan and set achievable quarterly objectives.
- 2) Execute: Provide support to teachers to enable execution of the action plan.
- 3) Monitor: Continuously evaluate the status of the plan.
- 4) Analyze: Analyze current data and inform relevant authorities.
- 5) Adapt: Ask questions to check whether outcomes are satisfactory-

How do we improve and how can we attain success in the future? We believe that no matter how high a student's test scores are in core subjects, the student still needs to improve in terms of thinking, analyzing, learning, and writing skills.



Social Emotional Learning: An innovative integration

The Board of Directors believe that students need a supportive and socially nurturing educational environment that promotes high levels of engagement through active learning experiences. The proposed school program will promote high levels of literacy and academic achievement through a multifaceted view of students' educational requirements. We believe that, in addition to a rigorous educational program, the foundation for students' future success depends on their developmental, social and emotional growth in a positive learning environment. Research conducted on the social-cognitive theory of learning demonstrates that a student's self-efficacy influences his or her academic achievement (#11).

The Board of Directors will coordinate with the Chicago based nonprofit, Collaborative for Academic Social and Emotional Learning (CASEL), to integrate Social Emotional Learning (SEL) with STREAMS³⁶⁰. The SEL is a systematic, evidence-based approach to teach students how to achieve goals, understand and manage emotions, build empathy, forge relationships, and make responsible decisions (#12). According to a 2011 analysis of 213 studies involving more than 270,000 students who participated in evidence-based SEL programs, there was an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs (#13). The same comparative study also indicated that students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school (#14). According to a 2015 report by the American Enterprise Institute and the Brookings Institution, SEL competencies are critically important for the long-term success of all the students in today's economy (#14).

All staff will use the data to drive instructional decisions. Teachers use data from state assessments, pre and post assessments in order to make decisions regarding instruction. The teachers will reflect on instruction daily to determine effectiveness. Instruction is aligned to the essential skills to ensure proficiency.

In its educational program, Woodland Prep will always promote and foster a positive culture and climate focused on improved outcomes for all students. The proposed school will actively communicate and collaborate with stakeholders and identify innovative ways to build school capacity to better meet the needs of students and families in need. The organizational structures and systems at the school will be setup to maximize the cycle of continuous improvement efforts. The school will use an early warning system indicator to identify the patterns of students that are off-track and access resources at the

school to re-engage those students. The school will establish a culture of achievement that includes high expectations and expressly articulates college & career readiness as a goal for all students. The school will use effective instructional strategies rooted in research to increase student achievement across the core curriculum.

4. Community Engagement. Describe the relationships that have been established to generate community engagement in and support for the proposed school and how needs and/or solicited support for the school have been assessed. Briefly describe these activities and summarize the results.

Community Engagement:

In Spring of 2017, the charter school idea was originated by a group of concerned parents, governmental leaders and professionals who saw the lack of educational options in economic development of our County. This group investigated options both internally and externally of the system and determined a public charter school would be the best potential option to address these concerns.

Since that time, the application team (see selected member's bio in **(Attachment-29)**) grew to over 15 professionals with a varies and broad educational, professional and cultural background and has rallied together to create the best possible chance for a successful application. This application team also worked to recruit and a well-educated and diverse board of directors who will oversee the charter school. This has been a complete and total grass-roots effort by the Washington County community.

Woodland Prep is designed to meet the needs and desires of the community, and this assurance has been a priority from inception. Individuals serving on the application team are connected to Washington County, live, work, and take pride in the region in which the school will serve. The following strategies demonstrate the ways in which future Woodland Prep parents and community members have been involved to date in developing the charter school application and culture:

1) Beginning as early as Spring 2017, business and industry leaders expressed concern regarding lack of qualified workforce for many jobs within the region (chemical manufacturing, utilities, forestry and healthcare).

2) An interest survey link was shared in test mode for application team members and their contacts in the days leading up to the public interest meetings. The interest survey link is: <https://www.surveymonkey.com/r/BKCFPTY>. The link takes respondents through a series of nine questions regarding contact information and other details to help the application team gauge demand per grade student population in the first year of enrollment. To date, parents of 130+ children have completed the interest survey to stay abreast of updates, though the completion of the link does not guarantee or obligate the respondent concerning enrollment.

3) An informational website is used to post the following data:

- The interest survey link: <https://www.surveymonkey.com/r/BKCFPTY>
- Public interest meeting presentation material:
https://docs.wixstatic.com/ugd/d67a27_89497997ad3347a781b56a8aa33d66dd.pdf
- Questions & Answers from interest meetings:
https://docs.wixstatic.com/ugd/d67a27_5727e4eee77041d8b15e00e76677a331.pdf
- Facebook page: <https://m.facebook.com/WashCoStudentsFirst/>

The information website: <https://usbiblog.wixsite.com/studentsfirst>. The aforementioned Interest Survey and meetings is one of the ways in which Woodland Prep has assessed the support for the proposed school. The interest meetings were used to engage parents to give their input by allowing them to voice what they consider to be the most important elements needed in the school environment and to share what they most desire in a school, as well as assess their interest in having their children attend the school. Further, the WCSF board will continue to use the data generated to guide further development of the school model.

Additionally, letters of support have been provided to the Commission as they arrive, and as an attachment to the application. These letters of support speak to the strong need and desire for a chance to change the future of education for the children and workforce needs of Washington County.

The WCSF board members understand that effective outreach and community engagement efforts are critical for the development of a successful school. We believe that the survival of the school depends on engaging the community in a meaningful way. Upon approval, the board members will oversee the creation

of a variety of advertisement techniques and preparation of materials for promoting the school. These include (but are not limited to):

- One-pager describing the school
- Brochures
- Post cards
- Website
- Poster and banners

Families will be made aware of the opportunity to enroll their children in our proposed school of choice. We will conduct open house meetings at different dates and times so that interested parents will be able to attend school information sessions. They will be able to meet with board members and school staff to learn our philosophy, mission, curriculum, and application procedures.

We hope to eliminate barriers for our parents by conducting open house meetings on different dates and at convenient times. We will also start early and keep the enrollment window open long enough to inform the local community.

5. Leadership and Governance. As an attachment, list the members of the school's proposed leadership team and governing board, including their roles with the school, their current job titles and employers, and full resumes (including contact information and professional biographies for each individual listed).

The Board of Directors of Washington County Students First foundation are well respected community and civic leaders. The Board combines deep professional expertise with personal understanding of the challenges and possibilities of creating an outstanding school. All of the team members are Washington County residents. More importantly, their work in education, industry (such as forestry, Chemical, and tele-communication), finance, legal, and non-profit service organizations often require them to confront the realities facing children in Washington County. The team consists of highly qualified, degreed and experienced educators and community stakeholders who support the school's mission and embrace a shared vision for Woodland Prep. The Board consist of proven and successful thought leaders that have a

longstanding reputation as advocates for children and learning. Short biographies of these individuals are listed below.

Thad L. Becton grew up in rural Washington County, Alabama, and attended Louisiana State University where he earned his bachelor's degree in forest management with a minor in business and agriculture. In 2006 he received a Master of Business Administration from the University of South Alabama. Currently, peyoon is employed as general manager of two saw mills owned by Lassiter Lumber (a subsidiary of Farley Forestry Products based in Tuscaloosa, AL) where he manages 86 employees and has overseen the design, engineering and management of a tow \$1 million-dollar expansions. Thad is a parent of three students enrolled at the Millry campus in Washington County, one in 3rd grade and twins in 5th grade.

Paul E. Brown, Jr. is another product of rural Washington County, Alabama. He attended South Choctaw Academy where he graduated in 1990. He attended Patrick Henry Junior College (now Coastal Alabama Community College) and transferred to the University of Alabama where he earned a bachelor's degree in business administration in 1999. Paul has working experience in multiple networking environments and software packages. He has skills in numerous computer applications and is proficient in computer programming such as TCL, PHP and Python. Paul has an extensive work history with Millry Communications where he currently serves as the general manager and vice president; he is also a member of the founding family that brought telephone service to rural southwest Alabama. Mr. Brown has three children, all of whom will have completed their K-12 education by 2019.

Jacob L. Snow was educated in the Washington County School System where he received his high school diploma in 2002. Jacob enrolled in the University of South Alabama, where he earned his bachelor's degree in education in 2006. Jacob, a 100% Native American, has been involved in various civic organizations with the MOWA Band of Choctaw Indians as well as participating in mission trips to Antigua and India, and his ethnicity represents 9% of the county's population. He is currently enrolled at the University of Alabama School of Law where he is a Juris Doctorate Candidate and plans to graduate in May 2019. Jacob is a parent of one son, age 3, who would be enrolled in an approved charter school within the county.

Nancy Alston received her BBA degree in business management from Monroe College in 1980. She completed her college education by earning a certificate of completion with emphasis in business management from Cornell University.

Nancy recently moved to McIntosh, Alabama, after a 30 year very successful career with J. P. Morgan Bank in New York. During her career with J. P. Morgan, she worked in many different aspects of the banking business from teller to operations manager winning many awards and accolades along the way. Following retirement, she relocated to McIntosh, Alabama with her husband to be closer to his family. Nancy currently services on the Town Council for the Town of McIntosh where she has also assisted with the daily administration of the McIntosh Public Library. Nancy coordinates the summer reading program, and she also reconciles and manages the branch's financial records. She has served in this capacity since October 2015. Nancy is bilingual in English and Spanish in the areas of speaking, reading, and writing. Nancy is a highly respected African-American professional woman, and the African-American race represents 25% of the county's population. Nancy's adult daughter is the funding and operations manager at a charter school in New York.

Leo Levy Leddin, Jr. grew up in a military family. He began his educational journey at a Department of Defense school in Great Britain and completed high school in Selma, Alabama. Upon graduation, he enrolled in Livingston University (now the University of West Alabama) where he completed his Bachelor of Science in 1980. He began his teaching career in the fall of 1980 and completed his master's degree in 1982.

Leo has a tenure of 36 years in the field of education, serving in private and public schools. While teaching full-time, he was also enrolled as a student at the University of Alabama where he completed his Educational Specialist (2001) and Doctorate of Education (2010). During his career, he served as a high school band director, elementary music teacher, music appreciation teacher, ACCESS facilitator, high school assistant principal and principal. He also taught Music Appreciation at Patrick Henry State Junior College (now Coastal Alabama Community College) for two quarters in 1986.

6. Enrollment Summary. Complete the following table, removing any rows for grades the school will not serve.

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Woodland Prep will offer a compressive college preparatory K-12 program. During its first year, Woodland Prep will only enroll 260 students in pre-K to 7 grades. Based on the community-wide survey, we received more response in these grade levels. We will not only increase grade levels but also enrollment numbers in each succeeding year until we reach the full capacity. At full capacity, Woodland Prep will enroll six hundred sixty-four (664) students. We believe that steady increase in enrollment number can support stable financial growth and build a healthy graduation cohort. Additionally, student enrollment is large enough to offer a solid curriculum with multiple electives, AP and dual credit courses at high school level while being financially accountable.

This growth model is also important to the Board of Directors because it allows the administrators and teachers to carefully create and support the school culture and our core values. We believe that the successful execution of this structure will allow us to sustain this model in our county.

Enrollment Growth for Woodland Prep						
Years	Year-1	Year-2	Year-3	Year-4	Year-5	At-Capacity
Grades	2019-20	2020-21	2021-22	2022-23	2023-24	
Pre-K	20	40	40	40	40	40
K	48	48	48	48	48	48
1	48	48	48	48	48	48
2	24	48	48	48	48	48
3	24	24	48	48	48	48
4	24	24	24	48	24	48
5	24	24	48	48	48	48
6	24	24	24	48	48	48
7	24	24	24	24	48	48
8		24	24	24	24	48
9			24	24	24	48
10				24	24	48
11					24	48
12						48
Total	260	328	400	472	496	664

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SECTION 1. EDUCATIONAL PROGRAM DESIGN & CAPACITY

Education Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the research-based evidence that has demonstrated success for this education program with the anticipated student population.

At Woodland Prep, we believe that each child has a natural curiosity and love of learning and each child has an individual intelligence, level of proficiency, and learning style. Education in Woodland Prep will help students cultivate their essential skills and ethical values and learn how to meet their potential. Woodland Prep embraces the goals, objectives, and content in all subject areas and grade levels which have been established by the Alabama Department of Education. Woodland Prep places strong emphasis on STREAMS education (Science, Technology, Reading, Engineering, Arts, Mathematics, and Social Emotional Learning); therefore, several programs will be incorporated into the mainstream curriculum to promote STREAMS education among the underserved populations.

Primary instructional methods

Woodland Prep will be incorporating multiple evidence based instructional strategies (i.e., Student-centered learning, Competence-based Learning, and Problem-Based Learning) in its teaching activities. We believe that, evidence-based refers to ideas or approaches that are derived from or informed by objective evidence.

At Woodland Prep student-centered learning will tends to emphasize the following few fundamental characteristics:

1. Teaching and learning is “personalized”. This addresses the distinct learning needs, interests, aspirations, and/or cultural backgrounds of individual students.
2. Upon mastering knowledge and skills that they are expected to learn, students will advance to the next level irrespective to other classmates.
3. Students have the flexibility to learn “anytime and anywhere,” meaning that student learning can take place outside of a traditional classroom

and school-based settings, such as through work-study programs or online courses, or during nontraditional times, such as on nights and weekends.

4. Students are given opportunities to make choices about their own learning and contribute to the design of learning experiences.

Below is a list of some instructional strategies, or approaches, that we are going to use here at Woodland Prep;

- Student-centered learning
- Personalized Learning
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations.
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions and advance organizers
- Conferencing
- Learning centers (Daily 5)
- Direct instruction
- Project-based learning
- Peer teaching/collaboration
- Reading and writing across the curriculum
- Guest speakers
- Graphic Organizers
- Academic vocabulary and language
- Modeling
- Music and songs
- Analysis of student work
- Goal setting
- Student self-assessment
- Formative assessment process
- Word wall
- Jigsaw
- Competency based learning
- Identifying similarities and differences
- Others

By using these evidence based strategies, we will ensure all students develop high-level knowledge, skills, and personalities needed for success in college, careers, and life.

The educational program emphasizes the core subjects (Math, Reading/ELA, Science, Social Studies) and Engineering and Technology as part of the STEM efforts in K-12. Students will be given intense and extended instruction especially in Math and ELA/Reading. Advanced Placement, Dual Credit Program, Robotics, Coding, Project Lead the Way, and other programs will also be integrated into the campus programs to provide graduation pathways and career opportunities for Woodland Prep students.

Assessment Strategies

The purpose of the any assessment is to identify Woodland Prep's strengths and weaknesses plus find the teaching, learning and overall school needs.

Researches indicate that learning is best assessed by multiple measures – tests, products, discourse, and other formative and summative assessment methods. Also, when kids describe their own learning strengths and areas for growth, they are more willing to commit to additional learning. Our main purpose with the formal and informal assessments is to provide data that can be used for adjusting and applying the instruction, strategies, and practices that impact the student learning in the classroom and everywhere.

Informal Assessment

Informal assessments are not data driven but rather content and performance driven. For example, running records are informal assessments because they indicate how well a student is reading a specific book. Scores such as 10 correct out of 15, percent of words read correctly, and most rubric scores are given from this type of assessment. The informal assessment used needs to match the purpose of assessing.

At Woodland Prep formal or standardized measures will be used to assess overall achievement, to compare a student's performance with others at their age or grade, or to identify comparable strengths and weaknesses with peers. Informal assessments are sometimes referred to as criterion referenced measures or performance based measures, and these should be used to inform instruction. If based on informal assessment results, objectives are not attained, teachers are going to do the intervention and re-teaching activities. We will use the following informal assessments which will be used:

- Checklist
- Observation
- Portfolio
- Rating scale
- Time sampling
- Event sampling
- Anecdotal record

At Woodland Prep we will administer various informal assessments and will pay particularly attention the following characteristics. The ideal informal assessment shall:

- be valid and reliable
- be fair (should give students with diverse backgrounds equal opportunity to do well in the assessment; should have clear procedures for scoring and interpretation; should make use of set criteria and rubrics)
- be relevant (should be pertinent to the content as well as applicable to real life)

- be appropriate to target population
- be practical and appreciated by students; should be able to motivate students
- be able to provide feedback (to improve student's performance; to modify instruction and teaching styles; to re-teach if necessary; to apply necessary interventions and accommodations)
- be constructive (should be able to point out strengths and weaknesses of students; to provide direction for improvement)
- be clear (should manifest true purpose of assessment; identify target behavior/skill)
- be unbiased (should maintain objectivity; record only what is observed and heard without missing the minute details)
- preferably be interactive (should elicit response and interaction from and among students)
- be timely

Formal Assessment

Formal assessments have data which support the conclusions made from the test. So, in that sense formal assessment that we will be using will be prepared very systematically, pre-planned data-based tests that measure what and how well the students have learned. These tests have been tried before on students and have statistics which support the conclusion such as the student is reading below average for his age. The data is mathematically computed and summarized. Scores such as percentiles, stanines, or standard scores are mostly commonly given from this type of assessment. Formal assessments will determine the students' proficiency or mastery of the content, it and can be used for comparisons against certain standards. Some of the types of formal assessments will be used;

- Standardized tests
- Criterion referenced tests
- Norm referenced test
- Achievement tests
- Aptitude tests

At Woodland Prep we will administer various formal assessments and will pay particularly attention the following characteristics. The ideal formal assessment shall:

- be able to answer the questions: What does the student know? How competent is the student based on the targeted learning outcome? How much knowledge and skills has the student attained and retained from studying a specific lesson/course?
- be valid (should measure what it is supposed to measure)
- be able to measure the student's knowledge of the intended content

- be able to provide strong evidence if the student has achieved the learning objectives/outcomes; should be aligned with the objectives and outcomes
- be reliable (should provide consistent results)
- be well-timed (should give students ample time to answer the test and demonstrate what they know)
- be comprehensive (should cover all areas/topics taught)
- be easy to administer
- be apt for the intended purpose and target audience
- be able to provide information that can be used for comparisons

Woodland Prep's ongoing assessment system includes: Check for understandings, Unit tests, Curriculum based assessments, NWEA MAP, Benchmark assessments, Mock Tests, State tests and Norm-referenced tests closely monitoring the academic progress of students.

- Woodland Prep teachers are given flexibility in teaching and are not constrained by the testing focus.
- The mandatory use of the technology-enabled student database by teachers allows for information to be consistently updated.

Progress Screening Tests

Woodland Prep students at grades K-12 will take tests called Measures of Academic Progress (MAP®). We give students MAP tests to determine students' instructional level and to measure academic growth throughout the school year, and from year to year in the areas of English Language Arts and Reading, Mathematics, and Science. Students will take the tests on a computer.

MAP tests are unique in that they adapt to be appropriate for student's level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. And with MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about your child's growth.

We are truly focused on every child's individual growth and achievement. Partnering to help all kids learn, parents and teachers can have a profound positive effect on the lives of our children. MAP assessments will be based on the learning path for each student to be completed to progress. Teachers will create personalized learning paths in English Language Arts and Reading, and Mathematics. Students will focus on the objectives that they have not mastered yet.

MAP Reading: Students will be given the *NWEA Map Test* to determine their current reading level. This assessment will provide information on students' overall reading ability and suggest a range of book levels for each student. Teachers then will meet with each student to set individualized reading practice goals using Compass Learning's *Accelerated Reading* (AR) program, where students read books in their reading levels and take quizzes. AR provides teachers with immediate information on students' performance on the quizzes and helps them monitor reading level and comprehension skills of each student. If the students' performances are below their grade level, the teachers start implementing the RTI process.

MAP Math: Students will take the NWEA Map test three times in a year to see their progress in Mathematics. The MAP testing data will verify the students' true achievement level. Woodland Prep will use Assessment and Learning in Knowledge Spaces (ALEKS) to meet the needs of each student based on MAP data. ALEKS is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and does not know in a course.

Unit and Curriculum based Benchmarks: After every unit and grading period, students will be given benchmarks as a formative assessment. Based on the students' scores in these tests, teachers will plan their instruction and interventions.

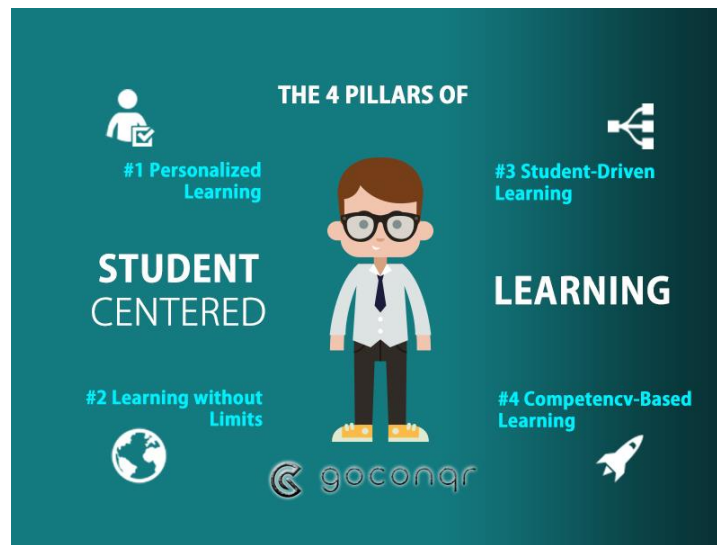
Woodland Prep Non-negotiable Elements

At Woodland Prep the followings are part of our non-negotiable elements of our school model:

A. Student-centered learning: Students centered learning will be the one of the most important elements of our school model. Many researchers and educators have used various phrases for this model. According to Froyd and Simpson (2010), a variety of phrases have been coined to describe a critical shift in mission and purpose of higher education. Barr and Tagg (1995) expressed the change as a move from an —Instruction Paradigm to —transfer knowledge from faculty to students. Huba and Freed (2000) used the phrase —learning centered assessment to emphasize transition in the focus of instruction and assessment from teaching to learning.

Student-centered instruction is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning

model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively.



(From: <https://www.tes.com/lessons/p3LgxwzhnghO8g>)

The SCI approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented SCI can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins & O'Brien, 2003).

B. Daily-5: Second important non-negotiable elements at Woodland Prep is the Daily-5. The Daily-5 is a framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently. The way it works that students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. These choices include;

- Read to Self,
- Work on Writing,
- Read to Someone,
- Listen to Reading, and
- Word Work.

Daily-5 classrooms produce productive, highly engaged students who are developing a true love of literacy. The benefits of The Daily-5 for the targeted populations:

- students develop independence, stamina, and accountability;
- less time consumed by classroom management leaves more for instruction;
- the framework adapts flawlessly to district-adopted curriculums and state mandates;
- improves school wide literacy achievement; and
- behaviors of independence transfer to other content areas.

C. Fundamental-5: The Fundamental-5 is the fundamental formula for quality instruction. Fundamental-5 shares with teachers and school leaders the five practices that every teacher can, and should, use to dramatically improve instructional rigor and relevance and student performance.

D. Work in the Power Zone: Don't teach from your desk or podium (60% of HS teachers do). Proximity to students working is vital (70% goal). Increases on task behavior and retention where we say something is as important as what we say. Arrange your room to allow movement.

E. Frequent Small Group Purposeful Talk: Every 10 to 15 minutes stop & let kids discuss for 30 to 60 seconds. It is teacher driven and initiated with 2 to 4 students per group. Use natural transition points in your lesson. Teacher must pre-plan your questions or the questions will tend to be low level type questions.

F. Recognize and Reinforce:

- Personalize both with each student
- Success and improvement needs recognition
- Reinforce all good things and procedures

G. Write Critically: The least observable trait of the 5 Examples: Purposeful note taking, Summary paragraphs, class exit tickets, use as a warm up to begin class. Writing creates retention for every level of student. Note taking templates and how to use it

H. University Collaboration Program: To create a college going culture, trips to universities for all students are essential. During these trips, students interact with academicians, graduate students and participate in academic and non-academic activities. Additionally, students visit laboratories, and learn about college life.

I. After School Program (extended days and weeks): Woodland Prep believes that after school programs and Saturday school are essential for students' success. Identified low achieving/struggling students are required to receive additional tutorials in small groups. For advanced students, extracurricular activities are designed to satisfy their needs. Many club activities and the sports are also offered for students to attend.

J. Lectures by Professionals: Professors and doctoral students from the area colleges and professionals from local companies are invited to support our curriculum by giving lectures to students in class or to teachers on staff development days. A list of people who want to contribute to our school their areas of expertise is given to teachers, who arrange the schedule of these professionals according to the course schedule.

K. Field Trips: In addition to classroom instruction, regular field trips to academic resources in and around Alabama, such as museums, art galleries, science centers, are planned every year to support our curriculum in science, history, art, and technology.

L. Community Service: Students must complete 100 hours of community service as part of the high school graduation requirement. Students learn to appreciate volunteerism and the importance of the community.

M. School Project Fair: Through the School Project Fair, seniors present their projects to the community and the school as part of their high school graduation requirement. Parents, surrounding communities, and professionals from colleges and companies are invited to this annual event. Students are provided the opportunity to practice their public speaking and presentation skills.

N. Peer tutoring and Mentorship Programs: Successful students are encouraged to be peer tutors for their friends and mentors for the younger students (with their parents' consent). Students contribute to the success of the school and their friends through these programs.

O. Role Model Initiative: Through this program, Woodland Prep brings a distinguished member of the community to school every month for a speech and creates a platform for that person to interact with students.

P. Student Clubs: Student clubs (such as the drama club, math club, science club, chess club, photo/film/art club, dance team, school newspaper and magazine team, yearbook team, and debate team) are encouraged and supported by Woodland Prep. The school asks our faculty members and parents to donate at least four hours a week to support student club activities. Students learn to work together, take responsibility in a team environment, and compete with other schools as real world experience. Seventh and eighth grade students are required to participate at least in one club activity.

R. Student Recognition: Students who demonstrate good citizenship are recognized with awards and prizes. Good citizenship includes strong work skills and ethics, leadership, and good behavior, such as being respectful to others and others' opinions. Students are recognized with awards and prizes for their participation in the mentorship program, community service, student clubs, and athletic programs.

S. Science Fair Projects and Science Demonstrations: Woodland Prep Science curriculum incorporates Project-based learning at multiple levels. It requires students to perform self-initiated research using scientific inquiry and experimentation. Through these techniques students are required to produce a science fair project, participate with a science Olympiad team, or prepare a demonstration related to scientific knowledge. Students who are willing to pursue science fair projects may also participate at regional, state, national, and international levels to compete with other projects. To produce more advanced projects students are also encouraged to attend research groups at local universities and labs. Students may also opt in to prepare a demonstration of a scientific knowledge in the areas of physics, chemistry, biology, or math. These demonstrations are prepared solely by student efforts and are all designed to teach and enrich scientific knowledge through hands on experience. Students prepare a 5 to 10-minute video of the demonstration and make a presentation of the subject to their own classroom and other classrooms.

T. Tutorial in all grade levels: The main goal of the program is academic improvement that yields positive outcomes in reducing dropout rates. Tutoring is offered to students after school and on Saturdays. Students identified for placement in after school tutoring are required to attend; Saturday tutoring is invitation based. The Woodland Prep Tutoring program is offered free of charge to students to increase students' attendance. Woodland Prep Tutoring Program aims to achieve the following:

- Increase students' mastery of academic skills.

- Improve students' self-esteem and self-confidence.
- Improve students' attitudes toward school: reduces dropout rates, truancies, and tardiness.
- Help students break down social barriers and create new friendships.

Students enrolled for the tutoring program receive the following:

- Individual instruction—lessons are tailored to individual students' learning styles and levels of understanding.
- Instruction free of competition—students' progress at their own pace.
- Private instruction, apart from whole class instruction.
- Increased praise, feedback, and encouragement beyond what they might receive from one teacher.
- Closer monitoring (from the teacher and tutor) that maximizes time on task.
- Skills demonstrated instead of just verbalized.

U. Advanced Placement Programs: Woodland Prep high school campuses will offer several Advanced Placement (AP) courses in place of the regular course curricula. Students choosing these AP courses are expected to commit to study regularly, attend review sessions arranged by the AP Teacher and the College Counseling Team, and take the end-of-year AP exam to become eligible to earn credit for the designated subject area. Students are welcome to enroll in AP courses; however, eligibility depends on the student's former performance, teacher recommendation, and completion of the summer AP assignments. A core set of AP courses in Woodland Prep campuses will include AP Biology, AP Chemistry, AP Physics B, AP Calculus, AP Human Geography, AP World History, AP US History, AP Spanish Language, AP English Language, AP English Literature, AP Computer Science A, and AP Art History. Other AP courses may be available based on the campus resources and student interest. Teacher selection and hiring is also affected by the need for AP courses at campuses. Teachers are required to attend Summer AP Workshop programs at universities to earn experience and professional development towards their corresponding AP course.

Other non-negotiables are Adaptive Learning Systems (Formative loop, ALEKS, IREAD, Sumdog, MyON), Project-based learning and STREAMS 360, SEL and Character Education, Consistent Classroom protocol and procedures.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed applicable standards of academic proficiency.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Woodland Prep believes that providing ample opportunities for active, engaging, Student-centered learning opportunities, within a developmentally appropriate educational program will prepare students to be lifelong learners. Specifically, a strong basis in literacy and math is one of the ways we will invest in our students' future academic success.

We will provide students with Student-centered learning experiences by organizing them into small learning communities. In these learning communities, students engage with a team of core content teachers and learning coaches. This team works together to ensure that students realize short and long-term goals, thus fulfilling their academic plan. Each student's progress will be tracked and regularly benchmarked against the Alabama College- & Career -Ready Standards (CCRS). The Instructional model provides opportunities for students to master core academic content aligned with Alabama standards, think critically and solve complex problems, work collaboratively, communicate effectively and learn how to learn.

Woodland Prep is going to be a diverse K-12 school that cultivates ownership of each student's own learning, promotes the building of character and responsibility and is committed to preparing all students for personal and professional success through the discovery of individual learning pathways in a rigorous and integrated Science, Technology, Reading, Engineering, Arts, Mathematics and Social emotional learning (*STREAMS-360*), focused, project-based and place-based program. Woodland Prep will provide a safe and interactive learning environment where students feel they belong, are encouraged to participate and be stakeholders in their future and are a catalyst for rekindling agrarian spirit attributes of self-sufficiency and independence that will bring real opportunities to our Washington county community.

Instruction will be supported with an exemplary curriculum that sets high expectations for teachers so that its delivery results in meaningful student learning. A consistent curriculum is necessary to ensure equitable access to

learning for all students. The purpose of the curriculum is to provide a system that will ensure that students from teacher-to-teacher and school-to-school learn the same objectives at a particular grade level or course. Curriculum defines what we teach and what students are expected to master.

Each subject area will develop and deploy a Curriculum Guide. These will be living document(s) that contain five essential components with enough clarity and specificity to guide teachers' daily planning:

1. Clear and specific SMART measurable learning objectives that state for each objective the what, when (sequence within course/grade), and the amount of time to be spent learning
2. A SMART assessment system that includes classroom, interim, and summative assessments keyed to each objective appropriate for both formative (FOR learning) and summative (OF learning) purposes, including exemplars of student mastery
3. SMART delineation of prerequisite essential skills, knowledge, and attitudes through a scope and sequence that defines a continuum of learning pre-K to 12
4. SMART delineation of instructional tools and resources by stating for each objective the "match" between the basic text/instructional resource(s)
5. Instructional approaches for classroom use such as model lessons and instructional strategies

Class size and Structure

Grades	Student: Teacher Ratio	Class Structure
Pre-K -5	14:1	Daily-5 centers, Guided Reading groups, Small groups, whole group, Competency Based Learning Groups, project- based learning, place-based learning, personalized learning pathways
6th-8th	12:1	Daily-5 centers, Guided Reading groups, Small groups, whole group, Competency Based Learning Groups, project- based learning, place-based learning, personalized learning pathways
9th-12th	14:1	Daily-5 centers, Guided Reading groups, Small groups, whole group, Competency Based Learning Groups, project- based learning , place-based learning, personalized learning pathways

The lack of consideration for developmental literacy instruction in prerequisite skills in comprehension and higher-level cognitive processes leaves holes in

students' educational experiences at school, denying them access to further academic advancement.

The high rates of illiteracy in Washington County, demonstrate that the education system is failing large numbers of students in the in Washington County. The unacceptable rates of illiteracy and school failure experienced by children affected by poverty and those with special needs have serious consequences for their academic achievement in school and for their lives.

The Woodland Prep will address literacy as a top priority in our curriculum and instruction from Pre-K to twelfth grade. We will be coordinating our Daily-5 activities with Alabama reading standards. Some of the major components of our literacy plan are:

- Integration of ELA Alabama State Standards into the curriculum
- Engaging curriculum materials and resources
- Small-group instruction based on students' actual reading and developmental levels, rather than grade level
- A combination of phonics, whole language, and comprehension activities
- Interactive and guided reading instruction, as well as opportunities for independent reading
- Arts-integrated reading activities that incorporate drama and visual arts
- Two literacy blocks each day for students from Kindergarten through eighth grade, including reading applications to other subject areas

Woodland Prep primary focus is to improve student learning through continuous improvement of the educational programs. The design of the daily, quarterly and yearly schedule is to show our intent and purpose. Our daily schedule is a reflection of our mission statement. The daily schedule has been purposefully planned based on the needs of the foreseen student groups and research-based best practices. It is important for students to have a predictable and consistent daily schedule so that they are more organized, efficient, and productive.

Many of our students will come from low socioeconomic backgrounds. A majority of our students will be part of the Free/Reduced Breakfast and lunch program. Also, these are working families and we want to accommodate students' basic needs such as food, shelter plus social and emotional support. The school will open its doors at 7:15am every day. Breakfast will be provided to students as early as 7:15am. Students who do not need breakfast will have access to the reading materials. During the day, students will have time to have a recess period that will give them an opportunity for a physical outlet.

Recess will also support them for their brain development, academic progress and increase expected communication skills among peers.

Multi-tier interventions, Professional Learning Communities, and department meetings will be among the most important considerations while creating the optimum schedule. Teachers will have an opportunity for common planning periods. Course offerings at elementary, middle, and high school levels can be differentiated due to students' need.

The total academic year will consist of 180 instructional days. There will be 7 professional development days before the school year starts and 5 days for professional development during the school year. Teachers will have a 45-minute planning time and a 30-minute duty free lunch period daily.

A Daily Schedule-Sample	
Time	Activity
7:15	School opens doors
7:15-7:40	Breakfast
7:40	Daily announcements, Pledge of Allegiance
7:45	First period starts
7:45-8:15	Enrichment- Multi-tiered Interventions-PBL activities
8:18-9:03	ELA- Daily 5- Student-centered learning Activities
9:06-9:51	ELA - Daily 5- Student-centered learning Activities
9:54-10:39	ELA - Daily 5- Student-centered learning Activities
10:42-11:12	Lunch
11:12-11:30	Recess
11:30-12:15	Math- Student-centered learning Activities
12:18-1:03	Math- Daily 5- Student-centered learning Activities
1:06-1:51	Science/Social Studies
1:54-2:39	Physical Education/Health
2:42-3:10	STEM/Computer/Coding/Art/Music/ Character Education with Social Emotional Components
3:10	Dismissal starts
3:10-4:00	Clubs, After school programs, Community based events, Tutorials

2. Provide an overview of the planned curriculum, including, as an attachment (Attachment 1), a sample course scope and sequence for one

subject for each division (elementary, middle, high school) the school would serve. In an attachment (Attachment 2) explain the school's curriculum; its correlation to the Alabama standards; the specific instructional materials to be used to implement the curriculum; and the process your school will follow to evaluate, review, and revise its curriculum on an annual basis.

Woodland Prep's Student-centered learning program, strong curriculum and effective assessment tools will lead the students to the college and workforce opportunities. Students will have deep learning, responsive, targeted instruction that will prepare them for college and career.

Woodland Prep will have an incorporated college and career readiness system that will provide self-discovery, career planning, college exploration, and academic preparation. We aim to graduate all students with proficiencies that ready them for financial freedom and their next step in life. The abilities needed to thrive in the military, a trade school, or the workforce are the same skills needed to succeed at an institution of higher education -academic readiness, robust communication skills, imagination, and critical thinking skills. The Woodland Prep will give opportunities to students IMAGINE their goals, rather than provide them based on what their goals already are.

Every student will be provided with strong academic preparation throughout the continuum from prekindergarten through 12th grade. To best serve our students, we will observe high academic standards for all high school graduates. The College and Career Readiness Curriculum exposes students to career options to allow them time for discovery, to encourage them to find their own pathway, as well as, career clusters to help them understand the opportunities that are available to them.

Instructional objectives will be used in lesson planning, classroom instruction, and Individualized Education Program (IEP) development. Utilization of instructional objectives facilitates having all students working toward grade level standards while also working at individual ability levels. Instructional objectives within this framework are numbered according to grade level, content standard number, and the order in which the instructional objective is listed.

Starting with lower grade levels, Woodland prep will build a powerful high school program that will have a college-preparatory focus. Woodland Prep will design a personalized learning environment for students to have deep learning,

responsive, targeted instruction that will prepare them for college and career ready. To accomplish this, we will implement the following three key strategies:

1. Implement a cross-disciplinary, multi-sensory, technology-enabled blended curriculum that integrates standards-based learning and project-based learning (PBL)
2. Institute Enrichment Hours whereby students receive 2 hours a day of targeted instruction on three tiers: receive remediation and extra support in math and English Language Arts; choose math or ELA enrichment; or pursue electives in areas of interest;
3. Data systems and dashboards to provide real-time data to inform the first two strategies and to support students in setting goals and creating personal learning plans.

Blending standards-based and project-based learning: Woodland Prep's educational model addresses the need we identified for our students to engage even more deeply with content in core subjects. Highlighting the STREAMS areas, we believe that instituting a cross-disciplinary multi-sensory approach will lead to higher levels of student engagement in core subjects through students being able to determine the focus of their intellectual exploration and the specifics of their products based on their own unique interests. Integrating the projects with social studies and ELA components will help students to understand the relationship between science and society and culture now and throughout history.

Enrichment Hours: These enrichment hours address the need for more differentiation to accelerate the learning of all students in math and English language arts. Woodland Prep will offer intervention support as well as enrichment after school and on Saturdays. This initiative will strengthen the approaches we are currently using after school and expand access to all students by integrating these programs into the school day. Depending on an individual student's needs, two hours a day will be available for intervention, enrichment, or elective courses. These classes will utilize a variety of instructional approaches to support competency-based progress through an individualized learning plan at a pace specific to each student's needs and abilities.

Data systems and dashboards: To support the goals we have set, all stakeholders will need robust data to ensure each student is receiving relevant and timely feedback they will need to make progress toward their goals, and to monitor system-wide progress toward goals. Stakeholders will need access to a variety of data about students, including real-time data and

information on students' learning styles and preferences, as well as social-emotional information that may have an impact on an individual's learning.

Curriculum Evaluation, Review, and Revision Process

The purpose to evaluate and review Woodland Prep's curriculum on an annual basis is to build capacity to improve student performance as defined by goals. Woodland Prep will be able to build a Curriculum Evaluation, Review and Revision process through the following practices to differentiate instruction:

- Commitment to consistent learner expectations
- Clarity of expectations for instruction
- Integration among content areas
- Dissemination of research-based instructional strategies
- Empowerment of teachers
- School-wide assessments that inform instruction and curriculum
- On-going and embedded professional development
- Equity of access to the curriculum

Curriculum Revision: Curriculum review and revision are continuous processes. Curriculum review will occur on an annual basis as student learning is monitored and curriculum is adjusted through the feedback.

Program Evaluation and Curriculum Revision: The tenacity of program evaluation is to decide the quality and effectiveness of the curriculum through an evidence based, methodical evaluation and improvement process. It will stimulate organizational learning, fine-tuning, and innovation backed by analysis of student learning outcomes in the subject area (assessments of learning) and other data related to the discipline.

Attachment-1

Attachment-2

3. Describe the primary instructional strategies that the school will expect educators to use and why they are well suited for the anticipated student population. Describe the methods and systems that educators will utilize to provide differentiated instruction to meet the needs of all students.

Below is a list of some instructional strategies, or approaches, that we are going to use at Woodland Prep;

- Student-centered learning
- Personalized Learning
- Summarizing and note taking.
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning.
- Setting objectives and providing feedback
- Generating and testing hypotheses.
- Cues, questions, and advance organizers
- Conferencing
- Learning centers (Daily-5)
- Direct instruction
- Project-based learning
- Peer teaching/collaboration
- Reading and writing across the curriculum
- Guest speakers
- Graphic organizers
- Academic vocabulary and language Modeling
- Music and songs
- Analysis of student work
- Goal setting
- Student self-assessment
- Formative assessment process
- Word wall
- Jigsaw
- Competency based learning
- Identifying similarities and differences
- Other

Studies show that the core set of research-based principles outlined above are effective teaching and learning methods. By using these evidence based strategies, we will ensure all students develop high-level knowledge, skills, and attitudes needed for success in college, careers, and life. At Woodland Prep teachers will be encouraged to use the following evidence based instructional strategies and approaches;

Project-based learning: Project-based learning (PBL) has evolved as a method of instruction that addresses core content through rigorous, relevant, hands-on learning. Projects tend to be more open-ended than problem-based learning, giving students more choice when it comes to demonstrating what they know. Different from projects that are the culmination of a learning unit, PBL projects are the learning unit, meaning that fundamental concepts and skills are learned throughout the project. Projects are typically framed with open-ended questions (How do we reduce our school's carbon footprint?) that drive students to investigate, do research, and/or construct their own solutions. Students use technology tools much as professionals do—to communicate, collaborate, research, analyze, create, and publish their own work for authentic audiences. Instead of writing book reports, for instance, students in a literature project might produce audio reviews of books, post them on a blog, and invite responses from a partner class in another city or country. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Adapting to learning styles/multiple intelligences: The cognitive theory of multiple intelligences posits that students learn, remember, perform, and understand in different ways, including various intelligences, such as musical–rhythmic, visual–spatial, verbal–linguistic, logical–mathematical, bodily–kinesthetic, interpersonal, intrapersonal, and naturalistic. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Hands-on learning: Hands-on learning is an educational strategy that directly involves learners by encouraging them to do something in order to learn about it. It is learning by doing. Some subject matter like music and art are inherently hands-on; others like higher levels of mathematics are more abstract. Nonetheless, all learning can benefit from activity that stimulates different regions of the brain. For younger learners, those learning English or another language, or those with learning disabilities, thoughtful hands-on teaching strategies are their keys to learning. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Discovery/Inquiry-based learning: Inquiry learning is based on constructivist theories of learning, where knowledge is “constructed” from experience and process. It covers a range of approaches, including: field work, case studies, investigations, individual and group projects, and research projects. It is the hallmark strategy of science, and often social science learning. Specific learning processes that students engage in during inquiry include: developing questions, seeking evidence to answer questions, explaining evidence, and justifying or laying out an argument for the evidence. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Field experience, field trip, or field study: Experiences outside the classroom enable students to extend classroom learning into real world locales, such as when visiting a natural or historical site, exploring current trades and industries on-site, or working alongside an expert in a field of study. The experience is maximized for students when the purpose is clear, including how they will report on their observations, questions, and conclusions. When feasible, research shows this type of learning to be quite powerful compared to simulations or contrived experiences mirroring the real-world in the classroom. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Internships and Job Shadowing: Internships and job shadowing experiences in middle school and high schools allow students the opportunity to “try-on” occupations in order to find a career that is a good match for them. As a result, students see how efforts in the classroom apply to the real world, connecting

their present efforts with their futures. Thus, internships and job shadowing motivate students to create learning pathways to reach career goals. In addition, as industry leaders call for a more prepared workforce, internships and job shadowing push schools to develop stronger relationships with the business sector to inform curriculum planning. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Modeling: Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Academic vocabulary and language: Although used in academic dialogue and text, academic vocabulary and language may not necessarily be encountered in conversation. Understanding academic vocabulary and language helps students to understand oral directions and classroom instructional dialogue and to comprehend texts across different content areas, including math, science, and social studies/history. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners. (USC application, Washoe schools <https://goo.gl/bU7nH3> , Teachthought <https://goo.gl/sJMkto>)

Cooperative learning: Students in small heterogeneous groups take roles and learn to share knowledge and tasks with one another through a variety of structures. Common features of effective cooperative learning include team building, positive interdependence, group interaction, structured activity, and individual accountability. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Conferencing: A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Direct instruction: This instructional approach is structured, sequenced, and led by teachers and presents academic content through teacher lecture or demonstration. Many components of direct instruction are basic to effective teaching, including identifying learning goals, organizing and sequencing lessons to strengthen understanding, modeling a process, providing descriptions and illustrations, checking for understanding, and providing feedback. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Effective questioning: Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Flexible/strategic grouping: Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues.

Integration of content areas: There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STREAMS education is a current example of effective content integration. Research supports the integration of content areas. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Mastery learning: As developed by Benjamin Bloom, mastery learning applies the principles of individualized instruction and tutoring to whole class learning. In this model, rather than waiting to the end of a unit to check on progress, teachers design ongoing checks to use during the process to provide individual

feedback, diagnose learning needs/difficulties, prescribe specific remediation or enrichment strategies, and reassess with a parallel assessment. Mastery learning honors the idea that students learn at different levels or paces. A significant body of research shows that compared to traditional classrooms, students in well-implemented mastery classrooms reach higher levels of achievement. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Student goal setting: Teachers who set, define, and communicate learning objectives effectively with students' employ research-based findings that say goal setting with students should:

- (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable;
- (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.);
- (3) focus on understanding over accomplishing tasks; and
- (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Student self-assessment: Student self-assessment may refer to inventories/surveys that students respond to, such as interests, learning preferences, or college and career diagnostics. It may also refer to academic assessment tools, often a rubric, that describes a learning task or skill by its attributes and level of quality, which students use to assess their own progress and performance. These tools may also be used individually or in teacher or peer conferences and tutorials. (USC application, Washoe schools <https://goo.gl/bU7nH3>, Teachthought <https://goo.gl/sJMkto>)

Using diverse strategies permits for the delivery of differentiated instruction to meet the needs of all students. Differentiated instruction can be puzzling when working with students with diverse needs and abilities. The succeeding list of approaches for differentiating instruction will be used to ensure differentiation occurs.

- Use of investigation to inspire student ownership; Ask flexible questions
- Survey and tie student interests into content; define what is needed
- Stimulate the students' intelligences; Think about the whole child, use multiple methodologies

- Give students choice, vary assessments
- Gather background information on students prior to the start of the class/year
- Offer personalized feedback for each student; Established high expectations and support development
- Clarify fairness to avoid opposition/ostracizing; Determine a time limit for assignments
- Assign peer collaborators during group study to help with accountability
- Teachers should conference with students regarding their own goal setting and progress
- Use mini-lessons to strengthen goals; Group based on goals, not labels; Group students with their strong points and interests' area

(<https://www.edutopia.org/discussion/18-teacher-tested-strategies-differentiated-instruction>)

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with applicable state and authorizer standards

1. Describe the student performance standards for the school as a whole.

The Woodland Prep's performance standards will be based on the Alabama College and Career Ready Standards for Grades PK-12. These standards are aligned to the Common Core State Standards. The Woodland Prep will use the State of Alabama Courses of Study to develop and deliver all courses. The use of the Alabama College and Career Standards will ensure students are prepared to perform well on the ACT as a part of Alabama's testing and accountability system.

2. Provide, in an attachment (Attachment 3), a complete set of the school's proposed learning standards for each grade the school will serve. Address the skills and knowledge each student will be expected to attain by the end of each grade. Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.

Woodland Prep's proposed learning standards for each grade will be based on the Alabama Courses of Study. (see **Attachment-3** for Learning Standards and Pacing Guides).

Attachment-3

- 3. If you plan to adopt or develop additional academic standards beyond the applicable state and authorizer standards, explain the types of standards (e.g., content areas, grade levels, and/or others). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example and explain how these additional standards exceed applicable state and authorizer standards.**

Woodland Prep will use the Alabama state authorized academic standards. No additional academic standards have been developed by the school.

- 4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.**

Woodland Prep student placement and promotion will be aligned to the state's placement and promotion requirements. Woodland Prep students will be promoted from one grade to another based on the student's mastery of the standards in Core subjects. The retention, placement promotion, and acceleration decisions will be made by the Campus Grade placement committee. The campus principal will be the final person with the ultimate decision.

Promotion and retention decisions concerning Special Education students will be done through IEP process. The IEP committee will review the student's Individualized Educational Plans and will determine the appropriate decision.

According to Alabama Code, Section 16-28-4(b), a child must be "five years of age on or before September 1 or the date on which school begins in the enrolling district" in order to enroll in his/her local kindergarten. In grade kindergarten promotion to the next grade level will be based on evidence of satisfactory performance in Reading, Language Arts and Mathematics.

According to Alabama Code, Section 16-28-4(a)) states that any "child who is under six years of age on September 1 or the date on which school begins in the enrolling district shall not be entitled to admission to the first grade" during that school year. Although, the student may be admitted, "regardless of age", if they completed kindergarten and/or transferred from first grade from another state. In addition, a "child who becomes six years of age on or before February 1 may, on approval of the board of education in authority, be admitted at the beginning of the second semester of that school year to schools in school systems having semiannual promotions of pupils."

In grades first through eighth, placement and promotion will be based on academic progress and accomplishment of objectives assigned to the student. A mastery level of 70% or higher is required for promotion to the next grade level. In grades 9 through 12, placement and promotion of students will be based on the number of credits earned

- To be promoted to Grade 10, a student must earn a minimum of five credits including one credit for a required English and mathematics course.
- To be promoted to Grade 11, a student must earn a minimum of ten credits including two credits for a required English and mathematics courses.
- To be promoted to Grade 12, a student must earn a minimum of fifteen credits including three credits for a required English and mathematics course.

Student Parent Communication: The Woodland Prep will keep the communication ways open between parent/students and community. Woodland Prep believes that the connection between students' families and the school is critical regarding the student's progress. During the school year, the school will invite students and their families to attend formal and informal parents-teacher conferences. Additionally, the school will create the following venues for parents and teachers to engage dialog regarding student's achievement;

- **Individual Graduation Meetings:** Parent Student meeting
- **Parent Teacher Conferences:** At least twice a year
- **Progress Report Cards-**the school will ask parents to review and comment on the Progress Report Card.
- **Quarterly Report Cards-** Every 9 weeks

- 5. Provide, in an attachment (Attachment 4), the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.**

Woodland Prep's exit standards for graduating students will be according to the State of Alabama's graduation requirements per Alabama Administrative Code 290-3-1-02(8) and (8)(a).

Attachment-4

High School Graduation Requirements

High schools will be expected to meet the applicable state and authorizer graduation requirements.

- 1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed applicable state and authorizer standards, explain the additional requirements.**

Woodland Prep will provide the opportunity for students to pursue various pathways to earn a diploma. Students will have options to pursue areas of interest through extension of elective credits. Flexibility in course offerings allows for personalized education plans for all students.

Students will earn a half credit for each semester course and a whole credit for a year-long course as long as the minimum required grade was achieved. Students earn credits when they have minimum of 70% average and meet the attendance requirement for the state.

Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. All semester grades for courses attempted will count toward a student's GPA. Weighted GPA is used to determine class rank. Unweighted GPA is used for admission to most colleges and universities, and for scholarships at in state schools.

Academic Achievement Record (high school transcript) will consist of:

- All completed course-work

- Numeric and Letter Grades
- Grade Point Average (GPA)
- State Test Scores
- AP and Dual Credits

Grading Scale & Course Weight				
Letter Grade	A	B	C	F
Grade Range	90-100	80-89	70-79	69-0
Advanced Placement (AP)/Dual Credit	5	4	3	0
Pre-AP	4.5	3.5	2.5	0
On-Level Course	4	3	2	0

2. Explain how the graduation requirements will ensure students' college or career readiness, and/or both, or other postsecondary opportunities (e.g., postsecondary education, career/technical training, military service, or workplace readiness).

At the Woodland Prep, college and career readiness are as important as to the students' high school graduation. We believe that a diverse K-12 school that fosters independent thought, stimulates the building of character and a sense of community responsibility. It is committed to preparing all students for personal and professional success through the discovery of individual learning pathways in a rigorous and integrated Science, Technology, Reading, Engineering, Arts, Mathematics and Social emotional (STREAMS) focused, project-based and place-based curriculum. Students involved in project-based learning will be able to see the relevance and applicability of what they are learning in the classroom.

Additionally, our STREAMS-360 approach will give more access to low income minority students in those fields. This opportunity will increase the overall success at the college level in any field. Students will be encouraged to take college courses before graduation. In addition to the students meeting the Alabama graduation requirements every student will have the opportunity to explore a career, take AP courses, and college courses as part of their instructional day. This college course taking experience will inspire students to reach their highest potential and prepare them for postsecondary success. The Woodland Prep college guidance team is going to encourages students to enroll in postsecondary technical or academic dual enrollment courses, AP courses, or industry apprenticeship programs before graduation. It will be the

explicit expectation of the school that students will have enrolled in at least one postsecondary related course before graduation.

Woodland Prep will give emphasis to place-based and Project-based learning to ensure “real life” mastery of the content. Woodland Prep will show students career options to allow time for discovery that inspires them to find their own pathway, as well as, career clusters in order to help them understand the opportunities that are available to them. Career academies will be integrated into the K-12 experience providing opportunities for career exploration and discovery and reinforcing what it means to be college and career ready in today’s marketplace. Woodland Prep will promote Advanced Placement or academic dual enrollment beginning in the ninth grade.

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

The link between dropout rates and crime is also well documented, and many studies indicate that high school graduation reduces violent crime by 20 percent. And nationally, the economic impact is clear: A 2011 analysis by the Alliance for Excellent Education estimates that by halving the 2010 national dropout rate, for example (an estimated 1.3 million students that year), “new” graduates would likely earn a collective \$7.6 billion more in an average year than they would without a high school diploma (Student-dropout-retention-strategies <https://www.edutopia.org/student-dropout-retention-strategies>). An August 2007 report by the California Dropout Research Project detailed the economic and social impacts of failing to finish high school in the Golden State. The numbers cited in the report are sobering: High school graduates earn an average of nearly \$290,000 more than dropouts over their lifetime, and they are 68 percent less apt to rely on public assistance.

Woodland Prep plans to implement five strategies that can help reduce the dropout rate and ensure graduation requirements are met:

1. Cultivate relationships and Home visits: A concerned teacher or trusted adult can make the difference between a student staying in school or dropping out. That is why secondary schools around the country are implementing advisories -- small groups of students that come together with a faculty member to create an in-school family of sorts. These advisories, which meet during the school day, provide a structured way of enabling those supporting relationships to grow and thrive. The most effective advisories meet regularly, stay together for

several years, and involve staff development that helps teachers support the academic, social, and emotional needs of their students. (Student-Dropout-Retention-Strategies <https://goo.gl/Gdgd7g>)

Woodland Prep will be asking its teachers to visit their students' home during the academic year. Establishing personal level relationships with families will increase the at-risk students' success.

2. Pay attention to warning signs: Key indicators among 9th graders, poor attendance (defined as attending classes less than 70% of the time), earning fewer than two credits during 9th grade, and/or not being promoted to 10th grade on time are all factors that put students at significantly higher risk of not graduating, and key predictors of dropping out. Armed with this information, Woodland Prep will develop strategies and practices that give both dropouts and at-risk students a web of increased support and services, including providing dropout-prevention sessions, establishing accelerated-learning programs for older students who are behind on credits, and implementing reading programs for older students whose skills are well below grade level. (Student-Dropout-Retention-Strategies <https://goo.gl/Gdgd7g>)

3. Make learning relevant: Boredom and disengagement are two key reasons students stop attending class and wind up dropping out of school. In "The Silent Epidemic," 47% of dropouts said a major reason for leaving school was that their classes were not interesting. Instruction that takes students into the broader community provides opportunities for all students -- especially experiential learners -- to connect to academics in a deeper, more powerful way. Woodland Prep will be utilizing place-based and project-based learning to ensure learning is relevant. (Student-Dropout-Retention-Strategies <https://goo.gl/Gdgd7g>)

4. Engage and partner with parents: Parent involvement declines as students get older and become more independent. Although the role of parents changes in secondary school, their ongoing engagement -- from regular communication with school staff to familiarity with their child's schedule, courses, and progress toward graduation -- remains central to students' success. (Student-Dropout-Retention-Strategies <https://goo.gl/Gdgd7g>)

5. Develop a Community Plan: In May 2007, "What Your Community Can Do to End Its Drop-Out Crisis," the Center for Social Organization of Schools at Johns Hopkins University advocates development of a

community-based strategy to combat the problem. Author Robert Balfanz describes three key elements of a community-driven plan: First is knowledge -- understanding the scope of the problem as well as current programs, practices, and resources targeted at addressing it. Second is strategy -- development of what Balfanz describes as a "dropout prevention, intervention, and recovery plan" that focuses community resources. Last is ongoing assessment -- regular evaluation and improvement of practices to ensure that community initiatives are having the desired effect.

School Calendar and Schedule

- 1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In an attachment (Attachment 5), provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.**

The number of days in the school calendar will be 180 days for students. Teachers will be working 190 days including professional development days. The school year will be divided into four quarters and each quarter will last approximately 45 days. After each quarter, report cards will be sent home and parent/teacher conferences will be scheduled within a week in order to give an opportunity to the parents to discuss their children's progress and to increase parental involvement. Please see Attachment-5 for the proposed calendar.

Attachment-5

- 2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for subjects such as English language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. This response should include, in an attachment (Attachment 6), a sample daily and weekly schedule.**

Attachment-6

The instructional day begins at 7:45 a.m. and ends at 3:10 p.m. On designated days throughout the year, students will be dismissed at 1:00PM for Teacher Professional Development. On days when students will be dismissed early; students will still receive the required instructional time set by the Alabama State Department of Education. Students will receive at minimum 90-135 minutes of ELA, 45-90 minutes of Math (depending on grade level), 45- 90 minutes of Science (depending on grade level), 30-45 minutes of Social Studies (depending on grade level). Additionally, students will attend physical education, health, and receive age-appropriate snack breaks and recess. Woodland Prep students will also have the option of choosing electives on certain days during the week and will also receive Art and Technology education. Please see Attachment-6 for the daily and weekly schedule.

The following are proposed weekly calendars for grades K-8 and 9-12. The school day is provisionally scheduled to run from 7:45 am to 4:00 pm, Monday through Friday. As illustrated in the following schedule, each student in grades K-8 will have 10 periods of instruction a day from Monday through Friday, plus time for lunch and recess. Every teacher will have at least one 45-minute period a day for planning and collaboration with other section teachers and the administrator who will oversee academic programs. Grade-level teams will meet formally once a week during this planning period, led by the lead teacher and the assistant principal.

A Daily Schedule-Sample	
Time	Activity
7:15	School opens doors
7:15-7:40	Breakfast
7:40	Daily announcements, Pledge of Allegiance
7:45	First period starts
7:45-8:15	Enrichment- Multi-tiered Interventions–PBL activities
8:18-9:03	ELA- Daily 5- Student-centered learning Activities
9:06-9:51	ELA - Daily 5- Student-centered learning Activities
9:54-10:39	ELA - Daily 5- Student-centered learning Activities
10:42-11:12	Lunch
11:12-11:30	Recess
11:30-12:15	Math- Student-centered learning Activities
12:18-1:03	Math- Daily 5- Student-centered learning Activities
1:06-1:51	Science/Social Studies

1:54-2:39	Physical Education/Health
2:42-3:10	STEM/Computer/Coding/Art/Music/ SEL
3:10	Dismissal starts
3:10-4:00	Clubs, After school programs, Community based events, Tutorials

The following table illustrates a sample schedule for students in grades K-8.

Weekly Schedule for Grades K-8						
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	07:45-08:15	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities
2	08:18-09:03	Math	Math	Math	Math	Math
3	09:06-09:51	Math	Math	Math	Math	Math
4	09:54-10:39	Reading/Writing	STEM/Comp	Reading/Writing	STEM/Comp	Reading/Writing
	10:42-11:12	Lunch	Lunch	Lunch	Lunch	Lunch
	11:12-11:30	Recess	Recess	Recess	Recess	Recess
5	11:30-12:15	Soc. Studies	LOTE	Soc. Studies	LOTE	Soc. Studies
6	12:18-01:03	ELA	ELA	ELA	ELA	ELA
7	01:06-01:51	ELA	ELA	ELA	ELA	ELA
8	01:54-02:39	Science	Science	Science	Science	Science
9*	02:42-03:10	SEL**	Art	Music	PE	PE
	3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
10	03:10-04:00	Club/Tutorial	Club/Tutorial	Club/Tutorial	Club/Tutorial	Club/Tutorial

*= Planning Period for teachers

**=SEL, Character Education etc.

The high school schedule includes an advisory period five days a week, when students will meet with faculty advisors to discuss their personal aspirations, educational and career goals, challenges, and progress. Students will choose at least one club that may include chess, English and math tutoring, theater, art, and puzzles (problem-solving). As the school expands in grades, additional activities will be offered to include athletic activities and social events; community service projects; and such school-based organizations as the student council and the school's newspaper.

The following two tables illustrate sample schedules for students in grades 9-12. As noted there are two schedules for group A and B. Students will be assigned to either one of these groups. Unlike K-8, high school students will have a block schedule. Each block is 90 minutes.

Weekly Schedule for Grades 9-12 (Group-A)						
Period	Time	Monday (A)	Tuesday (B)	Wed. (A)	Thursday (B)	Friday (A)

0	07:45-08:15	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities
Block-1	08:18-09:51	Math	Electives	Math	Electives	Math
Block-2	09:54-11:12	ELA	Electives	ELA	Electives	ELA
	11:15-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
Block-3	11:48-01:18	Soc. Studies	Electives	Soc. Studies	Electives	Soc. Studies
Block-4	01:21- 02:51	Science	Electives	Science	Electives	Science
Advisory	02:54-3:15	Advisory	Advisory	Advisory	Advisory	Advisory
	3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
	03:15-4:00	Club/Tutorial	Club/Tutorial	Club/Tutorial	Club/Tutorial	Club/Tutorial

Weekly Schedule for Grades 9-12 (Group-B)						
Period	Time	Monday (B)	Tuesday (A)	Wed. (B)	Thursday (A)	Friday (B)
0	07:45-08:15	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities	Enrichment-Multi-tiered Interventions-PBL activities
Block-1	08:18-09:51	Electives	Math	Electives	Math	Electives
Block-2	09:54-11:12	Electives	ELA	Electives	ELA	Electives
	11:15-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
Block-3	11:48-01:18	Electives	Soc. Studies	Electives	Soc. Studies	Electives
Block-4	01:21- 02:51	Electives	Science	Electives	Science	Electives
Advisory	02:54-3:15	Advisory	Advisory	Advisory	Advisory	Advisory
	3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
	03:15-4:00	Club/Tutorial	Club/Tutorial	Club/Tutorial	Club/Tutorial	Club/Tutorial

School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The Woodland Prep members' primary goal is to create a warm and positive school culture where all members (students, teachers, parents, and guests) feel welcomed and appreciated. It is our belief that the school leadership sets the organizational structure and tone, but every member contributes to the social emotional learning and interactions, activities, and experiences that form the school culture.

The design of the school program, including curricular activities and resources, shows that the leadership cares deeply about creating opportunities for deep

and successful learning for each student. We believe that the following components our program will lead to a thriving organization that promotes a positive school culture.

Also, student representatives from each grade level to welcome new students who enroll throughout the school year. They could be their buddy to show them the school/classroom procedures and routines. If they have questions, they could go to the assigned student.

Highly Qualified and Compassionate Teachers: Our staffing efforts will ensure that all our teachers are highly qualified to teach their assigned subjects. We will create conditions that require teachers to demonstrate their skills and interactions with children prior to hiring them. As part of the interview process, each teacher will be informed of the school curriculum and activities and will answer questions regarding his/her personal philosophy of education, to ensure alignment with our unique approach to student learning. Teachers' intuition and positive interactions with students will be an important factor in the hiring process.

Curriculum and Learning Activities: We will train our teachers to properly deliver curriculum and conduct learning activities that promote students' self-efficacy, motivation, self-regulation, and the enhancement of social interactions. All of these are considered important influences on academic achievement and a positive school environment:

- *Project-based learning:* Theme and project-based learning opportunities will help students make sense of the world around them as they enhance their knowledge in specific subject areas.
- *Arts Education and Integration:* Students will have opportunities to participate in the arts (visual and digital arts, music, and drama) throughout the day, found to enhance the social learning environment.
- *Athletics Programs and Competitions:* Students will be encouraged to participate athletic clubs and competitions in team sports to enhance school support and culture.

2. Explain plans for creating and implementing this culture for students, educators, instructional leaders, and parents starting with the first day of school. Describe the plan for transitioning students who enter school mid-year into the school's culture.

The founding members believe in top-to-bottom efforts when it comes to establishing a school culture and high expectations for all. Therefore, it is our belief that the school leadership sets the organizational structure and tone

even before the school opening. The school administrators expect every member of the school community to contribute to the social interactions and activities that will form a strong school culture. Teachers will be respected and engaged with students as their mentors and advocates. This engagement will include fostering a positive working partnership between the student, their family and the school. Expectations of students and teachers will be articulated daily.

Woodland Prep will utilize the following strategies to build its school culture of high expectations and a culture of collaboration:

1. Creating strong relationships between school and community: It will be a priority of our administrators and teachers to build strong trust and relationships among all schools and their communities. The school leaders and teachers need to have time to talk to their students in and out of the classroom. The goal should be for every adult in the building to maintain a high rate of positive interactions with students and to show genuine interest in their lives, their activities, their goals and their struggles.

2. Teaching social skills: Woodland Prep will offer character education classes where faculty and staff talk about acceptable social skills. Teachers will also talk about behaviors and values include honesty, sensitivity, concern and respect for others, a sense of humor, reliability, and so on. Teachers will identify the social skills and teach them step-by-step throughout the year.

3. Role modeling: Students are influenced by observing the actions of others how they respond to their environment and cope with unfamiliar situations. Woodland Prep will invite successful community leaders to share their life experiences with our students.

4. Clarifying classroom and school rules: Woodland Prep will create positive rules to help create a predictable, stable environment that is more conducive to healthy interactions. School and classroom rules will help communicate our expectations to the entire school community.

5. Setting appropriate consequences: Establishing classroom and school-wide rules and procedures is an important step in any effort to bring more structure to your school. Effective consequences show young people the connection between what they do and what happens as a result of their choices or actions. Consequences need to be appropriate, immediate and consistent. Equally important, they need to be delivered with empathy, not in anger.

6. Praising students for good choices: Many of our students, especially those who struggle, do not receive nearly enough positive feedback in the classroom or in their personal lives.

Students who are transferred mid-year are always welcomed. Upon enrollment, the student and parent/guardian will be given an orientation. Following this, the student will be introduced to the school principal who will personally welcome the family to the school and provide a tour of the building. The third step of the process is a debriefing of what the school's expectations are and an overview of the student handbook. Finally, the student will be introduced to his/her teacher and classmates. The classroom teacher then will assign him/her a peer among his classmates to help guide him/her until the new student acclimates to the school environment.

3. Explain how the school culture will take account of and serve students with disabilities, students who are English learners (EL), and any students who are academically below grade level.

All students including students with disabilities are entitled a free appropriate public education and to learn at the Woodland Prep in the least restrictive environment. No student at Woodland Prep will be unlawfully excluded from participation in any program or activity of the School, nor will the student be subject to discrimination by Woodland Prep because of a disability. Woodland Prep uses an inclusion model for our special education students. Our special education staff will support the students in their assigned classrooms. The continuum of services will include intervention at the school level, district support, and outsourced services as applicable.

The proposed school culture creation strategies mentioned above will be implemented for all students regardless of their gender, social, disability status. Therefore, positive school culture will increase the effect of the instructional support for low performing students. The Woodland Prep curriculum and culture has been designed to help struggling and low performing students. Teachers will be trained in data analysis, individualized goal setting and progress monitoring, and parent communication. The curriculum and data systems include pre-assessment, data review, continual progress monitoring, and structured support. The following table summarizes interventions at multiple levels for students with disabilities or low performing.

Intervention Level	TIER-I	TIER-II	TIER-III
Support Provided by	Teachers	Interventionist / teacher	Interventionist / Teacher

Student Groups	All Students	Small Groups (5-20%)	Individual or Small Group (1-5%)
Group Size (Whole/Small/Individual)	W & S	Small Groups	Individual or Small Group
Learning Standards	On grade level	On the grade level	Below Grade Level
When?	Regular & Enrichment Hours	Enrichment Hours, Pull-outs & Tutorials	Enrichment Hours / Pull Outs & Tutorials

Woodland Prep will provide accommodations/modifications as necessary to permit access to technology-based learning and the related services provided on the student's IEP. The modifications/adaptations shall include, but are not limited to:

- Adapted curriculum assignments
- Test modifications
- Computer pacing and remediation; and
- Adapted computer devices

It is important to note that exceptional education students are assessed on an ongoing basis. Each course's curriculum is developed to include regular assessments to determine student mastery. If a student does not exhibit mastery, the Intervention Specialist will work with the classroom teacher to modify the curriculum and/or pace of delivery within the general lab setting. All classroom teachers are provided with the appropriate IEP's and staff support to address the identified goals. The School's curriculum is capable to deliver content in a variety of formats that are compatible with assistive technology and accommodate different abilities and learning styles. This approach is based on research findings that equitable access to learning materials ensures that students with disabilities have equal opportunities to achieve to their highest potential. The curriculum uses many of the principles of instructional design and learning theory recognized as teaching techniques for students with learning disabilities. Teachers have found the self-paced structure, small steps with immediate feedback, and extensive practice is particularly useful for students with learning disabilities. The curriculum is reviewed on an annual basis to ensure alignment with the learning needs and that they are being met.

Supplemental Programming

- 1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and**

weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for summer programs.

Woodland Prep does not plan to offer a summer school. The summer school may be offered only for failing students.

2. Describe the extra- and/or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded and delivered.

Woodland Prep will offer a wide range of clubs and athletics activities. Additional programs and activities will be offered during and after school hours. Leadership activities such as Honor Society, Boy Scouts, Girl Scouts, and Student Council will be organized.

Woodland Prep is planning to develop agreements with several local public or private schools to conduct joint hands-on science and mathematics education programs, joint arts exhibitions, and joint sports competitions at all grade levels. Woodland Prep will contact the City Police Department to provide a Drug Free program at the school. The officers of the police department will hold seminars to inform the students about the dangers of drug use.

Some of the clubs that will be offered for Woodland Prep students are:

Computer and Coding Club: Students with an interest in computer technology will have the opportunity to learn new skills and practice those previously learned. Projects will be developed around areas that the club members suggest. Possible areas of exploration will be Internet searching and Hyper Studio. The members of this club will introduce new developments in computer technology to other students.

Math Club: Math Club is an after-school activity which will use a variety of games designed to promote math skills and thinking strategies. Students with a high interest in math and related areas will learn to make better use of their skills. Peer tutoring and coaching will also occur among students who excel in math and those who struggle with the subject. Peer tutoring and coaching will take place between the upper grades.

Science Club: Students with an interest in science will be given an opportunity to experience hands-on activities and experiments in the various areas of

science. This club will organize small competitions and exhibits about science and increase the popularity of science at Woodland Prep. This club will occupy the most important place in the co-curricular life at Woodland Prep.

Chess Club: The purpose of the chess club will be to give students the opportunity to practice the strategy of chess. Students will take turns pairing with each other during each session. At the end of the year, there will be a contest to determine who is the champion chess player for that year. During the winter, there will be a district contest held at Woodland Prep.

Art Club: Students with an interest in art will have an opportunity to work with different ideas and materials not usually experienced in art class. Students need not be registered in an art class to join. Students will do fun art activities along with an emphasis on community service.

Team Sport Clubs (basketball, soccer, etc.): Open to any student who is interested in team sports such as basketball and soccer. These clubs will support drug prevention programs by encouraging the students in sport activities.

3. Describe the programs or strategies that will be used to address students' mental, emotional, and social development and health courses or the needs of the school.

The Board of Directors believes that students need a supportive and socially nurturing educational environment that promotes high levels of engagement through active learning experiences. The proposed school program will promote high levels of literacy and academic achievement through a multifaceted view of students' educational requirements. We believe that, in addition to a rigorous educational program, the foundation for students' future success depends on their developmental, social and emotional growth in a positive learning environment. Research conducted on the social-cognitive theory of learning demonstrates that a student's self-efficacy influences his or her academic achievement.

The Board of Directors will coordinate with the Chicago based nonprofit, Collaborative for Academic Social and Emotional Learning (CASEL), to integrate Social Emotional Learning (SEL). The SEL is a systematic, evidence-based approach to teach students how to achieve goals, understand and manage emotions, build empathy, forge relationships, and make responsible decisions. Studies show that students participating in SEL programs showed improved

classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.

Additionally, students with behavioral health needs will be supported by our counselor. The proposed school will also form a partnership with local organizations for additional help.

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Woodland Prep will identify and enter into a memorandum of understanding (MOU) with local and national organizations to help our high school students to obtain summer internship opportunities. These paid or non-paid internship opportunities will help prepare our students for college and beyond.

Woodland Prep will organize science fairs and competitions and support our students to participate in local, national, and international contests. The proposed school will provide necessary academic and financial support for these activities when funding is available. When appropriate, Woodland Prep will organize local, national, and international exchange trips for its students.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with Individualized Education Programs (IEPs) or Section 504 plans; English Learners (EL); students identified as

intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

Evidence-based practice in public education is not just a good idea-it's required by law! There is no need for teachers to rely solely on their own ideas when we have a foundation of proven strategies that work in the classroom. Students with disabilities need to receive effective, scientifically-based instruction to help them reach their potential. IDEA requires special educators to use sound research in selecting methods and strategies to use in their classrooms. As students with disabilities often have specific and unique needs, this can be particularly challenging for teachers--one strategy does not fit all. By using strategies that have been scientifically proven to be effective in special education, teachers are setting up their students for success. (Evidence-Based Practice in Special Education <https://study.com/academy/lesson/evidence-based-practice-in-special-education.html>)

Woodland Prep will comply with all federal and state authorities concerning the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. The school will identify, locate and evaluate a child who has a suspected disability and provide the parent with information on the referral process. Any child, regardless of suspected disability will be evaluated and provided the appropriate services to receive a free appropriate public education.

We estimate that 10 to 20 % of our students will need special education, ELL, or gifted services. The School is committed to identifying and meeting the learning needs of all its students, including students with Individualized Education Programs (IEPs), 504 Plans, English Language Learners (ELL), students identified as intellectually gifted, and students at risk of academic failure or dropping out. The School will comply with all federal and state authority concerning the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. The School will comply with the federal Child Find mandate to identify and evaluate students who have, or are suspected of having, disabilities and need exceptional services.

The education programs are clearly defined. The programs and software that are required need to be minimized, so it is easier to determine which are most effective. The software programs should align with the curriculum/Alabama

Learning Standards in order for teachers to be able to utilize the data they get to determine student progress. Loyalty to effective curriculum/programs are more valuable than using many at the same time. Lessons and the curriculum need to be differentiated to reach all students. There should not be one way to teach a lesson, there should be opportunity for the teacher to meet each of their students' needs. This should be written as part of the curriculum, so that teachers have the resources/ideas they need ahead of time.

It should be encouraged throughout the school for students to share what they are learning in class in different ways. If a student fails at displaying their knowledge through a worksheet/written response, they should have an opportunity to show their knowledge in another way. The built-in flex time/enrichment periods should have specific guidelines for meeting student needs.

Woodland Prep believes that there needs to be a variety of ways for ELL and special needs students to access the curriculum. Students need explicit instruction in core academic language, and opportunities in class to practice using the academic language. They need lots of visuals, and objectives, directions in student friendly language. Students need the opportunity to display their knowledge in a variety of ways- it doesn't always have to be written on a worksheet. Scaffolded instruction is key for students to acquire a new skill or a concept.

After the students enroll in Woodland Prep, an identification list will be created for students who have a disability. The parent will sign a consent form to release the academic records which are related to special education or Section 504. The Director of Special Education and Child Find will request special education or Section 504 records from the previous school immediately. After the initial identification with the enrollment documents, the school will contact parents to confirm and start the process for the services. The school will set up a transfer IEP meeting with the parent. The parent will be provided with an IEP notice and the procedural safeguards. If an interpreter is needed, the school will arrange an interpretation service for the parent. After the transfer IEP, the parent will be provided a copy of the IEP. The Director of Special Education and Child Find (DSECF) will inform and disseminate the accommodations and IEP goals to the related personnel. Progress monitoring will be communicated with the parent throughout the school year. Our goal is to have all students in the least restrictive environment to access the general education curriculum. Based on the student's IEP, the appropriate instructional services will be provided. The least restrictive environment will be considered first. The instructional services that could be provided will be inclusion, resource, self-

contained, or homebound. If needed, the school will provide an alternative placement.

Based on the federal law, Child Find is a requirement for all schools to find students with disabilities. The school will have response to intervention (RTI) to address students who are not identified as a special education student yet. The student support team will meet and review student needs and progress of the interventions being implemented. Interventions will be provided by the general education teacher and support staff. Parents will be involved in this process and informed of the student's strengths and areas of need. If the interventions do not respond to the student's needs, a parent may request an evaluation, with or without having the RTI process. With the consent of the parent, the student can be referred for an evaluation to determine a need for eligibility and special education services.

The School seeks to help ensure that English Language Learners (ELL) attain English proficiency, develop high levels of academic attainment in English, and meet the same state academic content and student academic achievement standards that all students are expected to meet. All language-minority students will be able to attend Woodland Prep, regardless of their ability to produce a birth certificate, social security number, or immigration documentation.

Woodland Prep will be using Home Language Survey (HLS) to start the identification process of the English Language Learners. School personnel will be trained to meeting the needs of students from different cultures with different levels of English proficiency.

The Home Language Survey must contain:

- Is a language other than English spoken at home?
- Is your child's first language a language other than English?
- What language did your child learn when he/she first began to talk?
- What language does your child most frequently speak at home?

Initial assessment of English language proficiency will be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. English language learner (ELL) students identified through the HLS during registration before the beginning of the school year will be assessed for English-language proficiency within thirty (30) days of enrollment. ELL students who register after the beginning of the school year will be assessed within ten (10) days of enrollment. Woodland Prep will record the registration date as "original entry date" on INOW or if the child

is newly arrived in the county, “date first enrolled in US school,” when completing the demographics page of the ACCESS for ELLs® English proficiency test.

Teachers and the student's parents will plan the means for instruction in English and or specific modifications or accommodations. ELL students shall have equal access to appropriate English language instruction and instruction in basic subject areas that is understandable to the students given their level of English proficiency; and equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students. Classroom accommodations may include differentiated instruction, visuals and graphic organizers, and alternate assessment as necessary.

Using a blending instruction, each student can work through their Individualized Academic Plan based on the data from several data points. Students engage daily in high levels of rigor and relevance, through collaborative and personalized learning experiences using instructional software to support their needs. Teachers will actively monitor the progress. Students will be able to listen to instructional text read aloud and participate in interactive self-assessments with immediate feedback.

Woodland Prep will use early warning system indicators to identify the patterns of students that are off-track and access resources at the school to re-engage those students. The school will have a Multi-Tiered Support System team at the school (See table below). This model promotes student achievement through engaging, high quality instruction by using a team approach to guide student’s educational and behavioral practices.

This process is defined in tiers of intervention. These tiers include increasing levels of intervention intensity. Using the tiers of interventions, the team will deliver targeted interventions for students at-risk. Students will be provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Students are a part of a school within a school where they engage in rigorous learning experiences that allows them to learn not just in their core content area, but also through their real world experiences. The instructional program provides opportunities for students to master core academic content, think critically and solve complex problems, work collaboratively, communicate effectively and learn how to learn.

TEIR I	TEIR II	TEIR III
<ul style="list-style-type: none"> • Takes place during main/core hour and Enrichment hours • Serves all students • Provided by classroom teacher of record • Includes lesson reteach/extension as needed • Standards based grouping 	<ul style="list-style-type: none"> • Takes place during Enrichment hours • Serves some identified students based on data • Provided by classroom teacher and/or interventionist • Includes explicit reteach/extension of specified topic • Standards based grouping • After school and Saturday tutorials 	<ul style="list-style-type: none"> • Takes place during Enrichment hours • Provided by the interventionist, ESL teacher, and Special Education teacher • Includes explicit instruction to include skill gaps • Skills based grouping
Assessment Data: <ul style="list-style-type: none"> • Previous year State Test Results • Previous year NWEA 	Assessment Data: <ul style="list-style-type: none"> • Previous year State Test Results • NWEA 	Assessment Data: <ul style="list-style-type: none"> • NWEA • Skills Navigator (NWEA)
Progress Monitoring: Monthly Lexile level check~ Assessments Curriculum Based /District Assessment /Mock College Readiness	Progress Monitoring: Monthly Lexile level check~ Assessments Curriculum Based /District Assessment /Mock College Readiness	Progress Monitoring: NWEA Skills Navigator every two weeks

2. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.

To increase the effect of the instructional support for low performing students, programs and strategies will be based on reliable and actionable data collection and monitoring. Based on available data in Washington County, we expect the majority of our students entering with gaps and deficiencies. Thus, Woodland Prep curriculum and culture has been designed with this in mind. Teachers will be trained in data analysis, individualized goal setting and progress monitoring, and parent communication. The curriculum and data systems include pre-assessment, data review, continual progress monitoring, and structured support. The following table summarizes intervention levels at multiple levels.

Intervention Level	TIER-I	TIER-II	TIER-III
Support Provided by	Teachers	Interventionist / teacher	Interventionist / Teacher

Student Groups	All Students	Small Groups (5-20%)	Individual or Small Group (1-5%)
Group Size (Whole/Small/Individual)	W & S	Small Groups	Individual or Small Group
Learning Standards	On grade level	On the grade level	Below Grade Level
When?	Regular & Enrichment Hours	Enrichment Hours, Pull-outs & Tutorials	Enrichment Hours / Pull Outs & Tutorials

The school will have a school-wide performance assessment system in which each student will complete a test at entry, which will measure their functioning grade level in reading and mathematics. The school will use this information to drive interventions that align with the students' need to ensure we are providing all levels of intervention support. Every day students take part in daily custom learning time where they receive interventions, skill support, tutoring and acceleration and enrichment at their level of learning. The students will be regularly benchmarked against the Alabama College and Career Ready Standards to ensure mastery.

3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities. Specify the programs, strategies, and supports the school will provide, including the following:

a. Methods for “identifying, locating, and evaluating” students with disabilities who are in need of special education and related services; (and avoiding misidentification).

Woodland Prep will act in accordance with the federal and state Child Find directives to identify and evaluate students who have or are suspected of having disabilities and need special services. To address the physical, emotional, medical and behavioral issues, the guardians and the school will complete a referral form. This referral will be given to the Special Ed teacher. After the referral data collection within 30 days of the receipt of written notification of concerns regarding a child, the IEP team, including the parent, will meet to review existing data and determine whether a referral for consideration of eligibility for special education is necessary. Also, parents will be one of the data point for the process.

b. Plans for hiring and evaluating certified special education teachers and licensed related service providers, including projecting adequate staffing for the anticipated population of students.

The initial special education recruitment for Woodland Prep will be one special education teacher, with more teachers or other support personnel added as student enrollment requires and IEPs require. The Special Education teachers need to have a bachelor's degree in Education, Special Education, Curriculum and Instruction, Education Leadership or other related fields with Education from an accredited university or college. As necessary, contract special education services will be utilized.

c. Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free appropriate public education in the least restrictive environment.

Each student with a disability is eligible to receive a free appropriate public education (FAPE) in the least restrictive environment that will allow the student to progress in the general curriculum environment. Particularly, intended teaching and assistive technologies, accommodations, and/or modifications as designated in the student's IEP will help the most.

d. Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with nondisabled peers to the greatest extent appropriate.

As determined by the IEP committee Woodland Prep will ensure that a variety of services is available to meet the needs of students with disabilities for special education and related services. Woodland Prep ensures the provision of the following related support services according to the students' IEPs:

Speech/Occupational and other therapy services: Speech and language therapy: Speech Language Pathologists work with the students who experience speech and language delays like articulation, language, fluency and pragmatics that affect their social interaction, literacy and learning. Students generally receive services based on their IEPs either in small groups or within the classroom setting.

Occupational therapy: Occupational therapists work with the students to improve their cognitive, physical, and motor skills. Students generally receive services individually or in groups depending on their IEPs.

Physical therapy: Physical therapists work with the students to improve their muscle control, balance and to promote sensory motor development and independence in functional mobility skills.

Counseling services: Related services personnel work with students to develop appropriate behavior and social skills that allow them to benefit from their educational experience.

Assistive technology: It is used by the students with disabilities in order to perform functions that are difficult or impossible for them. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software or other electronic devices.

Additionally, Conference with student, Resource room pull-outs, and Regular class inclusions will be made available. Based on the review of the IEP committee, new needs, suggestions for accommodations, or supplemental supports will be provided by the Woodland Prep Special education department.

e. Plans for monitoring and evaluating the progress and success of students with disabilities.

According to each student's IEP, the Special Education students' progress will be evaluated. The teachers of Special Education will maintain and provide progress monitoring reports, academic grades, attendance and behavioral records, and other records that are needed by the national and state regulatory guidelines.

The School's effectiveness in serving special education students will be assessed in the ability for the student to exhibit learning improvements consistent with the annual goals specified in the student's IEP. Also, data from State and school assessments (Initial assessments, screening, progress monitoring, and diagnostics) will be gathered and monitored regularly by the Special Education and General Education teachers to measure growth and determine if modifications or alterations to instructional methods or accommodations are needed.

f. Plans for promoting college- and career-readiness for students with disabilities, including high school graduation and post-school indicators.

Before the age 16, IEP meeting will be held for the appropriate transition. Transition plans will be addressed in the IEP via measurable postsecondary

goals based on transition assessments related to training, education, employment, and independent living skills and the transition services needed to assist the child in reaching those goals. Below items will be discussed and execute accordingly;

- Transition Assessments,
- Postsecondary Education (Training, Employment, and Goals)
- Anticipated Date of Exit,
- Pathway to the Alabama High School Diploma,
- Program Credits to be Earned,
- Total Number of Electives,
- Measurable Annual Goals for Postsecondary Education

g. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities. Self-monitoring of disproportionality should include an understanding of the coordinated early intervening services (CEIS) requirements when significant disproportionality has been determined by the Alabama State Department of Education/Special Education Services.

Disproportionality is the more representation of a specific race or ethnic group in a program or system compared to their representation in the over-all populations. When we say disproportionality in Special Education includes comparisons by race or ethnicity between groups of students identified as eligible for special education and related services. Students from a specific ethnic group identified at a larger rate than all other racial/ethnic groups. The most important causes that contribute to over-representations are:

- The special education referral process
- Eligibility determination and placement
- Identification errors
- False assessment and evaluation
- Ineffective instruction strategies in the general education setting

Students with disabilities cannot be removed from school more than 10 days. The school will be responsible for educational services to enable the children to continue to participate in the general educational setting, even though in alternative setting, and to improvement toward meeting the goals set out in the IEP.

h. Self-monitoring methods to evaluate procedural and substantive compliance with special education rules and regulations.

Self-monitoring procedures to evaluate procedural and substantive compliance will require following and executing special education local, state and federal rules and regulations. The SPED teacher/Coordinator will lead the teachers in the monitoring of compliance using a school based checklist on a quarterly basis. School will review and audit of student special education folders with the leadership of the assistant principal and/or principal. Also, the principal will ensure staff members are trained in:

- 1- Understanding Indicator 9
- 2- IEP review process
- 3- Collaboration with service providers
- 4- Change of placement steps

Woodland Prep personnel will be trained Coordinated Early Intervening Services (CEIS) requirements and the steps to take early-on in a child's education and if for any reason, significant disproportionality has been determined by the Alabama State Department of Education Special Education Services.

4. Explain how the school will identify and meet the needs of intellectually gifted learners, including the following:

- a. Approach to defining gifted, methods for ensuring equity and comparability in identification of students in need of gifted services, and methods for monitoring and ensuring racial equity in the gifted program.**

Based on the ALSDE definition gifted means: "Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor" (Alabama Administrative Code (AAC), 29-8-9.12 (1)). Woodland Prep will use a systemic identification process, to identify the students based on the definition above. Woodland Prep will make sure that trained school personnel who are knowledgeable in identifying and reaching gifted students through the ALSDE required services will provide gifted education services. Also, data will be analyzed and reviewed continuously in order to evaluate program effectiveness.

b. Certification requirements for gifted specialists and professional development targets for general education teachers who teach gifted learners.

Woodland Prep will comply with Alabama Administrative Code (AAC), section 290-8-9.12 related to gifted education. Woodland Prep will designate an administrator and/or a gifted teacher who is also certified to oversee the gifted program. Also, teachers of gifted students will be highly trained and able to deliver support and instruction in this area. All Woodland Prep teachers will receive training in differentiation to provide for these students. The School will offer on-going professional development opportunities that will support other strategies and instructional methodologies that will aid in accelerating students' performance.

c. Methods for ensuring the needs of gifted learners are met and continuum of service delivery options that will be offered (e.g., pull-out classes, advanced classes, interest clusters, cluster grouping with differentiated curriculum for gifted learner, acceleration procedures, field studies, and mentors, all of the above).

The plan of the Woodland Prep is to ensure the needs of all learners are met, including those identified as gifted learners. Our Gifted program will be allowing for cluster grouping and differentiation. Gifted students in the upper grades will have chances for independent coursework as electives as well. The individual gifted plan and activities will be documented and reviewed quarterly. In the state of Alabama, two models to identify and serve gifted students are used and will be available for Woodland Prep students:

- Gifted Program is a delivery model to provide services to identified gifted students using the ALSDE Gifted Eligibility Determination Form and requires a gifted certified specialist to facilitate.
- Enrichment Model Program is a delivery model to provide services to identified gifted students plus an additional identified talent pool using a state-approved, multiple-criteria eligibility matrix. An Enrichment Model Program requires a certified gifted specialist to facilitate.

Grades K-8: Consultative services-gifted specialist consults with classroom teachers to develop differentiated lessons, activities, and/or centers. Pull-out classes-gifted specialist provides student-centered, pull-out classes using concept-based curriculum that provides opportunities for career exploration, real-world problem solving, authentic learning, and authentic audiences.

Grades 9-12: In the grades 9-12, the curriculum resources will support gifted and talented learners through access to Honors and Advanced Placement courses, and dual enrollment.

d. Methods for determining cognitive and affective growth among gifted learners.

Woodland Prep will make sure that particular practices are documented for gifted students. School will use pre- and post-assessment data for defining cognitive and affective progress among gifted learners. Based on the state's The Gifted Standards and Student Outcomes Woodland Prep will create a document that will be used to provide a list of competencies and skills that will be mastered and to keep track of what has been mastered. These standards will give important data and is another tool that can provide information to the students and to parents about what a student knows and is expected to know as she/he matriculates in the gifted program.

e. Procedures related to the monitoring of achievement data for gifted learners, including plans for disaggregation and distribution of results to parents.

Woodland Prep will use the documents based on the ALSDE Gifted Eligibility Determination forms as a benchmark to progress. In the individual Gifted student folders, the pre- and post- assessments reports, student instructional performance, creativity, projects and other classroom measures used to evaluate student performance will be kept. The assessment information will be reviewed and as longitudinal data to make projections and recommendations regarding student performance and setting goals. Every 9 weeks, the RTI team will review the progress of the gifted students and will discuss the students' progress with gifted students and their parents.

f. Self-monitoring methods for the gifted program, including what, when, and by whom.

The Woodland Prep Gifted teacher will complete a Folder Review Checklist form for each Gifted student to assist with a self-review one time during the school year. Required State documents will be uploaded to STISETS during the school year. The ASSIST Gifted Compliance Monitoring Template will be completed one time a year. The document will be completed by the School administration and Gifted Specialist. The monitoring items include: Referral, Public Notice, Equity, Second Grade Child Find, Standard Referral, Gifted Referrals Screening

Team, Consent, Evaluation, Aptitude, Performance, Characteristics, Aptitude Test Selection, Eligibility Determination, Timeline, Eligibility Criteria, Placement and Service Delivery Options, Gifted Education Plan, Gifted Education Accommodations, Transportation, Child Count, LEA Plan for Gifted, Transfer Students, Responsible Staff Person, Caseloads and Procedural Safeguards. In addition, the Gifted Specialist Questionnaire form, the General Education Teacher Response Form, and the Mandatory Gifted Specialists' Schedule and Caseload Form will be completed. The School will also ensure that the Gifted Specialist submits a Concept-Based Curriculum Unit that they are teaching during the school year.

(<https://www.alsde.edu/sec/cm/Self%20Assessment/Gifted%20LEA%20Compliance%20Monitoring%20Self-Assessment%20Manual%202017-2018.pdf>)

5. Explain how the school will meet the needs of English Learner (EL) students, including the following:

a. Methods for notifying parents/caregivers in a language they understand about the procedures that the school will use to identify EL students for possible language acquisition support.

Woodland Prep will adhere to all requirements of State and federal law relating to English Learners (EL). The School will be responsible for state and federally required services to EL students in compliance with the guidelines provided by the Alabama Department of Education. A Home Language Survey will be given to every student at the enrollment stage. If the primary home language is a language other than English, the student will be scheduled for the state-identified English language proficiency screening test, the WIDA. If the student is identified based on performance on the WIDA, the school staff will document the identification, proper language instructional program goals, and applicable instructional and testing accommodations in the student's plan. The school will meet with the parent/guardian of the student and communicate with the school's support services using translation services as necessary.

To increase the effectiveness of the program and to meet the federal and state expectations Woodland Prep will be using one of the online based programs which is called ELlevation.

b. Methods for identifying and evaluating EL students with disabilities in a timely manner by administering special education evaluations in the child's native language, unless it is clearly not feasible to do so (ensuring that a student's language needs can be distinguished from a student's disability related needs).

Woodland Prep will meet the federal Child Find required to identify and evaluate students who have, or are suspected of having, disabilities and need special education services. Woodland Prep will follow the state and federal procedures for the education of ELs with disabilities as well. The School or parent will complete a Referral of Concern form to address behavioral, medical, physical, or emotional issues that are limiting the student's ability to function in the academic environment. This referral will be given to the special education teacher. Within 30 days of the receipt of written notification of concerns regarding a child, the IEP team, including the parent, will meet to review existing data and determine whether a referral for consideration of eligibility for special education is necessary. The school will communicate using translation services as necessary.

If an EL is suspected of having a learning disability, Woodland Prep will follow many of the same processes it does for all students (RTI) with the exception that it must also be determined that language is not the only obstacle to achievement. As soon as it has been determined that language is not the barrier, the SST will follow the same procedures as it will for all other students.

c. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

To make sure that English Language Learners (ELL) attain English proficiency, develop high levels of academic accomplishment in English, and meet the same state academic content and student academic achievement standards that all students are required to meet, teachers and the student's parents will plan for instruction in English and or specific modifications or accommodations. ELL students shall have equal access to appropriate English language instruction and instruction in basic subject areas that is clear to the students given their level of English proficiency; and equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students.

Our School will use the best model based on the students' needs and teacher certifications and qualifications, and factors such as number of ELs registered in the School, to select the service delivery model which will be used at the school. The options include:

- Sheltered English or content-based programs
- ESL push-ins and pull outs
- Newcomers Program
- Bilingual Program

Classroom accommodations may include differentiated instruction, visuals and graphic organizers, and alternate assessment as necessary. Woodland Prep will arrange a committee to cultivate an action plan that will show how and when goals and strategies will be met, the personnel accountable for each action step, and the funding necessary to implement the program.

- d. Plans for monitoring and periodic evaluation of the progress and success of EL students, including using a reliable English language proficiency (ELP) assessment that tests in the four language domains, identifying benchmarks for exiting students from EL services, and defining plans for providing follow-up support for at least two years after students exit the program;**

Woodland Prep will follow State and federal law that mandates ELL students to be annually assessed on the state-identified English language proficiency test until the student meets the exit criteria. Student's English language proficiency is assessed using the WIDA ACCESS placement Test (W-APT). Students have to achieve a score of 4.8 to exit from the program. Students who exit the program will be monitored after exiting for two years. Also, further academic support will be provided if students begin to have difficulty. If it is determined that a student is not making satisfactory progress, a team meeting with parental participation will take place to review all pertinent information and recommend a suitable plan.

- e. Means for providing qualified staffing for EL students.**

The Principal and/or Assistant principal will oversee the compliance of the ELL program. The ESL teacher will be responsible for reporting on compliance, monitoring and exiting ELL students from the program.

Student Recruitment and Enrollment

- 1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and parents. Specifically describe the plan for outreach to students and families who have an economic or academic disadvantage that requires special services and**

assistance to succeed in educational programs. Those students include, but are not limited to, students who are members of economically disadvantaged families, students who are identified as having special needs, students who are limited in English proficiency, students who are at risk of dropping out of high school, and students who do not meet minimum standards of academic proficiency.

Washington county is relatively a small county with total population less than 18,000 and Woodland Preparatory will be the first charter school in the county. Board of Directors of the proposed charter school are made up of dedicated members of the community representing all walks of life in the county. Because of these initial founders, many people in the county already aware of the proposed school. Therefore, marketing and recruitment and reaching out to the entire county population will not be a challenge.

Woodland Prep will publish its discrimination policy and the school will not discriminate on the basis of race, color, national origin, creed, gender, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, or athletic performance. Students who use English as a second language and students who are classified as eligible for special education will be welcomed.

A broad approach to outreach will be utilized to seek the initial enrollment, including distributing flyers throughout entire county to enroll students who are members of economically disadvantaged families, students who are identified as having special needs, students who are limited in English proficiency, students who are at risk of dropping out of high school, and students who do not meet minimum standards of academic proficiency. This effort will cross all areas of socio-economic status, diversity of racial and ethnic background.

Students will not be evaluated or assessed in anyway prior to the lottery. Students will be assessed after the beginning of the academic year in order to determine their needs and strengths and to provide them with proper instruction, including remedial assistance and additional resources as appropriate.

The proposed school will attempt to achieve mass marketing and outreach strategies to reach out to everyone in the county to have racial and ethnic balance in the school that represents the county, including but not limited to special need students, English Language Learners, and at-risk student population.

Upon approval of this application, the proposed school will open a registration office to begin attracting and enrolling students for the 2019 – 2020 school year.

The school's marketing team will determine the right integrated marketing campaign to effectively generate the desired enrollment goals. Mediums of communication available to the school will include:

- Local newspaper advertising
- Web advertising
- Parent/Student informational sessions
- Email marketing campaigns
- Posters
- Brochures and fliers
- Corporate sponsorships, and
- Phone Calls

The school administrators and staff will be fully-trained and experienced to answer questions, process appropriate enrollment paperwork, assemble transcripts and follow all necessary steps involved in informing and enrolling families into the program.

Other strategies that may be used include advertising in local community outlets or contacting community social service organizations that target the at-risk and/or dropout population (youth organizations, courts, churches, etc.). The school will use multi-lingual advertisements and materials when appropriate.

2. Explain the plan for admitting students based on a random selection process if more students apply for admission than can be accommodated.

In the event that more students apply than space allows, eligible students will be enrolled by a lottery system. The lottery will be conducted publicly by the school administrators. A separate random lottery will be conducted for each grade level, if the number of applicants exceeds the maximum targeted enrollment. The lottery shall take place within fifteen days after the closing date of the application period. Each student will be assigned a number. Numbers will be written on a piece of a paper (1" by 2") and folded twice. Numbers will be placed in a container and randomly drawn one number at a time by the principal or his/her designee. The lottery will be supervised by at least one member of the sponsoring entity or his/her designee and by the EMO

representative or its designee. Results of the lottery shall be certified by a notary public.

Development of a Waiting List: The lottery will be paused momentarily once the number of student names reaches the proposed enrollment cap for each grade level. Then the drawing will continue, and a waiting list will be developed by pulling the remaining names until all names are pulled. As space becomes available, applicants will be called from the waiting list with the lowest number assignment.

Students accepted will be notified by letter within ten days giving them instructions to call the school and confirm intent to enroll. The School will also call families to notify them of acceptance and to confirm intent to enroll. All attempts to reach the family, and if contacted, the response from the family will be documented. If the student has not confirmed intent to enroll within two weeks of receiving confirmation of acceptance the student will be placed at the end of the wait-list.

3. Explain the school's policy regarding enrollment preferences with respect to students who reside within the former attendance area; students within the local school system; students outside of the local school system; previously enrolled students; siblings of students; and children of founders, governing board members, and full-time employees.

Woodland Prep's enrollment will be open to all Washington County, Alabama residents, first. Thus, enrollment preference will be given to students who are residents of the county and students enrolled in the county school system in the previous year and to the siblings of students already enrolled in the public charter school. After the initial year, returning students (students who currently attended the school and intend to return the next school year) are given priority in admission if they notify the school of their intent to return for the next school year by February 1st of each school year.

According to Alabama Charter School law the school can give preference to children of founders, governing board members and employees if it does not exceed certain percentages of the total enrollment. The school will adhere to the Alabama Charter School law regarding enrollment preferences within former attendance area, within the local school system, previously enrolled students and siblings of students. Siblings of returning students will be exempt from the lottery and will obtain automatic admission.

- 4. Provide, as an attachment (Attachment 7), the school's enrollment plan, which should include the school's plan for maintaining records on all enrolled students utilizing the state-adopted Alabama Student Information System (ASIM).**

Attachment 7

Student Discipline

Describe in detail the school's approach to student discipline. Provide, as an attachment (Attachment 8), the school's proposed discipline policy. The proposed policy must comply with any applicable state and federal laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:

- 1. Practices the school will use to promote good choices, including both penalties for infractions and incentives for positive behavior.**
- 2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.**
- 3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.**
- 4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation or disciplinary rules or regulations, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students with disabilities who are expelled or out of school for more than ten days.**

It is the philosophy of Woodland Prep to create a positive discipline plan and learning environment in order to encourage appropriate student behavior. A strong, well-defined, universally communicated and consistently enforced discipline code will ensure that students understand what is expected of them, the consequences for noncompliance, and how and by whom their performance will be judged. The School strongly believes that specialized, individual, group, and universal interventions will have a greater likelihood of enabling students to change their behavior in a way that does not interfere with their learning or the learning of others than a model of discipline that relies solely on consequences for misbehavior. An added component to dealing with these students will be interventions such as anger management instruction,

guidance counseling sessions, teacher-parent-student meetings, and other interventions designed to identify the root problems and teach appropriate behaviors.

In a school environment, discipline is often solely characterized by student behavior. Discipline encompasses not only student behavior but all elements that contribute to the teaching and learning environment. Those elements include but are not limited to policies, rules, procedures, expectations, and motivators. The management techniques ingrained in each of these elements are not systematically addressed within instructional techniques, thus our philosophy requires a formal school-wide discipline plan.

Woodland Prep's philosophy regarding student behavior supports the view that most behavior is directly influenced by the level that students perceive teachers, administrators, and staff care about them and the academic mission of the school. The School maintains the conviction that a safe and orderly school is essential toward meeting academic as well as social expectations. Effective discipline and adherence toward personal and common goals of excellence will be a key component of the school's behavior philosophy.

Woodland Prep believes that students should feel a sense of support and encouragement in all aspects of their education, where teachers are not viewed as adversaries, but rather concerned mentors with an interest in their academic interests and their emotional well-being. The School further feels that teachers, administrators, and staff should demonstrate the courage to model good character and engage actively in the behavioral standards adopted by the School.

Additionally, parents will be viewed as partners in the education of each student. In order to earn and maintain the behavioral policy support of parents, the School will provide clear, reasonable, and fair expectations that further the goals of instruction and the safety of all students and staff. The school will seek to work in collaboration with parents in order to turn incidents of poor student behavior into opportunities for personal growth, thereby reducing the probability of future disruption to the learning environment and damage to student self-esteem. The philosophy is that discipline directly affects student behavior. We will provide a strict environment where learning comes by enforcing rules, procedures, and high expectations.

Woodland Prep discipline plan is rooted in equipping students, teachers, and all other members of the school community with the tools needed to secure an optimal teaching and learning environment thus enhancing the opportunity for

exemplary academic achievement and personal development. The proposed discipline policy presented as Attachment-8.

Attachment 8

5. Provide, as an attachment (Attachment 9), how students and parents will be informed of the school's discipline policy.

Attachment 9

Parent and Community Involvement

1. Describe the role of any parents and community members involved to date in developing the proposed school.

The application process was developed by a small group of concerned parents, educators, local business and civic leaders in economic development who saw the lack in efficiency of the current educational system in Washington County. This group of parents investigated options both internally and externally and determined that a public charter school would be the best potential option to address these concerns. Since that time, the application team grew to over 20 professionals with broad educational, professional and cultural backgrounds and has rallied together to create the best possible chance for a successful application. This application team also worked to recruit and well-educated and a diverse board of directors who will oversee the charter school. This had been a completely grass-roots effort by the Washington County community.

2. Describe what you have done to assess and build parent and community support for your school and how you will engage parents and community members from the time that the school is approved through opening.

The founding group of parents held individual conversations with other members of the community in order to gauge interest. Additionally, three community engagement meetings were offered in three different location of the county. They were in our two public libraries and a local volunteer fire department. Notifications of these meetings were published in the local newspapers for two weeks prior to the meetings. A Facebook page and a website were created to provide information to parents. A survey monkey link

was also provided to any parent expressing interest (survey link is: <https://www.surveymonkey.com/r/BKCFPTY>). There are currently 100 children identified as interested through the survey and dozens of letters of support have been obtained.

Once the public charter school is approved, great effort will be made to publicize this school option for families in and around Washington County. Additional public engagement meetings will be held and every marketing effort will be utilized to educate families.

3. Describe how you will engage parents in the life of the school (including any proposed governance roles described in Act 2015-3). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Parental involvement plays a vital role in students' academic success and will therefore be essential to the success of Woodland Prep. As required in Act 2015-3 at least 20% of the Board members will be parents of current students. To support parent involvement, the proposed school seeks to communicate with parents in the language spoken in the home. Parents and community members will have extensive opportunities for involvement in the proposed school's daily activities. The School will ensure that parents, teachers, and other community members are engaged in the school by offering them the following opportunities for involvement:

- Career Fairs and Open houses
- School events (such as student shows; information sessions; project fairs; club activities; etc.) held in the evenings to maintain communication and encourage involvement in the School
- Parent/teacher conferences
- School's periodic newsletters that will disseminate information and maintain open lines of communication in the community
- Parent Teacher Organization (PTO) will coordinate extra-curricular events and fundraisers involving the community

Volunteer Opportunities: Parents will be provided numerous opportunities to volunteer at the school. Opportunities may include, but will not be limited to homeroom-parent, field trips, job fairs, award banquets, teacher appreciation day, etc.

Other Parent Involvement Opportunities: Parent workshops on educational topics, such as decision-making regarding school performance, student assessment needs, and homework help will be offered. Parent/Teacher conferences, the electronic grade-book, and the School's website will also keep parents informed of progress and important school activities, thereby encouraging parental involvement in the school. Additionally, parent surveys will be distributed annually to monitor general parent satisfaction with the school program.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments.

Woodlands Preparatory will partner with the Washington County Public Library for enrichment services such as makerspace, research materials, field trips, etc. We will also work with local industry leaders and corporations to provide opportunities for our students in the area of STREAMS activities and application. Specifically, BASF, Lassiter Lumber, Farley's Forest Products, Boise Inc. forestry industry and Millry Communication showed interest in working with the proposed school. We will partner with the local Alabama Cooperative Extension office and local forestry services for 4-H and agriculture educational opportunities. The school will be partnering with local businesses and organizations to provide the students with mentors and intern opportunities. We will also be partnering with colleges and universities to offer dual enrollment opportunities for the students.

Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance, and/or management and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school instructional leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

The key members of the school's leadership team will include but not limited to the following: Principal, Assistant Principals, Business Manager, Management Company Liaison, and Washington County Students First Board members.

After establishment of the proposed school, School's PTO chair, teacher and student representatives play active roles for the success of the program. Currently the WCSF Board members along with an EMO representative formed a core team and started pre-startup processes. These core team members collectively possess qualifications in the areas of school administration, instruction and assessment, performance management, inclusiveness, special education, and community engagement to establish a successful charter school program.

Woodlands Prep School will be governed by the WCSF Board members who are made up of highly motivated and concerned parents, educators, community members, and civic leaders of Washington County. This volunteer board is comprised of the following individuals:

1. Thad L. Becton
2. Paul E. Brown, Jr.
3. Jacob L. Snow
4. Nancy Alston
5. Leo Levy Leddon, Jr.

Dr. Soner Tarim, representing Unity School Services (Education Management Organization), was retained by the WCSF Board to provide consulting and school management services for the proposed school.

Each team member of the WCSF board have contributed to different parts of this application which match their individual areas of expertise. The Board members have in-depth knowledge and understanding in the fields of education, leadership and policy, curriculum and instruction, developmental psychology, nonprofit finance and governance, and school and real-estate law. Along with the expertise, our team is familiar with the educational needs of students, historical and socioeconomic trends, and the challenges of finding a plot for a school building in Washington County. Board members are concerned about the scarcity of high-quality schools and are fully committed to supporting the school's mission of offering a comprehensive, rigorous education program to the county students. We have confidence in our ability to consider and address the multitude of issues related to establishing a successful educational institution.

Describe the team's individual and collective qualifications for successfully implementing the school design, including capacity in areas such as:

- **School leadership, administration, and governance.**

- **Curriculum, instruction, and assessment.**
- **Performance management.**
- **Parent and community engagement.**

The application team consists of highly motivated, qualified, and experienced educators and community members who support the school's mission and embrace a shared vision for the proposed school. The team will consist of proven and successful thought leaders that have a longstanding residency and reputation as advocates for children and learning.

Thad L. Becton grew up in rural Washington County, Alabama, and attended Louisiana State University where he earned his bachelor's degree in forest management with a minor in business and agriculture. In 2006 he received a Master of Business Administration from the University of South Alabama. Thad has an impressive resume' working with different forestry product companies in places like Kettle Falls, Washington; DeRidder, Louisiana; Boise, Idaho; Jackson, Millry and Silas, Alabama.

Currently, Thad is employed as general manager of two saw mills owned by Lassiter Lumber (a subsidiary of Farley Forestry Products based in Tuscaloosa, AL) where he manages 86 employees and has overseen the design, engineering and management of a \$1 million dollar expansions. Thad is a parent of three students enrolled at the Millry campus in Washington County, one in 3rd grade and twins in 5th grade.

Paul E. Brown, Jr. is another product of rural Washington County, Alabama. He attended South Choctaw Academy where he graduated in 1990. He attended Patrick Henry Junior College (now Coastal Alabama Community College) and transferred to the University of Alabama where he earned a bachelor's degree in business administration in 1999. Paul has working experience in multiple networking environments and software packages. He has skills in numerous computer applications and is proficient in computer programming such as TCL, PHP and Python.

Paul has an extensive work history with Millry Communications where he currently serves as the general manager and vice president; he is also a member of the founding family that brought telephone service to rural southwest Alabama. In addition to his successful career with Millry Communications, he recently purchased the county's failing Ford dealership. With fear of Ford's closure, one of only two automobile dealerships in the county, it was imperative to Mr. Brown that the dealership be purchased, restructured and rejuvenated to return it to profitability. He works closely with

Ford Motor Company and the general manager on dealership management and operations. Mr. Brown has three children, all of whom will have completed their K-12 education by 2019.

Jacob L. Snow is a product of the Washington County School System where he received his high school diploma in 2002. Jacob enrolled in the University of South Alabama, where he earned his bachelor's degree in education in 2006. After working as history teacher and coach for a brief stint, Jacob landed a job with TMX Finance in Mobile, Alabama, where he served as general manager. He also served as a chemical operator/health, safety and environment technician with the Honeywell Corporation in Chickasaw, Alabama.

Jacob, a 100% Native American has been involved in various civic organizations with the MOWA Band of Choctaw Indians as well as participating in mission trips to Antigua and India, and his ethnicity represents 9% of the county's population. He is currently enrolled at the University of Alabama School of Law where he is a Juris Doctorate Candidate and plans to graduate in May 2019. During law school, he has been honored to be associated with The Journal of the Legal Profession and served as a Summer Associate/Pro Bono Fellow with the Baker Donelson Law Firm in Birmingham, Alabama. Finally, Jacob serves his country as a member of the United States Coast Guard Reserve. Jacob is a parent of one son, age 3, who would be enrolled in an approved charter school within the county.

Nancy Alston received her BBA degree in business management from Monroe College in 1980. She earned a certificate in office management with a concentration in computer and office systems from Mobicentris Incorporated. She completed her college education by earning a certificate of completion with emphasis in business management from Cornell University. Nancy recently moved to McIntosh, Alabama, after a 30 year successful career with J. P. Morgan Bank in New York. During her career with J. P. Morgan, she worked in many different aspects of the banking business from teller to operations manager winning many awards and accolades along the way. Following retirement, she relocated to McIntosh, Alabama with her husband to be closer to his family.

Nancy currently services on the Town Council for the Town of McIntosh where she has also assisted with the daily administration of the McIntosh Public Library. Nancy coordinates the summer reading program, and she also reconciles and manages the branch's financial records. She has served in this capacity since October 2015. Nancy is bilingual in English and Spanish in the areas of speaking, reading, and writing. Nancy is a highly respected African-

American professional woman, and the African-American race represents 25% of the county's population. Nancy's adult daughter is the funding and operations manager at a charter school in New York.

Leo Levy Leddon, Jr. grew up in a military family. He began his educational journey at a Department of Defense school in Great Britain and completed high school in Selma, Alabama. Along the way through various moves, Leo attended a total of seven schools prior to high school graduation in 1975. Upon graduation, he enrolled in Livingston University (now the University of West Alabama) where he completed his Bachelor of Science in 1980. He began his teaching career in the fall of 1980 and completed his master's degree in 1982.

Leo has a tenure of 36 years in the field of education, serving in private and public schools. While teaching full-time, he was also enrolled as a student at the University of Alabama where he completed his Educational Specialist (2001) and Doctorate of Education (2010). During his career, he served as a high school band director, elementary music teacher, music appreciation teacher, ACCESS facilitator, high school assistant principal and principal. He also taught Music Appreciation at Patrick Henry State Junior College (now Coastal Alabama Community College) for two quarters in 1986.

Leo retired on July 1, 2017, and currently serves part-time as an online course instructor for the Alabama State Department of Education. He and his wife, a retired elementary education teacher, have no biological children but consider the students who entered their classrooms as the children in which they planted a love for learning.

Dr. Soner Tarim is the founder and former CEO of Harmony Public Schools (HPS), a Houston based charter network in Texas. Dr. Tarim has been working with WCSF founding board members to develop this proposed school. He has been an educational advocate for more than 30 years. He has championed the cause of imparting knowledge to the children belonging to disadvantaged groups. Dr. Tarim was the first principal at Harmony Houston serving 200 students. Under his leadership, HPS is now serving nearly 34,000 students at 54 campuses throughout Texas.

Dr. Tarim is a driving force behind disseminating STEM education throughout Texas and the United States. He has decades of experience of developing innovative educational programs for K-12 schools for the Harmony group of schools, which has garnered state and national recognition for its high academic standards. Under Dr. Tarim's leadership, Harmony has earned the reputation of one of the best charter schools in the country (Broad Prize

Finalist 2017). Many of its campuses have found a place in prestigious high school rankings such as News & World Report and Children-at-Risk.

Dr. Tarim holds a Ph.D. from Texas A&M University and is a trained biologist and ecologist. He has taught courses in biology, ecology, general science, and physical education at the high school, college and graduate-school levels, spearheaded scientific symposiums, international science competitions and Olympiads. Dr. Tarim was declared Charter School Leader of the year at the Annual charter school conference in October 2017.

Currently, he is a Pahara-Aspen Institute Education Fellow. Dr. Tarim has also been selected as a fellow to attend a year-long program at the Broad Foundation Academy which brings together passionate and renowned leaders who are dedicated to transform the school system so that every student receives a world-class public education.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school's development.

WCSF board members will be working with Dr. Tarim from Unity School Services, an Education Management Organization, to establish the proposed school. Dr. Tarim personally supervised and managed establishment of more than 50 charter schools in Texas and around the nation. Dr. Tarim and his team members at Unity School Services will provide day-to-day management services to the school as well as provide all curriculum, technology and non-instructional related aspects of the schools such as security, custodial, marketing and procurement assistance.

3. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing public charter school. If the proposed leader has never managed a school, describe any previous leadership roles or leadership training programs that (s)he is currently participating in or has completed. Also provide, as an attachment (Attachment 10), the qualifications, resume, and professional biography for this individual.

Discuss the evidence of the leader's ability to effectively serve the anticipated population.

The principal will be identified after charter approval.

Attachment 10 (N/A)

If no candidate has been identified, provide, as an attachment (Attachment 11), the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator.

Attachment 11

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as an attachment (Attachment 12), the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

No one hired at this time. However, the following positions will be created after approval of this charter according to the staffing plan outlined in Attachment-17. The Board of Directors of the WCSF believes that the quality of the professional staff determines the quality of education offered in the School. It is therefore the responsibility of the School Principal to locate, recruit and hire the best qualified administrators, teachers, and staff to meet the School's educational needs.

The recruitment will start by advertising at local newspapers, school web site and other teacher/ staff recruitment web sites, if necessary local radio stations as well. The Principal will select from this pool of applicants a list of candidates who meet the minimum requirements. The Principal may also recruit specific individuals who come to his/her attention and who possess experience or expertise considered especially valuable to the school. The Principal will call candidates and arrange an interview. The first interview will consist of conversation and a question and answer exchange. General provisions of all contracts and benefits will be provided to the candidates. The principal shall use an interview score sheet for each candidate and follow a preset question format to ensure a standardized and fair process. The Principal may request

the second interview for some candidates before making decision to offer the position. References will be taken into account as well. The Principal then shall offer the best candidate an employment contract (see Attachment-12 for additional leadership positions).

Attachment 12

SECTION 2. OPERATION PLAN & CAPACITY

Governance

Legal Status and Governing Documents

Describe the proposed school's legal status, including 501(c) 3 non-profit status and federal tax-exempt status. In an attachment (Attachment 13), provide proof of 501(c) 3 non-profit status and federal tax-exempt status (or copies of filings for the preceding items). Also, include as an attachment (Attachment 14) any governing documents already adopted, such as board policies.

Washington County Students First has been formed as a non-profit education foundation to establish PreK-12 public charter school in Washington County, Alabama. We included certification of formation and the IRS Form SS-4 to obtain EIN number **(Attachment-13)**. The foundation has retained ADAMS & REESE Law firm to file its 501(c)(3) application with the IRS as a tax-exempt organization for the sole purpose of organizing and operating an Alabama charter school.

The WCSF is a non-profit corporation formed and organized under the applicable laws of the State of Alabama. The School will be designated as an educational organization under Section 501 (c)(3) of the Internal Revenue Code. The Board of Directors WCSF will inform the sponsor upon approval of our exemption status. The Board of Directors of the WCSF will provide the governance function which encompasses legal responsibilities, general oversight, planning, policy-making and fiduciary obligations. The board members will carry out their statutory responsibilities associated with operating the proposed charter school in an efficient and ethical manner in compliance with local and all other applicable state and federal laws and regulations.

The WCSF Board has the ultimate authority regarding the school operations, no member of the Board will be involved in the day-to-day operation of the school. The Board will approve budgets, set policy, establish and approve procedures, select and engage the management company (Unity School Services), hire a Principal, ensure that the financial and administrative

management of the school meets regulatory requirements, maintains sound fiscal standards, and remains financially viable, and ensure compliance with Alabama laws and terms of the Charter Contract, review the Principal's job perform, contract for the annual financial/compliance audit, comply with Alabama's public records and open meeting laws.

The Board of Directors will specifically review and monitor student achievement performance data, monthly financial statements, facility and personnel issues. All members of the Board of Directors will abide by statutory requirements including signing "Conflict of Interest" Policy (**Attachment-14**) and clearing criminal background checks. The Board of Directors of WCSF adapted by-laws that govern the Board and the School and all actions taken will be consistent with those by-laws.

Organizational Chart

Submit, as an attachment (Attachment 15), an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, and any related bodies (such as advisory bodies or parent/educator councils) and any external organizations that will play a role in managing the school.

The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organizational chart should also document clear lines of authority and reporting within the school.

Attachment 15

The proposed organizational structure clearly delineates the roles and responsibilities of each position. The principal has the highest authority to run daily operation of the school. The WCSF board members will not interfere day-to-day operation of the school. However, the WCSF, among others, will have the final authority to approve hiring and firing principal and the Education Management Organization, approval of budget, school policies and procedures. The EMO will be accountable to the WCSF and will provide quarterly report.

Governing Board

- 1. Explain the governance bylaws that will guide the board, including the nature and extent of involvement by key stakeholder groups. Provide the governing board's bylaws as an attachment (Attachment 16).**

Attachment 16 includes WCSF bylaws. The bylaws were created in cooperation with initial founding members and pro-bono work from well-respected law firm, ADAMS & REESE LLP. Initial Board of Directors of the foundation understand nature of extend of the responsibility of legal procedures of non-profit laws in Alabama. Prior to establishing the WCSF, members have received inputs from many stakeholders in the county. As provided in the Alabama Charter Law, at least 20% of the members of the Board must be parents of the students. This will provide s strong voice and involvement of our parents in selection of future board members.

- 2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the governing board's size, current composition, and desired composition; powers; and duties. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that (a) the school will be an educational and operational success; (b) the board will evaluate the success of the school and school leader(s); and (c) there will be active and effective representation of key stakeholders, including parents.**

Washington County Students First will be the governing board of the proposed school. The Governing Board, in collaboration with the EMO (Unity School Services) and the Principal, will be responsible for the organization and control of the school and is empowered, with consideration to the boundaries of federal and state statute, to determine the policies necessary for the effective operation and general improvement of the school. The Board will be a public entity and may take action only during a meeting in official public session, when a quorum is present. The Principal, under the EMO supervision, shall serve as the primary reporting official and shall prepare information requested by the Board. The EMO and the Principal shall also prepare and report all activities of the School requiring board notification or decision. The EMO or its designee and the Principal shall deliver reports on the financial and academic operations

of the School at each regularly scheduled Board meeting or more frequently, as requested.

The School's on site administration (principal, assistant principal, and/or lead teacher) will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community.

The President: She/he shall preside at all meetings of the school and at all meetings of the Board of Directors. She/he shall appoint committees except as otherwise provided in the By-Laws. She/he shall carry into effect all orders and resolutions of the Board of Directors and serve for one year.

The Vice-President: shall, in the absence of or disability of the chairman performs the duties and exercises the powers of the chairman and performs such duties as the Board of Directors or the chairman shall prescribe.

The Secretary-Treasurer: of the school shall be responsible for maintaining safe custody of all corporate funds and securities as prescribe in the proposed By-Laws.

The Principal: The policies of the board and its directives will be executed under the directions of the principal. The principal will be in charge of the day-to-day operation of the school and report to the EMO and the board. The principal works with consultants regarding accounts payable and receivable as well as payroll. He/she oversees all staff members.

The WCSF shall be governed by the Alabama-not-for-profit Corporation Law, or under such successor provisions as may be in effect from time to time. No part of the net earnings of the foundation and the school shall go to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the proposed By-Laws, and notwithstanding any other provisions of these By-Laws.

The Board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative will reside in the school district in which the charter school is located and will be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the school's website.

Individual members of the Board have authority to take official action only when sitting as a member of the Board in public session, except when the Board specifically authorizes the member to act. The Board shall not be bound in any way by any action on the part of an individual board member or an employee, except when such statement or action is in compliance with the public action of the Board. The Governing Board of the school is a highly talented, caring group of educators and individuals. The combination of their relevant professional experience, history of community involvement, and demonstrated commitment to education and the school is an integral component to meeting the needs and wants of not only the students and staff, but also their families and the surrounding community. The Governing Board will be the governing authority and policymaker for the school. The Governing Board continually assesses the school, analyzing student, financial health, and school performance data, and thereby making data-driven decisions for school improvement on behalf of the students.

The Board of Directors will not be involved in the day-to-day leadership or administration of the School, and will empower the principal with these duties. Specifically, the responsibilities of the Board shall include:

- Approval of operating policies and procedures
- Selection and engagement of the management company
- Compliance with Alabama laws and terms of the Charter
- Selection of Principal
- Review of Principal's job performance and professional development goals
- Review and decision on appeals of student disciplinary decisions
- Audit review and compliance
- Compliance with Alabama's Public Records and Open Meeting Laws
- Documenting minutes, Board of Directors' actions, and approval of policies
- Members of the Board of Directors will not have authority except as a whole and will not, as individuals, exert undue influence over staff except as defined in the Board's policies. Details on these policies can be found in the By-Laws.

Additional Board Responsibilities shall include, but not be limited to:

- Annual budget adoption
- Oversight school operations to assure implementation of the mission and vision
- Ensuring that the school has retained the services or auditor for the annual financial audit
- Reviewing and approving the audit report
- Participating in governance training
- Reporting School progress annually to the Sponsor
- Development and approval for all School policies
- Raising funds from the private sector to supplement the School's public funds
- Compliance with laws and terms of the Charter Agreement
- Approval of personnel recommendations
- Approval of all contracts, unless authority delegated for certain agreements
- Appeals for student discipline
- Compliance with Alabama's Public Records and Open Meeting Laws
- Maintenance of documenting minutes, Board actions, and approvals

The Governing Board shall also be responsible for ensuring that the School has retained the services of a Certified Public Accountant or Auditor for its annual financial audit. This audit will be submitted to the Governing Board. The Board will review and approve the audit or make recommendations for any financial recovery plan. If this situation arises, the Board will monitor any recovery or corrective action plan to ensure the school is complying with the plan.

Responsibilities of Individual Members of the Board

- Board shall be responsible to prepare for and attend Board Meetings and participate in Board discussions providing opinion, counsel, and advice.
- Board Members shall participate in votes of all matters pertaining to the Board when in attendance at a Board Meeting unless a conflict of interest may exist, and that conflict has been fully disclosed to other Members of the Board.
- Board Members may not contract or speak on behalf of the School unless specifically authorized to do so by the Board as a whole or unless the Bylaws permit.

Board members will receive governance training in accordance with the Alabama Charter School Law providing a core base of knowledge about the Board's roles and responsibilities and Alabama charter school law. Governing statutory obligations, legal liabilities, organizational documents, policies and

procedures, financial responsibilities, government law, public records law, conflicts of interest and ethics, and running effective meetings are training subject matters.

Included as Board responsibilities are the financial oversight of the School including preparation, review and amending (if necessary) an annual budget for the school; development of short- and long-term plans for sustainability and growth; commitment to ensuring newly elected board members agree to support the founding vision of the school to maintain continuity between boards. The Principal, together with the Educational Management Organization, are responsible for the administration of policies, approval of the budget, creation of the calendar, awarding diplomas.

The responsibilities of the Board officers are as follows.

Board Chair:

- Preside at all meetings of the Board
- Sign contracts and/or other documents
- Establish Board committees
- Call emergency meetings of the Board, as necessary
- Enforce parliamentary procedures
- Communicate Board policy to the management organization

Secretary:

- Record and distribute Board meeting minutes
- Publicly advertise meetings, in accordance with state regulations
- Oversee, announce, and record all motions and voting results

Treasurer:

- Oversee financial policy issues
- Consult with management organization on all financial matters
- Sign checks for board according to appropriate procedures

Board Committees

The Board will appoint at least three (3) working committees upon approval of this application.

A. *Finance Committee:* Monitor and report on the business operations of the School including reviewing financial reports and statements, providing primary contact with the auditing firm, and reporting on the status of the School's financials to the full Board and the broader school community. This committee will also ensure compliance with key measures of the accountability plan, if necessary.

- B. Personnel Committee:* Participate in selection and evaluation of the Head of School.
- C. Facilities Committee:* Participate in selection and evaluating school building and oversight of remodeling.

3. List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's governing board. Provide full resumes regarding the expertise and background of the proposed founding governing members.

The following individuals are the initial founding member of the Washington County Students First foundation;

1. Thad L. Becton
2. Paul E. Brown, Jr.
3. Jacob L. Snow
4. Nancy Alston
5. Leo Levy Leddon, Jr.

These individuals are made up a very diverse background in terms of gender, profession, and ethnicity and they reflect the anticipated student population of the proposed school. Short biographies and background of these initial founding member are given in SECTION-1 (Educational Program Capacity, Question 1). Resumes of these individuals are also presented as **Attachment-27**).

4. If the current applicant entity or interest group does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

N/A

If this application is being submitted by an existing non-profit organization, respond to the following:

- a. Will the existing nonprofit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?**
- b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan**

and timeline for completing the transition and orienting the board to its new duties.

- c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.**

N/A

5. Explain the procedure by which governing board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

The current founding board members have been selected as a result of consensus among concerned parents, civic leaders, community and business leaders. These initial board members will recruit additional Board members according to the bylaws of the WCSF. They will seek individuals who are upstanding and recognized advocates for children in the Washington County.

Since the WCSF is a self-perpetuating board. At such a time where there is a vacancy on the Board of Directors, the President of the Board will appoint a Governing/Nominating Committee composed of three current Directors. The Nominating Committee will receive input from the community and parents prior to submitting its nomination(s) to the full Board of Directors. In addition to candidates proposed by the Nominating Committee, nominations will be taken from the floor. The names of all persons so nominated shall be submitted to the Board of Directors, which shall select the person or persons to serve as such Directors from those nominated. Vacancies will be filled by a majority vote of the remaining directors from a list of nominations made by the Nominating Committee and taken from the floor.

The founding board will also include in this search, parents of students who will be enrolled in the school as well as other community members who have a demonstrated acumen in education, finance and community service. The board will meet monthly unless otherwise determined by a vote of the board that meetings will not require. Committee meetings will be held 2 hours prior to the public regular meeting. All school administrative personnel will be expected to attend every meeting. The president of the board and Head of School will be responsible for the preparing the agenda. Meetings will be posted on the school's website as well as minutes from previous meeting which will be archived and available for review online. The school will also have standing committees that include but are not limited to the following: Curriculum/Instruction, Finance, Facilities, Governance/Nominating and

Personnel. The president of the board will assign committee assignments to the other board members and will be for a term of 1 calendar year.

6. Describe how the governing board will provide evidence of its compliance and adherence to the Alabama State Ethics Law, Open Meetings Act, Public Records law, and all other specific state laws referenced in Act 2015-3, if applicable.

Members of the governing board will receive professional development training regarding the expectations of public officials as referenced by the Alabama State Ethics Law. The school will abide all state ethics laws and Public Records regulations as outlined in the Code of Alabama and as enforced by the Alabama State Ethics Commission. Evidence will be provided by transparent and outward availability of those items required by law by the completion of state forms and will have those forms onsite for public inspection.

The Board's commitment to hold monthly public meetings and advertise those meetings by prominently posting notices in a convenient location so that the public may see the schedule will be strictly enforced. Also, the administration will notify members of the public and media either by mail, email or text of impending meetings of the quorum of the board. Likewise, the school will maintain a website that includes dates, times, locations and agendas of meeting of the whole board. The board will adhere to all aspects of the opens meeting act and will not convene unadvertised special meetings of the board. Minutes of the meetings will be posted on the school's website.

7. Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved. Discuss specific steps that the governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

There are currently no existing relationships that can be identified as actual or perceived conflicts of interest. Founding board members are not paid employees or contracted in anyway either directly or indirectly. No board member currently or in the future may experience any financial gain nor can any member of his or her immediate family receive payment. Immediate family will have defined as husband, wife, father, mother, son, daughter, niece, nephew, brother, sister, uncle or aunt. Disclosure documents will be in accordance with the Alabama State Ethics Law.

All employees, board members, or other individuals will be required to view Alabama Ethics Training Video, which requires interactive participation. In order to receive credit for watching the video all individuals must watch the entire video and must complete the form that appears after the video.

8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added? How will vacancies be filled? What are the priorities for recruitment of additional board members? What types of orientation or training will new board members receive, and what type of ongoing development will be existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

Currently, WCSF board has seven members. As we increase enrolment, board may desire to increase membership to nine or eleven. The board will grow as follows: The founding board members recruit new members until August 2021 at which time each founding member will nominate prospective board members to be appointed to the nine-member governing board. Following 2021 increase to nine, WCSF board will evaluate itself to determine if additional position is necessary to increase to eleven.

Trainings for governing members will be ongoing through a series of informational and professional development seminars. They will be conducted either as part of the monthly open meetings or prior to committee meetings. Additional training will be provided the board through attendance at state and national workshops provided by recognized authorities and experts. Members will also participate in webinars and videoconferences.

Governing board members via a process of nomination and selection will fill vacancies on the board by majority vote. Vacancies will be posted via the school's website and prospective candidates from the Washington County may apply. The board may choose to interview applicants and nominees. New board members will receive an in-depth training by reviewing with administration and staff, which includes but is not limited to the following:

New Board Member Training

1. General Charter School Information

- Board committees
- Board Meetings
- Committee meetings
- Informed Decision making –seek data, and what is best for students
- Respect and trust – Be open, honest and direct. Take time to learn, seek information and advice from staff, ask thoughtful questions, and listen prior to making decisions.
- Public complaints at Board Meeting
- Conflict of Interest
- Distribution of Materials
- Email Distribution of Board Agendas
- Monthly Board Memo and Activities
- Board Policies On-Line

2. Board Member role & responsibilities

- Confidentiality - remember, some things we discuss are confidential. Executive session is always confidential. Student matters, legal matters, personnel issues – always confidential.
- Establish School goals, adopt policy, adopt budget and oversee resources, hire and fire personnel.
- Head of School role: principal identifies operational needs and recommends policies for board action.
- Head of School carries out the goals of the School and make the day-to-day decisions that affect the operation of the school.
- Valuable resources – Board President, Vice President and other board members, the Head of School, charter school website.
- Board member's role when problems with administrator or staff – raise concern with Head of School in private or executive session, take care not to cross the line into micromanaging the situation – it's the Head of School's job to lead and manage employees.

3. Communication Key to Understanding

- Open communication with Head of School – contact with questions and concerns especially prior to board meetings- communicate via phone calls, email, text...
- Chain of Command – keep in mind if someone brings a concern to you – redirect person to contact appropriate level personnel – teacher, building principal, Head of School.
- Open Meetings Law – board members prohibited from gathering to deliberate or take action on School business in an unadvertised meeting.
- Refrain from discussing school board business other than items that have been discussed and made public at a board meeting (other

business that is discussed in executive session relates to confidential matters – such as personnel or student discipline)

- Confidential information includes employee personnel issues, student information, employment, performance evaluations, collective bargaining agreements and negotiations, real estate and property, and litigation.
- Separating your role as board member and parent –
- Questions from the Media – spokesperson
- Respond to reports from community about staff misconduct
- Use of email and social media with board colleagues

4. School Law and Finances

- Funding of Public Charter Schools – local, state & federal revenues
- Budget
- Budget Projections
- Technology

Advisory Bodies

1. Describe any advisory bodies or councils (e.g., parent and educator councils) to be formed, and include the roles and duties of any such body. Describe the planned composition of each advisory body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

A community advisory board will be appointed by the board and will include three parents, three students, two staff members, and one administrator, three community members (at least one from a college or university). The duties of this board are to advise the board on issues pertinent to the school that have an impact on student achievement, safety, school climate and school's mission.

The school will also have a professional advisory board to assist in the authentic learning model whereby students earn certificates, licenses, diplomas or degrees in their chosen personal career or educational plan. The size and makeup of the boards will be determined by the governing board and will take place at the August, 2019 meeting.

Staffing

Staff Structure

Provide, as an attachment (Attachment 17), a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:

- a. Year 1 positions as well as positions to be added in future years.**
- b. Administrative, instructional, and non-instructional personnel.**
- c. The number of classroom educators, paraprofessionals, and specialty educators.**
- d. Operational and support staff.**

Attachment 17

Explain how the relationship between the school's leadership/administrative team and the rest of the staff will be managed.

Culture of collaboration will be the essence of cooperative management relationships among school leaders, the Board and the EMO. The Principal will be the instructional team leader who will supervise day-to-day operation. The Principal will report to the EMO weekly regarding operational and academic issues. The Principal will also provide monthly report to the Board at regularly scheduled board meetings. The EMO and its representatives will have periodic meetings with the principal and other leadership team members to discuss, monitor and track the direction of Woodland Prep and its alignment with the school's mission and vision, and academic goals.

The school culture is characterized by collaboration and a sense of community. The School leadership and staff will hold one another accountable to high expectations for professional practice. The staff will demonstrate a commitment to shared values and beliefs about teaching and learning and shared decision making during weekly team meetings. This commitment will always be reflected in communication among leaders and staff. Leaders and staff will deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's mission. They will encourage, support and expect all students to be held to high standards.

The Board of Directors of WCSF will adopt a policy to provide an accessible and fair procedure for the reporting and resolution of legitimate employment-related concerns of, or conflicts between, school employees in a timely and equitable manner. The intent of this process is to support communication and dialogue among staff, to encourage internal resolution of conflicts between staff/staff and administration/staff in a safe environment, at the lowest appropriate level, and to clarify the roles of administration and counsel in dispute resolution. All grievances and disputes shall be processed as provided in a policy. Upon approval, the school will develop this policy. This policy should address the terms and conditions of employment for the affected employee or their recognized representatives.

Staffing Plans, Hiring, Management, and Evaluation

- 1. Explain the relationship that will exist between the proposed school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as an attachment (Attachment 18), any personnel policies or an employee manual if developed.**

Woodland Prep employees will sign an annual “at-will” agreement. This means that at the sole discretion of either the Employer or employee, the relationship may be terminated with or without cause and with a two-week notice. The school will draft and execute an at-will agreement with employees. Continued employment under at-will agreement is within the sole discretion of the school/Employer, and the Employer may terminate the employment of the Employee at any time, for any reason or for no reason, so long as the reason is not an illegal one. The Employee shall have no expectation of continued employment, either during or after the term of the at-will agreement, and no expectation of a property interest in his or her employment with the Employer under the Agreement. The Employee shall have the right to resign his or her employment at any time.

Attachment 18

- 2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing educators.**

Woodland Prep salary schedule is listed below. The school will use a range instead of a set amount because the school wants to have flexibility to negotiate and attract talented individuals.

Proposed Salary Schedule		
Positions	Salary Range	Benefits*
Principal	\$70,000 - \$95,000	Full Benefits
V. Principal	\$50,000 - \$70,000	Full Benefits
Business Manager	\$40,000 - \$55,000	Full Benefits
Teacher	\$40,000 - \$55,000	Full Benefits
Sp. Ed. / ESL Teacher	\$40,000 - \$55,000	Full Benefits
Teacher Aide	\$15,000 - \$23,000	Full Benefits
Secretary	\$22,000 - \$35,000	Full Benefits
Counselor (SEL)	\$50,000 - \$65,000	Full Benefits
Medical Assistant	\$22,000 - \$35,000	Full Benefits
Librarian	\$30,000 - \$45,000	Full Benefits
IT Tech	\$45,000 - \$60,000	Full Benefits
*=WCSF Board may alter/revise these benefits. Benefits include; Health Insurance, and teacher retirement		

Salaries shall include but not be limited to all wages, base pay, stipends, bonuses, and benefits. The Board will ensure the school has clearly defined policies; processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff. The Board will continuously monitor the employee benefits levels, salaries, and other factors to ensure that all high-quality employees remain on the job. The WCSF may revise the salary schedule from time to time based on available funding.

3. Describe the proposed school's strategy, plans, and timeline for recruiting and hiring the teaching staff. Explain other key selection criteria and any special considerations relevant to your school design.

Woodland Prep begin its recruitment and hiring immediately upon approval. First, we will seek to hire highly qualified individuals locally and county-wide.

We anticipate to receive personal referrals from educators in the county because our Board members are well-known in the community. We will explore and advertise in nearby counties including Mobil, Alabama. The school will place job postings in various education websites including LinkedIn, Monster, Teach.com, Social Media and many other online job search sites. The school will also form strong partnerships with colleges nearby to maximize the number of highly qualified candidates.

Hiring Timeline will start in January 2019. The school will collect resumes and start phone interviews through April 2019. Second phase of interview will begin in March through April 2019. We will finalize candidate selections in May and June 2019 to be submitted to the Board approval.

The hiring process will generally include the following steps, but may be modified slightly for particular positions:

- The management company (Unity School Services) will screen all of the applicants designated in his area of the organization chart and will select the candidates for the first round of interviews.
- The leadership team will interview the first round candidates. The candidates will be asked a series of questions. The candidates will be evaluated according to the evaluation tool.
- The candidates that score the highest will be called back for second round of interviews. The second round of interviews will focus on having the candidates perform job related tasks. The leadership team will evaluate the candidates according to their ability to perform the job related tasks.
- If the leadership team believes that the candidates have the core values of the organization and can perform the job related tasks with excellence, the EMO and the administration will create recommendation list to the Board.
- Background and extensive reference checks will be conducted.
- Upon the return of a successful background check the candidates that are brought before the committee will be reviewed according the evaluation tool from the first round, and the job performance tasks from the second round. If the committee feels confident that the employee meets the standard of excellence to be an employee of the school, the committee will bring the recommendation to the Board.

4. Act 2015-3, Section 9. (e)(1). Provide an assurance that public charter schools shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff. In accordance with subsection (a), teachers in

public charter schools shall be exempt from state teacher certification requirements.

- **Approaches to earning Alabama Educator and/or Leadership Certification for individuals working in conversion public charter schools or start-up public charter schools are the same as those for individuals in the public local education agencies of Alabama.**
- **After approval of a public charter school, a certification specialist at the Alabama State Department of Education (ALSDE) will be available to help the school's human resource department to provide assistance with certification approaches and/or questions just as they do with local education agencies and registered private schools in Alabama.**

WCSF Board members and the Woodland Prep will comply with all applicable federal laws, rules, and regulations regarding the qualifications of teachers and other instructional staff in accordance with Act 2015-3, Section 9. (e)(1) Subsection (a). We acknowledge that, after approval, the teachers will be exempt from state teacher certification requirements. The school acknowledges that the approaches to earning Alabama Educator and/or Leadership Certification shall be the same as those for individuals in the public local education agencies in Alabama.

5. Outline the school's procedures for hiring and dismissing school personnel.

Woodland Prep hiring process will generally include the following steps but may be modified slightly for particular positions:

- Advertise positions on school websites, local papers, social media sites including LinkedIn, Monster, Teach.com, and many other online job search sites.
- Screen all of the applicants designated in his area of the organization chart,
- Select the candidates for the first round of phone interviews.
- The candidates will be evaluated and ranked based on an evaluation tool.
- The candidates that score the highest will be called back for the second round of interviews.
- The second round of interviews will focus on having the candidates perform job-related tasks.
- If the leadership team believes that the candidates have the core values of the organization and can perform the job-related tasks with excellence,

the EMO and the administration will create recommendation list to the Board.

- Background and extensive reference checks will be conducted.
- Upon the return of a successful background check, the candidates will be recommended to the Board.

In the event an employee is not fulfilling the expectations of the job description, the School will implement progressive discipline procedures;

- **First Warning:** Employees will be given a verbal warning as a result of poor performance, minor infraction or minor improper conduct.
- **Second Warning:** Employee will be given a written warning when there is a repeated offence, little more serious improper conduct involving adults or student. This step involves counseling employees, providing professional development and support, and evaluating the employee's performance.
- **Third Warning:** Employee will be placed in a performance improvement plan by the school administration. The school expects a drastic improvement in employee's performance and behavior. If despite all attempts to assist the employee, he/she is not meeting the expectations of his/her job description, then the School will follow due process.
- **Final Step (Suspension and Termination):** Suspension may be recommended if infractions are minor but repeated. However, more serious infractions may require termination. If a determination is made to proceed with termination, the school will conduct a human resources review, and legal review to ensure the proper procedures have occurred and the school is in compliance with all applicable laws and regulations.

6. Include a statement acknowledging the school's understanding of the ALSDE, Educator Certification Section, criminal history background check process and, if approved, the school's plan to comply with this process. Information can be found at www.alsde.edu/EdCert (Background Clearance).

Act 2015-3, Section 9(d)(1).

Public charter schools shall be subject to the same civil rights, health, and safety requirements, including, but not limited to, state and local public health and building codes, employee fingerprinting, and criminal background checks applicable to other public schools in the state except as otherwise specifically provided in this Act.

The Board of Directors of WCSF acknowledges an understanding of the ALSDE, Educator Certification Section, and criminal background check process. The

proposed school agrees to comply with this process. The school will be subject to the same civil rights, health, and safety requirements, including, but not limited to, state and local public health and building codes, employee fingerprinting, and critical background checks applicable to other public schools in the state of Alabama.

7. Explain how the school instructional leader(s)/administrator(s) will be supported, developed, and evaluated each school year. Provide, as an attachment (Attachment 19), any leadership evaluation tool(s) that already exist(s) for the school.

The administration will be evaluated using a collaborative quality tool. The tool is a holistic school needs assessment designed to measure school strengths and areas of improvement across research based on quality schools. The process collects and analyzes multiple pieces of evidence in order to answer five key questions:

- **Leadership:** How good are the school's organizational structures and systems set up to maximize school improvement efforts and change?
- **Positive Culture & Climate:** How well does the school promote and foster a positive culture and climate focused on improved outcomes for all students?
- **Instruction, Curriculum, and Assessment:** How well does the school meet, and adapt to, the needs of diverse learners by providing individualized, differentiated curriculum, instruction, and assessments that are tailored to meet student needs and allow them to succeed?
- **Student, Family, and Community Connections:** How well are resources used within and outside the school to meet the diverse needs of all students?
- **Professional Learning:** How well are the school's systems and structures set up to provide high quality job embedded learning experiences for all staff?

The tool will help aid the leadership team in the following ways:

- Build capacity of school's leaders to implement annual quality analysis reviews and embed a data-driven cycle of continuous improvement
- Identify underlying beliefs, attitudes, values and expectations that drive decisions and behaviors Highlight school strengths and identify school staff that can be better leveraged for improvement efforts
- Identify short & long-term strategies in an action plan that will serve as a framework for identifying priorities and monitoring progress.

Attachment 19

8. Explain how educators will be supported, developed, and evaluated each school year. Provide, as an attachment (Attachment 20), any educator evaluation tool(s) that already exist(s) for the school.

All educators at Woodland Prep will be continually evaluated and supported through a school year. The Principal or lead teachers will conduct weekly subject and grade level meetings in which educators will be provided suggestions and feedback from the principal or his/her designee's classroom visits, students' assessment results, attendance, and discipline data.

Additionally, the Principal will conduct annual performance evaluations for all teachers. Evaluation results will be based on data from formal, walkthroughs, and informal observations, reviews of evidence/artifacts of student learning, and levels of student performance. Based on the 2013 Danielson Framework included in Attachment-20, an observation schedule will be created to ensure compliance with the minimum number of observations based on the state's teacher observation requirements.

Woodland Prep will implement educator mentoring program as part of professional development (more detailed was given in Prof. Development section). The mentoring is an important part of the proposed school to support inexperienced teachers. By pairing teachers, inexperienced educator receives enormous amount of personalized professional development opportunities throughout the school year.

Woodland Prep will utilize the Danielson framework for as an educator evaluation. The Danielson framework is comprised of four critical domains (1) Planning and Preparation, (2) The Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. Observations will be scheduled in a manner that allows for the employee to understand how the evaluation tool will be used, the development of a professional growth plan for the employee, review of observations conducted, and post-conference with the employee.

Attachment 20

9. Explain how the school intends to handle unsatisfactory instructional leadership/administrator or educator performance, as well as instructional leadership, administrator, and/or educator changes and turnover.

WCSF Board members will hold the EMO, the Principal, and all leadership team, and educators to a high standard of expectation. The board makes sure all educators are treated fairly and all given a chance to improve performance. Therefore, the school will create a leadership pathway to address Instructional leadership, administrator, and/or educator changes and turnover. The Pathway is rooted in both best practices in collaborative professional learning, as well as best practices in developing leadership skills in an academic environment. The Teacher Leader Model Standards are at the core of our Leadership Pathway and serve as our guiding principles. The pathway roles and responsibilities build upon the Teacher Leader Model Standards competencies and facilitate professional growth so teachers and staff can grow as Instructional leaders.

In the event an employee is not fulfilling the expectations of the job description, the School will implement progressive discipline procedures. The steps involve counseling employees, providing professional development and support, and evaluating the employee's performance. If despite all attempts to assist the employee, he/she is not meeting the expectations of his/her job description, then the School will follow due process. If a determination is made to proceed with termination, the school will conduct a human resources review, and legal review to ensure the proper procedures have occurred and the school follows all applicable laws and regulations.

The founding members of WCSF understand that there may be changes and turnover with educators and administrators during initial years of establishment. To eliminate this challenge, Woodland Prep will create a leadership pipeline within the school. Shared decision-making process becomes a critical component of our leadership team. The shared decision making will create a buy-in among all educators, in turn, may reduce turnover challenge. Additionally, the school will conduct periodic school-wide team building practices.

Professional Development

1. Identify the person or position responsible for professional development.

The Principal and assistant principals will be responsible for the professional development. The Principal will work with the education management company

(Unity School Services), to develop yearly staff training and professional development to ensure effective professional development and ongoing support.

2. Discuss the components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Professional development is extremely important for teachers, as they get to acquire new skills to perform their job in a much better way. It helps them a lot in becoming qualified as well as proficient in their jobs. The professional development of the teachers helps them in attaining the goals and objectives of the school and they become more aware and qualified to perform their responsibilities in difficult situations. The principal of the school helps in creating a supportive environment in which the teacher can improve their professional practice. Here are three main roles that administrators play to help shape the structural and cultural context so that the professional development of the teachers can facilitate:

1) Communicator: The administrators accomplish much of their regular work through verbal interactions as well as interpersonal communications. The administrators set high expectations for professional practices. The administrators are in such an organizational position that through their daily interactions with teachers, s/he helps in creating a collective view of professional self-efficacy emphasizing how improved classroom practices and teacher learning can affect student learning. Also, the administrators empower the teachers by listening, acknowledging their expertise, experiences as well as professional autonomy. These are important to a healthy professional learning community and development.

2) Supporter: The school administrators play an essential role in providing support for professional development of the teachers. There are times when the administrators offer financial support for things such as study materials, conferences as well as program budgets. Also, it is often when they offer other types of support such as creating a learning environment in which teachers get to experiment with new ideas and practices, take risks and exercise creativity. The administrators provide psychological, professional and emotional support as the teachers stretch their pedagogical skills.

3) Manager: There are a variety of managerial tasks that the administrators do for the professional development of the teachers. Some of these tasks are;

- Coordinating professional development activities

- Scheduling time and opportunities for teachers so that they can learn and work together
- Aligning available incentives with professional development priorities
- Visiting classrooms
- Acting as barriers against the debilitating external forces that threaten the learning environment of the school
- Developing as well as implementing teacher evaluation practices that help in professional development

We believe that professional development opportunities provide teachers the skills to maximize student learning. Thus, Woodland Prep will make every effort to provide the best possible professional development opportunities for teachers. Professional development will be essential in core subject areas and will be emphasized throughout the school year. Professional Development designed by Unity School Services and delivered by the school will be rooted in inquiry-based learning experiences. The Inquiry-Based Blended Learning Model relies upon the idea that individuals can learn by investigating scenarios and problems, and through social experiences.

Woodland Prep administrators will bring colleagues, mentors, and outside experts to the school to provide up to date and research based professional development. Faculty and staff will also be encouraged to participate in professional development workshops at outside educational Institutions and online webinars. The principal will be committed to the pursuit of new and innovative instructional strategies that support the philosophy of the school.

Staff Development Model

Woodland Prep teachers will be trained on the following instructional practices to deliver quality education for all students. The model includes instructional management and behavioral management practices; a) Bloom's Taxonomy, b) Motivation and Reinforcement Theories, c) Lesson Cycle, d) Cooperative Learning, e) Project Based Learning (PBL), and f) Technology Integrated learning (using current technology in the classroom). Training on those practices will be delivered in campus wide in-services throughout the year. Teachers will attend the related workshops at outside educational institutions to establish the skills.

There will be two main components of the professional development programs. These components are A) Workshops/In-Service Programs and B) a Mentoring Program that will be developed by the school.

A) Workshops/In-service Programs:

Every year, all faculty members and administrators will be required to attend designated professional development workshops and seminars hosted by the school and the outside educational institutions. Minimum yearly credit/hour requirements will be as follow:

Administrators:

- At least 24 hours (or four full days) before the school starts.
- At least 12 hours (or two full days) during the school year.
- At least 12 hours (or two full days) from outside educational institutions

First Year Teachers:

- At least 18 hours (or three full days) before the school starts.
- At least 24 hours (or four full days) for school-wide in-service programs.
- At least 18 hours (or three full days) from outside educational institutions

Experienced Teachers (2 or more years):

- At least 12 hours (or two full days) before the school starts.
- At least 12 hours (or two full days) during the school year.
- At least 12 hours (or two full days) from outside educational institutions.

Teachers and school administrators will participate in various workshops, training, conferences, and seminars (i.e., School Leadership Development, Instructional Leadership Training, and leadership skills) throughout each school year. Following each training, the school officers will be required to disseminate information and share documents with other members of the school officers. Additionally, the regional education service center and its services will be utilized for professional development of the school officers.

B) Mentoring Program:

A mentoring program will be implemented by the proposed school campus. The mentoring program will be an ongoing professional development activity. The overall focus of the program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive ongoing professional development atmosphere where everybody can learn from each other.

The mentoring program is a modified version of the Peer Assistance and Review (PAR) program. The PAR program is a research based program and commonly used in many states including Texas. The components of the program offer a useful professional development program model and serve as an effective evaluation tool to assess teacher performance.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Upon approval of the proposed charter, the EMO and the WCSF board will identify and hire administrative team. Initially, the school leadership team will participate in an intensive, minimum two-week training, at one or two high-performing charter schools, focused on job specific responsibilities, educational program, building a culture of climate and success, and school accountabilities. Trainers and subject matter experts will be scheduled to provide job-embedded professional development during and beyond the two-week training.

Following this, our administrators will engage in intense professional development prior to school opening to prepare our incoming new teachers. Instructional staff will attend at least one two-week professional development session on curriculum models, assessments, and instructional methodology implemented in our program. They will also be guided to plan the standards they will teach during each academic quarter within project-based units of instruction. Additionally, the professional development will focus topics but not limited to: onboarding, Induction program, systems training, best practices, skill building, PLC Protocols, peer observation protocols & skills, and student authentic learning experiences.

The timeline for professional development prior to the first year of school's operation is as follows:

- February - May: Job specific training for Principal and Assistant Principal
- February - March: Job specific training for the administrative assistant
- July and August: All Staff Training (two weeks prior to student start date)
- Sept. - May: Regular training and Professional Learning Community meetings

Each teacher will receive an orientation folder and a personnel handbook. The following topics will be covered prior to the school opening training/orientation. Agenda items for teacher orientation program include but not limited the followings:

- Introductions to school's mission and vision

- Professional growth opportunities
- Specific information on the first workshop opportunity for new teachers
- Organizing for the first day of school
- How to prepare a student centered classroom, setting the tone?
- Ideas for structuring lesson plans
- Management plan and creating a discipline plan before school begins
- Advice for the first week: over prepared, flexible, consistent, respectful
- Lesson pacing
- Staff as a resource
- Lists of first day ideas, a checklist of first day musts
- Conveying teacher expectations
- Preparing a substitute folder
- Parent communication

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and describe how such time will typically be used.

As a new school with an innovative program, we will engage in many professional development opportunities, especially during the first year of operation. As a new school with a small leadership team consisting of the EMO, the principal, and an assistant principal, we will form partnerships with experienced and high-quality charter schools, to operate the school effectively and efficiently.

The number of days in school calendar will be 180 days for students. Teachers will be working 190 days including professional development days. The principal will create a calendar for teachers to review professional development activities. The calendar will include professional development days throughout the school year. Depending on subject level, each teacher will receive at least 3 days paid leave to participate in outside professional development opportunities. Additionally, each teacher will be given daily and weekly preparation time.

As mentioned above, all faculty members and administrators will be required to attend designated professional development workshops and seminars hosted

by the school and the outside educational institutions. Minimum yearly credit/hour requirements will be as follow:

Administrators:

- At least 24 hours (or four full days) before the school starts.
- At least 12 hours (or two full days) during the school year.
- At least 12 hours (or two full days) from outside educational institutions

First Year Teachers:

- At least 18 hours (or three full days) before the school starts.
- At least 24 hours (or four full days) for school-wide in-service programs.
- At least 18 hours (or three full days) from outside educational institutions

Experienced Teachers (2 or more years):

- At least 12 hours (or two full days) before the school starts.
- At least 12 hours (or two full days) during the school year.
- At least 12 hours (or two full days) from outside educational institutions.

Performance Management

The authorizer will evaluate the performance of every school annually and for renewal and revocation purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter contract. The academic performance standards will consider status, growth, and comparative performance based on applicable state, federal, and school-specific measures. The financial performance standards will be based on generally accepted accounting principles for sound financial operation. Additionally, the school shall annually engage an independent certified public accountant to do an independent audit of the school's finances. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement the authorizer's performance standards with school-specific academic or organizational goals.

- 1. Describe the school's mission-specific educational goals and targets. State goals clearly in terms of the measures or assessments the school plans to use.**

The mission of Woodland Prep is to equip our students with 21st century skills by providing a safe and collaborative environment which will cultivate their individual academic and social development. We believe that this environment will promote high expectations for all students while focusing on individualized instruction to meet each student's needs. Woodland Prep will continuously review the students' data to improve student outcome. The goal is to meet and exceed local and state standards. We will first ensure that students are meeting the grade level expectations detailed in the College Career Readiness Standards (CCRS); students will meet these performance goals set forth by the Alabama State Department of Education. Additionally, Woodland Prep will achieve the following mission specific goals;

Area of Interest	Metrics and Measurable Goal
Student Achievement	<p>Woodland Prep students will meet and exceed local county and state proficiency levels;</p> <ul style="list-style-type: none"> • In grades K-8, all students will meet and exceed proficiency in the area of ELA and Math than among their similarly counterparts in the Washington County. • In grades 5 & 7, all students will meet or exceed proficiency in Science than among their counterparts in Washington County. • All students who take MAP will show growth in their academic performance as measured by NWEA- MAP.
STEM, PBL, and Science Expo	<p>Students will participate in a PBL and/or scientific project to demonstrate their understanding of scientific process;</p> <ul style="list-style-type: none"> • In grades 3-8, by the end of third year, 50% of students will complete at least one science project. • In grades 3-12, by the end of fifth year, 85% of students will complete at least one science project.
Attendance	<p>Woodland Prep will maintain a daily attendance average rate of 90% or above or the attendance rate will be higher than the average at local counterpart schools</p>
Enrollment	<p>Each year, Woodland Prep will reach and exceed its targeted enrollment numbers</p>

Re-enrollment	Returning students enrollment will be 85% or above.
Promotion	95% of students will be promoted to the next grade level
Graduation	Woodland Prep will exceed local county and state graduation rates. 95% of graduating senior will receive college acceptance.
21st Century Skills, College and Career Ready Graduates & College Going Culture	Woodland Prep students will be college and career ready and will be equipped with 21 st century skills; <ul style="list-style-type: none"> • 95% of graduating seniors will have at least one or more AP, dual credit, and/or CATE courses. • In grades 8-9: students will meet at least once with their college guidance counselors • In grades 10-11: students will meet at least 2 times a semester with their college guidance counselors • In grade 12: Students will meet bi-weekly with their college guidance counselors • In grades 9-12: Students will visit at least one local or national college campus with their teachers.
Community Service	In grades 9-12: Students will complete at least 75-hour community volunteer hours to graduate.
Extra-Curricular Activities & School Culture	In grade 3-12, by the end of third year 65% or students will participate in at least one after school club.

2. Describe any mission-specific organizational goals and internal and external measures and assessments the school plans to use. State goals clearly in terms of the measures or assessments the school plans to use.

The mission of Woodland Prep clearly defines preparing our students to face challenges of 21st century workforce. This can be accomplished creating a strong school culture and creating and providing a safe and collaborative school environment where everyone is welcomed. Lastly, the mission states academic and social development which can be accomplished by parental involvement,

home-school-community interactions, and school and board leadership in school's activities. The woodland Prep will design the following table to measure mission specific organizational goals.

As we stated in earlier chapters, Woodland Prep will use the Deming Cycle (PDCA Cycle) as a continuous improvement tools to measure and assess our organizational goals and objectives. Our philosophy of continuous improvement requires us to plan, execute (do), monitor (check), and adopt (adjust) so that our beliefs are put in action. Organizational goals for teachers, administrators, staff members, and the governing board will link directly to our students' performance goals. Additionally, Woodland Prep will ensure all of the organization's goals are associated to the goals we set for our students. While achieving our mission specific goals we will improve the graduation rate, improve the percent of students meeting the state graduation assessment performance standard, and improve enrollment in postsecondary options.

Area of Interest	Metrics and Measurable Goal
Parental Involvement (Home-School-Community Involvement)	<ul style="list-style-type: none"> • 50% of parents will be involved in one or more school activities • Teacher and administrators will conduct home visits. 80% of our parents will be visited at home by the end of 3rd year. • Parent survey will show at least 90% satisfaction • 90% of parents will express satisfaction with the school with regard to safety and school rules • 75% of parents will be satisfied teachers' performance
School Culture	<ul style="list-style-type: none"> • 75% of students will report positive school culture and climate • 75% of parents will report positive school culture and climate • 75% of teacher will report positive school culture and climate
Faculty and Staff	<p>Faculty and staff will express satisfaction with school leadership, professional development opportunities, and school culture;</p> <ul style="list-style-type: none"> • 80% or more of the faculty and staff will respond favorably on a survey to be developed by or for the school

	<ul style="list-style-type: none"> the school will retain at least 75% of its faculty from the previous year
Student	After the end of 3rd year, 85% of current students will return in the following school year.
Board and School Leadership	<ul style="list-style-type: none"> 100% of Board members will complete required board trainings 100% of board members will participate in fundraising efforts and make personal donation to the school Principal evaluation will meet and exceed expectations
Finance	<ul style="list-style-type: none"> Upon completion of the school's second year of operation and every year thereafter, the financial audit will result in an unqualified opinion and no major findings Starting third year and after, the school will operate on a balanced budget and maintain a stable cash flow.

3. In addition to all applicable mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and applicable state standards.

Woodland Prep will implement a variety of assessments and feedback tools at different grade levels. We also believe continuous monitor and adjust instruction throughout the year as part of the continuous improvement model. Woodland Prep will utilize the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) three times a year to determine student growth. As a MAP is a norm-referenced measure of student growth over time. MAP creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for everyone. MAP is an adaptive, so, it provides essential information about what your child knows and is ready to learn. MAP gives teachers a way to focus and plan for how they use time for either intervening with students or providing enrichment to challenge higher-level students.

Additional curriculum evaluation tools will be used to monitor student progress and identify students in need of support will include:

- Daily quizzes,
- Unit Assessments,
- Checklists,
- Portfolios,
- tests, and
- classroom observations.

The school will use also use benchmarking, locally developed assessment to differentiate instruction. Assessments include baseline, formative, and summative assessments, which will be integrated throughout the digital curriculum. All of the benchmarking, and curriculum based assessments are aligned to the Alabama College and Career Ready Standards.

The School's curriculum assessments will provide teachers, students, and parents the ability to monitor student progress continuously. Reports will be available from a web based grade book through the learning management system. This system will provide teachers with performance information for on individual student, and class progress. Teachers will use this information along with the evaluation tools to identify students in need of additional instruction and support.

Assessments will be based on the following beliefs:

- Multiple assessments must be used to have a complete picture of a student's growth,
- Assessments should focus on a student's growth towards a proficiency standard
- There should be a close relationship between a desired student outcome and the means used to assess it.
- Assessing what students do with knowledge is as important as assessing what knowledge they have.
- Assessment should promote and support reflection and self-evaluation on the part of students.

4. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The school measure and evaluate academic progress by comparing growth in the student's assessments (diagnostic, formative and summative). By collecting, analyzing, and sharing school wide data to drive data discussions, the school will have the ability to determine what is working and what is not working. This would lead to earlier detection of issues by leadership, school support members, and the management company. Once that data is shared, school-wide action plans will be implemented to improve student achievement. The school data report will contain all the assessments and will be color-coded based on performance. This would be shared out with the Board and community.

Teachers will be responsible to data entry after each assessment is administered and graded. During weekly meetings (grade and subject level meetings) with the principal, teachers will be involved in item analysis and disaggregation assessment data. Teacher will be able to use various analysis tools to examine and evaluate students' assessments and use PDCA Cycle to improve students' achievement.

The Principal will have access to a school-level Dashboard at any point in time, an electronic snapshot of pertinent school-wide data that align with the charter goals and the mission. The information provided in the Dashboard will allow the Principal to easily monitor student, class, grade, and the school progress and achievement, and provide leadership that supports the school's mission, vision, and teaching and learning environment. This dashboard will be used by the data team with review and input by all members of the team.

5. Identify who will be responsible for managing the data, interpreting it for classroom educators, and leading or coordinating professional development to improve student achievement.

The Principal will be lead person who is responsible for managing and interpreting the data. Additionally, EMO will review the data along with the principal and assistant principal to provide feedback to administrators and teachers. Since all faculty and staff are held responsible to improve Students' achievement, all faculty will have access to a school-level Dashboard at any point in time, an electronic snapshot of pertinent School-wide data that align with the charter goals and the mission. However, there are some key positions responsible for different aspect of our assessment; all will work

together with guidance from the EMO, the principal, and vice-principal who oversees Instruction. Guidance Counselor and Special Populations Coordinator will work together to produce all assessment data reports for the teachers and the Principal. Lead teachers will lead the data analysis and planning meetings with the principal and EMO and will observe these meetings and use questioning to guide professional learning.

The information provided in the Dashboard will allow the Principal to easily monitor student, class, grade, and School progress and achievement, and provide leadership that supports the School's mission, vision, and teaching and learning environment. This dashboard will be used by the data team with review and input by all members of the team. The management company will work with principal and members of the school team to coordinate professional development that aligns with the school's action plans to increase student achievement.

6. Explain the training and support that school leadership and educators will receive in analyzing, interpreting, and using performance data to improve student learning.

Woodland Prep will utilize in the Plan-Do-Study-Act model that is embedded in the Teacher leadership model as a powerful strategy to promote effective, collaborative teaching practices in schools that lead to increased student achievement, improved decision making at the school and district level. We will utilize the "Teacher Leader Model Standards" to guide our work and provide a structured path for professional growth within the school. These Standards will be used across the school, not only to grow educators, but all staff members at the school.

Model Leader Standards:

- Fostering a Collaborative Culture to Support Educator/Staff Development and Student Learning
- Accessing and Using Research to Improve Practice and Student Learning
- Promoting Professional Learning for Continuous Improvement
- Facilitating Improvements in Instruction and Student Learning
- Promoting the Use of Assessments and Data for School and District Improvement
- Improving Outreach and Collaboration with Families and Community
- Advocating for Student Learning and the Profession

Teachers will be trained on this model and the school will have access to cognitive analytics to aid teachers in making data based decisions to improve student achievement.

7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Woodland Prep strongly believe in using continuous improvement model that will enable the Board and school leaders to reset pitfalls. Therefore, whether or not the school falls short of student academic achievement expectation or goals, we will use actual student performance data and follow the continuous improvement model process of Plan-Do-Check-Act Analyze Data to recreate and implement a Campus Improvement Plan.

The school will begin the school year with a comprehensive school improvement plan that aligns with the goals identified in the charter application. All faculty will have access to a school-level Dashboard at any point in time, an electronic snapshot of pertinent School-wide data that align with the charter goals and the mission. The school will conduct monthly data reviews to ensure it is on target to meet the goals. If the school fails to meet the goals identified in the charter, it will work with the Board and the management company to develop action plans to improve performance.

FACILITIES

If the school is seeking to utilize an existing public school facility made available by the charter authorizer, complete Part A and Part B. If the school intends to identify and operate in an independent facility, complete only Part B.

Part A. Existing Public Facilities (if available)

- 1. Describe the basic facilities requirements for accommodating the school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.**

N/A

Part B. Independent Facilities

If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, and financing. If you currently hold a facility or have a Memorandum of Understanding or other proof of intent to secure a specific facility, please provide proof of the commitment as an attachment (Attachment 21). Briefly describe the facility including location, size, and amenities. Provide, as an attachment (Attachment 22), supporting documents providing details about the facility, as needed. Public charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, applicants must be prepared to follow applicable city planning review procedures. NOTE: Public charter school facilities shall comply with Act 2015-3, Section 11. (a), regarding access to Alabama Public School and College Authority (PSCA) funds.

Washington County Students First intends to operate in an independent school facility. Members of the WCSF team intend to be centrally located in an easily accessible region of Washington County to better serve children and families from across the County. The Board who is deeply connected to our community understands the significant challenges in identifying and acquiring a suitable facility in our mostly rural area of Alabama and will remain flexible on the school's location during the search. For example, we know that finding an already built school building that is capable of meeting our starting budget with 260 students, less the Title 1 Funds, and 17,000 square foot but has the ability to grow in size by 26,000 square feet until it reaches 43,000 square foot is not likely.

Enrollment and Section Growth for Woodland Prep												
Years	Year-1		Year-2		Year-3		Year-4		Year-5		At-Capacity	
Grades	2019-20	Sections	2020-21	Sections	2021-22	Sections	2022-23	Sections	2023-24	Sections		Sections
Pre-K	20	1	40	2	40	2	40	2	40	2	40	2
K	48	2	48	2	48	2	48	2	48	2	48	2
1	48	2	48	2	48	2	48	2	48	2	48	2
2	24	1	48	2	48	2	48	2	48	2	48	2
3	24	1	24	1	48	2	48	2	48	2	48	2
4	24	1	24	1	24	1	48	2	48	2	48	2
5	24	1	24	1	48	2	48	2	48	2	48	2
6	24	1	24	1	24	1	48	2	48	2	48	2
7	24	1	24	1	24	1	24	1	48	2	48	2
8			24	1	24	1	24	1	24	1	48	2
9					24	1	24	1	24	1	48	2
10							24	1	24	1	48	2
11									24	1	48	2
12											48	2
Total	260	11	328	14	400	17	472	20	496	22	664	28

We need to be innovative and start with land and most likely a modular suited campus which are readily available, easily expandable, quicker to build, and at reasonable cost. Our goal is to purchase the land showed below, and buildout a campus as our enrollment grows. Our chosen site is located near 16150 Jordan Street (Hwy 17 headed south) in Chatom, AL 36518. This location has the capacity to ensure that the facility has adequate space to expand enrollment up to maximum capacity or 664 students.



Our location will comply with applicable state, local and authorizer health, safety, and applicable city planning requirements, and with Act 2015-3, Section 11. (a), regarding access to Alabama Public School and College Authority (PSCA) funds. We have been in consultation with American Charter Development (ACD) www.amerccd.com a highly regarded national charter school real estate development and financing organization with a track record of

developing and funding Charter Schools. If needed, and only if needed ACD is committed to providing 100% financing and turnkey full-service development for the WCSF upon approval. ACD provides its services with no upfront cost to the school and will work closely with our WCSF team to ensure the school meets the budgetary and financial obligations required to deliver a fully-functional, customized charter school facility. Once the facility is complete, it is leased back, with strategic buyout options enabling the school to own its own facility quickly.

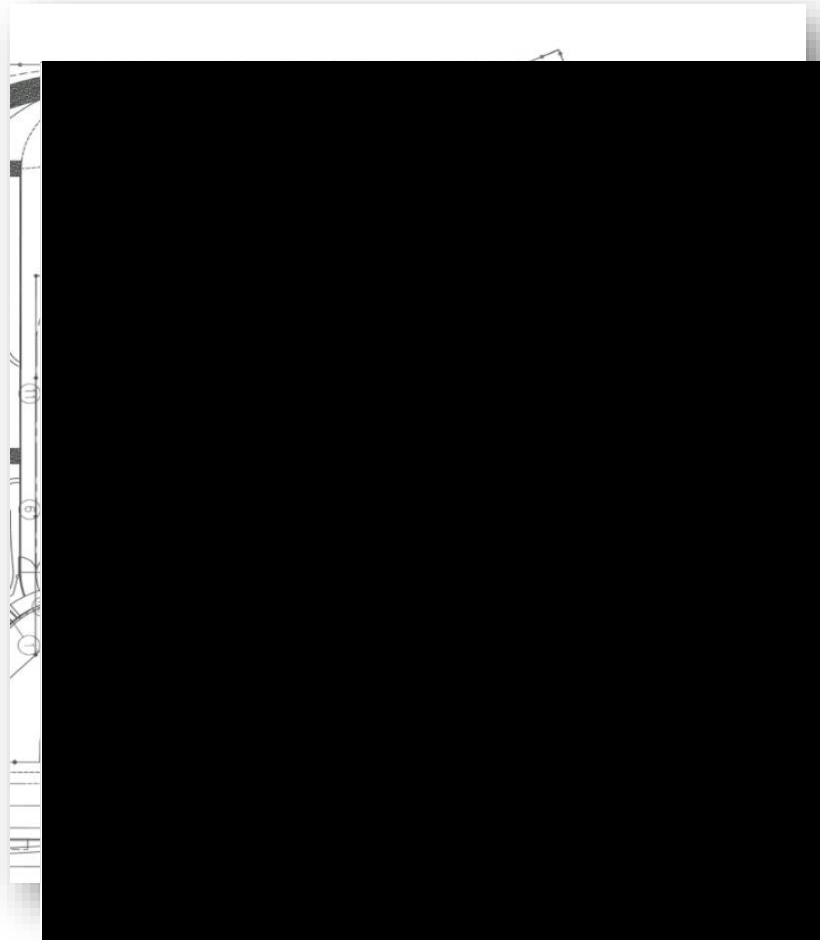


Our Founding Board are all professionals imbedded into our community in leadership roles; we live locally and know our County well. This knowledge has served us well as we have search for a permanent school location. Our team, supported by ACD has done a detailed site search in the County and we are content with the location we have chosen; however, if in the near future we need to continue our search and expand our capacity we can call upon Insite EFS www.insiteefs.com, a firm specializing in providing site selection services to new and existing charter schools throughout the United States to include Alabama. Further, InSite Educational Facilities Services is the only national full-service brokerage and consulting firm exclusively dedicated to charter school facilities. Working together and taking into account local zoning regulations, timing, location, demographics, costs, community need and support, and site hazards those options have been vetted and condensed into a list of the most viable options. In creating a list of the most viable options the following criteria was also taken into consideration:

- Size of property
- Total square footage
- Water, sewer and electrical hook ups
- Location and travel time for parents
- Accessibility and Zoning
- Safety

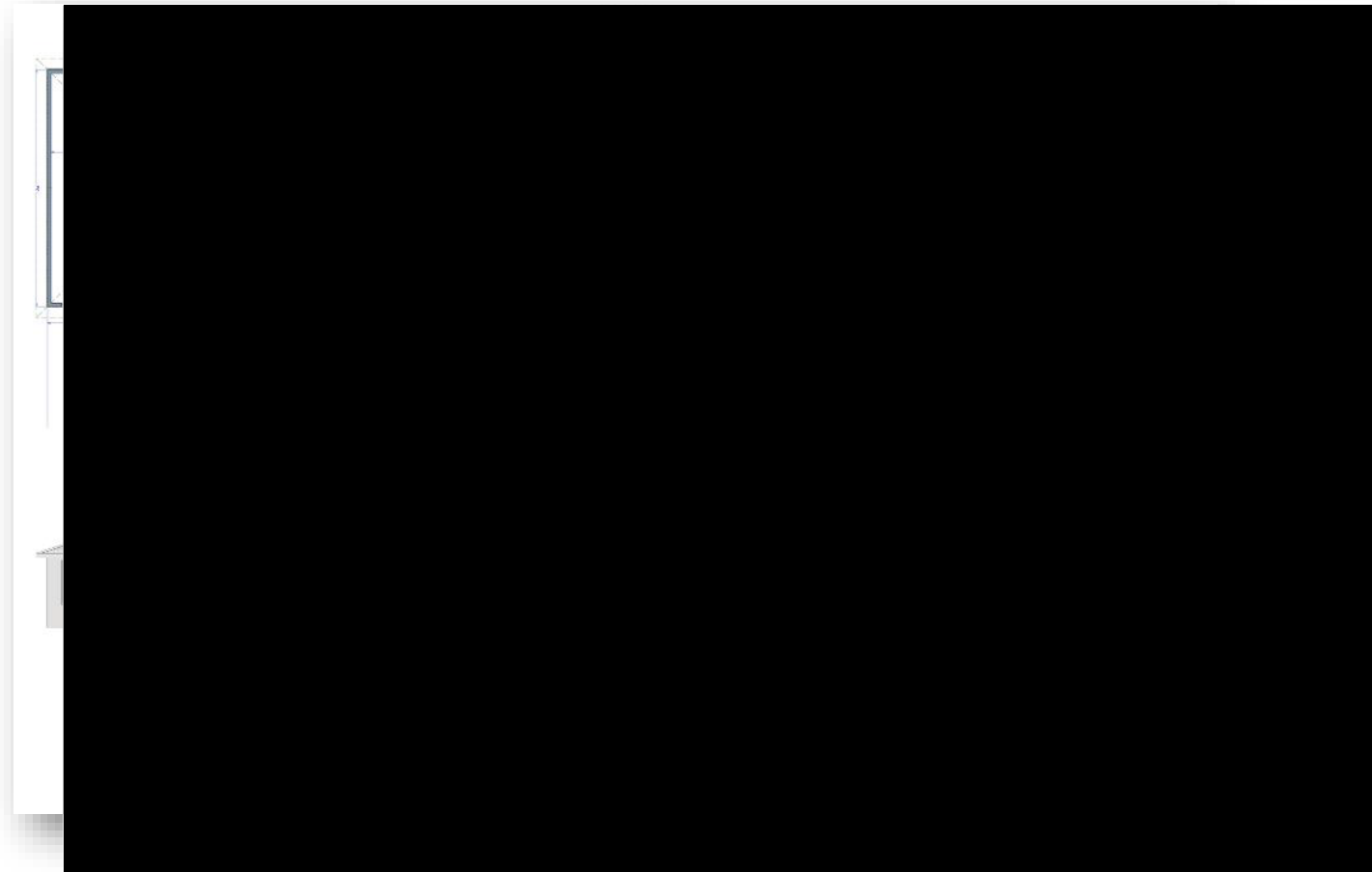
- Location of public highways
- Signage possibilities
- Parking and Exterior lighting
- Timing of sale

The school site layout shown below will include adequate classrooms with classroom bathrooms for PreK and KG students, resource rooms for enrichment programs, common space for gathering (lunch, assemblies, etc.), and space for school administration, parking and play area. A gym will be built during phase II, or our 4th academic year. Also shown below is the grade, section and space break out by year and phase of building.



Every effort will be made to make certain that all settings are conducive to learning. This learning environment takes into account both the interior and exterior of the facility. Because of our relationship with the EMO's, Unity School Services, high standards have been established to ensure students are learning in a safe and healthy environment. Upon receiving a Charter Contract to begin operations of the School, the site will be confirmed and secured, and a

lease will be finalized. Once these milestones have been met, all necessary construction, improvements and renovations will commence to meet our facility standards and applicable requirements.



Shown above is the first floor of Building 1, the Administrative complex and four classrooms with bathrooms. In every classroom and throughout the building evacuation routes for fire safety precautions or other emergencies will be posted. A facility security plan will be established by the School in order to control access to the building and maintain a safe environment for students and staff. The proposed educational facilities will comply with the Alabama Building Code and the Alabama Fire Prevention Code.

The School's programing allows us to be flexible with our facility's location, space allocation and type. Our facilities will include open space to allow for more collaboration and creative placement of student workstations. Given our flexible design, there are many more creative facility design options for our campus than is available for the traditional school. With an estimated enrollment of 260 students in Year 1, 328 in Year 2, 400 in Year 3, 472 in Year 4 and 496 in Year 5. Our school will need approximately 17,000 square feet in

Year 1, 22,000 in Year 2, 26,000 in Year 3, 29,000 in Year 4 and 32,000 in Year 5.

The School will provide proof of appropriate facility certification, including all certificates that are required by the applicable building codes, fire and safety prior to the opening of School. All classrooms, office, and restroom space will be ADA compliant and meet the state of Alabama Fire Prevention Code, district fire code, and health and safety requirements.

The property is centrally located on Highway 17 in our rural community. Please refer to **Attachment-22** for more information on the property, a DRAFT Lease and non-binding Letter of Support.

Lease Terms: 20 years with three (3) options of five (5) years each. A Lease Rate (True Triple Net) of 8.9% of total project. Year 1 8.9% of total project costs, Year 2 8.9% of total project costs, Year 3 8.9% of total project costs, Year 4 and beyond 2% annual escalators. A Developer Fee Development services based on total development costs for all phases: Expended resources for development for a total developer fee of 6%, which shall be financed as part of total project costs.

Facility Timeline

June, 2018: Our Board finalized negotiation with local bank or our due diligence and Memorandum of Understanding with ACD.

June, 2018: If approval is granted the Facilities and Finance Committees will ensure the enrollment growth projections are up to the future facility scope and will stay within the approved percentage of revenue parameters (+/- 15%). Once validated the School Facilities Committee will contact the appropriate officials at the AL DOE and request a preliminary site visit

July, 2018: If approval is granted our Board will enter into a binding Letter of Intent with the land and building owner followed by lease negotiations. The bank or ACD will complete their underwriting of the project followed by immediate due diligence of the preferred site, including but not limited to, Phase I environmental investigations, zoning verifications, geotechnical studies (if needed), traffic analysis (if needed), ALTA, topo, and boundary survey's, etc. In close succession the development team will engage the appropriate design and engineering professionals to review the program and finalize the facility design.

Late July, 2018

- Place site under Contract
- Finalize Due Diligence and Reports
- Release Schematic Design and Pre Concept Level 2 Budget
August, 2018
- Submit final package to AL DOE facilities
- Finalize Lease and Facility Budget
- Obtain Facility Code if needed from the AL DOE facilities.
- Release Design for construction or tenant improvement documents
September, 2018
- Legal and Financing
- Finalize Construction Documents
- Receive Permits
- Close on site – If we are to be complete by July 2018,
October-January 2019
- Site work, facility tenant improvements/ construction
February, 2019
- Certificate of Occupancy / Place FFE
August 2019
- School year begins

Facility Financing and Lease: If Woodland Prep seeks to work with ACD it is because they are a proven Turn Key Developer / Owner of charter schools nationally. The facility could be leased to the school and would have defined purchase rights after year five. The objective of our Board would be for the School to secure tax-free bond financing to purchase the facility. The bond financing will allow for the purchase of the facility and provide funds for the final phase of facility construction. The lease rates will reflect the overall cost of the land, improvements and soft costs.

Start-Up & Ongoing Operations

1. **Provide, as an attachment (Attachment 23), a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.**

Attachment 23

2. **Provide, as an attachment (Attachment 24), the school's plan for all transportation (including field trips, extra-curricular and co-curricular**

activities, food services, and all other significant operational and auxiliary services).

Attachment 24

3. Provide the school's plan for safety and security for students, staff, facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Every effort will be made to make certain that all settings are conducive to learning. This learning environment includes both the interior and exterior of the facility. High standards are established to ensure students are learning in a safe and healthy environment. Upon receiving a Charter Contract to begin operations of the School, the site will be confirmed, and a lease will be secured. At that point, necessary improvements and renovations will commence to meet our facility standards and applicable district requirements.

Facility Safety

In every classroom and throughout the building evacuation routes for fire safety precautions or other emergencies will be posted. A facility security plan will be established by the School in order to control access to the building and maintain a safe environment for students and staff. The proposed educational facilities will comply with the Alabama Building Code.

Security Action Plan

The School will create and implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The school will cooperate with the agency to provide the safest school possible for the staff and students and will incorporate all the applicable and appropriate state approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the area.

Disaster preparedness

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and

community members will receive information regarding emergency procedures via newsletters and parent meetings.

Background Checks

Background checks will be done on all employees, Board members and contractors who will be in contact with the students.

Health

All staff members will be trained in CPR/First Aid. All laws for immunization, students with specific medical conditions and health testing will be followed.

Security

The proposed school may be equipped with a metal detector as the students enter the building. All bags may be searched each morning as the students enter the building. Also, the building will have an alarm system that will be engaged each night when the staff leaves. Keys to the building will be issued to necessary personnel only. The school may have a security guard present each day. These services will be contracted out to a security company.

- 4. Provide, as an attachment (Attachment 25), a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.**

Attachment 25

Operations Capacity

- 1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:**
 - **Staffing.**
 - **Professional development.**
 - **Performance management.**
 - **General operations.**
 - **Facilities management.**

Woodland Preparatory applicant team consist of the founding Board of Directors of Washington County Students First foundation and well respected community and civic leaders. This applicant team combines deep professional expertise with personal understanding of the challenges and possibilities of creating an outstanding school. All of the team members are Washington County residents. More importantly, their work in education, industry (such as forestry, Chemical, and tele-communication), finance, legal, and non-profit service organizations often require them to confront the realities facing children in Washington County. The team consists of highly qualified, degreed and experienced educators and community stakeholders who support the school's mission and embrace a shared vision for Woodland Prep. The team will consist of proven and successful thought leaders that have a longstanding reputation as advocates for children and learning. Short biographies of these individuals are listed in the Section-1 of Education Program Capacity.

Thad L. Becton grew up in rural Washington County, Alabama, and attended Louisiana State University where he earned his bachelor's degree in forest management with a minor in business and agriculture. In 2006 he received a Master of Business Administration from the University of South Alabama. Currently, Thad is employed as general manager of two saw mills owned by Lassiter Lumber (a subsidiary of Farley Forestry Products based in Tuscaloosa, AL) where he manages 86 employees and has overseen the design, engineering and management of a tow \$1 million dollar expansions. Thad is a parent of three students enrolled at the Millry campus in Washington County, one in 3rd grade and twins in 5th grade.

Paul E. Brown, Jr. is another product of rural Washington County, Alabama. He attended South Choctaw Academy where he graduated in 1990. He attended Patrick Henry Junior College (now Coastal Alabama Community College) and transferred to the University of Alabama where he earned a bachelor's degree in business administration in 1999. Paul has working experience in multiple networking environments and software packages. He has skills in numerous computer applications and is proficient in computer programming such as TCL, PHP and Python. Paul has an extensive work history with Millry Communications where he currently serves as the general manager and vice president; he is also a member of the founding family that brought telephone service to rural southwest Alabama. Mr. Brown has three children, all of whom will have completed their K-12 education by 2019.

Jacob L. Snow is a product of the Washington County School System where he received his high school diploma in 2002. Jacob enrolled in the University of South Alabama, where he earned his bachelor's degree in education in 2006.

Jacob, a 100% Native American has been involved in various civic organizations with the MOWA Band of Choctaw Indians as well as participating in mission trips to Antigua and India, and his ethnicity represents 9% of the county's population. He is currently enrolled at the University of Alabama School of Law where he is a Juris Doctorate Candidate and plans to graduate in May 2019. Jacob is a parent of one son, age 3, who would be enrolled in an approved charter school within the county.

Nancy Alston received her BBA degree in business management from Monroe College in 1980. She completed her college education by earning a certificate of completion with emphasis in business management from Cornell University. Nancy recently moved to McIntosh, Alabama, after a 30 year very successful career with J. P. Morgan Bank in New York. During her career with J. P. Morgan, she worked in many different aspects of the banking business from teller to operations manager winning many awards and accolades along the way. Following retirement, she relocated to McIntosh, Alabama with her husband to be closer to his family. Nancy currently services on the Town Council for the Town of McIntosh where she has also assisted with the daily administration of the McIntosh Public Library. Nancy coordinates the summer reading program and reconciles and manages the branch's financial records. She has served in this capacity since October 2015. Nancy is bilingual in English and Spanish in the areas of speaking, reading, and writing. Nancy is a highly respected African-American professional woman, and the African-American race represents 25% of the county's population. Nancy's adult daughter is the funding and operations manager at a charter school in New York.

Leo Levy Leddon, Jr. grew up in a military family. He began his educational journey at a Department of Defense school in Great Britain and completed high school in Selma, Alabama. Upon graduation, he enrolled in Livingston University (now the University of West Alabama) where he completed his Bachelor of Science in 1980. He began his teaching career in the fall of 1980 and completed his master's degree in 1982.

Leo has a tenure of 36 years in the field of education, serving in private and public schools. While teaching full-time, he was also enrolled as a student at the University of Alabama where he completed his Educational Specialist (2001) and Doctorate of Education (2010). During his career, he served as a high school band director, elementary music teacher, music appreciation teacher, ACCESS facilitator, high school assistant principal and principal. He also taught Music Appreciation at Patrick Henry State Junior College (now Coastal Alabama Community College) for two quarters in 1986.

Lastly, Washington County Students First Board identified Unity School Services and its consultant, **Dr. Soner Tarim**, to help establish the proposed school. In October 2017, the Texas Charter School Association (TCSA) selected Dr. Tarim as the recipient of the 2017 charter school Leader of the Year at the Texas.

Dr. Soner Tarim is the founder and former CEO of Harmony Public Schools and he has been an educational advocate for more than 30 years, encouraging students in underserved communities to pursue learning in science, technology, engineering, and mathematics (STEM) fields.

Under Dr. Soner Tarim's leadership, Harmony was established in August of 2000 with 200 students. Over the past 17 years, Harmony has reached to 34,000 students at 54 campuses in 17 cities throughout Texas. Harmony has earned the reputation as one of the best charter schools in the country with many of its campuses recognized on prestigious high school rankings, such as U.S. News & World Report and Children-at-Risk.

During past 17 years, Dr. Tarim successfully completed 9 different bond financings totaling over \$400 million to build 54 charter school campuses for Harmony. Under Dr. Tarim leadership, Harmony was awarded state, federal, and philanthropic grants for campus replication numerous state and federal grants The most notables are the Race-to-the-Top (RTT in the amount of \$30 Million) and Teacher Incentive Fund (TIF in the amount of \$27 Million) grants.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Dr. Tarim has experience in facility acquisition, build-outs and renovations and will be leading this project along with members of the board and Robert Giordano from American Charter Development (ACD). ACD is a national charter school real estate development and financing organization with a track record of developing and funding charter Schools nationally. ACD can provide 100% financing and turnkey full-service development for your charter school when requested. ACD provides its services with no upfront cost to the school and meets the budgetary and financial obligations required to deliver a fully-functional, customized charter facility to you. Once the facility is complete, it is leased back to the school, with strategic buyout options which enable the school to own its own facility quickly.

SECTION 3. FINANCIAL PLAN & CAPACITY

Financial Plan

- 1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.**

The proposed school will establish and maintain its financial accounting system on an accrual basis using Generally Accepted Accounting Principles. The Board will establish financial policies and procedures that guarantee the integrity of the school's financial operation while providing the data to allow school administrators to make fact-based decisions. Solid financial controls rely on the following elements:

- 1) strict segregation of duties,
- 2) transparent processes (including board oversight), and
- 3) a professional audit.

The school will use these elements as it creates controls for receipts, disbursements, petty cash, payroll, contracts, and investments. In addition, the school plans on using an outside vendor to staff its accounting function. One criterion for vendor selection will be the ability to professionally implement and support the school's financial controls.

If we cannot retain outside vendor to handle our accounting and finance, we will implement the following system, policies, and processes. Internal controls will be based on sound practice, such as segregation of duties or compensating controls, use of pre-numbered forms, limited access to cash, and monthly reporting to the Board. The business process also emphasizes the seamless and convenient delivery of service so that school staff can easily comply with internal controls and are able to concentrate on the educational process.

The internal control policy of the School shall be guided by the following broad principles:

- Responsibility will be clearly established.
- Adequate records will be maintained.

- Assets will be insured & inventoried and appropriate employees bonded.
- Adequate procedures for cash receipts, cash disbursements, and record keeping will be in place.
- The School will undergo regular and independent audits.

Specific internal controls include, but are not limited to:

- Only one bank account will be authorized for operations
- The bank statement will be opened intact by the reconciler
- The bank statement will be reconciled by an employee who has access to neither the general ledger nor check-writing system
- Items outstanding for 180 days will be investigated
- All receipts will be deposited intact
- All checks received will be immediately stamped "For Deposit Only"
- Deposits will be made at least twice weekly if funds have been received
- Receipts will be evidenced by a multipart signed, pre-numbered receipt
- All other disbursements will be made by check
- Checks require two signatures
- Checks will not be pre-signed under any circumstances
- Checks for expenses other than payroll will be issued only upon verification by the Principal of receipt of the good or services ordered in good condition and correct quantity
- Appropriate documentation will be maintained for disbursements invoice, contract) Employees will be paid only upon verification of employment
- Appropriate legal forms (W-4, I-9) must be completed prior to employees being paid
- Property will be tagged
- Property will be inventoried at least annually
- Discrepancies in the property inventory will be investigated and reconciled
- Financial statements (see below) will be reviewed by Charter School Board, evidenced by action
- The budget will be approved by the Board prior to the beginning of each fiscal year, evidenced by action
- Budget amendments will be approved as necessary
- Financial reports will be submitted as required by Charter and Rule
- An annual audit will be conducted by an independent auditor (see below)

The Principal or Business Manager will prepare detailed financial statements for analysis. These financial statements will be reviewed by the Board at meetings for monitoring/review, and will be submitted to Alabama Charter School Commission as required.

The monthly financial statements will be in compliance with state and federal guidelines.

- Balance Sheet
- Revenue and Expense Report
- Year-to-date comparison of budgeted vs. actual revenues and expenditures
- Notes to Accompany Financials, to include:
 - Actual enrollment at the time the statement is submitted
 - Projected enrollment for the current school year

Upon approval, the board will select an electronic general ledger program to be used for the back office accounting. The program will have integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function, and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow financial statements in accordance with generally accepted accounting principles and in compliance with state and federal guidelines.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows: For receivables, all cash payments will be logged, coded by source and deposited daily (if received). Daily deposits will be reconciled to cash receipts logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the accountant with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount.

Disbursement vouchers are reviewed and approved by the Principal and the accountant. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require board chair signature and/or approval. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal or designee, and a representative of EMO, as approved by the Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to Alabama Charter School Commission. Including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by in the charter school contractual agreement between the School and Alabama Charter School Commission.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - any funds collected at the school (i.e., lunch monies, fundraisers, field trips) may be initially collected by the school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

Capital Expenditures - purchase orders are required for all capital expenditures and are pre-approved by the Principal or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit, as set by the Board of Directors requires Board action.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Data Security - financial data will be maintained on a secured system/network. Only the principal and authorized representatives of the Board of Directors have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

Additionally, Bank Reconciliation and Bank Registers will be submitted to the Board along with the financial statements. Providing further transparency, the Principal and the Board will have access to the bank register and images of paid invoices and checks at any time through a secure online document storage facility. The auditing firm shall be selected by request for proposal (RFP) process and only those firms experienced in audits of charter schools will be considered. The audit will be of assistance to the Board in carrying out its responsibility to assure that its financial resources are properly managed.

Accounting records will be maintained at the School. Appropriate “permanent file” records will be housed in a fireproof filing cabinet and will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and IDEA in the establishment, maintenance, correction, and disposal of student records. The right to inspect and review educational records and the release of information, or instructional materials will be consistent with federal and state law.

2. Describe the roles and responsibilities of the school’s administration and governing board for the school finances and distinguish between each party.

The Board is accountable for the financial performance of the School. The Board approves budgets, sets policy, establishes and approves procedures, ensures that financial reports are made, and controls are in place, and makes certain that the financial management of the School meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

The Board delegates to the education management company, Unity School Services, the responsibility for purchasing, accounts payable, accounts receivable, payroll, human resources, benefits administration, information technology, and insurance. However, the Board has the final authority to approve all and is responsible for the oversight of the education management company.

Roles and responsibilities of the school Leader and the board	
School Leadership and EMO	WCSF Board of Directors
Prepare Budget, Policies, and Financial Goals	Review / Approve Budget, Goals, & Policies
Manage day-to-day financial operation	Review / Approve periodic financial
Assist Auditor to prepare Annual Audit	Review and Approve Annual Audit
Manage AP/receivables, and purchasing	Establish Internal Control
Negotiate and Prepare all contracts	Review and Approve all contracts
Prepare and Apply Grants	Approve grants

The Board may retain a certified public accountant to compile monthly reports of the results of the School operations. The expenditures compared to budget will be reviewed and approved by the Board at each meeting as evidenced by Board minutes. In addition, the Board will retain an independent auditor to provide audited financial statements at the School's fiscal year end.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

WCSF Board of Directors will maintain and cause to be implemented effective, transparent and strict financial policies and administrative operational guidelines for the school in compliance with the adopted mission, objectives and strategies of WCSF foundation as well as in compliance with standard and required operating procedures of an IRS 501©3 nonprofit corporation and any state and federal agency requirements.

An annual audit report will be performed by the independent auditor in accordance with Governmental Auditing Standards at the end of each fiscal year and furnished to the Board. The auditing firm shall be selected by request for proposal (RFP) process and only those firms experienced in audits of charter schools will be considered. The audit will be of assistance to the Board in carrying out its responsibility to assure that its financial resources are properly managed.

4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit, annual financial report, monthly check register, and monthly financial reports.

The Board of Directors of WCSF believe that creating a strong community support depends on being accountable to the taxpayers of the County. Thus, transparency and openness will be essential conducting budget preparation and school financial matters.

Annually, the school will adopt its budget at a public board meeting. The school will post electronic copies of its annual budget, budget amendments, annual audit, and Board meeting minutes online for public transparency. The School will prepare an annual financial report for the Alabama Public Charter School Commission and this report will be available for public view.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

Upon approval of the application, the Board of Directors of WCSF will contract with Unity School Services, to provide comprehensive management services to include: Facility, Equipment Procurement and Maintenance, Management Consulting and Financial Services, Insurance, Educational Programing, Marketing and enrollment, Personnel and operations support. The contract amount will be 15% of the school's annual operational budget. The school will also contract with the Unity School Services for curriculum, professional development, and technology Support Services.

The school plans on using outside vendors for food, janitorial, and financial accounting services when possible. The EMO will oversee selection of these services. Selection of these vendors will be done through a competitive bidding procedure. All vendors will be approved in accordance with federal and state procurement laws, and in accordance with our Board policies.

Janitorial Services: Depending on the size and type of facility, we will request from our vendor to have an on-site person to handle these services. We will select a vendor based on its history and reputation. We want to make sure that they have good working relationships and proven track records with similar traditional districts and public charter schools. The vendor shall have all the necessary insurance and bond capacity to perform its duties. The vendor shall also demonstrate an understanding of state and federal laws pertaining to the disposal of hazardous materials including cleaning chemicals.

Food Services: The proposed school will participate in the National School Breakfast and Lunch Program. Vendors will participate in a competitive bidding procurement adopted by the WCSF Board. Vendors must possess all required certifications regarding meal services. Vendors must be in compliance with state and USDA required rules and regulations regarding food distribution and reporting.

Accounting Services: The provider must have extensive knowledge and expertise in 1) Account Payable Services (check writing, posting account records, preparation of year-end reports including 1099), 2) Payroll (check writing, preparation of payroll tax deposits, electronic deposits, preparation of required state and federal payroll tax reports, preparation of W-2 forms), 3) General Accounting (maintenance of all financial records, bank reconciliation, preparation of monthly financial statements), 4) Budgeting and Forecasting

(preparation of annual budget, projection of future state revenue, assistance in the preparation of cash flow projection), 5) Budget and data submission, maintenance of the financial records, 6) Federal Funds and Grants (maintenance of accurate records on all Federal funds and grants, monitor level of spending, electronically file request for funds).

6. Describe the school's plans for obtaining liability insurance to indemnify the school, its board, staff, and educators against tort claims.

Charter School shall obtain and maintain insurance on the Officers and Trustees, general liability, worker's compensation, real and personal property, fidelity bonds, and automobile liability in the following amounts:

- Officers and Directors/ Errors and omissions: \$1,000,000 per claim;
- General liability: one million dollars (\$1,000,000) per occurrence;
- Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000);
- Automobile liability: one million dollars (\$1,000,000) per occurrence.

- 7. Budget Narrative: As an attachment (Attachment 26), present a detailed description of assumptions and revenue and expense estimates, including, but not limited to, the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).**
- a. Per-Student State Revenue. Use the figures below in developing your budget assumptions.**
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's operation depends.**
 - c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**
 - d. Year 1 cash flow contingency in the event that revenue projections are not met in advance of opening.**
 - e. Start-up and five-year budgets with clearly stated assumptions.**

Although the proposed school has no financial history and capital, Board members of the WCSF have a great deal of expertise and background in finance

and banking. The proposed school finance will depend on its Board members' reputation and their personal credit backing for its start-up and regular operations. The WCSF Board already received a commitment letter from American Charter Development (ACD) to help offset the start-up cost and their facility needs. Board members will continue to be committed to providing their personal credit whenever necessary to carry out the mission and vision of the charter schools. Members of this unique board are volunteers and no member is paid for the services he or she provides; hence, the board members are very excited about the opportunity that will be given to prepare students for their future.

Additionally, upon approval of this proposal, the board members will organize an aggressive fundraising campaign. The fundraising plan will include the following strategies:

- Soliciting funds from corporations and local businesses,
- Soliciting funds from private foundations,
- Conducting business roundtable meetings with lenders and potential donors,
- Soliciting donations from national organizations.

We anticipate to receive donations in the form of cash and goods such as computers and/or school furniture. This amount was not included in the budget because there is no firm commitment yet. Additionally, several grant applications will be made to local and national philanthropic organizations.

The proposed budget is geared towards achieving high academic standards while ensuring financial sustainability. The main source of funding for the proposed school will come from state revenue and federal funds. First year's revenue (\$2,236,762) is estimated based on an average daily membership of 260 students receiving an average of \$8,869. This revenue estimate includes federal, state, local funds. Other funding includes National Lunch Program reimbursements that are calculated based on 50% student participation.

We do not believe that we will have enrolment problems based on our interaction with parents and local stakeholders. In the event that we do not have enough students for the first year or funds for per pupil allocations are not available as early as expected, or are lower than expected, WCSF will take the following action(s):

- Many of our board members have long term working relationships with regional banks. We will seek short-term lines of credit from these banks until issues are eliminated.

- There is always an option to eliminate or minimize all related expenses including reduction in personnel (teaching and administrative positions). Also, student/teacher ratios for certain grades can be adjusted, temporarily.
- We may consolidate administrative and other positions temporarily
- We will negotiate for delay of payments including deferring rent payments to the second year of operation by amending the lease agreement.

Attachment 26 (includes narratives for the start-up and five-year budget)

Financial Management Capacity

1. **Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:**
 - **Financial management.**
 - **Fundraising and development.**
 - **Accounting and internal controls.**

The WCSF Board members have a great deal of experience in finance and accounting. Specifically, Nancy Alston and Thad Becton have background in banking, business, and finance. In spite of their vast knowledge, our board members will receive school accounting and finance training, annually to keep up with new financial requirements. This is necessary because the board needs to have a basic understanding of the key quantitative and qualitative financial information required to govern the proposed school.

Nancy Alston received her BBA degree in business management from Monroe College in 1980. She completed her college education by earning a certificate of completion with emphasis in business management from Cornell University. Nancy recently moved to McIntosh, Alabama, after a 30 year very successful career with J. P. Morgan Bank in New York. During her career with J. P. Morgan, she worked in many different aspects of the banking business from teller to operations manager and winning many awards and accolades along the way. Nancy currently services on the Council for the Town of McIntosh

where she has also assisted with the daily administration of the McIntosh Public Library.

Thad L. Becton attended Louisiana State University where he earned his bachelor's degree in forest management with a minor in business and agriculture. In 2006 he received a Master of Business Administration from the University of South Alabama. Currently, Thad is the general manager of two saw mills owned by Lassiter Lumber where he manages 86 employees and has overseen the design, engineering and management of million dollar expansions.

Lastly, Washington County Students First Board identified Unity School Services and its consultant, **Dr. Soner Tarim**, to help establish the proposed school and oversee its financial operation. Dr. Tarim is the founder and former CEO of Harmony Public Schools. During his tenure as a CEO at Harmony, he manages over \$300-million-dollar budget annually.

In 17 years, under Dr. Soner Tarim's leadership, Harmony has grown from one campus to 54 campuses and increased its enrolment from 200 to 34,000 students. During his 17 years as a CEO, Dr. Tarim successfully completed 9 different bond financings totaling over \$400 million to build 54 school campuses for Harmony. Under Dr. Tarim leadership, Harmony was awarded state, federal, and philanthropic grants for campus replication numerous state and federal grants The most notables are the Race-to-the-Top (RTT in the amount of \$30 Million) and Teacher Incentive Fund (TIF in the amount of \$27 Million) grants.

The WCSF Board members understand the importance of fundraising and they have been actively engaged in the community to solicit this effort. Upon approval of this proposal, the board members will organize an aggressive fundraising campaign. The fundraising plan will include the following strategies:

- Soliciting funds from the corporations and local businesses,
- Soliciting funds from private foundations,
- Conducting business roundtable meetings with lenders and potential donors,
- Solicit donations from philanthropic organizations.

Upon approval of this charter, the WCSF Board members will submit a line of credit applications to local banks, if needed for un expected expenditure. To raise the start-up funding several grant applications will be made to local and national organizations.

This Board's experience in the organizational, financial, and other tasks required to open and operate the charter school is evident by their prior experience on prior school Boards, advocacy, and policy development. To provide accounting internal controls the Board may retain a certified public accountant to compile monthly reports of the results of the school operations. In addition, the Board will retain an independent auditor to provide audited financial statements at the School's fiscal year end.

Additionally, the Unity School Services leadership team has decades of experience in Education, Finance, Business Management, community relations, and related fields and has a proven track record of success.