

# Wesley International Academy, Inc.

## Charter Petition for Renewal; 5 Year Term

*On behalf of*

The Wesley International Academy Governing Board of Directors

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## I. Executive Summary

**Charter School Name:** Wesley International Academy

**Type:** Start-up (Renewal)

**Approved by the Atlanta Public Schools Board of Education on** \_\_\_\_\_.

**Grade Levels Served:** K-8

**Ages Served:** 5-14

**Proposed Opening/Renewal Date:** July 1, 2013

**Proposed Charter Term:** 5 years

*For each year of the proposed charter term, please indicate the number of pupils the charter school plans to serve.*

Grades	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>K</b>	88	88	88	88	88
<b>1</b>	88	88	88	88	88
<b>2</b>	92	92	92	92	92
<b>3</b>	92	92	92	92	92
<b>4</b>	115	92	92	92	92
<b>5</b>	69	115	92	92	92
<b>Total PYP</b>	<b>544</b>	<b>567</b>	<b>544</b>	<b>544</b>	<b>544</b>
<b>6</b>	69	46	92	69	69
<b>7</b>	46	69	46	92	69
<b>8</b>	46	46	69	46	92
<b>Total MYP</b>	<b>161</b>	<b>161</b>	<b>207</b>	<b>207</b>	<b>230</b>
<b>TOTAL ENROLLMENT</b>	<b>705</b>	<b>728</b>	<b>751</b>	<b>751</b>	<b>774</b>

### Mission

The mission of Wesley International Academy (WIA) is to engender excellence, global perspective, life-long pursuit of learning, and community through single-gender, International Baccalaureate (IB), and Mandarin Chinese instruction. WIA serves approximately 600 students from throughout the Atlanta Public Schools (APS) attendance zone in grades K-8. The school promotes the legislative intent to “increase student achievement through academic and organizational innovation” (O.C.G.A. § 20-2-2061) by offering Chinese and IB curricula to all K-8 students in a single-gender instructional framework tailored to the learning styles proven to best facilitate success in young men and women, thus preparing WIA students to become global thinkers and lifelong learners.

WIA is in a transitional period in its existence, having officially moved all governance, management, and expertise responsibilities from an EMO contract with Imagine to a self-governing organization that has staffed leadership roles with the expertise needed to independently operate an effective, healthy school. More, the board of WIA is now comprised of

a team of committed, invested professionals from the community (many of whom are parents of WIA students) who are working relentlessly to ensure the school transitions not just from EMO management to autonomous, but from a good school to an excellent one. Although Imagine is the owner of the property and WIA will lease the school building in 2012-2013, all other relationships and services from Imagine have been discontinued as of July 1, 2012.

### **Academic Program**

The WIA academic program is organized into the Primary Years Programme (PYP) in grades K-5 and Middle Years Programme (MYP) in grades 6-8 as an official IB World School (both the MYP and PYP have received the official authorization as an IB World School as of June, 2012). All students in grades K-8 take Chinese daily, ensuring every student upon matriculation from the eighth grade will have a solid foundation in a second language and world culture. All classes (core content and enrichment) are segregated by gender to align instruction with the research-tested and practice-proven strategies that will best facilitate success in the young men and women enrolled at the school.

In order to address the transition to a school independent of its previous EMO, the board has hired a new principal and reorganized the staffing structure to increase instructional expertise in-house. This leadership team is working to homogenize the instructional program, moving from a wide array of curricula and instructional strategies that vary from classroom to classroom to a consistent, vertically and horizontally teamed approach to curriculum and instructional strategies that are demonstrative of what is working best at WIA.

### **Organization**

#### *History*

WIA was founded as Imagine Wesley International Academy (IWIA) in 2006 and opened in 2007. All of the faculty and staff were employees of Imagine Schools, and the governing board of the school was originally established as an LLC subsidiary of Imagine Schools - populated, in part, by Imagine staff. Funding from APS went directly to Imagine Schools and the company adjudicated the allocation of public funds at their discretion. In sum, the IWIA charter was approved as a school wholly operated by the management company with no local independent oversight.

In 2008, the Georgia Department of Education (DOE) enforced its policy that all charter schools must be governed by fully independent, Georgia non-profit governing boards. The most important structural change to IWIA during its first 6 years has been to comply with that policy by establishing an independent, autonomous, non-profit board. This process instigated the removal of Imagine not just as a for-profit management entity, but from any role in the governance, management, or operation of the school. As of July 1, 2012, WIA was reorganized as an independent non-profit with a new, autonomous board comprised of local professionals with no ties to Imagine Schools. As of July 1, 2012, all staff are employed by this independent entity, Wesley International Academy, Inc. The board has undertaken significant work to stabilize the governance of the school, the school leaders that were placed by Imagine have been replaced by experts who participated in a rigorous vetting process by the independent board. In addition, the governing board has made important changes to the leadership model to bolster the expertise and support of instructional staff, and key structures are being phased in to facilitate instructional and organizational excellence across all sub-groups, grade levels, and content areas. With a commitment to the elements of the school that have made it successful, as well as changes that promise even better student performance and mission realization, the board and new

leadership have positioned the school to transition from satisfactory performance to excellence in the next charter term.

### *Innovation/Community Interest and Need*

The evidence of the community's interest in WIA is a significant component of the school's organizational innovation. Unlike many other urban schools that struggle with ongoing, authentic parental involvement, the parents and community of WIA are the backbone of the school and drive a number of initiatives that shape the culture and effect the success of the school. From the role of parents in selection of board members and service on the board (currently four of the eight board members are parents of WIA students) to the ongoing community-building initiatives that celebrate the diversity of the families enrolled at WIA, the community and parents of WIA are a significant strength of the program that has only been reinvigorated by the reorganization of the school. One example of this community involvement was the parent initiative to obtain a new facility when surplussed APS facilities became available in 2012. Although this campaign was ultimately rejected by APS (because the facility requested had already been reappropriated), parents successfully rallied more than 700 stakeholders to sign the petition and meet with community entities in their pursuit of an APS facility without any input from school staff or the board.

WIA's participation in the IB World School network of schools, which provides training, protocols, and structures that are integral to the realization of the WIA mission is another example of organizational innovation. The reorganized staffing plan leverages intensive focus on curriculum and instruction. Perhaps most importantly, the local governing board is now comprised of stakeholders who have the vested interest and expertise to make decisions for the school site that are true to its mission and will ensure the success of its students.

### **WIA's Performance**

#### *AYP and Performance-Based Goals*

Unlike other charter schools that open one or two grades at a time and only enroll new students in the lower grades, WIA opened all grades K-6 in its inaugural year and has continued to take new students through eighth grade as seats become available. This ensures that all students interested in WIA can participate in the program regardless of their grade level. More importantly, this enrollment model provides families with alternatives within the public school portfolio of Atlanta Public Schools. Many families seek alternatives after their students have attended a traditional school site, and charters that disallow enrollment of new students after the lowest grades prevent families in most dire need of an alternative from access. As a result of this approach to enrollment, students in all grades may enter WIA behind grade level and underperforming. This may detrimentally impact school-wide performance outcomes but is still crucial to the belief of the board that any interested student should be able to enroll if there is an available seat. For this reason, goals in the renewal period have been articulated that measure individual student growth annually, as well as grade level content area goals.

WIA made AYP again in the 2011-2012 school year, demonstrating the staff's ability to provide a strong, supportive program for students regardless of the lack of support from the EMO. In fact, in the 2011-2012 school year, Imagine began pulling services, removed a leadership position, and cut other staffing. Despite these challenges, WIA pulled together and not only met AYP, but successfully applied for certification as an IB World School in both the PYP and MYP.

WIA met most of its goals for percentage of students meeting and exceeding standards, with most grades performing above the goals set. With the exception of one grade level in ELA and

one in social studies, the only subject area in which more than one grade did not meet performance goals is science. Grades 5-7 performed under the goals set, and as a result of this, professional development (PD) in science and instructional coaching support for the middle school science teachers has been developed and will be implemented in the 2012-2013 school year. One hundred percent of students eligible to take the Youth Chinese Test (YCT) passed, with ten earning a perfect score.

#### *Financial and Organizational Viability*

WIA has met and exceeded financial and organizational goals for all years in operation, with particular successes in the 2011-2012 school year. WIA has removed Imagine Schools from all facets of the budget and operations and successfully negotiated a reduction in lease terms of more than 30%. The school met its goal of IB World School status in both programmes in 2012, well before the goal of achieving this designation by 2016. The board has also successfully reorganized WIA as a non-profit entity and participated in development to ensure the school is guided by a board with the capacity to effectively govern. A new principal and staffing model ensure WIA is ready to transition from good to excellent in its next charter term.

#### **Changes in the New Renewal Term**

As of 2012, WIA is organized as a non-profit and is governed by the board established in 2009. WIA no longer utilizes the services of an EMO and has removed Imagine Schools from all aspects of academic and organizational operations.

## **II. Education Program**

### **A. Academic Standards and Curriculum**

*1. Provide a general description of the curriculum that will be used by the school including the objectives, content, and skills to be taught in the main subject areas at each grade level in your school. What will be the focus of the curriculum? Explain how the curriculum is aligned with the Common Core Georgia Performance Standards.*

#### **Common Core and Georgia Performance Standards**

The curriculum at WIA is based on the Common Core State Standards (CCSS) in ELA and math, the Georgia Performance Standards (GPS) in science and social studies, and both the GPS and American Council on the Teaching of Foreign Languages (ACTFL) standards for foreign language in Chinese. At WIA, Chinese is required for all students in all grades daily and is considered a core content class. All ELA and math curriculum maps for the 2012-2013 school year will shift to CCSS, and a common scope and sequence for each math and ELA class in each grade level will be developed by the instructional coaches and AP (AP) to guide WIA teachers with their planning. By the start of the 2013-2014 school year, common scopes and sequence will be developed in science and social studies (humanities) as well. This approach replaces the previous curriculum mapping approach used, wherein teachers of the same content area and grade level may teach standards at different times or organize the standards into different units. Over the course of the next year (starting with summer PD in 2012), instructional coaches will work with teachers (under the supervision of the AP) to develop a common scope and sequence for each grade level and content area to ensure all standards are addressed at the same time and in the same order. Teachers will organize units and the means to practice these standards in their classrooms in the way that best fits the needs of their students. The instructional coaches will work with teachers annually in advance of the start of the school year to revise the scopes and sequences based on the assessment data and teacher feedback from the previous year. A sample week-long lesson plan and year-long scope and sequence are included in Appendix B.

### **International Baccalaureate Curriculum**

WIA is comprised of two distinct IB programs, the Primary Years Programme (PYP) serves grades kindergarten through five and the Middle Years Programme serves grades six through eight (the final two years of the IB MYP are grades nine and ten, which student will ideally pursue in their high school program). Both programs incorporate the Learner Profile and a hands-on, experiential learning approach to content. The framework of the IB program consists of a process whereby teachers plan activities, engage students in learning, assess the success of their students in reaching the goals established, and then reflect upon and reformulate the plan according to the results. As an IB World School, WIA teachers receive guidance from the program on how curriculum should be formulated, with templates for lesson planning that are used to ensure all requisite components of the IB framework are addressed in the curriculum. In addition, WIA teachers have access to a network of IB World School educators from across the globe with whom they can share resources and find curriculum to address the standards.

IBO provides a framework for the curriculum delivered to all students. Through mandatory training for all staff, standards that guide International Baccalaureate Organization (IBO) visits, IB curricular materials, and ongoing formal participation in the international IB World School network, WIA has access to diverse curricular materials that can be used in all content areas and grade level. The student as learner is at the core of the IB framework and shapes the curriculum and outcomes for all students in grades K-8. Therefore, outcomes for WIA students are that the students should be/become:

- **Inquirers:** Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.
- **Communicators:** They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
- **Risk-takers:** They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies.
- **Knowledgeable:** They have spent time in our schools exploring themes, which have global relevance and importance.
- **Principled:** They have integrity, honesty and a sense of fairness and justice.
- **Caring:** They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.
- **Open-minded:** They respect the views, values and traditions of other individuals and cultures.
- **Well-balanced:** They understand the importance of physical and mental balance and personal well-being.
- **Reflective:** They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

Teachers also facilitate the development of the ten IB attributes through explicit instruction about the attributes. Through thematic units in all core content areas, monthly school-wide themes based on the attributes, celebrations and investigations, students are supported in developing the attributes with intentionality using curricular ideas from the network of IB World Schools in which WIA participates.

### **Primary Years Programme (PYP)**

The world perspective and curricular requirements that guide the IB program at WIA are organized in the planning templates provided by the IB program, which are used by all teachers at WIA for collaborative unit and individual lesson planning. Units of Inquiry align instruction across the curriculum throughout the year, and assessment formats for all content areas.

The curriculum at WIA is approached as separate disciplines integrated into a coherent whole. At the heart of the PYP program are five essential elements: concepts, knowledge, skills, attitudes and actions. These elements transcend curricular disciplinary barriers. Furthermore, the PYP emphasizes meaning and understanding, and great importance is attached in all areas of the curriculum – the written, the taught and the assessed components – to the exploration of a core set of concepts:

- **Form:** What is it like?
- **Function:** How does it work?
- **Causation:** Why is it like it is?
- **Change:** How is it changing?
- **Connection:** How is it connected to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our responsibility?
- **Reflection:** How do we know?

All content is organized into seven subject areas: Language A (English—aligned to the CCSS for ELA), Language B (Chinese—aligned to GPS for foreign language and the ACTFL standards), math (aligned to the CCSS), humanities (aligned to the GPS for social studies), arts (aligned to the GPS for music and visual arts), science (aligned to the GPS for science), and personal/social/physical education (uses GPS for PE as a foundation). There are also six transdisciplinary themes in the PYP, which all lessons are organized within:

1. Who we are
2. Where we are in place and time
3. How we express ourselves
4. How the world works
5. How we organize ourselves
6. Sharing the planet

These themes are used to organize units across content areas and as an IB school, teachers in each grade level plan collaboratively to align the themes into units that enable students to holistically examine content through an inquiry-based model that utilizes the different content areas synergistically.

### *English Language Arts*

The fundamental aspects of the PYP reading program in grades K-2 help students make connections between letters and words, and words and ideas. They will progress from the rhythms and cadences of nursery rhymes to the designs and patterns of poetry, from the telling of stories to the performance of plays, and from fables and folktales to real life adventure. As active participants in a culture of inquiry, primary students extend their appreciation of literature to include the communication skills and strategies necessary to comprehend and respond to what they read, hear, and see. In grades 3-5, students continue to be exposed to a wide variety of literary genres, including fiction, nonfiction, classic, and contemporary works. They write in response to what they read, questioning information presented in a variety of formats and predicting outcomes. They create culminating projects during the units of inquiry that will provide evidence for their individual learning, which incorporate the use of multimedia.

Currently, curriculum programs utilized at WIA are: Reading A-Z, Guided Reading, SRA Guided Readers, Kaleidoscope Series, Houghton Mifflin Harcourt English text, Junior Great Books, and Core Knowledge materials. Teachers work together in grade levels to collaboratively plan around scopes and sequences, but are given ultimate autonomy in deciding the curricular materials that will best meet the needs of their students. Each teacher has a budget at the start of the year that allows him/her to select the curricular materials needed for the year. With the movement of instructional leadership and expertise to the school site level in the 2012-2013 school year, instructional coaches and the AP will work closely with teachers to identify the curricular materials being used that best align with the IB framework and standards.

PYP students master reading and language arts standards through the following strategies:

- Emphasize phonics, word attack, comprehension, and study skills through a literature-based approach
- Present non-fiction and fiction, drama, classic, and contemporary works of literature
- Introduce stories, fables, fairytales, myths, legends, folk tales, and poetry from many cultures
- Introduce and develop spelling, grammar, punctuation, sentence structure, and content as essential writing elements
- Provide a comprehensive listening and speaking program, including opportunities for oral presentations, read-alouds, role-plays, and performances
- Measure fluency to increase comprehension three times over the course of the year to check adequate progress
- Provide a comprehensive writing program, including opportunities for journaling, research, creative and expository writing, and publishing
- Provide access to technology and communication tools for research, editing, revising, and project development
- Maintain individually kept writing portfolios and independent reading logs
- Increase ability to comprehend a variety of prose materials, including poems, novels, drama, and short stories
- Develop critical thinking and problem solving techniques as they apply to print and non-print media
- Foster appreciation and memorization of passages from leading works of great literature
- Heighten sensitivity to other cultures and build cultural literacy
- Provide instruction on the rules and mechanics of Standard English, effective speaking skills, and oral presentations
- Introduce structural vocabulary program focusing on origins of words
- Refine research skills and narrative and expository writing skills and strategies
- Provide oral communication experiences, including speech and debate, recitations, and literature circles
- Publish student works in the form of newsletters, books, and anthologies
- Introduce the five-paragraph expository, narrative and persuasive themes and a variety of creative writing formats. Instruct in the use of literary devices in works of literature and apply them in original writing assignments
- Require independent and collaborative theme-related projects at each grade level
- Require the completion of four books from the independent reading list every nine weeks
- Participate in reading buddy groups to foster good citizenship and oral reading
- Develop leadership abilities through peer evaluation and assessment

Every student is taught Chinese language and culture in a daily class, and teachers use a variety of resources to teach the standards for foreign language instruction, including the following textbooks:

*Chinese Made Easy* (Ma, Yamin. Joint Publishing (HK) Co. Ltd.; 1st edition. July 1, 2005)

*Learn Chinese With Me.* (Fu, Chen. People's Education Press. January 31, 2004)

*Kuaile Hanyu.* (Li, Xiaogi. People's Education Press. January 15, 2009)

*My First Chinese Words.* (Bingru, Theresa Ma. Better Chinese Ltd. December 20, 2001)

The Chinese department also relies heavily on real-world applications and examples for curricular materials. All teachers maintain a web blog, which students and their parents are expected to utilize for homework and in-class lessons. The web blog includes clips and videos, games, and notes to deepen the instruction offered in class. Students who demonstrate different proficiencies are assigned different homework that comes from the textbook resources and/or is teacher-created to build on their strengths and develop capacity where there are growth goals. Because holidays, customs, and food are all part of the development of students' understanding of Chinese culture, all of these artifacts are used in an authentic way to build students' interest and understanding. Annual events such as the Hong Kong Dragon Boat Festival, China Night, Atlanta China Town Performance and periodic field lessons also provide greater cultural understanding and context to the instruction of Chinese language.

The Chinese department plans collaboratively, vertically and horizontally teaming curriculum to ensure all students of Chinese are mastering the same standards. Chinese teachers also co-plan with teachers of the grade levels they teach to align thematic units across content areas as a cornerstone of the IB approach. The PYP six interdisciplinary themes are used to organize the standards for foreign language instruction into units that correspond to those in other content areas.

The curriculum develops the students' ability to demonstrate their developing Chinese proficiency on the YCT, a standardized international Chinese proficiency test which is directed at assessing the Chinese proficiency of non-native speakers. In its pilot year of the YCT-prep program (2010-2011), 25 students in grades 3-6 were eligible to take the YCT-I. *All 25 students passed*—three passed with perfect scores. In the 2011-2012 school year, 92 students in grades 3-8 were eligible to take the test. One hundred percent of students passed, with ten earning a perfect score.

### *Math*

Teachers collaborate with one another under the guidance of the instructional coaches to develop units aligned to standards-aligned scopes and sequences that integrate the IB interdisciplinary themes. Where possible, cross-content connections are made, providing multiple modalities of exposure to a standard in different classes. Through collaboration, teachers design lessons that focus on math fluency, content knowledge, and ability to apply previously learned skills to new situations, with adherence to the priority of the content in the curriculum. WIA's mathematics program will continue to reflect a learning environment that emphasizes the unifying concepts of fundamental computational operations, communication, reasoning and proof, representation, problem solving, and connections.

Students in the PYP K-2 program continually participate in active, numeracy-rich experiences in mathematics. Problem solving skills and computational skills are interwoven across lessons, subject areas, and mathematical strands. Students are introduced to foundations in geometry, algebra, data analysis, and measurement and number sense. Students develop a disposition for

learning mathematics early on, providing a foundation for the conceptual and abstract thinking that teachers build upon in later grades. The entire math sequence, from kindergarten through twelfth grade, is backward mapped from the goal of students' success in calculus as high school seniors: students are positioned to be successful in the Math I End of Course Test (EOCT) in eighth grade to ensure they are on track for more rigorous math offerings, starting with Math II in ninth grade.

WIA students use opportunities in mathematics to develop methods of inquiry and application as they participate in the problem solving process in real-world contexts. Within the integrated curriculum, problem-solving strategies are developed in all disciplines. Currently, curriculum programs utilized at WIA are Everyday Math, Houghton Mifflin textbooks, and a combination of other materials. The WIA PYP math curriculum addresses the following goals:

- Development of number sense and mastery of basic computation skills
- Understanding and extending patterns
- Applying problem solving strategies
- Developing understanding of concepts through problem solving
- Analyzing data to connect a variety of mathematical representations
- Manipulating shapes, numbers, and space to develop estimation skills
- Understanding geometric relationships
- Developing algebraic reasoning
- Establishing measurement techniques
- Using advanced mathematical tools and technologies
- Demonstrating flexibility in choosing computational methods
- Understanding and explaining computational methods

### *Science*

WIA offers a science curriculum that reflects the practices of scientists by providing hands-on opportunities for students to apply the scientific method. Students inquire, explore, analyze, classify, and test hypotheses in the classroom and in their environment. The science curriculum is aligned with the GPS and IB framework. Across the grades, WIA students learn about the societal impact of science research and technology.

The science curriculum is designed to develop the capacity to:

- Explain concepts, principles, and theories fundamental to understanding the natural world in which we live
- Develop the ability to read, understand, and analyze current science articles, books, and presentations from both an analytical and ethical viewpoint
- Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies
- Design and implement scientific investigations
- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles
- Understand the interrelationships between the branches of science and its defining strands
- Introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum.

In grades K – 2, the science curriculum nurtures and guides the spontaneity that characterizes young children’s interaction with their surroundings. Students participate in guided exploration activities in which they handle simple objects, organisms, and scientific tools to satisfy their sensory and intellectual curiosity about these items. During these periods, teachers and students share thoughts, findings, and questions. Through these initial phases of scientific exploration, the students’ naturally inquisitive natures are directed toward more sophisticated problem-solving situations. In grades 3 – 5, WIA concentrates on fewer science topics explored in more depth and focus within the five strands. Students become scientists as part of an environment wherein they consider the lives and contributions of scientists in the past and present and relate them to their own experiences and investigations today. Curricular materials include The Discovery Channel, Brain Pop; Studies Weekly magazine; textbooks from McGraw-Hill and Houghton Mifflin, and others.

The curriculum addresses topics such as:

- Dinosaurs and discoveries
- Life cycles of animals and plants and the relationships between living things
- Ecosystems, ecology and the environment
- Structure of the human body, health, and hygiene
- Properties and states of matter
- Energy of heat, light, sound, and electricity
- How inventors, inventions, and machines connect
- Weather patterns and Earth changes
- How the bodies of our solar system are organized and interact
- Current events and stories about scientists
- Structure and function of living things
- The impact of evolution and heredity
- Energy transferred and transformed
- Environmental problems and solutions
- Technological solutions and design
- Systems of scientific investigation
- The science and mathematics connection

#### *Humanities (Social Studies)*

The humanities curriculum uses literature, science, technology, and the arts to enrich the canvas on which students learn. Personal and global perspective are essential elements for students facing a world of rapid change, so both perspectives are present throughout the four social studies strands of history, geography, civics, and economics. Embedded within these strands are themes ranging from cultures to environments, providing for the integration, extension, and application of knowledge to active participation in a global society.

The PYP humanities curriculum presents history as a great story and is in alignment with the GPS. Students in K-2 learn about the beliefs of early people by reading myths and legends; about the similarities and differences among cultures by acting out folktales; and about the symbols and values of citizenship as part of a classroom community. In this socially interactive learning environment, children work together to hand-paint maps, create costumes of ancient civilizations, and dance to multicultural rhythms. They travel the globe, extending their knowledge from the home, to the neighborhood, to the world around them. The curriculum brings the story alive, giving students a good understanding of how people, places, and things relate in space and time. The past is chronicled as a compilation of stories and events that inspire the imagination. Students learn to view the world from alternative perspectives as they

create historical models and replicas, conduct seminars and debates, and investigate issues related to their school and community. As active and responsible members of their communities, the students play an important role in the design and implementation of service projects. Curricular materials include Houghton Mifflin and McGraw Hill textbooks, Brain Pop, and Studies Weekly. The curriculum focuses on the following:

- Provide a socially interactive environment to promote democratic principles and social skills
- Present social studies through hands-on, minds-on activities that integrate disciplines and incorporate technology and fine arts
- Focus on history as a story to include myths, legends, folktales, biographies of leaders, and tales of great adventures of the past
- Highlight world and American history to include the study of ancient Egyptian pyramids, explorers of the new world, and other key historical structures, events, and ideas
- Introduce people, places, beliefs, and traditions of other times and cultures
- Introduce people, places, beliefs, and traditions that tie us together as a nation
- Provide resources to explore current as well as past events
- Practice using maps, globes, and other tools of geography
- Promote making wise choices and being critical consumers
- Involve all students in simulations related to grade level theme
- Involve all students in service projects related to grade level theme
- Establish a culture of inquiry wherein students study implications of social, political, and economic events as they impact the present and future
- Present in-depth study of social studies topics in which students make choices about what they study and produce
- Focus on significant issues and events of the U.S., the history and culture of diverse social groups, and the environment
- Develop historic literacy with exposure to key concepts related to history and geography
- Explore the dynamics of geography as it relates to people, places, and time
- Present key concepts of state and federal government
- Introduce leaders from various fields, cultures, and times
- Introduce the fundamental concepts of economics as they relate to individuals, institutions, and societies
- Promote collaboration and respect for others with project-based activities
- Practice the skills required for accessing information and presenting findings using current resources and technology

### *Arts*

As an IB school, all students participate in arts programming that is aligned with the six interdisciplinary themes and provides context and application for standards learned in core content classes. WIA's performing arts curriculum consists of activities in art and music that:

- Nurture creativity
- Encourage productivity
- Provide a link to the past
- Promote appreciation of diverse cultures
- Cultivate a love of beauty and great works

Students at WIA continue to use and further develop their creativity through painting, sculpting, drawing, singing, playing instruments, and performing. Participation in performance activities enhance their ability to communicate with others in imaginative and creative ways.

Masterpieces by great artists are introduced and studied by students as a means of understanding themselves and others. Students view, listen to, participate in, and discuss the performing arts and literary works from different periods and perspectives. Students gain a true appreciation of art and music as important reflections of the past, present, and future.

#### *Personal/Social/Physical Education*

WIA's health and physical education curriculum focuses on developing healthy habits and physical fitness through a curriculum guided by IB. As an IB school, students are required to participate in a minimum number of hours annually learning and practicing the following skills (which are often explicitly connected to science standards and curriculum):

- Basic hygiene and health habits
- Nutrition
- Functions of body parts and systems
- Disease prevention
- First aid, safety and the dangers of substance abuse
- Benefits of exercise

The physical education program helps students keep fit through a variety of organized activities that focus on:

- Control and coordination of movements, rhythm, agility and balance
- Basic sports skills, games and exercises
- Fitness
- Respect for rules and sportsmanship
- Proper use of equipment
- Strategy
- Competitive and non-competitive sports
- Lifetime sports

#### **Middle Years Programme (MYP)**

Grades 6-8 comprise the IB MYP at WIA, creating a seamless transition to a high school program that offers the final two years of the MYP with a solid foundation in the IB delivery model. The MYP provides students with the skills and content knowledge needed to be successful at rigorous high schools, and two of the high schools many WIA eighth graders matriculate to (Maynard Jackson High School and Northside High School) are either IB candidate or IB World Schools where WIA alumni will be able to continue their pursuit of an IB diploma.

The MYP is organized into eight areas: Language A (English), Language B (Chinese), Math, Science, Humanities, Arts, Physical Education, and Technology. Students are given instruction in each of these eight areas explicitly and as part of an interdisciplinary approach, with a requirement from the IB authorizers of a minimum of 50 hours of curriculum time allotted annually to each.

In the same way that the six interdisciplinary themes are used to unite and connect the content areas in the PYP, the MYP organizes units and content into five Areas of Interaction (AOIs). They are designed to help students recognize the connection between what they learn in the classroom and the world around them, to tie the various subject areas together, and eventually to help students see knowledge as an interrelated, coherent whole.

The AOIs are as follows:

1. Approaches to Learning (how we learn and communicate information)
2. Community and Service (our relationship with and responsibility to other people)
3. Human Ingenuity (how and what we create, and its effect)
4. Environments (our relationship with and responsibility to the world around us)
5. Health and Social Education (our physical, social, and emotional well being)

A designated staff member (the AOIs Leader), oversees the application of these critical lenses to instructional planning to ensure all students spend adequate time investigating all of them. The AOIs Leader also works with the MYP coordinator to plan learning experiences that align with the AOIs and bring learning experiences to life in authentic, realistic settings.

### *Language A (English)*

The curriculum for ELA in the WIA MYP is designed to give students the maximum opportunity to experience life through text: to read, speak, listen, write and view life in its many varieties and reflect upon global aspects of life to present their thoughts. The IB framework engenders a deeper investigation into content, with students reading and analyzing primary sources to understand context, learning to effectively respond to text and defend positions, and understand implied and inferred meaning in speech and print. Students no longer learn to read but read to learn, and ELA classes in the MYP are aligned to CCSS to ensure every student has a strong foundation in the reading, writing, speaking, listening and critical thinking skills that will facilitate greater success across all content areas.

Students master the following reading skills in the WIA MYP:

- Use the reading process to construct meaning in any content area
- Understand and apply literature terminology and literary devices
- Recognize and understand the characteristics of various literary forms
- Analyze literary selections as a whole
- Analyze characters and their words and/or actions
- Evaluate the author's purpose or intent, as well as actions or events that occur within the selection
- Select and use different forms of writing for specific purposes such as to explain, to inform, to persuade, or to entertain
- Collect and interpret information and then communicate their findings through age appropriate media productions, research reports, and projects
- Revise and edit work to produce final, error-free pieces of written composition
- Develop note-taking skills during presentations and lectures, preparing them not only for summarizing the spoken word but also for evaluating presentations

### *Language B (Chinese)*

In the MYP, Chinese instruction is divided into two to three skill levels at each grade. Students may be moved to take Chinese classes with students in other grades of the MYP to ensure they are being challenged. Teachers use the same approach to instruction outlined in the PYP section, with a greater emphasis on building students' vocabulary to support reading, writing, and speaking in Chinese. Students who have attended WIA for at least four years and demonstrate developing written and oral Chinese proficiency will participate in the level of YCT they are eligible to take, and Chinese instruction in the MYP is aligned to the information students need to pass the YCT with distinction.

### *Math*

The MYP math curriculum teaches students to apply mathematics to solve problems and engages them in such areas as number theory, data investigations, probability, and algebraic thinking. Mathematical thinking is the central competency that distinguishes people who can balance a checkbook from those who can make use of mathematics to enhance their employability, understand social and scientific issues important to American citizens, and make meaning of the mass of mathematical information available to technologically literate citizens. Currently, curriculum programs utilized at WIA are Connected Mathematics 2 and ISucceed Math for intervention purposes. Eighth graders will be expected to take the Math I EOCT to ensure they are equipped with a full slate of academic options in high school and ultimately, university.

WIA addresses the following goals in mathematics instruction:

- Experience the real-world applications of mathematics
- Model real work place competencies
- Continue to work cooperatively with others in applying mathematics to solve problems
- Develop mastery of the core mathematical skills needed for success in high school and future employment
- Apply mathematics across the curriculum
- Analyze data and explain the most effective ways to organize and convey data
- Increase and further investigate algebraic thinking and problem solving
- Utilize a coordinate grid to graph equations and create geometric shapes
- Investigate exponential relationships and scientific notation.
- Prepare for calculus in high school by providing a strong mathematical foundation

### *Humanities*

WIA prepares students for leadership in an interdependent global economy. The curriculum is in alignment with the GPS for social studies, and the focus is on the processes that influence events and decisions at the local, state, national, and global levels. These include geographic, cultural, governmental, economic, and historical processes. Sixth grade students learn geographic concepts to deepen their grasp of the relationships between geographic conditions and human activities. WIA students also learn to connect cultures and significant historical events to geographic locations and influences.

Students in each grade of the MYP have a specific focus on certain areas of the world. All studies are broken into Geographical Understandings, Government/Civics Understandings, Economic Understandings, and Historical Understandings. The sixth grade focuses on Latin America, the Caribbean, and Canada, Europe, and Australia. The seventh grade focuses on Africa, Southwest Asia (Middle East), and Southern and Eastern Asia. The eighth grade focuses their attention on Georgia.

Currently the curriculum used lead students to:

- Deepen their grasp of the relationships between geographic conditions and human activities
- Deepen their understanding of the nature of our planet
- Learn to connect current cultures and significant historical events to geographic locations and influences.
- Use resources and technology to investigate, create and present projects that demonstrate knowledge and understanding of grade level content.

### *Science*

The MYP science curriculum teaches students scientific literacy and an inquiry-based approach to new ideas and principles. WIA students study earth and space sciences, the life sciences, and the physical sciences according to what the standards dictate for each grade level. Sixth grade MYP students focus on earth and space sciences. This course is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, oceanography, resources, and human impact on the earth. Seventh grade students focus on life sciences. This course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution. Eighth grade students focus on physical science. This course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The purpose is to give all students an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation.

### *Technology*

Although technology instruction may be delivered using an interdisciplinary approach, with technology integrated into other core content areas, the IB Programme mandates that no fewer than 50 hours of that instruction be delivered by a certified technology teacher who has completed the IB training and certification program in technology. To that end, all WIA students take an explicit technology class weekly, with interdisciplinary project work integrated into other classes (but still facilitated by the technology teacher). The literal definition of technology in the IB Programme does not require computers (but certainly affords space for them), but refers to following a process to solve problems, specifically it encourages students to “display ingenuity and creativity in devising practical solutions to given tasks.” The model used in the MYP curriculum is called the Design Cycle and takes them through the following process for each project: investigate, design, plan, create, and evaluate as they use data to develop and manufacture a product as a solution to a given problem. A technology lesson may focus on the students’ development of a product to address a specific program, as well as include instruction on computers and other more traditional technology tools.

Starting in 2012-2013, the technology teacher will push in to classes in earlier grades to establish a strong foundation for all WIA students in the use of technology, and media literacy skills, as a part of their Units of Inquiry in order to elevate the rigor at which MYP students can approach their technology goals once they begin the MYP.

### *Arts and PE*

The arts and PE programming in the MYP is guided by MYP frameworks and aligned to middle school standards, but is implemented in the same way described in the PYP section. However, in the MYP, Fine Arts and PE/Health are subjects unto themselves and have specific course objectives layered over GPS standards, as well as specific assessments associated with them. Arts and PE teachers plan collaboratively with core content teachers in the MYP to align thematic units and multiple modalities of exposure to standards. Students are encouraged to make connections and take greater ownership for the relationship between the arts/PE instruction and that which they learn in core content classes (How can you demonstrate the physics theory you learned today with your body in PE? What impact did the actions of the people you learned about today in history have on the arts, and how is that impact manifest in this painting?).

*2. Describe what is unique or distinctive about the proposed instructional methods and materials that will be used to provide high quality instruction and educational programs.*

### **IB World School**

The IB works with 3,459 schools in 143 countries to offer the four IB programmes to approximately 1,044,000 students. The IB works in four areas:

1. Development of curriculum
2. Assessment of students
3. Training and PD of teachers
4. Authorization and evaluation of schools

The goals of the IB are to facilitate international-mindedness in students by guiding them to first develop an understanding of their own cultural and national identity and then build on that understanding by examining content through a global lens that reveals the inter-connectivity of all peoples. The IB also encourages a positive attitude to learning by encouraging students to ask challenging questions, critically reflect, develop research skills, learn how to learn and participate in community service. Analysis of student outcomes prove that IB programmes, when delivered by an authorized IB World School, facilitate superior student performance (see Section II.A.3. for more information about this research).

At WIA, the decision to pursue IB World School status was driven not just by the increased academic achievement and superior content development that the program affords, but to provide a world view for students who primarily come from communities wherein world travel is less common. Although there are a number of IB programs in more affluent communities in Atlanta, an authorized IB World School did not exist in the communities served by WIA until WIA's inception.

The PYP and MYP at WIA were officially awarded IB World School status in June of 2012—four years before the accreditation goal (documentation available upon request). The rigorous process to achieve IB World School status required robust teacher training, an intensive school visit, and strategic planning. Because IB World Schools are required as a condition of their authorization to actively participate in the community of IB World Schools and continually develop and improve their practice, the authorization of WIA initiates the start of the next level of development, rather than an end to improvement of practice.

More, WIA is in a unique position as a school that was created with IB in mind to accommodate these requirements and recommendations with ease. Unlike pre-established schools that must transition to systems and protocols that will facilitate that which IB requires, WIA was designed to meet and exceed the IB World School expectations. To that end, staff and stakeholders choose the school in large part because of the IB programming, engendering a consistency in support for the program by all stakeholders. Staff members are vetted, in part, with consideration of their IB skills/experience and demonstrated understanding of the principles of IB.

### *Requirements of IB Schools*

As an IB school, WIA offers a global perspective, equipping students with the tools they need to be leaders in a global society. In addition to being intentionally developed to demonstrate and utilize the traits of the learner profile (inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective), WIA students will access content and standards in an authentic, relevant format that connects them to their immediate community and the global community at large. Adherence to these requirements is measured through WIA staff involvement in the IB World Schools community (through the online

curriculum centre, school visits, participation in training and workshops) and ongoing evaluation of the WIA program (through visits to WIA, review of IB unit planners, analysis of student portfolios and other artifacts, etc.).

Instructional strategies at WIA are rooted in student-centered learning and expects students to be developed to work with the teacher in setting goals, planning and carrying out learning activities and assessing and reflecting on what has been learned. The IB Organization (IBO) states: “Students bring to the learning situation their own prior knowledge and engage with the curriculum through the activities designed by the teacher. In the context of the total learning environment, the students make sense of their experiences and construct meaning. Our responsibility is to identify the students' prior knowledge, provide appropriate experiences, assess their new learning and begin the cycle anew.”<sup>1</sup>

### *The IB Structure at WIA*

WIA is committed to IB and has sought ways to maximize the impact. For example, WIA has allocated funding for teachers to attend IB workshops in and out of state to build teachers' access to a larger network of IB professionals, rather than offer IB training online or at the school site to WIA staff only. At least one teacher workday annually is designated for WIA teachers to visit other IB schools and shadow teachers/support staff in similar roles to identify new strategies and best practices that can be implemented at WIA. Several leadership staff participate in the Center for the Advancement and Study of International Education (CASIE) meetings to share strategies and resources with other IB Programme coordinators and plan strategies to enrich the programs at WIA.

Because many of the students who attend WIA are zoned for Maynard Jackson High School (an APS high school that is in the candidacy process for authorization as an IB World School), WIA Programme coordinators have begun to formalize relationship-building with staff at Jackson to make the transition to that school a seamless pipeline to the IB Diploma Programme (which begins in the 11<sup>th</sup> grade year).

### **Single-Gender Instruction**

One of the unique aspects of WIA is separate, single-gender classrooms. Although classes are separate for girls and boys, all students have access to teachers of the same caliber and qualification, and the same high standards that WIA provides. This approach offers the benefits of single-gender instruction, while ensuring equal opportunity for boys and girls alike. The strategies implemented in each classroom are aligned to best practices for all students and bolstered by strategies that are proven to make a stronger impact with the gender served by that classroom. The WIA approach to single-gender instruction is based on the research that students not only perform better and are more comfortable to take the academic risks necessary to facilitate expedited growth when they are in a classroom with only peers of the same gender, but that specific strategies and norms are better aligned to the different learning styles of girls and boys.

Recent research has focused on understanding differences in brain development according to gender. The brains of girls and boys are not different structurally; however, the sequence of development according to gender is very different. Research that investigates these developmental differences reveals that the way students are taught in co-ed classrooms is likely

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<sup>1</sup> International Baccalaureate Organization. 2000. *Making the PYP Happen: A Curriculum Framework for International Primary Education*.

to reinforce gender stereotypes.<sup>2</sup> Research has shown that areas in the brain involved in language and fine motor skills mature about six years earlier in girls than in boys. Conversely, areas in the brain involved in targeting and spatial memory mature about four years earlier in boys than in girls.<sup>3</sup> Because of this difference in order, time, and rate of brain development, it makes sense that strategies that take this into account will be more successful. In a single-gender instructional setting, it is far more practical to carry out instruction differentiated at such a fundamental level. For instance, Duncan and Schmidt have developed and successfully implemented a variety of practical applications for the same-gender classroom using this research. They have implemented a variety of movement, competitive, and short, focused activities for the boys, and collaborative, risk-encouraging activities for the girls. In both cases, the strategies build strengths where the students are developmentally, but also encourage movement beyond their comfort zones, and into life skills they will need as adults.<sup>4</sup>

The benefits of WIA's single gender classroom model are that it:

- offers a highly specific approach to learning that further pinpoints and addresses the unique needs of each student
- breaks down the hindrances of a coeducational setting which have been shown to reinforce gender stereotypes
- increases the diversity of public school options available within APS by providing access to single gender education that has typically been reserved for parents that could afford a private school environment
- increases attention to the learning styles inherent among all children, recognizing their unique capabilities, some of which may be gender-based
- decreases the barriers of communication in a classroom by building an environment that propels gender related topics of discussion and a healthy exchange of cultural values among students, which will aid in positive character development.

Although WIA has implemented gender-specific strategies in each of the single-gender classrooms, it is important to note that the majority of the strategies used in every classroom at WIA are the same best practices used in a co-ed classroom. All classrooms at WIA employ best practices that are applicable to both genders and aligned to the developmental needs of the students in each class, like most high-performing schools throughout the country. Strategies such as culturally-responsive teaching,<sup>5</sup> "Right is Right", "Cold Call/Pepper", "100 Percent", "Positive Framing"<sup>6</sup>, backward mapping<sup>7</sup>, and others are used as the foundation for each classroom, with the strategies listed below used as an arsenal of tools for each teacher to further shape lessons and strategies to meet the needs of their students when appropriate. Authenticity and rigor are key, and teachers are supported by instructional coaches in choosing strategies that best fit with the content to be delivered, rather than use of a strategy that is aligned to a specific gender but that does not best convey the matter in a rigorous way.

### *Strategies for Boys*

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<sup>2</sup> Lenroot, R.K., Gogtay, N., Greenstein, D.K., Molloy Wells, E., Wallace, G.L., Clasen, L.S., Blumenthal, J.D., Lerch, D., Zijdenbos, A.P., Evans, A.C., Thompson, P.M., and Giedd, J.M. (2007). Sexual dimorphism of brain developmental trajectories during childhood and adolescence. *NeuroImage* 36(4):165-173.

<sup>3</sup> Hanlon, H., Thatcher, R., and M. Cline. (1999). Gender differences in the development of EEG coherence in normal children. *Developmental Neuropsychology*, 16(3):479-506.

<sup>4</sup> Duncan, A. and Schmidt, A. (2009). Building sisterhood and brotherhood in gender-specific classrooms. *Advances in Gender and Education* 1:24-25.

<sup>5</sup> Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research and Practice*. New York, NY: Teachers College Press.

<sup>6</sup> Lemov, D. (2010). *Teach Like A Champion*. San Francisco: Jossey-Bass.

<sup>7</sup> Wiggins, G.P. and McTighe, J. (2005). *Understanding by Design*, 2<sup>nd</sup> ed. Alexandria, VA : Association for Supervision and Curriculum Development (ASCD).

Small-Group Activities (Cooperative Learning): Students work together in pairs, threes, and long-term teams without constant teacher supervision. Structures for collaborative learning include partner/buddy reading, peer response and editing, study teams, group investigations, and centers.

Classroom Centers: Male students learn best when they are actively engaged. Centers promote independence, help students become responsible, allow students to learn through self discovery, and provide teachers with time to pull students one-on-one or in small groups to target specific academic skills. Centers also provide key opportunities for social interaction and physical movement during the learning process. This is critical to the male learning experience.

Authentic Experiences: Students will be involved in genuine, authentic, real-world applications of stated curriculum.

- *Inside of School:* Follow news and current events on a daily basis, make clear connections with curriculum; assign real whole books and novels, rather than synthetic basal texts created by publishers for rote learning purposes; invite speakers, experts, and interview subjects from community to enhance the learning experience for male learners.
- *Outside of School:* Give homework assignments that require interactions with family and community; plan regular field trips that support the curriculum; visit, study and investigate local government and businesses.

Direct Instruction: Direct Instruction is used to help students learn concepts and skills. There are various models of Direct Instruction but all include similar steps: 1) intro and review, 2) presentation of new information, 3) guided practice, 4) independent practice. The main point of direct instruction is to provide male learners with clear direction and explicit guidance

Cooperative Learning: Cooperative learning involves small heterogeneous student groups working together to solve a problem or complete a task. All students in the group must actively participate with each student maintaining some independence. The success of the group depends on the input of each individual. This teaching method promotes active participation, enhances individual accountability, and refines students' ability to work cooperatively while seeking improvement of social skills.

Applications: Teachers will prioritize the use of Venn diagrams, charts, and graphic organizers to compare and classify items. Daily instruction will engage students in comparing, classifying, and creating metaphors and analogies through the use of graphic organizers. Graphic organizers are “words on paper, arranged to represent an individual’s understanding of the relationship between the words.” Graphic organizers are instructional tools for organizing and prioritizing key information. They are diagrams designed to represent relationships between ideas based on thinking patterns embedded in text structure, such as cause and effect, part-whole relationships, comparisons and contrasts, intense description, or problem and solution. All of the instructional methodologies detailed above will allow the students of WIA to succeed in all areas of the academic program. These instructional approaches coupled with the principles of single gender education for urban male students will lead WIA students to the highest levels of academic success. These practices will be supported and enhanced by strategic alignment with the Common Core Standards and Georgia Performance Standards. It is also important to note that practices and strategies detailed above will support a diverse male population including English Language Learners and Special Education students.

Other strategies to support male learners include:

- Provide abbreviated, bulleted lists of instructions
- Divide lessons into segmented sections with definitive start and end times to each section
- Minimize transitions and clearly lay out schedules and expectations each day
- Use physical stations for lesson tasks, allow movement
- Build in opportunities for individual or team competition and games
- Use fact-based schema building (trivia) to build interest in a subject
- Start units/lessons with essential question that involves decisions or choices
- Involve movement or activity in the lesson, for example:
  - Stand and answer questions
  - Use a talking stick, or toss a soft object during question/answer sessions
  - Allow them to work at whiteboards, or at other areas of the room
- Allow for a short break between classes for physical activity
- Embed organization and team building in instruction
- Use non-fiction literature for reading material
- Clearly defined leadership roles for the students and teacher and a clearly set chain of command when dealing with conflict
- Allow for more noise and movement than a “traditional” classroom
- Clearly tell students why learning is necessary when introducing new skills
- Use hand signals or cues to avoid public reprimands of students and prevent power struggles

### *Strategies for Girls*

According to Deak and Adams in *How Girls Thrive*, girls in single-gender classrooms score 15-22% higher on standardized tests than their peers in coeducational programs. More, girls in single-gender schools are three times as likely to pursue careers in engineering, math and science than peers in coeducational schools. It is with this in mind that WIA has established single-gender instructional space for girls, which aligns strategies to the ways girls learn.

The strategies in the girls’ classrooms at WIA are characterized by the following strategies:

- Take time to explain the instructions, answer questions, and probe further
- Project-based learning, and embedded units and lessons with connections to the real world
- Explicit connections made between the content and lives of real people
- Use collaborative learning, assist with rotating leadership roles, providing each girl opportunities to frequently serve in a leadership role
- Conversationally-based extension of ideas using debate, Socratic seminars, and other language-based modalities of instruction
- If using stations, give mid-class or end-class expectations, but allow flexibility for movement between stations
- Embed social skills and study habits into the instructional day
- Allow for a short break between classes for socialization
- Teach through literature connections, encouraging students to make emotional connections. (How does \_\_\_\_\_ make you feel? How does it make the character feel?)
- Provide opportunities for students to share connections to schema, enabling students to make connections based on the experiences and stories of their classmates
- Use journaling and focus on metacognition, encouraging students to describe how they know what they know, how they solved a problem
- Provide opportunities for dialogue, structured conversations about the subject matter and/or lesson at hand

- Allow student decision-making and opportunities for each student to take turns “leading” decisions

### **Daily Chinese Instruction for All Students**

As an IB candidate school, WIA is required to offer our students both a Language A and Language B, with equal time spent in each. The decision to offer students more than the minimum required number of instructional hours per year was made because of the significant impact dual language exposure has on students. See Section II.A.3. for more information about the research that supports this decision.

#### *Chinese Instructional Strategies and Assessment*

PYP students begin their daily instruction in Chinese in kindergarten. In grades K-2, the Chinese teacher moves to the students’ classroom for daily Chinese instruction and uses differentiation strategies to ensure all students are challenged but successful. Students start their study of Chinese in grades K-2 with basic conversation, commonly used characters, singing, chanting and rhyming. Through daily Chinese instruction, students familiarize themselves with common commands, basic grammar structures and vocabulary. They are also able to recognize and read simple characters, understanding their meaning and use. In grades 3-5, students are placed into a Chinese class according to their proficiency, moving during the Chinese period to the class that best aligns with their demonstrated skills. Once in third grade, students begin to focus on reading and writing in Chinese. In fifth through eighth grades, students build their understanding of Chinese culture and practice increasingly challenging skills in reading and writing Chinese. The ultimate goal is for students who have studied at WIA since kindergarten to be eligible to take the HSK assessment, which is a college-level Chinese assessment that prepares students to receive college credit for Chinese coursework in high school.

The Chinese department plans collaboratively to facilitate horizontal and vertical teaming, as well as with teachers from other content areas and grade levels. In the MYP especially, where transdisciplinary planning and lesson delivery is required, teachers are able to integrate lessons about Chinese language, history and culture into other content areas and vice versa. The Chinese department teachers participate in the same school-wide PD as all other content teachers, ensuring the IB framework, single-gender instructional strategies, and all other best practices are integrated as authentically into Chinese class as all other classes offered. Representatives from the Chinese department are selected annually to participate in the National Chinese Language Conference to bring back best practices to be shared out with the department. All members of the Chinese department participate in at least one conference annually to develop their practice.

All students in grades K-2 participate in Chinese instruction daily with their homeroom, and different mastery levels are addressed through differentiation. This gives all students the safety to take academic risks when first learning Chinese and teachers encourage peer support to enable students to help each other develop their skills in Chinese. In grades 3-5, students move to a Chinese class by level, with each class addressing the same standards but with different levels of intervention and strategy. In the MYP, students participate in mixed grade Chinese classes, which divide whole classes into standard and novice level groupings, providing smaller class sizes for more intensive support. New students entering the program at WIA (in grades 3 and above) are offered services during the regularly scheduled Chinese classes that focus on their individual level. These classes have a smaller teacher-to student-ratio and allow students to progress more quickly. After progressing in these smaller novice classes, students are integrated into the regular classroom and study at the same level as their peers. All students have access to

small group and individualized help before and after school, during lunch, and during electives programming as needed.

Assessment in Chinese is approached in the same way as all other IB content with both formative and summative opportunities and a focus on performance assessment. Reading fluency, games, activities, group works, and peer cooperation, monthly projects, Chinese performances, field trip assignment, quizzes and tests, all provide Chinese teachers with consistent means to check for understanding and inform instruction and intervention. The Chinese department prizes opportunities for students to demonstrate what they have learned and experience what they have learned in authentic, real-life situations. To that end, WIA hosts a number of annual events, including “China Night”, which boasts attendance by hundreds of families each year. Local learning expeditions (e.g. Hong Kong Dragon Boat Festival and Atlanta China Town performances, among others) are scheduled throughout the year and for all grade levels to expose students to the real-life applications of what has been learned in Chinese class.

### **Instructional Best Practices**

WIA’s instructional model is manifest of four layers. The foundation for all instruction is the CCSS and GPS, which are organized into scopes and sequences for each grade level and content area. Using the Understanding by Design<sup>8</sup> model of backward mapping, teachers will be supported in revising the existing scopes and sequences by their instructional coaches. This ensures every standard is addressed and sequenced appropriately for what every child needs to know. Through formalized vertical teaming sessions, teachers work together to align instruction to the end standards students will need to demonstrate mastery of in eighth grade.

The next layer is the IB framework, which guides instructional delivery and the selection of content to convey standards. Through the IB guidelines and the six transdisciplinary themes in the PYP and Areas of Inquiry in the MYP, teachers craft units of study that are thematically connected across content areas and facilitate an investigative approach to each unit.

The next layer to instructional delivery is the organization of lessons into the lesson cycle. School-wide expectations around this lesson cycle are being developed in the 2012-2013 school year. Under the management of Imagine, teachers used a variety of lesson formats without consistency. As the school transitions to a focus on excellence, best practices will be encouraged throughout the building, with teachers uniformly implementing a brief period of warm-up that introduces the lesson, a segment of direct instruction that will not exceed a set percentage of class time, followed by a majority of the class period spent in guided/group/individual practice, concluding with an exit ticket or some other form of informal assessment to inform the next day’s lesson. Consistency around time-saving practices, organizational guidelines, expectations for class time, and other efficiencies (such as those outlined in *Teach Like a Champion*<sup>9</sup>, which will serve as a foundation for expectations of all classrooms) will be integrated with consistency across classrooms to create greater clarity for all stakeholders around expectations and increase instructional time.

The last layer of instructional strategies is the integration of structures and strategies that align with the needs of the gender of the classroom. Strategies proven to be most effective with boys (such as competition, kinesthetic activity, etc.) are used to guide lesson development for male classrooms and strategies proven to be most effective with girls (such as dialoguing, connecting

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<sup>8</sup> Wiggins, G.P. and McTighe, J. (2005). *Understanding by Design, 2<sup>nd</sup> ed.* Alexandria, VA : Association for Supervision and Curriculum Development (ASCD).

<sup>9</sup> Lemov, D. (2010). *Teach Like A Champion*. San Francisco: Jossey-Bass.

to subject matter to stories and feelings, leadership roles for students, etc.) are used to guide lesson development for female classrooms.

*3. Explain how your unique program is research-based and standards-driven. Explain the research that demonstrates that this approach will work with you anticipated student population.*

### **IB World School**

IB schools have been proven to support excellent instructional practices, increase student engagement, decrease student discipline problems, and even increase test scores. In a comparative study of Texas PYP and MYP schools, Sillisano reports that in four of the eight schools studied, staff reported a notable decrease in classroom management issues and student discipline problems since the introduction of the program. Additionally, this study found that the IB schools studied performed competitively with their traditional, non-IB schools in both mathematics and reading achievement in the Texas Assessment of Knowledge and Skills.<sup>10</sup> In another study of student performance in MYP schools, overall achievement in mathematics and science were significantly higher among MYP students when compared with students in similar non-MYP schools.<sup>11</sup> Performance on the International Schools Assessment (ISA) was also higher for reading, math, and writing for the majority of grades within the PYP and MYP.<sup>12</sup> Kiplinger found that students in both MYP and high school programs who had participated in the IB program for a greater length of time demonstrated greater academic gains, particularly in mathematics. Post-high school, in the University of Chicago system, Chicago Public School students from the IB program were forty percent more likely to attend a four-year college, fifty percent more likely to attend a more selective college, and significantly more likely to persist in college for at least two years.<sup>13</sup> A University of California system study found that across income groups, IB students earned higher grade point averages and graduated at higher rates than their non-IB counterparts.<sup>14</sup>

### **Single-Gender Instruction**

A three-year study conducted by Stetson University of children's academic performance at the Woodward Avenue Elementary School in Florida found that the children in single-sex classrooms outperformed those in the coed classrooms on the state's comprehensive assessment test while all other variables were equal.<sup>15</sup>

A 2009 study by Linda J. Sax, Ph.D. of UCLA found that women who attended single-sex schools earned higher SAT scores than their coed counterparts, spent 11 more hours per week on homework, had higher confidence in their mathematical ability and computer skills, and rated themselves higher than their coed counterparts in intellectual self-confidence, public speaking ability, and writing ability. Like their counterparts in all-boys schools, women who attended single-sex schools reported greater interest in graduate school, greater engagement in

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<sup>10</sup> Sillisano, J. R. et. al. (2010). *Evaluation of International Baccalaureate Programmes in Texas schools*. College Station, Texas: State of Texas Education Research Center.

<sup>11</sup> Wade, J. (2011). *Student Performance and Student Engagement in the International Baccalaureate. Middle Years Programme, April 2011*. Retrieved from [http://www.ibo.org/research/policy/programmevalidation/myp/documents/IB\\_MYP\\_Report\\_Final.pdf](http://www.ibo.org/research/policy/programmevalidation/myp/documents/IB_MYP_Report_Final.pdf).

<sup>12</sup> Tan, L. and Bibby, Y. (2011). *Performance Comparison Between IB School Students and Non-IB School Students on the International Schools' Assessment (ISA) and on the Social and Emotional Wellbeing Questionnaire*. Australian Council for Educational Research, November 2011. Retrieved from [http://www.ibo.org/research/policy/programmevalidation/pyp/documents/IB\\_ISA\\_report\\_Nov2011\\_Final.pdf](http://www.ibo.org/research/policy/programmevalidation/pyp/documents/IB_ISA_report_Nov2011_Final.pdf)

<sup>13</sup> Coca, V., Johnson, D., Kelley-Kemple, T., Roderick, M., Moeller, E., Williams, N., and Moragne, K. (2012). *Working to My Potential: the Postsecondary Experiences of CPS Students in the International Baccalaureate Diploma Programme*. Chicago Postsecondary Transition Project at the University of Chicago Consortium on Chicago School Research, March, 2012.

<sup>14</sup> IB Global Policy & Research Department. (2010). *Academic Performance of IB Students Entering the University of California System from 2000-2002*. Retrieved from [http://www.ibo.org/research/programmevalidation/documents/CADDataReportReportSummary\\_tempweb.pdf](http://www.ibo.org/research/programmevalidation/documents/CADDataReportReportSummary_tempweb.pdf).

<sup>15</sup> Sax, Leonard. < <http://www.singlesexschools.org/classrooms.html>>.

extracurricular activities, and greater involvement in political affairs, than did their coed counterparts.<sup>16</sup>

A primary argument for single-gender instruction focuses on the alleviation of social pressures and greater space for academic risk-taking that is facilitated when students are separated into same-sex groups. Research proves that in single-gender schools, both boys and girls are more willing to take academic risks<sup>17</sup>, ask questions<sup>18</sup>, and be more outwardly engaged in material that is traditionally seen as “belonging to the other gender”.<sup>19</sup> For instance, Parker and Rennie<sup>20</sup> found that teachers were better able to implement gender-specific strategies for science learning in separate-gender science classrooms, and were able to address previous shortfalls in skills in both girls (hand-on skills and open-ended problem solving) and boys (oral and written communication). Riesman<sup>21</sup> found that boys in both elementary and secondary schools were more likely to engage in singing, poetry, drama and language. Mael<sup>22</sup> found that coed students demonstrated more sex-stereotypic polarization of attitudes regarding course subjects, and boys were affected by these attitudes even more than girls. Rather than reinforce gender stereotypes, single-gender settings actually allow students to break free of them. This support is especially critical to boys of color, who are the lowest performing demographic in the country.

### Daily Chinese Instruction for All Students

Learning a second language has a variety of benefits, including improvement of communication skills, understanding different cultures in an increasingly global society, having access to bodies of knowledge not present in the first language, and development of insight into the nature of language and culture.<sup>23</sup> In order to compete for high-skill jobs and thrive in the interconnected 21st-century economy, being multilingual is becoming increasingly important.<sup>24</sup> Early introduction to a second language has even greater benefits. In a review of the literature, Caccavale found that monolingual children beginning a second language at an early age and continually enrolled in that long-sequence program benefit in both mathematical and literacy skill development. In later years, Caccavale reported that these students also score higher on the verbal sections of the SAT.<sup>25</sup> Newport reports that after about 6 or 7 years of age, the cognitive way in which a new language is acquired begins to change, and learning the new language becomes increasingly difficult. In addition to the advantages of starting early, Newport reports that there seem to be no negative consequences on the continued development of the first language from starting a second language prior to age 6. However, even though the way in which the language is learned shifts, there are still advantages to continued study. The challenges of linguistic problem solving and learning new grammatical structures both require higher order

<sup>16</sup> Sax, L.J. (2009). *Women Graduates of Single-Sex and Coeducational High Schools: Differences in their Characteristics and the Transition to College*. Los Angeles: UCLA Graduate School of Education and Information. Retrieved from [http://gseis.ucla.edu/sudikoff/archive/pdfs/genderstudies/Report\\_SingleSexEd\\_Sax.pdf](http://gseis.ucla.edu/sudikoff/archive/pdfs/genderstudies/Report_SingleSexEd_Sax.pdf)

<sup>17</sup> Streitmatter, J. (1997). An exploratory study of risk-taking and attitudes in girls-only middle school math class. *Elem. School Journal* 98(1): 15-26.

<sup>18</sup> Stutler, S. (1997). Breaking down the barriers: Adventures in teaching single-sex algebra classes. *Gifted Child Today* 20(6): 12-17.

<sup>19</sup> Parker, L.H. and L. J. Rennie. (1997). Teachers' perceptions of the implementation of single-sex classes in coeducation schools. *Australian J. of Educ.* 41(2): 119-133.

<sup>20</sup> Parker, L. H. and L. J. Rennie. (2002). Teachers' implementation of gender-inclusive instructional strategies in single-sex and mixed-sex science classrooms. *Int. J. Sci. Educ.* 24(9) 881-897.

<sup>21</sup> Riesman, D. (1991). A margin of difference: the case for single sex education p. 241-257. In J.R. Blau (Ed.). *Social Roles and Social Institutions*. Boulder, CO: Westview Press.

<sup>22</sup> Mael, F.A. (1998). Single-sex and coeducational schooling: Relationships to socioemotional and academic development. *Review of Educ. Res.* 68(2): 101-129.

<sup>23</sup> American Council on the Teaching of Foreign Languages, Inc. (ACTFL). (1993). *Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century*. Retrieved from [http://www.actfl.org/files/public/StandardsforFLLexecsumm\\_rev.pdf](http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf).

<sup>24</sup> Logan, R. (2012). Elementary schools move ahead with Chinese language instruction. *NEA Today April 16, 2012*. Retrieved from <http://neatoday.org/2012/04/16/elementary-schools-move-ahead-with-chinese-instruction/>.

<sup>25</sup> Caccavale, T. (2007). The correlation between early second language learning and native language skill development. *Learning Languages* 13(1): 30-32.

cognitive operations, which continue to add to intellectual development as students progress through school.<sup>26</sup>

Learning Chinese as a second language is especially beneficial. Both the oral and written language are different enough from other languages that entirely different areas of the brain are utilized in learning them. Hao et al. found that in native speakers of Chinese, the brain processes the intonation of the words similarly to music in right hemisphere of the brain, then the semantics of the words in the left hemisphere. Thus, the Chinese language uses both hemispheres, whereas in English and similar languages, the left hemisphere is dominant in language processing.<sup>27</sup> Learning Chinese also provides distinct advantages in learning mathematical concepts. White et al. report that math skills are embedded in character writing due to counting, grouping, ordering, and identification of similarities and differences in characters. Rather than using a variety of differing words to represent numbers higher than ten (such as eleven and twelve), the Chinese numbering system starts over with ten-one, ten-two, etc (a more direct connection to the meanings of the numbers. Additionally, the first few characters for numbers (1, 2, and 3) are direct representations of the actual values (one line, two lines, and three lines), which is more concrete than the abstract representations for the numbers using Arabic numerals. The process of writing Chinese also goes hand-in-hand with mathematical skills. In the process of learning to write characters, individual strokes are ordered, and are counted as they are completed. Additionally, many words (both abstract and concrete) are combinations of two or more characters, which strengthen additive, subtractive, and algebraic thinking skills.<sup>28</sup>

Zheng and Livaccari propose that because of the more complex structure of Chinese characters, the sequential movement of the fingers and hand to form them activates even more neural activity in motor, understanding, and spatial memory areas of the brain.<sup>29</sup>

The advantages of early second language acquisition, coupled with the additional advantages of learning Chinese as that second language, make a strong case for including Chinese in the daily curriculum from kindergarten forward.

#### *4. What is the anticipated teacher-to-student ratio and the rationale for maintaining this ratio?*

Kindergarten and first grades maintain a 22:1 ratio per class (with paraprofessionals in each kindergarten classroom to further reduce this ratio) with four classes per grade. Grades 3-8 maintain a 23:1 ratio, with four classrooms in grades 3-5 and three classrooms in grades 6-8. This ratio ensures student cohorts are given adequate support, providing students with a smaller, more intensive approach to student support.

#### *5. Discuss how your school will address the needs of those students who do not perform at grade level either upon enrollment or shortly after enrolling in the proposed school. What actions, after school hours and during the regular school day, will the school take to help students make the kinds of progress that will enable them to achieve at grade level or higher? What long-range interventions will be established to address these needs?*

<sup>26</sup> Newport, E. L. (1990). Maturation constraints on language learning. *Cognitive Science* 14: 11-28.

<sup>27</sup> Hao Luo, Jing-Tian Ni, Zhi-Hao Li, Xiao-Ou Li, Da-Ren Zhang, Fan-Gang Zeng, Lin Chen. (2006). Opposite patterns of hemisphere dominance for early auditory processing of lexical tones and consonants. *Proceedings of the National Academy of Sciences of the United States of America*. 103(51):19558-63.

<sup>28</sup> White, L., Allan-Rae, J., and Fisher, D. (2001). *Asian Success in Our Schools – A Challenge?* Presentation for the Australian Association for Research in Education Conference 2001. Retrieved from <http://www.aare.edu.au/01pap/whi01153.htm>.

<sup>29</sup> Zheng, Y. and Livaccari, C. (2011). *Learning Chinese Pays Dividends: Of Characters and Cognition*. Asia Society. Retrieved from <http://asiasociety.org/education/chinese-language-initiatives/learning-chinese-pays-dividends-characters-and-cognition>.

Starting in the 2013-2014 school year, all students will be baselined using the Northwest Evaluation Association Measures of Academic Progress (MAP) assessment upon enrollment to WIA. A thorough review of the student's prior academic record (including state assessment scores and grades) is conducted by the student's teacher. Students whose prior records upon enrollment suggest that they will require additional support are addressed using the Response to Intervention (RTI) model and/or Early Intervention Program (EIP)/Remedial Education Program (REP). A formal, quarterly review of student data including standardized assessments, classroom assessments, and overall performance is conducted by each teacher to ensure students are provided with immediate support as it is needed.

The 4-tiered RTI model, as mandated by the state of Georgia, was designed to monitor student progress and implement interventions based upon mastery of learning objectives. The RTI team is comprised of educators and administrators as well as any relevant health or APS personnel. At WIA, the RTI process is led by the school counselor, who has received specialized training in the RTI process and maintains all RTI records. To ensure that school staff understands and utilizes proper RTI processes, staff development in this process is provided twice annually to school staff and monthly in grade-level groups and by APS monthly (nine times during the school year) to RTI/Student Support Team (SST) leads (counselors, EIP leads, psychologist, administrators).

RTI is a flexible problem-solving model in which schools provide assistance to match the learner's needs. WIA has adopted the RTI model as developed by the Georgia DOE that organizes school intervention services into four levels, or *Tiers*.

- **Tier 1:** These supports are those academic and behavioral strategies that all teachers routinely use at the first sign that a student is having problems in their classrooms. As examples of Tier 1 supports, teachers may change their method of instruction to facilitate learning, provide a child with additional individual help, or check the child's homework each day. Additional Tier I supports include flexible grouping, differentiated instruction within the classroom, and targeting teaching strategies toward individual academic needs, interests, and learning strengths.
- **Tier 2:** If the student continues to fall behind peers despite classroom supports, the teacher may refer the child to the school's RTI team to collaborate with other professionals and provide further enhanced strategies. These may include small group support before or after school or push-in support from the REP teacher during the class periods in which the student demonstrates challenges.
- **Tier 3:** If data provided by the Tier 2 team shows continued unsatisfactory growth toward goals, further support is requested through Tier 3. At this point the RTI team contacts the student's parent(s) and meets with the teacher to collect more detailed information about the child. With that information, the team and teacher identify possible reasons why the student is experiencing academic or behavioral difficulties and put together a practical, research-based plan to address those student problems. The classroom teacher may carry out the intervention plan alone or other school staff may assist. While the intervention plan is in action, the team monitors the student's progress. Interventions at this stage may include pull-out services during class time to meet one-on-one or in small groups, specific protocols for organization and/or assignment tracking that involve the parents, and flexible grouping within the class for more support in class time from the teacher.
- **Tier 4:** If, after trying several individualized intervention plans, a student still has not made sufficient progress, the school may refer the student for Tier 4: evaluation for special education (SPED). Students may need to go through a formal evaluation process, including

specialized testing, to determine if they qualify for these services.

Structures in place at WIA that may be used in the RTI model include before and after school tutoring, push-in support from specialists, pull-out support from specialists, flexible grouping within classrooms, differentiated instruction, summer enrichment, and use of supports (such as online programming, CD/DVD practice kits, and other supplemental materials) that students use at home.

### **Early Intervention Program (EIP)**

The EIP is designed to serve students in grades K-5 who are at risk of not reaching or maintaining academic grade level. The purpose of the program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time. The EIP may be a part of the RTI framework for providing support to a student. The program provides a structure for additional instruction to ensure students meet grade level expectations at the elementary level.

Eligibility for EIP is determined by a process in which students functioning below expectations for the respective grade are assessed and their results evaluated. WIA trains staff to use the information disseminated to them for identifying students eligible for the program. The EIP is staffed by certified teachers at all grade levels with full-time paraprofessionals in each kindergarten classroom to reduce the student-teacher ratio. A combination of the following models is used at WIA and varies depending on the number of students within a particular grade level who qualify for services:

- **Augmented** – The augmented model incorporates EIP services into the regular group class size by providing an additional early childhood certified teacher to reduce the teacher/pupil ratio while providing EIP services.
- **Self-Contained** – This model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement.
- **Pull-Out** – EIP students are removed from the classroom for instruction by an additional certified teacher. This model may serve a maximum of 14 students at a time.
- **Reduced Class Model** – This model allows for the combination of EIP students with regular education students in smaller classes. The reduced class model uses a sliding scale in which the class size reduces as the number of EIP students increases.

WIA works with APS to ensure that the EIP meets all state guideline for EIP and that all students that are eligible receive the services they need to progress. WIA EIP educators participate in APS EIP trainings throughout the year as they are offered.

### **Remedial Education Program (REP)**

The REP is intended to meet the needs of students that are below grade level in grades 6 – 8. Entrance and exit criteria are based on how the student performs on the CRCT and/or other standardized tests and classroom performance. The models used for REP are augmented, reduced class size or self-contained. As with the EIP program, WIA works with APS to ensure that the program meets all state guideline for REP and that all students who are eligible receive the services they need to meet and exceed standards.

### **Assurances**

WIA shall:

- Establish a SST in accordance with state guidelines and local school board policies as explained in the manual
- Use APS forms for SST
- Establish a Section 504 of the Rehabilitation Act of 1973 (Section 504) team in accordance with state guidelines and local school board policies
- Use APS forms for Section 504
- Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies
- Participate in workshops, in-service and/or trainings offered by APS for persons serving as SST/Section 504 chairpersons
- Comply with Section 504 by providing the appropriate accommodations and equipment
- Immediately notify the APS Charter School Office upon receipt of a complaint made by a parent/guardian or student concerning Section 504, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint

APS shall:

- Provide PD training for SST
- Provide PD training for the Section 504 team
- Provide technical/consultative assistance to charter schools if requested by the charter school

*6. Describe how you will address the needs of children designated and funded as gifted and talented? What goals and measurable objectives will you use to assess their progress?*

WIA currently has 1.5 FTE designated gifted teachers (2 full-time teachers, one of whom has other responsibilities for half of her FTE) who incorporate differentiation into lesson planning so that the individual needs and abilities of the students identified as gifted and talented are met. There are six teachers, currently, who hold valid gifted certifications that support with the administration of gifted services. The IB PYP and MYP curriculum delivery incorporates activities that are differentiated through process, product, and pace, which are in alignment with the standard accepted procedures for delivery of material for gifted students.

### **Referral, Assessment and Determination**

The identification of gifted students at WIA adheres to the rules and regulations established by the Georgia DOE. The steps in the process are referral, assessment, and determination. Students may be referred by teachers, parents, or as a result of student performance on nationally-normed tests (such as the MAP) or other standardized assessments (like the CRCT). A referral is reviewed by the Gifted Eligibility Committee, consisting of a state-certified gifted educator (who oversees the gifted programming at WIA in addition to her role as gifted instructor), regular education teacher, counselor, and principal or his designee.

Students deemed eligible for evaluation by the eligibility committee will be evaluated in the four areas dictated by state guidance and regulations pending written permission from parents/guardians. Students who qualify in three of the four areas will be eligible for services pending parental permission. The assessments to be used to measure each area will be administered in the fall and spring of each school year, and may include:

- Mental Abilities: assessed using the Cognitive Abilities Test (CogAT)-- defined as scoring in 96th percentile on a standardized test of mental ability
- Achievement: measured by the MAP in all grades defined by national percentile ranking, lexile score, progress against annual growth goals as defined by the MAP

- Creativity: measured by the Torrance Test of Creative Thinking (TTCT) -- performing at or above the 90th percentile on a creativity assessment or checklist
- Motivation: measured by ranking at or above the 90th percentile on a motivation assessment and/or rating scale

A student who transfers to WIA that meets eligibility criteria for gifted education services from within the state will be eligible for services at WIA after verification of records is complete. A student who transfers to WIA from another state and was determined gifted eligible in that state will be required to meet Georgia criteria before services in gifted education will be provided.

### Services

Gifted and grade level teachers work collaboratively to develop interdisciplinary instructional materials that meet the needs of gifted learners. Activities require students to develop critical thinking, reasoning, and increased communication and writing skills throughout various content areas during the regular school day. Currently, WIA has a total of six gifted endorsed teachers, with 1.5 FTE designated solely as gifted program teachers. This number of teachers will be adjusted as needed to address the population eligible for gifted services in a model that complies with state guidance and local best practices.

The gifted program at WIA serves students in grades 1-8 (kindergarten students are tested in spring to determine their eligibility for the subsequent school year). It offers qualifying students an opportunity to develop the following skills:

- **Advanced research skills and methods**, allowing for in-depth learning of self-selected topics within the area of study
- **Creative thinking and creative problem solving skills** with a variety of complex topics within the area of study
- **Critical thinking and logical problem solving skills** in the pertinent academic area
- **Advanced communication skills.** Curriculum for gifted students should encourage the use of new techniques, materials, and formats in the development of products that will be shared with real audiences
- **Understanding of self** and how their unique characteristics may influence their interactions with others.

The thematic projects completed in the gifted program are aligned with the grade level's Unit of Inquiry or a unit developed by the gifted teacher that extends the concepts covered in the Unit of Inquiry.

All students who are deemed eligible for gifted services at WIA using the methods described above will participate in either a Resource or Collaboration model of services. The model of services to be provided will depend on the number of students in each grade level who are eligible for services and which methods best align with the content to be delivered.

All students who participate in Resource services will be served daily in the gifted and talented class in a pull-out class that meets during the period of regular instruction in the content area in which they demonstrate eligibility (or the content area best aligned to their proficiencies should they be eligible for multiple content areas). Students will participate in pull-out sessions during the regular meeting of the content area they demonstrated gifted status in or another designated time in the weekly schedule that is allocated for intervention and/or enrichment. Students will never miss arts and/or electives classes to participate in gifted instruction, nor will they be pulled out of other content area classes that they do not receive gifted services in.

The Collaboration model of delivery of gifted services may also be offered, with individualized plans/portfolios for each student and supplementary instruction provided by the gifted teacher “pushing in” to regular instruction classrooms to work with students one-on-one and/or in small groups and/or collaboratively planning enrichment instruction during the regular content class period that will be administered by the regular education teacher. Where possible, students may be pulled out to supplement this approach, continuing to use the state guidelines as a minimum for number of instructional minutes afforded weekly with a certified gifted teacher.

The curriculum for gifted students is aligned with the IB framework (and the gifted teacher participates in IB planning guidelines and curricular templates from IB, collaborating with all other teachers) and the needs of the students eligible for services. The curriculum is comprised of lessons and objectives that come from the following resources (but are not limited to these resources and will continue to be adapted as appropriate):

- Odyssey of the Mind <http://www.odysseyofthemind.com/>
- Future Problem Solvers <http://www.fpspi.org/>
- The Stock Market Game <http://www.smgww.org/>
- Newzbrain <http://newzbrain.com/>
- Youth Digital Arts <http://www.ydacs.com/>
- Spelling Bee <http://www.spellingbee.com/about-the-bee>
- Interact: <http://www.interact-simulations.com/>
  - Taxonomy Trail (Grades 2 – 5)
  - Vacation on Mars (Grades 1 – 5)
  - Pilgrims (Grades 2 – 5)
  - The Presidential Election Process (Grades 5 – 8)
  - Genre Journeys 1 & 2 (Grades 6 – 8 Reading)
  - The Great Equation Race (Grades 5 – 8 Math)
  - Architects of Learning (Grades 5 – 8 Math)
- Les Penseurs <http://www.lespenseurs.com/>
  - Repeat after me (1-3)
  - Go with the flow (4-6)
  - Movin’ on (4-6)

Curricular materials and resources from regular instruction classrooms will also be used to ensure that students are accessing the regular instruction material as a baseline and are also be adequately prepared to master standards with their peers.

### **Gifted Goals and Assessment of Progress**

All students who participate in the gifted program will participate in the same regularly scheduled assessments as their peers, including quarterly benchmarks in each content area, the CRCT (in grades 3-8) and the MAP (administered two-three times annually). The data for gifted students on these assessments will be disaggregated by the gifted program coordinator to compare growth to that of peers, and the results of this comparison will be monitored annually by the AP. Annual growth goals for each gifted student will be developed as part of their individualized plan, and these goals will be maintained in each student’s gifted portfolio with student work samples and assessment data. The gifted teacher will review each student’s portfolio annually to readjust growth goals, revise individualized plans, and revisit eligibility as appropriate. The growth of gifted students as a sub-group will be reviewed by the AP annually

(after spring assessment data has been received and entered into portfolios) to review the impact of the program and develop programmatic goals and revisions for the subsequent year.

*7. Describe your school's instructional technology plan, ensuring that all students are prepared to use technology as a tool for learning and as a critical component of today's society.*

WIA is committed to ensuring staff members and students have access to the latest technology in an effort to integrate both hardware and software supplemental resources into the school's curriculum. As an IB World School, each student participates in a minimum of 55 hours of technology instruction annually that is administered both in an explicit technology class and integrated throughout core content and arts classes. The following table outlines WIA's current technology/software inventory and how it's being utilized to better enhance student learning experiences:

Equipment/Software	Uses/Activities	Comments
3 - Desktop computers in every homeroom	Student use for classroom assignments, blended learning independent access, reading assessment access, etc.	Many of these desktops will be replaced with netbooks over the next charter term with all classrooms equipped with netbooks by 2018.
3 - TV/DVD portable carts	Available for daily classroom check-out	New equipment purchased in 2012
30 – Streamline desktop computers	Media Center computers to support technology classes and independent study for SY 2013	New equipment purchased in 2012
9 – Smart Boards	Daily utilization in the Media Center, MYP and Chinese program.	New equipment purchased/donated in 2012
2 – Mobile laptop carts (laptops/netbooks)	Available for daily classroom check-out for projects and push-in IB technology classes	New equipment purchased in 2012
12 – iPads	Available for daily use in the Media Center for research.	New equipment purchased in 2012
Study Island, Accelerated Reader, Star Math, Star Reader software licenses	Reading/Math assessment and student resource	Licenses renewed annually for ongoing implementation in all classrooms

By 2018, WIA's technology objectives include upgrading current server systems and integrating the following equipment for school-wide use:

- One SMART Board per homeroom class (4-5 SMART Boards per year) with staff training and ongoing support to maximize effective use of the technology
- 1 netbook per homeroom teacher for planning, research, and data management
- 5 mobile laptop/netbook carts total for the school by 2016 (one additional mobile cart per year)
- Upgrade all servers and add additional T1 to improve internet performance (scheduled for 2014)
- Transition all administrative staff from desktops to laptops/netbooks (1-2 staffers per year)

The WIA technology plan is contingent on meeting FTE funding forecasts and the availability of Title 1 funding to supplement costs. These assumptions are included in the expenses of the balanced 5-year budget included as Appendix H.

*8. Describe how the school's educational program will provide state and federally mandated services to students with limited English proficiency/English Language Learners. What instruments will be used to identify and assess these students?*

An average of less than one percent of total enrolled students annually have limited English proficiency (LEP), and WIA currently uses a structured English language immersion approach for those students. The purpose of structured immersion is to assist the English Language Learners (ELL) in achieving proficiency in the English language as quickly as possible. WIA complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974. WIA maintains staff certified in the instruction of ELLs, and that staff works with APS to ensure that WIA's English for Speakers of Other Languages (ESOL) program provides English language support services that are consistent with those of other elementary and middle schools in APS.

Students who enter WIA with LEP will not be excluded from curricular and extracurricular activities based on an ability to speak and understand the English language. ELL students will not be assigned to SPED because of their lack of proficiency in English. Parents who have LEP will receive notices and information from WIA, preferably in their native language. The parents will be encouraged to be a part of the WIA community with the use of translated documents and interpreters when possible. The IB framework and focus on international culture and global perspective makes WIA an especially strong choice for families of ELLs, wherein every effort is made to not only include those families in the school structure, but celebrate their culture and language.

### **Identification of ELL Students**

WIA uses the Georgia DOE's process for identifying ELL students. This process includes:

- a. Home Language Questionnaires used to screen new enrollees for potential LEP
- b. If the Home Language Questionnaire determines the home language is not English or the student's native language is not English, WIA staff conducts an informal interview in the student's native language and English.
- c. If the student speaks a language other than English and the student has LEP, WIA administers the W-APT no more than once to each incoming student. A score below the designated cut score for the child shall determine eligibility for services.

### **English Immersion Program & Services**

WIA implements a structured English immersion program for ELL students to improve their mastery of English. Students of LEP receive the same academic content as those students who are native English speakers. All instruction (with the exception of that in the daily Chinese class, which is conducted completely in Chinese) is in English. However, the level of English used for instruction—both oral and written—is modified appropriately for each ELL student. The ELL instructor (or a designated department representative should the ELL population grow large enough to warrant multiple ELL certified instructors) participates in WIDA Consortium PD opportunities as available. All teachers receive ongoing PD on communicating with students designated as ELL, techniques for detecting whether a student has English language deficiencies, English Language Proficiency Standards and instructional strategies and best practices to facilitate content access for ELL. Parents of ELL students are kept abreast of their child's progress in English language acquisition, preferably in the language that the parents best understand.

### **Teaching Strategies and Formats**

The school primarily uses the inclusion, or “push-in”, model for ELL students. In this model, the students stay in the classroom for content area instruction and the strategies teachers use include but are not limited to:

- Language experience approaches
- Cooperative teaching and learning
- Multi-sensory activities
- Language drills
- Dramatizations
- Taped stories for listening centers
- Visual aids
- Brainstorming activities
- Simplification of text
- Follow-up guided reading activities
- Predictable stories
- Questioning techniques
- Highlighting texts

### **Exit Criteria**

Each year, WIA administers ACCESS for all ELL students in the school, which meets the ELL requirements for the No Child Left Behind Act of 2001 (NCLB). The results for ACCESS help to determine which level each student is performing in terms of English language proficiency. If an ELL student fails to show appropriate progress in his/her core content classes, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program is deemed to be no longer in need of ELL services.

### **Accountability and Evaluation of the ELL Program**

The WIA AP annually evaluates the compliance and efficiency of the ELL program. In order to determine if any programmatic modifications are necessary, the AP measures the progress of ELL students on standardized assessments and non-standardized assessments against that of non-ELL students. The certified ELL teacher tracks students longitudinally throughout their tenure at WIA to determine if there is variation in the academic achievement of students who were once classified ELL and non-ELL students. Parents and teachers are also surveyed to evaluate the ESOL program each year and are asked for suggestions on how to improve its effectiveness. This information is used to inform the approach to instruction and revise supports as necessary.

### **B. Students with Disabilities**

*1. Describe the school’s approach to educating children with special needs. Describe with specificity how the school will identify children with special needs, develop plans for their education, and monitor their progress. How and when will parents be involved in the aforementioned processes?*

The goal of SPED at WIA is consistent with the goal of regular education: to support students in developing the knowledge and skills they require to live meaningful, self-fulfilling lives with as much independence as possible in their communities. Pursuant to federal and state SPED regulations, a full continuum of programs and services are considered for each student based on their current functioning to decide an appropriate placement based on their least restrictive environment (LRE). Highly qualified and fully certified SPED teachers are on staff to facilitate the development and implementation of the IEPs, with the provision of such programming taking

place either in the general education classroom or in a separate SPED classroom, depending on LRE determination from the IEP team. SPED teachers collaborate with general education teachers to provide students with direct and/or consultative instructional services through a co-teaching model in an inclusive setting. Students also have the opportunity to receive small group instruction by the SPED teacher in a resource room. The IEP team determines the need for the provision of itinerant SPED services for exceptionalities such as speech language impairments, hearing impairments, orthopedic impairments, vision impairments, as well as assistive technology and/or other related/supportive services (e.g., orientation and mobility, physical therapy (PT) and/or occupational therapy (OT), etc.).

WIA implements the same identification, evaluation, placement, reporting, and due process procedures and uses the same SPED forms as other schools in APS. Teachers work closely with parents of students with special needs to provide support and information by insuring the receipt of their Parental Rights of Children with Disabilities, in language that is understandable, regardless of their ethnic, linguistic, or cultural background. Students with special needs are also identified through the RTI and SST processes. These processes consist of a minimum of 12 weeks of data collection of strategies and researched based interventions implemented by the general education teacher in the students' areas of weakness. If during the 12 weeks of intervention the student shows little or no progress, the student is referred to the SST, which consists of the parent, school psychologist, general education teacher, SPED teacher and a Local Education Agency (LEA) representative. The SST conducts an initial referral conference at which time parental rights are fully discussed and the team reviews all information collected in order to decide which evaluations are needed. The school contacts psychological or other services to carry out the evaluation plan. Copies of the evaluation results are provided to the parents prior to the eligibility meeting. The SST will convene to determine the status of eligibility for services under Individuals with Disabilities Education Act (IDEA) no more than 60 days following the receipt of the parental consent to evaluate. Based on evaluation results and data collected through the RTI process, the SST determines if the student is eligible for SPED services.

Any student eligible for services under IDEA will undergo a review of current and past data at least every three years for a redetermination process. Based on data, the IEP team will determine if the student continues to be eligible for SPED services under IDEA.

Through data collection consisting of, but not limited to, work samples, formal assessments, informal assessments and observations, students' goals are constantly monitored to determine students' progress and guide teacher's instruction. Progress on IEP goals are provided to parents quarterly throughout the school year when academic progress reports are distributed. IEP teams meet to revise and update IEPs at least annually, but may also meet more often in order to modify the provision of programs and services or measurable goals when any member of the team indicates such a review is necessary.

*2. Pursuant to federal and state special education regulations (including LRE and FAPE), describe how the charter school will provide the continuum of special education services (including related services) to eligible students. Please describe where this continuum will begin and end for students, using concrete examples. Explain who will provide school-level services, who will oversee your school's SPED program and how placement decisions will be made.*

## **Continuum of Services**

WIA is committed to servicing all special needs students for whom the school is the LRE. This includes collecting IEPs from schools and reviewing them within 30 days in order to ensure compliance. WIA commits to collecting additional information from parents and guardians regarding SPED services their child has received at the schools s/he was enrolled in before WIA.

The continuum of services begins with the SST process as required by the state. The process is:

1. Initially, if a student is struggling in an individual class, the teacher will contact the parent(s) or guardian(s) to discuss the concerns and strategies that he or she will utilize in the classroom to assist the student.
2. If progress is not noticed after an appropriate length of time, the *Pre-Referral Activity Sheet* will be completed by the teacher. At this point, the teacher will contact the parent again to explain the student's progress and the SST process.
3. The SST chairperson will review the *Pre-Referral Activity Sheet* and determine if the referral is appropriate.
4. If the SST chairperson determines that the referral is appropriate, and all information is complete, a SST meeting will be scheduled. Written invitations will be distributed to all participants.
5. During the initial SST meeting, the *Student Support Team Referral Form* will be completed. The *Student Support Team Minutes* are documented during each meeting. The *Student Support Team Minutes* include the *Instructional Plan*. The team meeting will be held with the attendance of the dean.
6. The SST will consider future SST involvement or the need for other services during each meeting.
7. The subsequent SST meeting will be determined prior to the conclusion of each SST meeting.
8. Parent(s) or guardian(s) will receive a copy of the *Student Support Team Minutes* prior to the adjournment of each meeting. If the parent(s) or guardian(s) is/are not in attendance, the information will be sent to him/her within twenty-four hours.

If the determined interventions prove to be unsuccessful, then the team will gather again with the student's parent or guardian. At this meeting, the SPED lead teacher will secure written consent for psychological and academic evaluations to determine if the child is eligible for SPED services.

Pending the results of the tests, an eligibility meeting will occur with the parent or guardian, the SPED lead teacher, and other identified staff members. The objective of the meeting will be to determine whether or not the student will receive SPED services under an IEP and to construct an IEP if the student is eligible.

### **Staffing and Service Providers**

The person leading and providing services, for WIA's SPED department is the SPED lead teacher. The SPED lead teacher is Georgia certified and a highly qualified special educator. The SPED lead teacher is trained by APS to have knowledge and understanding of eligibility reports, including the initial eligibility process, IEPs, Inclusive Practices, and is responsible for insuring compliance with local, state, and federal guidelines. Working with the lead teacher are highly qualified SPED teachers (the number of which is dependent upon SPED enrollment), who facilitate the implementation of the IEPs, with the provision of such programming taking place either in the general education classroom or in a separate SPED classroom, depending on LRE determination from the IEP team.

WIA contracts with private service providers for all SPED services needed by students that fall outside of the expertise of school staff. All personnel who provide related services (e.g., services provided by a speech-language pathologist; occupational therapist, physical therapist, psycho-social counseling provided by a psychologist, social worker, or mental health professional) to students at WIA meet all required licensure and/or certification requirements pertaining to their area of related service. Providers come from the wrap-around services agreement with APS and contracts with third-party vendors as appropriate.

*3. Describe how your school will coordinate its special education program with Atlanta Public Schools in order to ensure compliance with all aspects of IDEA.*

WIA utilizes the support of APS Charter School Liaisons by welcoming representatives to offer district aid, information on current policies and resources to SPED teachers and department chairs. APS supports WIA by providing assistive technology evaluations and support, extended school year services, speech and language services and related services such as OT, PT, and adaptive PE to those students that require these services. Coordinating with APS also includes district and charter school collaboration in data collection such as performing classroom observations, assisting in reviewing psychological assessments and finalizing results in annual IEP meetings and initial/tri-annual eligibility meetings. This district representation assures parents and staff that the district is supportive in the charter schools efforts to deliver effective services to students with disabilities.

WIA submits and verifies documentation quarterly on certified staff to the APS Director of the Program for Exceptional Children. APS provides WIA with the required staff to serve WIA students' related services specified in their IEP through the wrap-around services agreement. WIA will immediately notify the APS Charter School Office upon receipt of a complaint made by a parent/guardian or student concerning IDEA, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint

*4. Describe accommodations that will be made to provide ancillary services such as diagnostic and psychological testing and health-related support to students.*

Accommodations are made to provide ancillary services to SPED students based on the child's exceptionality. For example, students with visual impairments will be provided with opportunities to use supplementary aids such as large print text books, testing materials and magnifying equipment. Students needing speech and language therapy, OT and PT are given opportunities to utilize visual support aids such as pictograms, duplos, organizational charts, pictures schedules, visual cues and other ancillary services that will assist them achieve success in their academic setting.

As described in Section II.E.4., a nurse and two counselors are maintained as part of the basic staffing model to support health-related needs of students with and without IEPs. The school contracts with a psychologist for testing as needed.

**Assurances**

WIA shall:

- Hire or contract certified special education teachers to provide services to eligible students
- Develop an IEP for each student identified as needing special education services, with the full participation of appropriate APS staff

- Employ substitute teachers as required by state guidelines until certified teachers are hired if the charter school does not have certified staff
- Submit and verify documentation quarterly on certified staff to the director of the APS special education program
- Participate in workshops, in-services and/or training offered by APS OSPS for special education staff
- Use APS forms for special education
- Handle discipline issues regarding special education students in accordance with federal guidelines, state rules and APS policy, and with the full participation of APS special education staff
- Immediately notify the APS Charter School Office upon receipt of a complaint made by a parent/guardian or student concerning the IDEA, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint

APS shall:

- Retain federal IDEA funds and apply them toward the cost of identified services where warranted
- Provide itinerant services to students identified and eligible for speech language therapy, occupational therapy, physical therapy and all other related/supportive services as required by an IEP or by Section 504
- Assign a dedicated special education staff member to serve as liaison to the charter school
- Conduct Compliance Reviews of all charter schools to ensure that students with disabilities are provided a free appropriate public education
- Approve and assign all administrative student placements for students that cannot be served appropriately in their charter schools
- Retain Medicaid billings (fee for service) generated by the provision of special education and related services

### **C. Student Assessment**

*1. Describe the school's plan to obtain student performance data for each student, including how the baseline standard of achievement shall be determined in order to meet the goals and objectives stated in the petition. For the charter school's first year, initial baseline student achievement data shall be collected within three months of the first day of school. This data is not limited to, but may include, standardized assessment results from previous school years. Describe what baseline data will be submitted to APS no later than November 15 of the school's first year.*

All students participate in ongoing assessment that is used to measure student and school growth, as well as drive instruction. Each student new to WIA is baselined within the first three months of the first day of school (or the student's enrollment if they enter after the start of the school year) in the applicable assessments for that grade level (see table below). This data will be analyzed, along with standardized assessment data from previous school years, to determine appropriate interventions, enrichments or additional assessments the student may be required to determine eligibility for special programs (gifted, SPED, etc.). The registrar works with prior schools to obtain student records as soon as a student's enrollment is confirmed to ensure instructional and support staff have adequate time to review records and schedule appropriate supports in advance of the start of the school year.

Each regular instruction teacher and special program lead teacher (SPED, ESOL, and gifted) review the prior assessment records of all students in their case loads in a special summer session in advance of the start of the school year. This review of data is led and overseen by the AP, who walks teachers through specific strategies and foci they should plan for in response to the data they have on their students. This data-driven approach to planning is revisited again with the review of quarterly data as a staff at the end of each six-week cycle.

**WIA Assessment Schedule**

Assessment Name	Assessment Area	Grade Levels Assessed	Frequency of Administration
GA Kindergarten Inventory of Developing Skills (GKIDS)	ELA, math, social studies, science, approaches to learning, motor skills, personal and social development	kindergarten only	Annually
Georgia CRCT (or CCSS-aligned state-mandated assessment)	reading, ELA, math	Grades 3-8	Annually
Georgia CRCT (or CCSS-aligned state-mandated assessment)	science, social studies	Grades 3-8	Annually
Georgia Writing Assessment	Writing	Grade 3, 5, 8	Annually (in applicable grades)
Norm-Referenced Assessment (MAP)	reading, language arts, and math	Grades K-8	Semiannually
CogAT, TTCT (see Section II.A.6. for more details)	Eligibility for gifted services	Grades K-8	Upon identification of eligibility for assessment
WIDA, ACCESS	English proficiency	K-8 for ELLs	Semiannually (or when data suggests a student may be ready to test out of services)
EOCT	Physical science and Math I	8 <sup>th</sup> Graders who have demonstrated readiness and completed required coursework	Spring of 8 <sup>th</sup> grade year
YCT/HSK (see Section II.A.1. for more information)	Chinese proficiency	Grades 3-8 for students who have completed four or more consecutive years of Chinese instruction	Annually each spring

*2. Describe plans to formally and informally assess student performance in the core academic areas and other areas of interest to stakeholders. Describe how the charter school’s assessment plan will measure improvement and over what period of time.*

WIA teachers organize continuous assessment opportunities, both formative and summative, throughout each unit that give feedback to students, parents and teachers about the progress of each student relative to the given objectives in that subject area. Teachers are expected to assign varied and valid rigorous assessment tasks that allow students to demonstrate their achievement in the most appropriate ways according to the nature of each subject area. These may include tasks such as open-ended questions, problem-solving activities, investigations, organized debates, hands-on experimentation, analysis and reflection, and/or tests.

In keeping with the AOIs approaches to learning, teachers endeavor to give both qualitative and quantitative feedback on assessments and tasks, using rubrics that specifically address the objectives being addressed by each assignment. Criterion-based assessments like these give

students useful information and enable them to make individualized goals for improved achievement.

Informal and formal assessment measures are outlined both as a part of the IB structure and as a core component of planning at WIA. Teachers are supported in administering daily assessments, such as exit tickets, journals, or other means of measuring individual progress toward the lesson's objectives reliably and quickly—thus informing the subsequent lesson's delivery and content. Teachers submit their lesson plans and student work samples to their instructional coach and review informal assessment data in biweekly PD sessions with grade levels and PD cohorts. Units (which are organized into interdisciplinary AOsI for MYP and transdisciplinary units for PYP) culminate with an assessment that is informed by the IB framework for assessment.

### **Performance-Based Assessments**

As an IB World School, both the PYP and MYP use a variety of formal assessment measures to authentically gauge student mastery and growth. Although standardized assessments and benchmarks will be the primary means of determining school-wide trends and the need for student interventions, performance-based assessments will be critical to teachers' planning and support of students. Per IB guidelines, rigorous, high-quality performance-based assessments will be administered at the conclusion of each unit (which are organized into interdisciplinary Areas of Interaction) and are informed by the IB framework for assessment (see Section II.A.1. for more details). The following measures will be used to score/review performance-based assessments:

- **Rubrics** describe the specific criteria used to assess projects and/or performances.
- **Observation Checklists** identify the critical attributes of specific activities and indicate the levels of mastery individual students have gained.
- **Learning Logs** demonstrate how well students express ideas, organize thoughts, interpret data and apply skills. Students keep logs for independent reading, journal writing, science notes and observations.
- **Anecdotal Records** describe observations of student interactions, participation, learning styles and strategies.
- **Student Teacher Conferences** highlight strengths and weaknesses in student performance.
- **Student Portfolios** provide authentic assessment data throughout the school year and from one grade level to another to inform instruction/intervention and provide students with opportunities to track their own growth by analyzing and selecting exemplary work to include in their cumulative academic portfolio.
- **Audiotapes and videotapes** show authentic individual and/or collaborative performances. Student and/or group tapes can include drama performances, speeches, interviews, debates, demonstrations, oral readings and musical productions.

Guidelines from IB and the support of instructional coaches ensures performance assessments are rigorous and reliable.

### **Benchmarks**

At the end of each 6-week quarter, all teachers administer a benchmark assessment for each core content area. Teachers will work together in grade level teams in the PYP and content area teams in the MYP to refine the benchmark assessments currently used in ELA and math (which are aligned to the GPS) and align them to the CCSS, with the support of the instructional coaches. The current science and social studies assessments will be refined to reflect adjustments to each grade level scopes and sequences. Instructional coaches and the AP will review all benchmarks

to ensure horizontal and vertical alignment, as well as complete coverage of all applicable standards (and adequate time for reteaching) by the conclusion of the year. Benchmarks are administered at the end of each 6-week quarter, and the sixth week is focused solely on spiraling and reteaching of standards the assessments have demonstrated need to be revisited. In this sixth week of each quarter, students will be organized into flexible groups by standards that need to be revisited and all instructional staff will work together to ensure every student receives intensive support in mastery of any standards that were not previously mastered. After this six-week period, instructional coaches and the AP evaluate benchmark assessment data to identify trends in student performance. These trends are used to inform PD, instructional strategies, revisions to curriculum maps, and student interventions for the subsequent quarter. This entire process and formal use of data to drive instruction and support is new to WIA in the 2012-2013 school year and part of the school's move from good to excellent. A more robust instructional leadership staffing model ensures all teachers have the support and tools they need to reliably use data to drive instruction and intervention, promising increased achievement for WIA students.

### **CRCT**

Annual CRCT data is reviewed to identify trends in mastery and to inform instruction and PD. Students may be prescribed interventions based on their CRCT data and growth (or lack thereof) and placed accordingly into the RTI process. A school-wide CRCT analysis day is scheduled for all staff immediately following receipt of the CRCT data to identify trends and supports that will be used to address school-wide challenges.

### **Nationally Norm-Referenced**

WIA will transition to the MAP assessment in 2013. The decision to move from the SAT-10 to the MAP was made, in large part, because of the school's new focus on effectively using data to drive instruction and intervention. Although the SAT-10 was used to compare WIA students against their peers nationally, the assessment was used for little else. The MAP is aligned to the Common Core standards and provides a lexile score in reading, which enables staff to use the MAP both as a tool to prepare for state assessments (currently the CRCT and eventually the PARCC when it is integrated by the state), and a means of measuring individual student and cohort longitudinal growth. The MAP is a computerized, adaptive test used in grades K-2 to assess reading and mathematics standards mastery, and in grades 3-8 to assess reading, language arts and mathematics mastery. The assessment determines the level at which students are performing and compares that against other students of the same age nationally. It also provides reports on specific strands each student is mastering or needs more work in to target instruction and intervention. Individual student growth and longitudinal growth over the duration of the student's enrollment at WIA are measured annually, and the Northwest Evaluation Association provides a myriad of reports by individual, standard, subgroup, grade level, or any other criteria developed by the school to support teachers in using the data. Students and parents receive individual reports with each administration, which provide areas of mastery, areas of growth, annual goals and progress toward meeting those goals, multi-year longitudinal growth, and recommendations for study and practice. School staff receives reports that may be organized by teacher, cohort, grade level, or any other number of characteristics that allow them to not only provide tailored interventions to individual students, but align school-wide goals and professional development to the data.

### **Data Tracking and Analysis**

After testing, data is collected, disaggregated, and analyzed initially according to grade level, class level and subject level by the instructional coaches with the support of the AP. Data meetings are held by team (grade levels) or department (PYP or MYP) members to give teachers

the opportunity to analyze the data and discuss the implications. Time in the summer staff PD is designated to review the previous year's data and make adjustments to scopes and sequences, and intervention and enrichment structures accordingly. This data is also used to drive PD planning for the year, providing school leadership and instructional coaches with data organized by teacher to drive the imperatives needed most to effect the most dramatic student gains. Interdisciplinary review of data ensures that teachers in all content areas are able to integrate target standards into their instruction and shapes foci for the year.

School leadership works with the instructional coaches at the end of each academic year to analyze all assessment data to plan summer programming for students and staff and adjust the subsequent year's goals and strategies accordingly. This analysis is shared with the board to provide an additional level of accountability to results.

*3. Provide a statement detailing how the charter school shall comply with the accountability provisions of O.C.G.A. §20-14-30 through §20-14-41 and federal accountability requirements. Describe how the charter school will work with Atlanta Public Schools to participate in all state-mandated assessments.*

WIA is subject to the accountability provisions of O.C.G.A. §20-14-30 and §20-14-41 and participates in all state-required testing as stated in State Board of Education (SBOE) Rule 160-3-1-.07, as well as all applicable federal accountability requirements. WIA will continue to work with APS to participate in all state-mandated assessments by participating in training from APS when available, adhering to APS assessment schedules and guidelines, and maintaining a primary testing coordinator and district liaison designation for a staff member who is responsible for communicating with APS staff regarding assessment participation and implementation (currently the dean of student and school services, a new position developed for implementation in the 2012-2013 school year and beyond).

*4. If students will participate in charter-initiated assessment programs, describe the assessments, when testing will occur, how data will be collected and managed, and how data will be used to drive instruction and improve student outcomes.*

As described above, all students will take the MAP at least twice annually to both inform the year's instruction (and any appropriate individualized interventions), as well as measure longitudinal growth of individual students, sub-groups, cohorts, and even teachers. More information about how this data is used is described in detail in Section II.C.2. above.

Students who have completed four or more consecutive years of Chinese instruction will also be invited to participate in the annual administration of the YCT, which is hosted at a local university. The Chinese department will track and evaluates this data annually and longitudinally and is responsible for sharing results, trends and progress toward annual goals with the AP as part of the school-wide analysis of student achievement.

*5. For charter schools containing high school grades, describe the method for determining that a student has satisfied the requirements for graduation required by the State Board of Education Rule 160-4-2-.47.*

Not applicable—WIA serves students in grades K-8 only.

#### **D. School Achievement Goals and Nonacademic Performance Goals**

*All goals must specific and measurable.*

*1. In a chart or grid format, show the school’s academic performance-based goals and the related measurable objectives for each goal by grade and content area for each year of the proposed charter term. Academic goals should be rigorous, yet realistic and attainable and developed in connection with student baseline achievement levels. Describe how these academic goals and measurable objectives will comply with the Single Statewide Accountability System in Accordance with O.C.G.A. § 20-2-2063. Please include growth-related and proficiency-related goals and include targets for any subgroups you expect to serve.*

As Georgia transitions to the new state accountability system, academic and organizational goals are aligned to the existing measures of school performance measurement. Until the state accountability system measures are finalized and baseline data on the Partnership for Assessment of Readiness for College and Careers (PARCC) is collected to inform future goals, WIA has set goals in relation to the district and state using the measures in place (CRCT and Georgia Writing Assessment).

Goal #1: Students will demonstrate knowledge of essential academic skills and application of the GPS through assessments and standards developed by the state of Georgia:

- A. WIA will meet or exceed the standards set as part of the state accountability system.
- B. WIA students will meet or exceed state and district outcomes for the fifth and eighth grade State Writing Assessments.

WIA GA Writing Test Goals									
Grade	Measure (% of students who meet or exceed standards)	APS (2011-2012)	GA (2011-2012)	WIA (2011-2012)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3	GA Writing Test	This assessment in grade three is portfolio-based and teacher-scored, thus measurable performance goals are not appropriate here.							
5	GA Writing Test	76.8	80.4	81.4	85	87	89	91	93
8	GA Writing Test	80.6	82.3	90.9	92	93	95	96	97

- C. The percentage of WIA students who meet or exceed standards on the CRCT (or PARCC once that assessment has been implemented) will be the same as or higher than the percentage of students who meet or exceed standards in APS or Georgia as a whole, whichever average is higher.

Key: GREEN – Exceeds both APS & WIA, BLUE – Exceeds APS Only, RED – Did not meet either APS or WIA goals

WIA CRCT Reading Goals										
Grade	Measure (% of students who meet or exceed standards)	APS (2011-2012)	GA (2011-2012)	WIA (2011-2012)	WIA Actual Achievement (2011-2012)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3	CRCT	83.8	91	93.8	94	96	97	98	99	99
4	CRCT	83.3	90	93.8	96	96	97	98	99	99
5	CRCT	85.1	91	93.8	86.5	94	95	96	97	98
6	CRCT	92.2	96	93.8	100	100	100	100	100	100
7	CRCT	90.2	94	93.8	97	98	99	100	100	100
8	CRCT	92.1	96	93.8	100	100	100	100	100	100

**WIA CRCT ELA Goals**

Wesley International Academy Charter Renewal 2012

Grade	Measure (% of students who meet or exceed standards)	APS (2011- 2012)	GA (2011- 2012)	WIA (2011- 2012)	WIA Actual Achievement (2011-2012)	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
3	CRCT	83.5	91	93.8	92.7	93	95	97	98	99
4	CRCT	85.1	91	93.8	98.5	99	100	100	100	100
5	CRCT	89.8	94	93.8	89	94	95	96	97	98
6	CRCT	88.3	92	93.8	98	99	100	100	100	100
7	CRCT	91.0	93	93.8	100	100	100	100	100	100
8	CRCT	92.9	95	93.8	100	100	100	100	100	100

WIA CRCT Math Goals										
Grade	Measure (% of students who meet or exceed standards)	APS (2011- 2012)	GA (2011- 2012)	WIA (2011- 2012)	WIA Actual Achievement (2011-2012)	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
3	CRCT	67.7	81	77.5	82.5	83	85	87	89	92
4	CRCT	66.7	80	77.5	88.5	89	91	93	95	97
5	CRCT	71.3	84	77.5	73.5	85	87	88	90	92
6	CRCT	65.2	80	77.5	76	80	82	84	87	90
7	CRCT	82.1	91	77.5	90	92	94	96	98	99
8	CRCT	59.3	77	77.5	92	93	94	96	98	99

WIA CRCT Science Goals										
Grade	Measure (% of students who meet or exceed standards)	APS (2011- 2012)	GA (2011- 2012)	WIA (2011- 2012)	WIA Actual Achievement (2011-2012)	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
3	CRCT	64.9	78	72.8	68.2	73	76	78	80	82
4	CRCT	69.8	81	72.8	87.5	88	90	91	92	93
5	CRCT	66.8	78	72.8	54	73	75	78	80	82
6	CRCT	55.3	73	72.8	59	74	76	78	80	82
7	CRCT	75.2	85	72.8	72	76	78	80	82	83
8	CRCT	53.8	74	72.8	74	75	76	78	80	82

WIA CRCT Social Studies Goals										
Grade	Measure (% of students who meet or exceed standards)	APS (2011- 2012)	GA (2011- 2012)	WIA (2011- 2012)	WIA Actual Achievement (2011-2012)	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
3	CRCT	71.1	81	70	68.7	72	74	76	78	80
4	CRCT	67.1	78	70	93	94	95	96	97	98
5	CRCT	63.6	77	70	66	72	74	76	78	80
6	CRCT	56.1	73	70	65.5	72	74	76	78	80
7	CRCT	61.0	78	70	63	72	74	76	78	80
8	CRCT	58.7	77	70	81	83	85	88	90	92

Goal #2: Students at WIA will demonstrate an increase in reading and math competency over the course of each year that exceeds the national average as measured by a nationally recognized norm-referenced test, i.e. MAP.

A. *The percentage of students who meet their annual growth goal on the MAP will be higher than that of the national average.*

The academic performance goals outlined reflect the school's compliance with the NCLB and the information currently available about the new state accountability system by which the school's progress and success will be measured by the state (in lieu of AYP, which will no longer be applicable in 2013 and beyond). In addition to meeting and exceeding local and state averages, the goals listed address the need for students at WIA to demonstrate competitive growth nationally by exceeding the national average for MAP growth goal achievement. As such, these goals are in the public interest, shall result in improvement of school-wide student achievement, and shall comply with the Single Statewide Accountability System in accordance with O.C.G.A. § 20-2-2063.

*2. Please discuss how the school's proposed academic goals and measurable objectives compare to local state and national achievement levels. Describe any norm-referenced tests which you plan to use. Explain how your school's proposed goals and objectives are designed to prepare students to compete locally, nationally and globally.*

For each year of operation, WIA's overall student assessment results will be compared to the performance of other schools in the district, state (and nation for the MAP). Individual student results will be compared to their prior performance and measured longitudinally to determine progress over time, and these trends will be monitored by appropriate leadership staff.

All student achievement goals for the CRCT at WIA are based on students exceeding the averages of their peers in APS and the state. These ambitious goals ensure students are prepared to compete locally and nationally by outperforming their peers around the country. As an IB World School, rigorous IB goals have been established (see Section II.D.4. below) that will prepare WIA students to be globally competitive.

*3. Describe your organizational and management performance-based goals and measurable objectives for the charter school. These goals should describe and measure the efficacy, viability and competency of the organization. These goals and objectives may focus on financial management and performance as well as operational management.*

Goal #3: WIA will demonstrate operational effectiveness and prudent financial management by operating within its means, maintaining an operating reserve, and receiving a clean opinion on the independent financial audit each year.

A. *Actual and proposed budgets for each school year will show effective allocation of resources to ensure effective school programs.*

B. *Yearly balance sheets will show that the school is fiscally sound and maintains adequate cash reserves.*

C. *WIA will meet or exceed Generally Accepted Accounting Practices (GAAP) as demonstrated by external, annual audit reports. The annual submission of audited financial statements will demonstrate that the school is responsible and prudent with public resources.*

Goal #4: WIA will effectively facilitate meaningful buy-in and participation from students and staff.

- A. *The percentage of students absent 15 or more days in a school year will not exceed 10%.*
- B. *The percentage of teachers invited back annually who return will meet or exceed 90%.*
- C. *100% of teachers will regularly attend weekly professional development offerings.*

*4. Please describe any school- or student-related goals and measurable objectives related to your school's unique program, mission and vision.*

### **IB Programme**

Goal #5: WIA will maintain World School Status through the IBO for both PYP and MYP.

- A. *Staff members who have been with the school three or more years will complete Level 3 training by the end of their third year.*
- B. *WIA will honor all regulations and compliance measures required of IB schools annually.*

### **Parental Involvement**

Goal #6: Parents or guardians will take an active role as partners in their child's education.

- A. *An average of 50% or more of the enrolled families at WIA will participate in the PTA through paid membership.*
- B. *The parents/guardians of at least fifty percent of WIA students will complete the recommended volunteer hours (10 hours for 2-parent household, 5 hours for single-parent household) or more annually.*
- C. *90% of parents will report satisfaction with the school program as measured on an annual stakeholder survey.*

### **Proficiency in Chinese**

Goal #7: Students will demonstrate proficiency in reading, writing and speaking of Chinese and an understanding of the Chinese culture.

- A. *100% of students who have completed four or more years of Chinese will participate in the YCT.*
- B. *98% (or higher) of students who take the YCT will pass.*
- C. *100% of students who have successfully completed all four levels of the YCT will participate in the HSK test.*

### **E. Support for Learning**

*1. Describe the charter school's core values and the type of unique culture the school aims to develop. Explain the strategies the school will employ to develop a positive culture that is supportive of students, faculty, and families.*

The three foundational components of WIA are IB, single-gender education and daily instruction in Chinese. More than just curricular decisions, these characteristics of the school define much of the culture by facilitating a cultural lens through which issues are explored by stakeholders.

### **IB Learner Attributes**

As core values of the school, WIA has adopted the IB Learner Profile attributes (see Section II.A.1 for details). The IB learner profile is the IB mission statement translated into a set of learning outcomes for students that inspire, motivate and focus the work of IB schools and their stakeholders, uniting them in a common purpose. Through the IB curriculum, students will become inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced, and reflective.

Each month at WIA is focused on a specific learner attribute throughout the school. Explicit lessons and programming aligned to students' grade levels is administered during classes and common meeting times. Curricular alignment to these attributes is initiated where applicable (but never at the cost of authenticity) and the student support staff develops celebrations (such as attribute themed pep rallies) and learning opportunities (such as service learning projects and/or speakers) that enable students to see the attributes in practice. Oversight of integration of these attributes throughout the school is the responsibility of the counseling staff under the direction of the dean of students.

Through the IB curriculum mapping protocol, all lessons are organized within a particular attribute. Instructional coaches work with teachers to ensure the alignment of curriculum to these attributes is authentic and effective; the learner attributes enhance instruction and are never the focus of content delivery at the expense of practicing CCSS and GPS standards.

### **Global Perspective**

As an IB school and a school where all students participate in a second language daily, students are being thoughtfully and intentionally developed as global citizens. Rather than a focus on cultural relevance that aligns content to the cultures students most closely identify with, staff seeks common themes that unite all cultures and present students with frequent, ongoing opportunities to explore new cultures through content. Involvement in programs like the "Today I Met" program provides students with frequent opportunities to meet and dialogue with people from throughout the world. School leadership participate in the CASIE monthly meetings to network with other schools that have an international focus and leverage those resources on behalf of WIA students and staff. All staff are also required to participate in the network of IB World Schools online sharing tools, which provide teachers with unit and lesson plans, and strategies and materials from IB World Schools from more than 140 countries (as well as opportunities to share their plans with teachers from throughout the world), providing additional resources to build a global perspective in each classroom. PTA- sponsored events are held throughout the year during and after the school day to build cultural awareness. Learning expeditions to visit different cultures and explore cultural artifacts are part of the regular instructional program. Finally, enrichment programming after the school day offers students opportunities to learn more about cultures and practices that interest them through offerings like the capoeira club, kung fu, and global music study.

### **High Degree of Parent Involvement**

A defining characteristic of WIA is the high degree of frequent, consistent, authentic parental involvement. From class parents to monthly family team-building events, there are a plethora of parent-driven initiatives that ensure all parents have diverse opportunities to partner in their children's education (see Section II.F.3. for more information about parent involvement initiatives). More, all students, regardless of the level of involvement of their own parents, get to know peers' parents throughout their frequent face time at the school site. It is not uncommon on any given day at WIA to see parents working in the main office, tutoring students in small groups, and planting vegetables in the campus garden. This high level of authentic parental involvement in a variety of ways gives students access to a supportive, familial network of adults beyond the staff at the school.

### **Academically Professional Community of Learners**

To reinforce a culture wherein students and staff recognize all students as academic professionals, WIA has instituted a number of cultural practices. All students wear uniforms that look similar to those found in other IB schools throughout the world. Every day starts with a

“Bright Start” period for no fewer than 15 minutes, wherein every student is working independently on a foundational skills drill aligned to the needs identified for them by data that sets their focus for the day. A new student orientation held before the start of each school year enables families to learn more about the IB framework and the hard work students will be embarking on, standardizing expectations for all new families from the start. Students will be expected to maintain a studious, academically professional demeanor at all times and will be subject to the discipline policy for behavior that interferes with the maintenance of such a culture.

### **Staff Culture**

As an IB World School, WIA staff collaborate with staff from IB World Schools through the online sharing tool and annual conferences and PD opportunities. The IB framework and the tools that accompany it are the most significant guidelines for staff culture.

Starting in the 2012-2013 school year, all staff will participate in an annual summer PD session that will dedicate explicit time to discussion of school norms and expectations and how those norms and expectations will be manifest by teachers. Standards around practice and protocol for teachers are established as a community and then supported to implementation by the instructional coaches and grade team leaders. Every teacher will have annual development goals around culture-building, starting with a focus on the common belief at WIA that all students can and will meet expectations.

*2. Summarize the school’s discipline policy, code of conduct and appeals process for the general student population and students with special needs. Please describe how you will provide due process for students facing expulsion and how you will prepare expelled students for placement after expulsion.*

### **Discipline Policy and Code of Conduct**

WIA uses the Code of Conduct included in Appendix I and the due process policies set forth by APS. WIA also abides by all current student discipline policies set forth by the SBOE. The WIA Code of Conduct and student/parent handbook is reviewed by each family and signed by parents at the start of each year. This handbook includes guidelines for appropriate behavior and all other expectations of being a member of the WIA community.

### **Expulsions**

WIA students who have committed an expellable offense, according to APS’ policies, will participate in the same process with the same rights afforded to any student who attends an APS school, including a hearing with APS.

If the principal maintains that a student would receive a better and more appropriate education in another school program, due to repeated infractions and refusal to comply with WIA norms over an extended period of time, the principal may recommend a more appropriate placement for the student in another school. In this case, the principal shall provide written notification to the student and his or her parent(s) that the student is being asked to transfer. Except for those items, which under state and federal law, require an expulsion hearing with APS, the principal may not recommend a transfer for a student unless prior written and verbal warning for transfer has been issued to both the student and his/her parent or guardian. In that “final warning”, documentation must be presented which clearly demonstrates which aspect of the Code of Conduct have been violated and why these violations warrant transfer if continued.

Families of students who transfer from WIA are eligible for counseling from the school counselor, principal, or other designated staff on enrolling in other schools or programs for which the student will be eligible as a part of their exit procedure. This ensures all students who leave WIA are informed of their rights and how to continue their educational career beyond WIA. All students will then be referred to the Student Placement Office at APS, with whom WIA will work to find the best alternate placement.

### **Appeals**

If a student's family is unsatisfied with the principal's decision in the case of suspension or mandatory transfer, they may elect to appeal the decision through a formal appeal letter to the WIA Board of Directors (board). The matter will be reviewed at the next regularly scheduled meeting of the board (or in an executive session should the matter be more appropriately reviewed in a closed meeting). The family may bring counsel with them if they so desire and the decision of the board will be considered final in the matter. Families who wish to appeal an expulsion due so through the APS due process procedure.

### **Students with Special Needs**

Nothing in the WIA Code of Conduct will be permitted to infringe upon any rights provided pursuant to IDEA, Section 504, or the Americans with Disabilities Act (ADA).

Any student who is receiving SPED services or has been identified as a student with a disability under IDEA and whose acts are determined by the principal or board to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the IEP and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, it shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found to have committed. The IEP committee shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the school's discipline policies and procedures after following the procedures outlined above.

Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

*3. Describe your school's bullying policy. What will you do, specifically, to convey this policy to parents, students and school staff? Please describe, step-by-step, the actions that will be taken should a student, parent or staff member suspect that bullying has occurred?*

Bullying and other forms of intimidation will not be tolerated in any form and are strictly prohibited by the administration and governing board of WIA and Georgia law (O.C.G.A. 20-2-715.1). In addition, WIA adheres to standards set forth by the APS BOE Policy (JD CDAG). The following summarizes the school Bullying Policy, which is available in its entirety upon request and is on file with APS.

The term "bullying" means an act which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or

software that is accessed through a computer, computer system, computer network, or other electronic technology provided by WIA, that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
  - A. Causes another person substantial physical harm or visible bodily harm within the meaning of O.C.G.A. 16-5-23.1.
  - B. Has the effect of substantially interfering with a student's education.
  - C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
  - D. Has the effect of substantially disrupting the orderly operation of the school.

Prohibited behaviors must occur on the property of the public school, at an event within the jurisdiction of a public school or at a school-sponsored event. Disciplinary action may also be necessary if off-campus behavior results in a disruption to the school environment.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

1. All staff, students and parents will receive a copy of the policy prohibiting bullying at the beginning of the school year as part of the student handbook.
2. The school shall keep a report of bullying and the results of the investigation confidential
3. Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying. In addition, staff is required to report any reports/suspicions of bullying as outlined in the following section.
4. People other than staff (such as parents or visitors) who witness or experience bullying are encouraged to report the incident to the student's teacher or the principal's office.
5. Staff shall provide specific permission for the alleged offender and targeted student to leave the classroom to speak with a counselor or administrator at any time.

### **Procedure for Witnesses of Bullying**

1. Report: School staff that witness bullying or receive credible reports of bullying shall fill out a written Incident Referral form and submit it to the principal's office.
2. Investigation: The principal shall lead or direct an immediate investigation into the alleged bullying, which shall include interviews with alleged perpetrator(s) and victim(s), identified witnesses, teacher(s), and staff members, and reviewing video surveillance if available.
3. Student Reflection: As part of the investigation, the students directly involved in the incident shall provide a written reflection, which shall be their account or understanding of what happened.
4. Discipline: After determining that bullying has occurred, the principal shall determine appropriate discipline. The school has the latitude to choose from a wide range of disciplinary consequences which may vary with individual circumstances, including repetition, age, and impact of abusive behavior.
5. False Complaint: Any student who knowingly makes a false complaint against another student will also be subject to disciplinary action.
6. Level of Discipline: Bullying is a major infraction of the school code of conduct and will result in consequences up to and including in-school suspension, out-of-school suspension, and/or expulsion. The school has the latitude to choose from a wide range of disciplinary

consequences which may vary with individual circumstances, including repetition, age, and impact of abusive behavior.

7. Inform Parents/Guardians: The principal or staff member assigned by the principal shall inform the parents/guardians of the perpetrator(s) that an act of bullying has been committed, and shall inform the parents/guardians of the victim that the student has been a victim of bullying. The notification shall be performed typically via phone call.
8. Retaliation: Staff members shall communicate clearly to all parties that retaliation following a report of bullying is strictly prohibited and may result in additional strong disciplinary action.

Reports: The school shall report confirmed instances of bullying to APS as required by school regulations or other governing laws.

*4. Describe provisions for providing students with counseling services and health services. Please describe how your school will keep and manage student health records.*

### **Counseling Services**

WIA's professional school counselors are fully certified, licensed professionals who are uniquely qualified to address the developmental needs of all students. WIA counselors focus on four major areas of delivery as outlined by the American School Counselor Association (ASCA): School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. WIA's professional school counselors provide services to students in accordance with state guidelines and district policy, and participate in workshops, in-services and/or training offered by the APS' Office of Student Programs and Services (OSPS) as made available.

WIA provides a comprehensive, developmental counseling program to address the academic, career and personal/social needs of all students in PYP and MYP programs. The school counselors provide support to maximize student potential and academic achievement, providing direct guidance and assistance to those students deemed "at-risk", performing below grade level, and/or living with a medical condition that impacts daily learning through RTI, SST, Section 504 Plans, and/or Hospital Homebound (HH) services.

Some of the responsibilities and activities of WIA's counselors are as follows:

- Reinforce that WIA is an environment that recognizes, appreciates and respects the worth of each individual.
- Address cultural harmony and student differences throughout the school, with an emphasis on character education, human relations and moral development
- Work with students in an individual, small group and/or classroom guidance capacity
- Consult with parents, teachers, administrators, school psychologists, school nurses, social workers, regional counselors, and others on a wide variety of topics relevant to each student's well-being
- Coordinate school-wide events and activities, such as positive character development based on designated yearly character traits and the IB attitudes, staff recognition, monthly character pep rallies, conflict/peer mediation, career day, mentoring, personal safety and additional programs that promote a positive school climate

Students and the school community are encouraged and welcomed to see the school counselors upon request. The focus of the guidance program at WIA is based on character development, prevention and positive remediation. Parents and teachers can make student referrals for brief, individual and/or small-group counseling and guidance, mentoring opportunities, RTI, SST, and/or

Section 504 Plan services. The WIA school counselors always maintain confidentiality, with the exception of truancy, child abuse and neglect cases.

APS shall provide consultations from the APS Crisis Intervention Team as needed.

### **Health Services**

WIA is staffed with a licensed school nurse to provide appropriate health services, care and concern to students and faculty in accordance with state guidelines and the APS' policy. S/he maintains current certification, CPR status, and up-to-date knowledge of school health procedures through APS training. If necessary, s/he reports concerns to the principal, or designee, and the public health department. Some of the responsibilities of WIA's nurse are as follows:

- Promote a healthy and safe environment within the school by contacting parents regarding student health issues as deemed appropriate for in-school, home and/or private medical care
- Maintain documentation for all school health records, such as written logs with the student's name, complaint and treatment action in an accurate, objective, concise, complete, and timely manner.
- Maintain confidentiality by respecting the privacy of students in the clinic, during telephone conversations and when handling student health records
- Coordinate communicable disease control and awareness programs throughout the school and works closely with the school counseling and physical/health education departments
- Create an orderly and inviting health clinic, and order/re-stock nursing supplies per school policy
- Communicate with teachers and staff via weekly e-mails to keep all informed of cold weather, pollen counts, and air quality control for students who have health problems such as asthma, respiratory airway disease, eczema, food/nut allergies, etc. in an effort to reduce health challenges.
- Participate in workshops, in-services and/or training offered by the APS OSPS as notified by the district
- Attend all Section 504 Plan meetings as requested by the school counselor/SST chair
- Provide special healthcare procedures and treatments as prescribed to students, and coordinates mandated school screenings to ensure necessary follow-up care, if appropriate.

Medications are kept in individual student boxes, in a locked cabinet, with an authorization form from the parent giving dosage instructions such as "time and amount" of medication to be given. The WIA school nurse administers student medications and records the information on the appropriate form, in accordance with WIA and APS guidelines, the Georgia Nurse Practice Act (including rules and regulations of the Georgia Board of Nursing). In the event that the school nurse is not in the building, the principal or designee will administer and record the appropriate information. Medication forms are updated on an annual basis, or more frequently as needed.

Student health records are maintained in locked or password-protected files in order to maintain confidentiality. All health records are managed by the nurse and any appropriate, designated staff (such as the counselor or SPED teacher) and will only be released to service providers as allowed and dictated by APS and state regulations.

### **Assurances**

WIA shall:

- Hire or contract with a licensed school counselor to provide services to students in accordance with state guidelines and APS policy
- Participate in workshops, in-services and/or training offered by APS OSPS for persons serving as school counselors
- Use APS forms for counseling services

WIA shall:

- Hire or contract with a licensed certified school psychologist or a licensed clinical psychologist
- Participate in workshops, in-services and/or training offered by APS OSPS for persons serving as psychologists
- Use APS forms for psychological services

APS shall:

- Provide consultations from the APS Crisis Intervention Team as needed

WIA shall:

- Hire or contract with a licensed school social worker to provide services to students in accordance with state guidelines and APS policy
- Report all allegations of child abuse and/or neglect to the charter school social worker and to the persons required to receive such reports pursuant to state law
- Use APS forms for social services
- Participate in workshops, in-services and/or training offered by APS for persons serving as social workers

APS shall:

- Monitor social services provided by the charter school

WIA shall:

- Hire or contract with a licensed school nurse to provide services to students in accordance with state guidelines and APS policy
- Participate in workshops, in-services and/or training offered by APS for persons serving as nurses
- Use APS forms for health services

APS shall:

- Provide consultation services on an “as-needed” basis

WIA will adhere to the following documentation guidelines:

- Georgia Certificate of Immunization (Form 3231) must be on file
- Affidavit affirming that immunization requirements conflicting with parents’ religious beliefs will be allowed
- Each student must have a Certificate of Ear, Eye, Dental Examination (Form 3300)
- Students must present an updated certificate within 30 days after the date of expiration
- Students out of compliance must be excluded
- Children entering grades K-12 for the first time must show proof of vaccination or immunity to varicella and proof of a second dose of the vaccine that includes measles (usually in the form of MMR)

- Hepatitis B Vaccine is required for all new students enrolling in school at any age  
WIA's Health Services also provides hearing and vision screenings as mandated through the Student Support Team, Section 504 Plan and the special education program.

*5. Describe plans for providing extracurricular activities offered by or through your school, including the description of any partnerships between your school and any external agency providing these activities. How will these activities embody and support your unique school culture?*

At WIA, students build on the learner attributes that benefit their academic studies through various extracurricular activities. Extracurricular activities at WIA are planned to not only accommodate student interest, but build understanding of other cultures, extend concepts taught in core content classrooms, teach students to think analytically and solve problems creatively, and to work collaboratively. The extracurricular activities offered all support the school's mission through development of a global perspective and life-long learner mindset. Extracurricular agreements are included in Appendix O.

### **Before and After Care**

WIA offers on-site before and after care for all students for a fee (with fee assistance/sliding scale for those families that demonstrate need) to ensure all students have the consistency and quality of care offered in the regular school day available to them for the extended hours working families may need. Before care hours start at 6:30 AM and conclude when breakfast is served, signaling the start of the school day. After care hours are from 3:30pm-6:30 PM. Parents may sign children up for before and/or after care at the beginning of the school year during open house or at any time throughout the school year. Before and after care fees are assessed on a daily (rather than weekly) basis, allowing parents flexibility in scheduling and preventing families from paying for days that their children do not attend. Parents are also free to use the service as infrequently or irregularly as they need; there is no requirement to commit to a schedule.

Before care is staffed by WIA teachers who oversee academic support, homework help, and independent reading. The after care program, which is staffed by WIA teachers, parents, and staff from partner organizations, provides structured study hall/homework support followed by time for club meetings and practices. All students are given a snack, computer access, and time to decompress through outdoor and indoor physical activity. Special events, such as theatrical performances, guests, festivals, and informative presentations are also scheduled periodically. All families who utilize after care are encouraged to enroll their students in the clubs offered.

### **After School Clubs**

A variety of free and fee-based clubs are offered after school every day. Students may choose to participate in as many clubs as they wish, and many after care participants choose a club to participate in each day they are enrolled in after care. Clubs are based on student interest and availability of sponsors, who come from partner organizations, staff, and parents. All clubs and activities align with the school's culture and build learner attributes.

Although some partner organizations donate their staff time to sponsor clubs for WIA students, most partner organizations utilize paid staff to oversee program and participation in those clubs requires an additional fee (which the school also provides assistance with for those families with demonstrated need). Some organizations also offer scholarships for student participation for

interested families. Clubs that are sponsored by local businesses and organizations that are currently offered include (but are not limited to):

- Kung Fu: Sponsored by the Chien Hung School of Kung Fu
- Capoeira: Capoeira Decatur, an affiliate of the International Organization of the Cultural Association of Capoeira Maculelê
- Boys and Girls Basketball: Sponsored by the Southwest Atlanta Community Development Corporation
- Piano (individual lessons and group music activities): Sponsored by Play-More-Music
- Yoga: Sponsored by the Centered Child
- Chess: Sponsored by Champion Chess
- Acting/Theater (Grades K-2 and 3-8 each have a separate program): Sponsored by a local actress and other local volunteers
- Tennis: Sponsored by Kidz Tennis
- Ballet: Sponsored by Latoya Jackson, LNJ Entertainment, and Performing Arts LLC
- Basketball, flag football, soccer and cheerleading: LUKE Sports

WIA teachers and parents, as well as community partners are also strongly encouraged to volunteer and sponsor a club or organization that meets after school. Offerings for these clubs are based largely on student and parent interest and the school offers an average of ten additional clubs annually for students to choose from. Clubs which may be offered by volunteers and/or school staff include but are not limited to the following:

- Spelling Bee Club
- Book Club
- Character Council (build school spirit and development of school values)
- Cheerleading
- WIA Basketball team
- Green and Healthy Initiative (connect students to the natural world through gardening)
- Math Club
- YCT Prep Club
- Girls Scouts/Boy Scouts
- Student Council
- Choir
- Track and field/running club

*6. Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents and teachers, including the role the governing board will play in resolving such grievances and complaints.*

#### **Procedure for Student/Parent/Guardian Concerns**

If a parent has a concern or disagreement, s/he schedules an appointment to discuss the matter with the teacher and attempt to resolve the disagreement through informal discussion. Parents will not be allowed to address concerns with teachers or staff members during instructional time or without an appointment. If there is no resolution to the problem, or if the dispute does not involve a specific staff member, the parent/guardian contacts the principal. The principal mediates the problem with all parties involved.

If a parent is unsatisfied with the principal's decision, s/he may appeal a decision through a formal appeal letter to board chair, who will respond in writing or in person within one week.

Depending on the issue, the board chair may recommend a hearing before the board executive committee, a presentation before the board at a regularly scheduled board meeting, or mediate a solution between the principal and the parent.

The above policy comes from the school's proposed Code of Conduct, which is included as Appendix I in the Parent/Student Handbook.

### **Procedure for Employee Grievances**

An aggrieved employee who is unable to informally resolve a grievance may submit a written request for a meeting with the principal and the other persons with whom the staff member has a grievance. The principal will schedule such meeting wherein each party will have the opportunity to be heard and to request relief and will issue a written recommendation as to how the matter should be resolved.

If the aggrieved employee remains unsatisfied with the principal's findings, s/he may submit a request to the board chair to be heard at the next regularly scheduled board meeting (or in an executive session in advance of the next meeting if the matter is time-sensitive or more appropriately addressed in executive session—this decision will be at the discretion of the board chair). The board's decision (which will be made with the recommendation of the executive committee if such a session was called) will be final in the matter.

### **F. Community Partnerships**

*1. Provide a list of organizations that have committed to partnering with your school and explain the potential nature of the partnerships. Include letters of support from your partners (these should be included as Appendix C). Describe the steps you have taken to develop any strategic partnerships and your plans to further develop additional partnerships.*

Because of the high level of parent involvement and high degree of teacher commitment at WIA, many stakeholders have effectively developed relationships with organizations and businesses who provide support to students through clubs, athletics teams, and speaking engagements/presentations. The list of partners below represent some of the regular volunteers who partner with the school annually. Other partners who provide after school enrichment programming are listed in Section II.E.5. Letters of support are included in Appendix C.

*2. Describe how parents, members of the community and other interested parties were directly and substantially involved in developing the petition. Please provide a timeline showing your community involvement in support of the proposed school. This timeline should include the names of people, groups and organizations with whom you have met.*

The parents, staff, and community were directly involved in the development of this renewal petition. Appropriate sections were developed by the staff and/or parents responsible for the content to ensure the information contained herein is accurate and meets the expectations and goals of all stakeholders. Board members and the principal have participated in ongoing dialogue with community groups and representatives to ensure the school continues to enjoy robust community support and in its renewal addresses any concerns or needs that have arisen since the last renewal document was prepared.

*3. Describe how parents, members of the community and other interested parties will be involved in the school after approval, including governing board involvement.*

## **Governance**

WIA enjoys robust parent and community support. The governing board reserves at least one seat for a current parent of WIA (and has thus far been comprised of far more, with more than 50% of the board at present either current, prospective or former WIA parents). In addition, parents of enrolled students elect new board members from a slate of candidates prepared by the board, giving parents strong influence over the governance of the school. The remainder of the board is comprised by members of the community served by WIA, and board recruitment for new members as vacancies arise is focused on individuals who will have a vested interest in the school as parents, community members or other strategic stakeholders. In addition, every family is allocated one vote in an annual election for new board members to fill vacancies as they arise. The vote to elect a new or returning board member is comprised only of parents/guardians of enrolled students.

## **Parent Volunteerism**

Beyond school governance, parents are substantially involved in every facet of the school. All parents are strongly encouraged to volunteer at least five hours annually per parent in the household. All parents who complete volunteer hours on-site and/or with students complete a fingerprinting and background check first. Volunteer hours are tracked through the main office, and parents are invited to volunteer in a myriad of ways including but not limited to:

- Assisting teachers in the classroom (e.g. making photocopies, homework packages and handouts)
- Volunteering during one of WIA's many festivals and/or fundraisers
- Assisting in the library/media center with shelving and organization
- Front support (answering phones, copies, mailings, etc.)
- Student presentations on career, hobbies, talents, etc.
- Sponsorship/leading a student club
- WIA grounds clean-up crew
- WIA gardens maintenance
- Learning expedition chaperone
- Classroom “mystery reader”
- Organizing a workplace tour: parents can suggest a class visit to their office
- Organization and support of enrichment programs

Currently, nearly 75% of parents complete their annual volunteer responsibilities, with all volunteer participation tracked by the main office where parents check in and check out to complete their duties. Most parents participate in the PTA and on PTA committees annually, contributing countless additional hours to a variety of initiatives including the annual auction, organization and sponsorship of annual cultural events, and participation in monthly dine-outs.

Another means of parent involvement is through “class parents”. Each year, a parent volunteer from each homeroom takes on the responsibility of their student’s class’ leadership. The class parent collects contact information for the teacher and every student in the homeroom. As teacher needs arise (for classroom supplies, volunteer hours to complete tasks, chaperones for trips, tutoring for testing, etc.), the class parent organizes families to help address the need. The class parent also shares information with other parents about classroom goals, protocols, upcoming events, and facilitates community-building amongst the families throughout the year. Although class parents are overseen by the PTA as a PTA initiative to increase parent involvement, membership in the PTA is not required of class parents. This opportunity enables

parents to lead parent involvement and creates open lines of frequent communication between teachers and families.

### **Parent Teacher Association (PTA)**

The school's PTA is part of the national Parent Teacher Association network and boasts an annual average membership of more than 300 families—representing more than half of the school. The PTA has robust programming annually, sponsoring everything from fundraisers to class trips. The PTA is dedicated to authentic, frequent parent involvement and has implemented a number of strategies to increase parent involvement, such as offering remote access to PTA meetings through conference call-in numbers for participation by phone and Skype to include families from remote locations with computer access. The PTA is also active in providing parent education starting with the orientation for new families, ensuring that all parents have the tools necessary to best support their student's success. Unlike parent involvement initiatives led by school staff, the WIA parent involvement framework is for parents by parents, ensuring that the needs of parents are met. The PTA provides support through several active committees, including the parent volunteer/involvement committee, parent education committee, green and healthy committee, and enrichment committee. Other PTA committees include membership and audit committees, which maintain the fiscal and operational health of the PTA. Through events like the annual auction and monthly dine-outs, the PTA has raised more than \$30,000 in 2011-2012 (with an annual average of more than \$25,000) to support teacher needs, learning expeditions, and technology for the school. Some of the events organized and sponsored by the PTA include:

- “Kiss N Cry” for incoming kindergarten parents
- International FEASTival
- Monthly dine-outs to raise money and build community
- Holiday Teacher Luncheon
- Holiday Market and Fair
- CRCT Pep Rally
- Weekly e-news updates and 3 paper newsletters
- Annual yearbook
- Lunar New Year Assemblies
- Annual Dragon Boat Race
- Teacher Appreciation Luncheon
- Oversight and implementation of a school-wide recycling program
- Environmental and Nutrition Fair
- Town Hall Meetings and Food Tastings

### **G. School Characteristics**

*1. Outline the planned annual school calendar and the daily hours of operation in compliance with Georgia attendance requirements. Please provide a sample annual calendar.*

Students at WIA will attend school for at least 180 days annually. The current schedule does not include summer programming, which may be required in future years of students who need additional intervention to meet standards. In addition, school leadership is currently investigating adding an additional 5-20 days annually through Saturday programming and/or summer sessions to provide more robust support and enrichment opportunities for students. Currently, the annual calendar is aligned to the APS calendar, with slight variations annually for increased professional development time.

School is held Monday-Friday from 8:00 AM-3:20 PM for the PYP and 8:00 AM-3:30 PM for the MYP (with the exception of the days noted in the annual calendar, included as Appendix D).

*2. Provide typical daily plans that illustrate hours of instruction, independent study, and other activities for the school. Include a draft daily and/or weekly school schedule (both above items, the annual calendar and the weekly school schedule, should be included as Appendix D).*

The daily calendar has been revised to maximize instructional time, create a more rigorous academic culture, and drive instructional consistencies across the school that will facilitate increased student achievement. Prior to the 2012-2013 school year, teachers had autonomy over their daily schedule and adjusted instructional minutes as needed. The new daily calendar will require each teacher to utilize the schedule in Appendix D, with the instructional minutes outlined below used as a minimum should leadership revise the daily schedule.

**PYP—Daily Minutes/5 Days A Week**

Chinese - 50

Math - 50

Science - 50

ELA - 50

Social Studies - 50

Connections (art, music, PE, tech) - 45

Academic Enrichment - 20

**Total - 315 minutes of instructional time, weekly**

**MYP—Daily Minutes/5 Days A Week**

Chinese - 60

Math - 60

Science - 60

ELA - 60

Social Studies - 60

Connections (art, music, PE, tech) - 45

Academic Enrichment - 20

**Total - 365 minutes of instructional time, weekly**

**H. Grade Structure**

*1. If you are proposing a school to contain a grade configuration other than the APS standard model of Elementary K-5, Middle 6-8, or High 9-12, explain the relevance of this structure to your school mission and vision.*

The school is divided into two distinct programs: the PYP for grades K-5, and the MYP for grades 6-8. Both programs share the same facility, values, culture and specialist subject teachers (music, art, PE, and Chinese), non-instructional support staff, and leadership. Although the two programmes follow separate schedules and curricula, they are vertically aligned to provide a seamless educational program that prepares students for the rigors of an IB high school program. The choice to provide this non-traditional grade configuration was made to ensure all families who chose IB, single-gender and Chinese instruction for their students in kindergarten would continue to have options for those distinctive characteristics until high school. Although there are now a few APS elementary and middle school programs that are pursuing IB accreditation, offering Chinese, or both, none offer it in the small, single-gender environment that WIA has offered. Providing seamless K-8 preparation means that WIA students can confidently promote

to a rigorous high school environment with a strong academic foundation that was facilitated by this structure.

*2. Charter schools are not included under district accreditation. Describe which accreditation(s), if any, your school will seek, and provide timelines for obtaining accreditation.*

### **IB World School Accreditation**

WIA was awarded IB World School status for both the PYP and MYP in June of 2012.

### **SACS Accreditation**

During year three of operations, WIA successfully completed the accreditation review process and is now fully accredited through SACS-CASI through June 30, 2015. (See Appendix S for SACS-CASI accreditation letter.)

*3. If you are proposing a school that will not offer a high school diploma, describe how or where the students will matriculate next towards graduation with a high school diploma.*

WIA does not offer a high school diploma; however, the current APS district options available to rising ninth graders are aligned with the programs offered at WIA, and school staff is formalizing relationships with those schools to facilitate a smooth transition for students for whom those schools are the best choice. The schools that serve students that live in the area surrounding WIA are The New Schools at Carver and Maynard Jackson High School. The IB and Chinese programs at Maynard Jackson make that school a particularly strong choice for many of WIA's alumni and formalized partnerships with Jackson staff are a primary goal in the coming years.

One responsibility of the school counselor is to help families identify high school options and pick the school that will be the best fit for each student. The counselor also supports students with completion of any application or enrollment paperwork required. WIA also works with the program A Better Chance, which assists parents of minority students apply to private schools for high achieving students. WIA has successfully placed several students in private schools in the Metro Atlanta area, such as Woodward Academy and Atlanta Girls' School.

WIA sponsors visits from the APS office of high schools and area charter schools to educate parents about their choices. Teachers write recommendations for students and assist them with any other requirements such as essays, interview preparations and transcripts. Finally, WIA SPED staff visit all of the high schools where students who qualify for SPED services will be attending to facilitate the introduction of their IEP and transition to high school.

### **I. Student Information System**

*1. Describe plans to comply with local requirements to collect and submit electronic data to APS as required by the state and federal government related to student information.*

WIA agrees to implement and abide by all of the student data collection requirements as stated by APS as required by the state and federal government (O.C.G.A 20-2-690.1). The school works closely with the APS Student Information Liaison to ensure FTE count is done correctly, effectively and efficiently. The registrar is responsible for ensuring that student data information is collected routinely, accurately and within an acceptable time frame of any deadlines imposed by the local, state or federal entities. The registrar maintains regular communication with the appointed APS Student Information Liaison.

*2. Describe methods that will be used to maintain accurate enrollment and attendance records required for local and state reports. Who will be responsible for data input for attendance, discipline, grades, student/teacher schedules, and other student data?*

WIA maintains accurate enrollment and attendance records by utilizing Infinite Campus, the Student Information System (SIS) adopted by APS (or whatever SIS is in use by APS at the time of operation). Infinite Campus is the primary resource for all data collection, monitoring, interpretation, and distribution of student information.

The registrar is responsible for data input, discipline, student/teacher schedules and any other student data required at WIA by using Infinite Campus. All necessary research is conducted before enrolling students to ensure enrollment is accurate and not duplicated. Reports, such as Student Household, Student Data, Course Data and Student Discipline, are run weekly to minimize and correct errors.

All teachers must have attendance posted in Infinite Campus daily by 8:15 am. The registrar confirms that attendance has been taken and posted correctly by the appointed time and reported to the principal. The principal or designee communicates with all teachers who have not taken attendance and the omission is corrected. Students not in the classroom by 8:00 am are considered tardy and are marked as such. These students must obtain a tardy pass from the front office staff to be granted entrance into the classroom.

School discipline data is entered into Infinite Campus by the dean of students. Grades are entered in Infinite Campus by the classroom teachers. All staff participates in training to successfully enter the data points they are responsible for into Infinite Campus as part of the summer PD required for all staff. The grade level team leaders run regular reports to monitor data entry accuracy and compliance, and the registrar oversees that these audits with spot checks of teacher rosters and data throughout the year. The registrar enters all students/teacher schedules. The registrar also enters any other data necessary for the representation of the students who attend WIA.

**Assurances**

- WIA will integrate the Infinite Campus system and the school's operational technology plan will fully comply with district expectations. All data, including discipline, grades, schedules, and other student data will be maintained in compliance with the standards set forth by APS and will be transmitted to the district in accordance with district and/or state guidelines. All costs associated with use of the required SIS and the cost of interfacing with APS will be WIA's responsibility.
- WIA will report its progress in meeting goals and objectives by October 1 of each year, in accordance with the Charter School Act of 1998 and the APS BOE policy. The annual report will document whether or not annual stated goals and objectives have been met as required for continuation of the charter.
- For all students enrolled in the charter school who were previously enrolled in APS schools, WIA shall provide the full names, birth dates, student identification number, name of last APS school attended, grade last enrolled, and date withdrawn from last APS school to the APS Records Center. If known, students with an IEP shall be identified. Parent signatures and authorizations to release records must be included. The board shall provide the students' educational records within twenty (20) business days of receipt of the past student enrollment information and IEPs within ten (10) business days.

- WIA shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. WIA shall maintain all student records on behalf of the board during each student's enrollment in WIA. Upon a student's withdrawal or other matriculation from WIA, the student's educational records shall be returned within ten (10) business days to the board's student records center for retention. WIA shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in WIA without first obtaining prior written parental permission.
- WIA shall maintain accurate enrollment data and daily records of student attendance and shall provide verifiable student enrollment by the first business day of each month. Enrollment data shall include the name, address, home telephone number, birth date, gender, and ethnicity of each student; identify SPED, and LEP status; and each grade level and class/teacher. Student enrollment information shall be submitted electronically by the first business day of the month to the APS Executive Director for Research, Planning, and Accountability, or the Executive Director's designee. All data shall be submitted in a format compatible with existing APS attendance formats, which shall be provided to WIA no later than August 15 of each year.
- WIA shall participate in collecting Federal Impact Aid Questionnaires and all other documents required to secure or retain federal funds and shall submit completed forms by the stated deadline of each year to the APS Executive Director for Research, Planning, and Accountability, or his or her designee.
- To determine the annual Full Time Equivalent (FTE) required by the SBOE, no later than September 15, November 15 (SPED students only), and February 15 of each school year, WIA shall submit student information. This data shall be submitted in a format compatible with existing APS data formats, which shall be provided to WIA no later than August 15 of each year unless delayed or changed by Georgia DOE notification to local districts.
- WIA shall submit electronic data for the state Student Data Record report according to the schedule provided by the state. WIA shall submit the Student Data Record to APS twenty (20) calendar days prior to the state deadline for the initial transmission. The data elements and format will be provided to WIA no later than February 1 unless delayed by the Georgia DOE notification to local districts.
- On years it is due and WIA has been designated by the federal office to participate, WIA shall complete and submit the biennial Office of Civil Rights Report two weeks prior to the due date in a format as specified by the Office of Civil Rights to the APS Executive Director for Research, Planning, and Accountability, or his or her designee. All data shall be submitted to the APS Executive Director for Research, Planning, and Accountability, or his or her designee. WIA is responsible for taking such steps as needed to electronically transmit to APS in secure encrypted fashion all data required for official APS reporting requirements in accordance with specifications to be provided.
- For the purpose of completing the Certified/Classified Personnel Information Data Collection Report (CPI) required by the Georgia DOE, no later than September 15, and February 15 of each school year, WIA shall submit personnel information to APS. If there are personnel changes between the date WIA submits this information and the date of the board's initial transmission to the state (*i.e.*, October 1 and May 1), WIA shall provide updated information no later than three (3) business days prior to the initial transmission date. WIA shall provide the board with definitions of Training and Experience categories for the State Salary Schedules. This data shall be submitted in a secure format compatible with existing APS data formats, which shall be provided to WIA no later than August 15 of each year, unless

delayed or changed by the Georgia DOE. All CPI data formats shall be provided by and submitted to the Executive Director of Human Resources, or the Executive Director's designee.

*3. Describe your planned process for enrollment verification. What actions will you take to ensure that your students live within school-district boundaries, as required by state law?*

According to APS policy, parents are required to present a current lease AND a Georgia Power bill (no other utility bill will be accepted) as proof of residence. If parents are staying with someone else whose name is on the lease, parents must submit a notarized form stating that fact. The registrar will oversee collection of these forms annually from all returning and new students before a student will be allowed to re-enroll or enroll for a vacant seat.

WIA will follow, at a minimum, the district policy and practices for enrollment verification.

### **III. Governance and Management**

#### **A. Profile of the Founding Board and/or Initial Incorporators**

*1. Explain your collective qualifications for founding a high quality charter school in the City of Atlanta and taking stewardship of public funds. Include in your description evidence of the founding group's ties to and knowledge of the community. Summarize each person's experience, qualifications, and relevant affiliations, and explain why he or she was chosen to participate in the founding group. Explain what role each individual will play. Provide two references for each founder.*

The board has been in place since 2009, when the board was formed to replace the for-profit board formerly in place under Imagine Schools. Since this transition, the current board has successfully initiated and executed on the following initiatives:

- Successful negotiations to reduce the rent of the facility by more than 30% (approximately \$500,000)
- Successful termination of Imagine Schools as the EMO of WIA
- Successful application for 501(c)3 non-profit status and complete transition of the organization to a not-for-profit corporation
- Executed compliance with Georgia DOE policy and successfully transferred employment of all faculty and staff from Imagine Schools to the non-profit governing organization WIA, Inc.
- Rigorous principal recruitment and selection process and the development of a performance management tool to provide appropriate support for school success
- Adjustments to school programming to facilitate a structure that enabled the school to make AYP in the 2011-2012 school year (with significant student gains despite the leadership transitions under Imagine Schools)
- Clean annual audits for all years of operation under the new board
- Authorization of PYP and MYP as IB World Schools

See Appendix E for each board member's resume and references. See Section III.B.1. for the biographies and relevant affiliations of each board member.

The principal of the school, Duke Bradley III, was selected in 2012 after a rigorous recruitment and vetting process executed by the board with the support of private education consultants and other local education experts. The principal selection panel included board members, parents,

and staff members. Duke is an Atlanta native who most recently held the position of the director at Chattahoochee Hills Charter School upon his return to Georgia from New Orleans, where he founded and led Benjamin E. Mays Prep charter school. Duke is a graduate of the highly selective New Leaders for New Schools program and is currently completing his PhD at the University of Southern Mississippi. He received his J.D. from John Marshall Law School in 2003, M.A.T. from Brown University in 1999, and his B.A. from Morehouse in 1998. Prior to school leadership, Duke enjoyed a diverse professional career – including working as a Congressional Intern for both Congressman John Lewis (D-GA), and Sheila Jackson-Lee (D-TX). See Appendix E for the principal’s complete resume.

*2. Describe any plans for further recruitment of founders or organizers of the school.*

The board leads ongoing recruitment for a slate of eligible candidates upon which parents will vote to choose new board members annually. The staggering of board terms yields vacancies annually that may be filled by returning or new candidates at the majority vote of parents.

*3. Provide resumes for all founders and all proposed governing board members. If known, include resumes for the school leader(s) (resumes should be included as Appendix E). Individual resumes should not exceed two pages in length.*

Please see Appendix E for the resumes of the board and school principal.

*The Atlanta Board of Education reserves the right to require fingerprinting and background checks of the founding and/or charter school board members.*

**B. Relationship of Founders to Charter Governing Board and Management**

*1. List the directors of the corporation and its officers. Describe the role and purpose of the directors and officers. Please provide an organizational chart for the proposed organization, including board structure, school administration and instructional positions. (This should be included as Appendix F).*

The board is currently comprised of eight individuals with strong ties to the Atlanta community and a commitment to continuing the operation of a rigorous, community-oriented and financially sustainable school serving grades K-8 in the target communities. The board members have experience in finance, education, assessment, legal matters, business, and real estate, allowing them to critically evaluate WIA’s academic and financial performance. The members of the board are listed below, along with a brief description of the qualities each member contributes to the governing board’s capacity to fulfill its legal responsibilities. An organizational chart is provided in Appendix F.

*Dr. Kamau Bobb, Chair.* Kamau Bobb is a research scientist in the Center for Education Integrating Science, Mathematics and Computing (CEISM) at Georgia Tech. He serves as a liaison to the University System of Georgia (USG) and is the coordinator of the USG system-wide STEM Initiative. He also works on developing the Ivan Allen Legacy project housed in the Ivan Allen College at Georgia Tech. Dr. Bobb has more than ten years experience in STEM policy analysis and program implementation. Prior to joining the staff at CEISM he was a science and technology policy analyst at SRI International where he conducted research on university strategic planning and STEM workforce analysis for clients in the United States and in the Middle East. Dr. Bobb holds a Ph.D. in Science and Technology Policy from Georgia Tech and M.S. and B.S. degrees in Mechanical Engineering from the University of California,

Berkeley. In addition to coordinating the general direction and agenda of the Board, Kamau is the chair of the fundraising committee and the committee responsible for the five-year charter renewal for WIA.

*Genifer Stewart, Secretary.* Genifer Stewart has over 11 years of diverse marketing experience with eight years of brand management and new product development experience at McNeil Consumer Healthcare, Ortho-McNeil Neurologics and MicroTechnix International. She moved into the advertising industry in 2008 and joined the Atlanta-based agency, IMAGES USA, to lead the Amtrak account. In this role she is responsible for developing nationwide brand and marketing strategies including brand positioning, print and out of home strategy development and creative direction.

Genifer holds a B.S in Biology and Chemistry from Howard University and an M.B.A in Marketing Management from Clark Atlanta University, where she graduated Summa Cum Laude. She is married with two sons who both attend WIA. Genifer has served two terms as the PTA's VP of Membership at WIA and is an active member of several youth organizations in Atlanta including Jack and Jill of America, the Atlanta Angels Foundation and East Point Recreation and Parks. She currently holds the office of board secretary.

*Clay Elrod, Treasurer.* Clay is an independent information technology consultant and entrepreneur in the Atlanta area. He was raised in Greenwood, South Carolina and attended Emory University where he obtained a B.B.A. in Finance and B.S. in Computer Science and Mathematics. He has consulted for a number of companies, such as AT&T, Norfolk Southern, Accenture and Manheim. Over the last 13 years, Clay has created, owned and operated several small businesses. He currently owns a real estate property management company as well as some investment properties in Cabbagetown and East Point. He currently serves on the school's finance committee and technology committee. His son is a rising second grader at WIA.

*Kate Elkins.* Kate holds a B.A. in Elementary Education and M.A. in Education from Furman University and is a former WIA teacher (2007-2010). She has worked with children of all ages in a variety of roles for over a decade. She's served as a chaperone, instructor, and mentor for middle and high school youth at Lutheran Church of the Redeemer in Midtown for the past eight years. Kate also worked as manager of a local climbing gym and as its summer camp director. She has been a member of various professional organizations including the National Education Association (NEA), National Association of the Education of Young Children (NAEYC) and the International Reading Association (IRA). Since 2010 Kate has been an active member Redeemer's Outreach Ministries Board and as a coordinator for the Grant Park Parents Network. She sits on the HR, curriculum, and policy committees of the WIA board. Kate currently stays home full time as her toddler's first teacher.

*David Walker.* David is an Atlanta business attorney that works exclusively with start-up and small business owners. This is his 14<sup>th</sup> year as a corporate attorney, and three years ago he formed his own law firm in Atlantic Station. He is also the founder of The Business Owner Movement, a weekly networking event for start-up and small business owners in Atlanta. Before going into private practice, David served as corporate counsel for Celsia Technologies, was president and corporate counsel for Hansen Gray & Company, Inc., worked as a corporate attorney for Bodman LLP in Detroit, and as a staff attorney for King & Spalding in Atlanta. David received a B.S. in Mechanical Engineering from the University of Michigan and his J.D. from the University of Detroit-Mercy School of Law. He is licensed to practice law in the states of Georgia and Michigan.

*Douglas Edwards.* Douglas Edwards is a Science Technology Engineering Mathematics (STEM) educational researcher with the Georgia Institute of Technology. His educational experience in the Atlanta area for the past twenty years includes both elementary and high school mathematics teaching, Math/Science Magnet Program Director, Title I educational data specialist, and Associate Professor of Information Technology. As a former US Air Force engineer, Doug was also an engineering project manager. Doug has a B.S. in Electrical Engineering from the University of Dayton and an M.S. in Education from Georgia State University.

*Joel Celestin.* Joel Celestin is a Business Unit General Counsel for Coca Cola Enterprises Inc. As Business Unit General Counsel, Joel advises all sales and operations functions, drafts and negotiates significant customer contracts, provides antitrust counseling and training, as well as litigation oversight and regulatory review for the East and West Business Units. In addition to his BU roles, Joel is primary counsel to the Convenience Retail Drug/Value Team. Joel received his Bachelor of Arts in History from New York University and J.D. from Harvard Law School. Joel is a member of the New York State Bar and the State of Georgia Bar.

*Beth Gay.* Beth is a Senior Project Manager with a background of corporate and educational experience that combines a high level of competency in leadership and program/project management specializing in real estate re-development, land acquisitions, asset and financial management, training and development, marketing, and business development. Gay has proven valuable for many organizations including The Coca-Cola Company, Jim Pattison Group of Canada, Holder Construction, Archer Western Construction, AETNA, Byers Engineering, KempHall Architects, the state of Georgia Chamber, and Gwinnett, Dekalb, and Meriwether County School Districts. Gay holds a Bachelor of Science in Education and a Master's of Science in HRD Management. Gay is President of Glenwood Park Town Center Condo Association, former President of Huntington Arms Condo Association, board member of Glenwood Park Community Association, and has managed many projects at both properties.

*Peter Pankiewicz.* Peter is a small business owner with a long history of working to improve the social and economic conditions that challenge urban neighborhoods. He has been a youth mentor for Big Brothers Big Sisters and East Atlanta Kids Club. Before starting his own signage business in downtown Atlanta, he previously spent 17 years as a sales executive in the signage industry, often achieving the 1 million mark in yearly sales. After studying architecture at the University of Tennessee, Peter received a Public Policy Degree in Planning and Economic Development from Georgia State University. He was a founder and currently serves as a board member/secretary for the Historic Westside Cultural Arts Council, working primarily in the low-income English Avenue and Vine City neighborhoods. He provides pro bono design services for organizations such as 9 to 5 Working Women and Hosea Feed the Hungry and has previously served as a volunteer for Georgia Latino Alliance for Human Rights. In addition, he has provided marketing and branding advice to several small business start-ups.

*2. Describe how the corporation is structured. Submit a copy of the Georgia certificate of incorporation, articles of incorporation for the non-profit organization, and by-laws as appendices. The by-laws must specify duties of governing board members as outlined in state Guidance.*

The original charter stated the governing body would be an Imagine subsidiary, Imagine Wesley International Academy LLC, a Georgia limited liability company (LLC). Since July 2009, the school has been managed by an independent board recruited by the community and operates as

an autonomous not-for-profit board. The charter has been amended to state that WIA shall govern the school. This structure ensures that stakeholders have the autonomy and power to make decision for and in the best interest of the school, including selection and removal of management organizations and school leadership, choice of vendors and staff to provide services and expertise, and all related governance decisions. See Appendix K for the Certificate of Incorporation and Appendix L for the board by-laws. The 501c3 status for WIA applied for in 2011 is still pending, and the letter to this effect is included as Appendix K.

*3. Describe how the persons who control the corporation will operate the business of the school on a day-to-day basis (e.g. who has authority to make decisions, etc.).*

The WIA board focuses on policy issues and the duties listed above and entrusts the day-to-day management of the school to the principal. The principal has the authority to make decisions on behalf of the governing board that are consistent with the charter contract and the budget and policies adopted by the board. As an employee of WIA, the board evaluates and oversees the principal's successful management of the school. The board also regularly reviews and approves WIA's budget.

*4. Discuss any business arrangements or partnerships with educational institutions, businesses, for profit or nonprofit organizations, and a disclosure of any potential conflicts of interest. Include a copy of any intended contracts for the provision of any educational management services, extracurricular programs or supplemental educational services.*

WIA does not currently, nor does it anticipate, contracting with any businesses or educational institutions to provide services or programming in the charter renewal term. All needs are currently being met by school staff and employees of WIA with a higher degree of stakeholder satisfaction than under prior agreements with management entities. Non-profit entities and businesses that provide extracurricular club sponsorship vary from year-to-year. See Section II.E.5. for a list of current partners. A letter from LUKE Sports is included in Appendix O.

*5. If the charter board intends to enter into a contract with an education management organization (EMO), education service provider (ESP), profit or non-profit, or any third party entity to manage the charter school attach a copy of the signed and executed management contract (include as Appendix G).. Offer an explanation of why and how the entity was chosen and what input the founding members have had in the selection process. Provide background information about the entity including a summary of the entity's history, educational philosophy, and a list of schools currently operated by the entity.*

As of July 1, 2012, WIA is an independent school that will not contract for any education services or management from an outside vendor. All educational expertise and management responsibilities are delegated to school leadership staff.

*6. Describe the governing board's plans to oversee the entity. Identify:*

- a. What specific tasks will be assigned to the entity? (Identify in detail and reflect costs in budget). Please provide a detailed list of EMO services provided with their associated costs.*
- b. The evidence that you gathered that convinced you that the management organization has the knowledge and experience to do its assigned tasks effectively.*
- c. How will the proposed charter school board resolve any conflicts with the entity?*

- d. *How will the charter school survive if the relationship between the board and the entity is terminated?*

Not applicable.

### **C. School Governance**

*1. Describe how the proposed school will be governed and a statement acknowledging that the governing board shall be subject to the control and management of the local board and subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.*

WIA is governed by the WIA Board of Directors and is subject to the provisions of O.C.G.A. 50-14-1 (open and public meetings) and O.C.G.A. 50-18-70 (inspection of public records). WIA's board shall be subject to the control of management of the local BOE.

*2. Include a description of the governing board's function, duties, and composition. Describe how and when the board of directors will initially be selected, selection in future years, and the length of term directors shall serve. Describe when and under what conditions board members may be removed from office. Include steps to be taken to maintain continuity between the founding organizers' vision and that of the board of directors. Include information on which members of the founding group will continue as members of the governing board, or serve as operating officers once the school is approved and in operation.*

#### **Board Composition**

The board is currently comprised of the original directors who were elected when WIA transitioned to a non-profit board in 2009. The original directors each signed on for staggered terms to ensure the original non-profit board would not all roll off at once—with this model, the first third of directors will be up for election in 2012, the next third in 2013, and the final third in 2014. This ensures continuity of that board's vision and direction.

The board is comprised of five to nine members, with at least one director a parent of an enrolled WIA student. The principal participates in the board as an ex-officio member and does not count against the maximum number of directors, nor does he vote. No employee of the organization or any EMO that may be appointed to manage the school is permitted to sit on the board. The board elects a chair, vice chair, secretary, and treasurer annually.

#### **Board Function and Duties**

The WIA Board of Directors was established in 2009 with the reorganization of WIA as a non-profit organization. The current board has overseen the school's application for non-profit status, removal of all board members with a conflict of interest as a result of their relationship with the previous EMO, and severance of the relationship with the EMO. In a new phase of increased organizational stability, most clearly marked by the selection and hire of a new school principal and reorganization of staffing to increase instructional expertise in the leadership team, the board is now focused on developing its capacity to effectively govern the school, build and execute on a development plan to pursue supplemental funding from private sources, and provide support to the school principal and his leadership team.

The overarching role of the board is to govern and not manage. The board is focused on priorities that protect the mission and vision of the school, with day-to-day decisions delegated to the principal. Due to challenges in prior years with the EMO, the board was moved to address some management issues to ensure the school's compliance with regulations and guidelines (such as

creation of an interim HR Manual, revision of job descriptions, etc.). Under the new leadership of the school, all responsibilities of the board have been re-evaluated with delegation of any responsibilities that may fall under management reinstated at the school site. The following table illustrates how responsibilities are assigned and the criteria the board and principal use to appropriately assign responsibility.

	<b>The Board (Governance)</b>	<b>School Principal (Management)</b>
<b>Develops the...</b>	Ends (results)	Means (methods)
<b>Asks...</b>	<ul style="list-style-type: none"> <li>• Why</li> <li>• What</li> <li>• How Much</li> </ul>	<ul style="list-style-type: none"> <li>• How</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Who(m)</li> </ul>
<b>Creates the school's:</b>	<ul style="list-style-type: none"> <li>• Vision</li> <li>• Mission</li> <li>• Goals</li> <li>• School-wide policies</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives</li> <li>• Strategies</li> <li>• Action Plans</li> <li>• Procedures</li> <li>• Manuals/guides for action</li> </ul>

More specifically, WIA's governing board is responsible for:

- Maintaining the mission and vision of WIA
- Management of the business, property, and affairs of the corporation
- Approval of the selection, evaluation and termination (if necessary and legally defensible) of the principal to operate WIA
- Setting overall curricular policy (including veto control over all elements of the curriculum).
- Approving any fundraising plans
- Measuring accountability goals and objectives
- Approval of the annual budget of anticipated income and expenditures, and the causing of the preparation of the annual financial audit report
- Filing of an annual report to the school board (to be made available to parents of all students of WIA)
- Review of the annual stakeholder survey and assessment data to drive the principal's evaluation process
- Final say in the settling of parent and staff grievances
- Maintenance of written records of board meeting attendance and minutes of its meetings
- Recruit, vet, and name a slate of candidates to be elected by the parents of enrolled students to replace directors when member terms expire or there is a resignation
- Report to chartering authority
- Oversight of charts of accounts and other financial records
- Select an independent Georgia CPA to conduct annual audit of WIA and review that audit.

### **Director Recruitment and Selection**

Upon expiration of the terms of office of the initial directors, successor directors will be elected by at least two-thirds of the families of students then enrolled in the charter school and present to vote at such director election meeting. At each annual meeting of the board of directors, the board of directors shall, by an affirmative vote of a majority of the members of the board of directors whose terms do not expire at such annual meeting, select a slate of nominees to be presented to the parents/legal guardians of all students then enrolled at the charter school for

election at an open meeting. Prior to each annual meeting, the board of directors shall seek recommendations from interested constituents including parents/legal guardians, staff, community leaders, business partners, and the current board members. When selecting a slate of nominees, particular consideration shall be given to individuals whom the board of directors considers to be representative of the community(ies) to be served by the charter school and who have diverse backgrounds and qualifications, including without limitation experience/expertise in the areas of finance and/or accounting, business, education, law, and nonprofit or community leadership. Every family with one or more children enrolled in the charter school shall be entitled to cast one vote per open seat per family. Votes shall in all cases be cast by one custodial parent or legal guardian per family. Directors are eligible to serve up to two, consecutive three-year terms.

### **Removal of Directors**

Any individual director may resign at any time by delivering written notice to the chair or vice chair of the board. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the officers, and the acceptance of the resignation shall not be necessary to make it effective; provided, however, that a director who resigns may postpone the effectiveness of his resignation to a future date or to the occurrence of a future event specified in a written tender of resignation. A vacancy shall be deemed to exist at the time of such tender; and the Board of Directors may then or thereafter elect or appoint a successor to take office when the resignation, by its terms, becomes effective. Any director may be removed for any cause by a two-thirds majority vote of the remaining directors then in office and present at any regular or special meeting of the board.

Among other things, an unexcused absence from two (2) consecutive meetings or missing more than three (3) meetings in any calendar year shall constitute cause for removal of a director.

### *3. Describe the plan to ensure that the governing board members receive on-going training on charter school governance in order to properly exercise their duties and responsibilities.*

New board members receive training once they have become a member of the board and receive ongoing development on an annual basis until the end of their term. New directors participate in a training session with the principal and board chair that includes a guided school visit, review of the bylaws and mission of the school, and examination of other materials to inform the directors' responsibilities as appropriate. WIA also utilizes the services and resources of the Georgia Charter Schools Association (GCSA) for board training and best practices for charter school operations and has undergone training from the GCSA as part of its reorganization.

As part of WIA's reorganization, the current board has committed to one retreat annually (in addition to monthly meetings), wherein the board will participate in an analysis of finance reports and student performance data, training on one or more board goals/capacity-development targets for the year, and a review of the principal evaluation tool and criteria. Other trainings throughout the year will be scheduled as necessary. Funding to support the use of consultants and charter board experts/materials for these retreats and ongoing development are included in the budget assumptions for every year of the charter renewal period.

### *4. Explain how the charter school will comply with the provisions of state statutes on Open and Public Meetings and Inspection of Public Records.*

The board complies with the provisions of the state statues on Open and Public Meetings and Inspection of Public Records. All board meeting agendas will be posted in advance of the meeting and will be open to the public, unless the board calls an executive session. The school will maintain all records that may be requested from time to time from the public and will comply to the fullest extent of the law.

*5. How often will the board meet? How will parents be notified of meetings?*

The board meets no fewer than ten times per year. Details of times and locations of the meetings are posted in central areas within the school and advertised in the school newsletter and website.

*6. Describe plans of the board of directors to prepare and submit to the Atlanta Board of Education and Georgia State Board of Education an annual report of academic progress by October 1 of each year in compliance with the Charter School Act of 1998 and related rules.*

The board prepares and submits an annual report of academic progress by October 1 of each year in compliance with the Charter School Act of 1998 and related rules.

*7. Provide a description of the governing board's role in, and process for, resolving grievances and other conflicts initiated by parents, employees and board members.*

The board is the final say in any staff and/or parent grievances that cannot be satisfactorily resolved at the school site level by the principal, as outlined in section II.D.5.

**D. Charter School Implementation Timetable**

*1. What is the proposed duration of the charter? Describe how the program will be phased in over the initial term.*

WIA proposes a five-year renewal term to begin in the 2013-2014 school year. There are no new elements of the program or organization to be phased in over this period.

*2. Present a detailed timetable of the projected steps for implementing the charter from local and state charter approvals to the first day of classes for 2013-2014. Include dates for the execution of each element.*

Not applicable—this application is for a renewal of a school that has already grown to capacity and will not be phasing in any major transitions.

**IV. Facility**

*1. Identify the geographic region in which the school plans to locate by the neighborhood, the designated Atlanta City Neighborhood Planning Unit (NPU), the street address, and description of neighboring areas. If the facility is an unused district facility, please provide its name and address.*

The school is located in NPU-W.

The address is: 1049 Custer Avenue, Atlanta, Fulton County, GA 30315.

This area is represented by the following neighborhoods: East Atlanta, Grant Park, Ormewood Park, Woodland Heights, Boulevard Hills, Benteen, Custer/McDonough/Guice. This area has a heavy concentration of existing, redeveloping, and developing housing.

*2. Describe the facility to be used and how it meets the required space needed for the proposed school, including number and type of classrooms, administrative offices, any program specific space (science labs, art workshops, etc.), media center, meeting space, and kitchen facility. Is it an existing building or will it be newly built?*

The facility consists of 3 buildings (49,909 sq ft total) that include 34 classrooms and 14 offices. In addition, there is a teacher's lounge, mail room, supply room, multi-purpose room and conference center. The cafetorium has warming and refrigeration equipment to maintain meals prepared off site, and the school has green space for PE and recess (including a play area for elementary students). The facility is designed to accommodate 750+ students in grades K-8. The facility was purchased by the property owner in 2007 and renovated to meet the purposes of WIA in 2008. A floorplan of the facility is included in Appendix P. The 5-year budget included as Appendix H includes assumptions for up to three portables to be added on to the facility (on available space on the property) to more comfortably accommodate the program at capacity.

The facility is owned by Education Capital Solutions, LLC (the "Prime Landlord") and is subleased by Schoolhouse Finance, LLC ("Sub-landlord") to the Wesley International Academy, Inc ("Subtenant") under a lease agreement, which is set to terminate on June 30, 2013 (at which time a new lease will be signed or the school will move to a facility that better suits its needs at that time). A copy of the current Sublease Agreement is included in Appendix O. WIA negotiated a lease term for the 2012-2013 school year that is more than a 33% reduction in cost from the lease terms of the previous year. Those terms will be renegotiated again before a lease for the subsequent year is signed. WIA is choosing 1-year lease terms to keep options open as the board continues to consider other suitable options, including surplus APS facilities that may be available in the target enrollment areas.

*3. Will the identified site accommodate the school through the initial charter term? At full capacity? If the school will not start at full capacity, describe how the school will accommodate growth over an initial five-year term of the school.*

Student enrollment is currently nearly at capacity and still under the maximum occupancy. WIA may choose to add portable classroom space to the campus (which will easily accommodate two to three portables that house 50+ students each) as the student population grows should another facility better suited to meet the needs of the school not be found in the next renewal period.

*4. Describe whether the school will be leased or owned. Describe financing plans for obtaining the school site, if applicable.*

The school is currently leased and there are no plans to purchase the facility at this time.

*5. For the selected facility, provide the following:*

*Evidence the site has been secured (Letter of Intent (LOI) or Memorandum of Understanding (MOU) (include as Appendix H):*

- ***Preferred:*** *Provide a LOI, signed by the building owner, to lease or sell the proposed facility to your organization. The LOI must contain specific terms, including rent or purchase amount and any agreement(s) on building renovation costs; or, if an LOI is not possible,*

- **Alternative:** Provide a MOU, signed by the owner, that does each of the following:
  1. Describes the status of negotiations with your organization regarding the possible lease or purchase of the building should your charter petition be approved;
  2. Describes any foreseeable conditions, circumstances, or considerations that may affect the decision to lease or sell the building to your organization;
  3. Specifies any decision-making process that may be required before an agreement can be finalized (e.g. a board vote, zoning approval); and
  4. Specifies a date by which a decision to lease or sell is likely to be reached; and
  5. A description of any rehabilitation work necessary for this site to meet building codes applicable to public schools or to support the proposed school program, including a plan that details how such work will be completed before the start of the school year including:
  6. Details the scope of the work to be completed and proposed funding mechanism to cover these costs.

(According to application instructions, Appendix H is reserved for the budget.) Please see Appendix O for the most recent lease agreement. The agreement for 2012-2013 has been finalized per the terms in the lease attached (representing more than 30% reduction in lease terms from the prior year) and the lease will continue to be renegotiated annually until competitive lease terms or a more suitable facilities option are made available.

The facility does not require any renovations, nor is it anticipated that any renovation or rehabilitation work be required in the next five-year charter term.

6. *If the site is not an existing educational building provide documentation as to how the site would be a suitable facility for the proposed school. If the site is an existing school building, provide documentation of any renovations required. Include:*
  - a. *Narrative of plans to remodel or renovate the facility in order to comply with all applicable local zoning and building codes and timetable to achieve compliance. Include how these modifications will be financed and the anticipated completion date for each major phase of renovation.*
  - b. *Written verification from the appropriate municipality that the zoning and land use regulations for the site will permit the operation of a public school on the premises.*
  - c. *Your plans for the site to comply with all applicable building codes and other state requirements.*
  - d. *For any proposed facility owned, operated, or to be leased from a religious affiliated entity, include evidence how there would be clear separation of church and state for the operation of a public school.*

Not applicable: The WIA facility is in an existing school building that does not require renovation.

7. *The Certificate of Occupancy (CO) must be obtained prior to student occupancy of the proposed facility. The latest possible date by which the CO shall be obtained must be included in the petition. Failure to obtain the CO by the date stated in the petition shall result in automatic suspension of the petition unless an extension requested by the petitioner is granted by the local board. Include a projected date for submission of the CO to APS.*

The CO is included as Appendix Q.

*8. Describe how all local and state policies related to health and safety will be met. Acknowledge that as an independent charter school it will be required to develop and submit a plan in compliance with Georgia §20-2-1185, School Safety Plans to the Georgia Emergency Management Agency (GEMA) for approval. Evidence of a GEMA approved plan will need to be received by APS prior to school opening.*

WIA will ensure compliance to all local and state policies related to health and safety; all compliance responsibilities are specifically assigned to the business manager. The GEMA-approved School Safety Plan for WIA is included as Appendix U.

*9. Describe the plan for maintaining the facility on a day-to-day basis (custodial) and extended basis (facility maintenance). Explain if the school will hire a custodial staff or opt for contracted services. If the facility will be leased, identify what responsibilities the landlord will have for the maintenance and what the school's responsibilities will be for maintenance, custodial services, and annual health and safety inspections.*

WIA contracts with a third-party vendor for custodial services, including two porters on site during school hours and staffing after school to complete cleaning and restocking duties. The school also contracts with a third-party vendor to provide landscaping services and maintenance of all areas of the property outside of the buildings.

The school employs a part-time maintenance supervisor who oversees maintenance for the building, makes minor repairs, and assists the director of finance and operations with identifying required major repairs and finding appropriate vendors to bid on such contracts. The director of finance and operations oversees facilities needs. The landlord bears no responsibility, per the terms of the lease of the lease, for any maintenance or repairs to the facility.

Annual health and safety inspections are managed by the business manager.

### **Assurances**

- WIA will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, federal ADA access requirements and other applicable fire, health and structural safety requirements, local state, and federal laws.
- WIA will meet all codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. WIA will maintain a certificate of occupancy from the required government agency. WIA will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.
- WIA is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of physical health and safety of school students, employees and visitors; conflicting interest transactions; and the prevention of unlawful conduct.

## **V. Finance**

### **A. Financial Management**

*1. Explain who will manage the school's finances, including fiscal controls, internal accounting and reporting procedures. Describe the financial systems that will be established for daily*

*business operations to manage cash flow, purchasing, payroll, and audits. What financial documents and statements will the school regularly produce? Who will prepare them? How often? Who will review them and for what purpose? Describe your plan to ensure sufficient financial controls through segregation of duties.*

The board provides appropriate checks and balances to oversee the budget development process and review the day-to-day expenditures of WIA. An annual budget is prepared by the principal and director of finance and operations (DFO) and then thoroughly reviewed by the board, in stages, throughout the budgeting process (which begins the second week in February) and progresses in stages through the final signoff in June. As required, the annual budget is authorized and adopted by the board by June 30 of each fiscal year for the upcoming year.

### **Internal Controls**

As part of the financial oversight, the board has adopted a system of internal controls to ensure WIA assets are acquired in accordance with management authorization guidelines and are safeguarded against loss, improper use or disposition. The Financial Processes and Procedures Manual, available upon request, contains specific control procedures which cover revenues, cash receipts, payroll processing, accounts payable, competitive bidding, expenditures, fixed asset control and supplemental programs such as before and after school care programs and the school-wide nutrition program. The manual consists of multiple layers of review and monitoring beginning with the daily financial responsibilities of the business manager and principal. Monthly reconciliations are performed by the DFO to ensure control and compliance to best practices. Finally, the board reviews actual spending versus budgeted spending during its monthly board meetings, as well reviews leases, contracts and proposals as necessary to insure they are consistent with WIA's procurement policy.

WIA maintains segregation of duties by adhering to the following guidelines:

- Dual check signers for all checks exceeding \$10,000
- An approval process for invoices and accounts payable, which consists of the invoice being approved by someone other than the person entering the invoice into the system for payment and cutting the checks
- The person approving invoices and the person inputting invoices into the accounting system for payment are not check signers.
- There are designated check signers at WIA that do not perform any transactions in the business office, i.e., data manager, receptionist.
- The business manager processes payroll through a payroll service and the DFO posts entries into the accounting software.
- All cash receipts require supporting documentation and if applicable, pre-numbered receipts.

On a monthly basis, financial statements consisting of an income statement, balance sheet, budget versus actual income statement (BVA), and the bank reconciliation is prepared by the DFO and reviewed by the principal and business manager. Additionally, the financial statements are reviewed with the board monthly. WIA submits monthly financial statements to APS. The financial statements are submitted no more than fifteen days after the close of each month's accounting/financial activities.

The financial reports to APS include, but are not limited to, the following information:

- Balance Sheet
- Income Statement

- Statement of Cash Flow
- BVA Statement
- Notes regarding any extraordinary items

*2. Identify the representatives of the school who will be responsible for the financial management of the charter, and describe plans to procure and maintain during the entire length of the charter a Crime/Fidelity Bond covering all persons receiving or disbursing funds. The APS required bond amount is \$1 million.*

The WIA principal and business manager have primary responsibility for the day-to-day financial management of the school. Processing of payroll, accounts payable, accounts receivable, receiving, collection of supplemental revenue and bank deposits are all completed at the school site. Responsibilities and duties are segregated in order to ensure proper utilization of school funds. WIA is in compliance with all APS risk management requirements, with Crime/Fidelity Bond insurance coverage of \$3M for all persons receiving or dispersing of funds. Proof of insurance is provided to APS no later than July 31 of each year.

*3. Please identify the individual who will serve in the capacity of Chief Financial Officer. Per state guidance, at a minimum the individual must possess the following qualifications: (a) A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and minimum of four years experience in a field related to business or finance; or (b) Documented experience of ten or more years in the field of business and financial management. Please include the CFO's resume with Appendix E).*

Lisa C. Price is the DFO for WIA, and she serves as the CFO of the organization and meets all state requirements for a charter school CFO as delineated in State Education Rule 160-4-9-.04. She has oversight of the business manager, who is responsible for daily business operations of the school. The DFO is responsible for providing reports to the principal and the governing board on the status of all business operations including quarterly financial statements, monthly budget to actual reports, bank statement reconciliations, cash flow and funding forecast. The DFO is also responsible for ensuring that all internal controls are followed and for making suggestions to the board for how such controls can be improved upon from time to time. The DFO issues Request for Proposals (RFPs), monitors all vendor contracts and is the primary liaison with the authorizers and all of the school's business partners on business related matters. See Appendix E for the DFO's resume.

*4. The Atlanta Board requires an annual audit be conducted by an independent Georgia licensed Certified Public Accountant, and received within 90 days of the fiscal year end. Explain how the charter school will comply and adhere to the state and local October 1 financial audit deadline at the charter school's expense each year. Explain how the school's annual audit will meet GASB guidelines and will contain a complete asset inventory.*

As required by Georgia law O.C.G.A. 20-2-2065(7), WIA is subject to an annual financial audit by an independent Georgia-licensed certified public accountant. The board, as required, will continue to secure the services of an independent Georgia-licensed certified public accountant through a formal RFP process. As required, copies of annual GASB audit reports and an updated asset inventory list, will continue to be submitted to APS BOE and the Georgia DOE within 90 days of the fiscal year end.

**B. Budget**

*1. Provide a monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation and for the year prior to opening (Year 0). Also provide contingency cash flow spreadsheets projecting revenues and expenditures that assume one-half (1/2) of the projected student enrollment for the first two (2) years of operation. All budgets should be included as Appendix H.*

See Appendix H for the monthly cash flow for years one and two of the renewal term as part of the regular budget and also as part of the contingency budget (assuming half the projected student enrollment).

*2. Prepare a balanced budget covering all projected sources of revenue, both public and private, and planned expenditures for a five-year charter term (include with Appendix H).*

See Appendix H for a balanced budget covering all projected sources of revenue and planned expenditures for July, 2013-June 30, 2018.

*3. It is critical that you define and give support for assumptions behind revenue and expenditure projections. Please provide a detailed budget narrative that explains all budget assumptions. As part of your budget narrative, detail your contingency plans should you experience a budget shortfall, lower than anticipated student enrollment, higher than expected personnel costs, underestimated costs of technology maintenance, and any other costs that could be potential operational difficulties. Explain how the school will make certain sufficient funds are available to cover any special education costs incurred (include with Appendix H).*

WIA has developed a five-year budget for planning purposes, which is reviewed, revised and formally adopted on an annual basis. The principal and the director of finance are responsible for generating a budget every spring. The budget is submitted to the board finance committee where it is reviewed and approved. The budget is then presented to and formally approved by the board.

**Itemized List of Working Capital**

The following table summarizes the material assets and liabilities associated with WIA as of 6/30/2012.

<b>ASSETS (unaudited)</b>	<b>Value</b>
Cash	\$709,000 (book balance)
Accounts Receivable	\$130,232
Prepaid Expenses	\$44,620
Fixed Assets	\$63,509
Real Estate	N/A
<b>LIABILITIES (unaudited)</b>	
Accounts Payables (general)	\$130,685 (YE accruals)
Accounts Payables (EMO)	\$318,778 (disputed payables with former EMO)
Note Payable	\$232,670
Bonds	N/A

**Five-Year Budget Projections**

Appendix H details WIA's five-year financial plan (2014-2018). Monthly cash-flows are available for 2014 and 2015 budgets (Appendix H). Enrollment projections are based on 662

students, which is a 6% increase from 2013 enrollment projections of 625 students (but a conservative revenue number that is less than the target enrollment to ensure a conservative budget). Other key financial assumptions for the five-year financial plan include:

<b>Budget Assumptions</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Revenue • Funding	\$8,100/FTE (3% reduction from 2013 estimate)	\$8,100/FTE (flat through 2018)	\$8,100/FTE (flat through 2018)	\$8,100/FTE (flat through 2018)	\$8,100/FTE (flat through 2018)
• Enrollment	662 Students	684 Students	703 Students	703 Students	724 Students
Personnel (FT)	2-Admin 54-Teachers 10-Staff Support 4-Back Office 2-Mtc/Food	2-Admin 55-Teachers 10-Staff Support 4-Back Office 2-Mtc/Food	2-Admin 56-Teachers 10-Staff Support 4-Back Office 2-Mtc/Food	2-Admin 56-Teachers 10-Staff Support 4-Back Office 2-Mtc/Food	2-Admin 57-Teachers 10-Staff Support 4-Back Office 2-Mtc/Food
Facility	Rent agreement @ \$612K/yr	Rent agreement @ \$612K/yr	Rent agreement @ \$612K/yr	Rent agreement @ \$612K/yr	Rent agreement @ \$612K/yr
Other Operating	Service, Governance, Facility and General Administrative expenses held flat through 2016	Service, Governance, Facility and General Administrative expenses held flat through 2016	Service, Governance, Facility and General Administrative expenses increased 2% estimated COLA	Service, Governance, Facility and General Administrative expenses increased 2% estimated COLA	Service, Governance, Facility and General Administrative expenses increased 2% estimated COLA
Cash Reserves	YE estimate = \$795K	YE estimate = \$803K	YE estimate = \$895K	YE estimate = \$971K	YE estimate = \$1.0M
• Operating Contingency • Lease Hold Improvements	Will be reduced if Modulars or Renovations are necessary	Will be reduced if Modulars or Renovations are necessary	Will be reduced if Modulars or Renovations are necessary	Will be reduced if Modulars or Renovations are necessary	Will be reduced if Modulars or Renovations are necessary

**Contingency Plans**

The most significant risks associated with the economic sustainability of the school are centered on four major variables:

1. The uncertainty of FTE funding from both state and local sources
2. Maintaining student enrollment
3. Managing personnel expenses
4. Unplanned maintenance expenses

**Risk #1 - The uncertainty of FTE funding from both state and local sources**

WIA has been prudent in building an available cash reserve of approximately \$700K as of June 30, 2012. Although WIA may commit a portion of these reserves into projects that will strengthen the school’s infrastructure, uncertainty with both state and local FTE funding sources may result in postponing some expenditures in order to allocate cash reserves toward

maintaining a balanced budget. WIA is confident that current and forecasted cash reserves are sufficient to absorb unplanned funding shortfalls up to a total of \$400K without major operational restructuring. The goal is to maintain at least a \$500K cash reserve under normal operating conditions.

**Risk #2 - Maintaining student enrollment**

WIA’s projected average annual enrollment is 695 students over the next five years. Based on historical upward enrollment trends and expected improvements in student retention rates based on IB certification and new leadership, WIA is in a unique position to meet enrollment goals while maintaining manageable student-teacher ratios. In 2013, the FTE funding enrollment is projected at 625, which is consistent with 2012 enrollment. The increase in enrollment from 2014-2018 reflects a natural enrollment progression cycle that will eventually yield 4 classrooms per grade level. The 2014-2018 financial plans are based on stabilizing WIA enrollment to include four classes per PYP grade level and three classes per MYP level. If WIA falls short of obtaining or maintaining its enrollment goals, adjustments will be made immediately to reduce staffing allocations and operating costs, with the utilization of cash reserves as a final option to sustain a balanced budget.

**Risk #3 - Managing personnel expenses**

The five-year plan includes school-wide salary adjustments, based on the new WIA salary table (Appendix Y), to take place in 2015. The staffing model represents 70 full-time employees in 2014, increasing to a maximum of 73 full-time employees in 2018. The economic impact of the projected salary adjustments are approximately \$500K from 2014-2018. Although it is the intent of the principal and governing board to administer equitable salary adjustments during the renewal term, all salary considerations will be adjusted in FY 2014 according to the salary scale that is being adopted for the school (See Appendix Y).

**Risk #4 – Unplanned maintenance expenses**

WIA’s cash reserve will serve as the primary contingency fund for unexpected maintenance expenses. As of June 30, 2012, WIA had a cash reserve of approximately \$700K.

**Contingency Plan**

Appendix H includes budgetary details of WIA’s financial contingency plan, with cash flow projections, should enrollment estimates fall by 50% from 2014-2018. An overview of the revenue impact, contingency plan, and forecasted financials are outlined in the table below.

<b>50% Enrollment Shortfall</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Revenue					
• Funding	\$8,100/FTE	\$8,100/FTE	\$8,100/FTE	\$8,100/FTE	\$8,100/FTE
• Enrollment	331 Students	342 Students	352 Students	352 Students	362 Students
• Impact vs Budget	-\$2.7M in FTE funding	-\$2.8M in FTE funding	-\$2.8M in FTE funding	-\$2.8M in FTE funding	-\$2.9M in FTE funding

Wesley International Academy Charter Renewal 2012

Contingency Plan	Reduce FT Staff by 50% saving \$2.1M. New staffing profile: 1-Admin 24-Teachers 5-Staff Support 4-Back Office 1-Mtc/Food	New staffing profile: 1-Admin 25-Teachers 5-Staff Support 4-Back Office 1-Mtc/Food	New staffing profile: 1-Admin 25-Teachers 5-Staff Support 4-Back Office 1-Mtc/Food	New staffing profile: 1-Admin 25-Teachers 5-Staff Support 4-Back Office 1-Mtc/Food	New staffing profile: 1-Admin 28-Teachers 5-Staff Support 4-Back Office 1-Mtc/Food
• Staff Reduction					
• Facility	Begin lease negotiations with goal to reduce rent by 50%	Rent reduced to \$300K (Savings \$312K)			
• Operating Expenses	Cost reduction initiative of 29% of original budget (Savings \$476K)	Cost reduction initiatives of 35% of original budget (Savings \$459K)	Cost reduction initiatives of 35% of original budget (Savings \$467K)	Cost reduction initiatives of 35% of original budget (Savings \$474K)	Cost reduction initiatives of 35% of original budget (Savings \$483K)
Financial Results	Net Income (Loss) -\$293K	Net Income (Loss) \$57K	Net Income (Loss) \$128K	Net Income (Loss) \$119K	Net Income (Loss) \$137K
Cash Reserves	YE estimate = \$416K	YE estimate = \$472K	YE estimate = \$601K	YE estimate = \$721K	YE estimate = \$857K

*4. Acknowledge that APS charter schools begin to receive state and local funding in August of each year only after annual Agreement requirements have been submitted to APS and approved.*

WIA will receive public funding from APS in an amount calculated in accordance with The Charter School Act of 1998, as amended, O.C.G.A. § 20-2-2068.1, and all regulations promulgated by the Georgia DOE concerning the same. WIA will work with APS to receive an initial estimated amount for each school year by no later than August 15 or as soon as feasible, unless delayed by the Georgia DOE. The initial annual funding amount shall be determined in accordance with D.C.G.A. § 20-2-2068.1 and any other applicable laws as they may be amended during the charter term.

APS shall provide to WIA all data, calculations, and formulas used to determine the initial annual and the final funding amount.

WIA acknowledges that APS pays out the estimated Annual Funding Amount described above in ten (10) monthly installments during August through May of each school year. WIA recognizes that the 10th and final payment will be based on and calculated from the Georgia DOE mid-term earnings sheet.

WIA also acknowledges that it is responsible for complying with annual contract requirements in order to begin receiving funding each fiscal year. WIA acknowledges that such requirements may include, but are not limited to: 1) a valid lease; 2) occupancy permits; 3) health and safety approvals, including city fire marshal inspection certification, a food service permit issued by county department of health, and GEMA certification; 4) all insurance and 5) a fidelity bond as described above.

*5. State that the charter will comply with federal monitoring required for schools that receive federal funds.*

WIA will comply with all federal monitoring required for schools receiving federal funds, including but not limited to Title I, Title IIa, and Title Vb.

**Other Sources of Revenue**

WIA shall not charge tuition to any student. WIA may charge reasonable fees for after-school programs and student activities.

WIA may accept charitable donations on behalf of the school. Such charitable donations shall not change the annual public funding amount.

**Charter Termination Assurances**

In the unlikely event that the charter is not renewed or is terminated, any balance of public funds from APS will revert back to the school system. In such an event, WIA shall also submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant. This audit shall include a detailed inventory of all assets.

**C. Fundraising**

*1. What fundraising efforts have occurred and/or are planned to generate capital or to supplement the student earned state and local revenue? Who will be responsible for leading fundraising efforts?*

WIA has maintained sound fiscal health over the six years of its operation without significant development efforts and as such, the school's financial plan and budget does not include any significant fundraising revenue. Although the PTA annually provides financial support for teacher initiatives such as learning expeditions, technology, professional development, and supplemental instructional materials, the board has balanced the annual budget without inclusion of a development goal beyond a conservative estimate of \$25,000 annually from the PTA (see Appendix N for evidence to support this assumption).

WIA was awarded a \$35,000 facilities grant in 2011 by the Georgia DOE, APS donated desks and tables, and Imagine Schools, Inc. provided a one-time donation of \$70,000 in 2010 for renovations.

The board of the school has been engaged in separation from Imagine Schools since 2009—for more than three years. During the next charter term, the board will create a development plan and agenda to increase revenue through a focused effort to engage philanthropic support through grants and other fundraising initiatives. School leadership will be engaged in the construction of these development plans and will be expected to support at the school level as appropriate.

*2. Explain any contributions of funds or in-kind donations of goods or services expected to be received by the charter school that will assist in evaluating the financial viability of the school. **In the budget, you should only include those grants or in-kind donations which have already been firmly committed.** If you are planning to pursue certain grants or donations but have not yet received a commitment for these contributions, do not include them in your budget. Instead, provide a description of these potential contributions here (including the source, estimated amount of contribution, and expected date of receipt if known).*

WIA does not expect any contributions of funds and/or in-kind donations of goods and/or services outside of that which is normally secured annually by the PTA Fundraising Committee. The board is constructing a development plan that will establish development goals and means to meet those goals for the immediate renewal period as part of their strategic planning in the 2012-2013 school year.

**Assurances**

- In the event that the charter is not renewed or is terminated, any balance of public funds or assets purchased with public funds will revert back to APS.
- In the event that the charter is not renewed or is terminated, the WIA shall submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant. This audit shall include a detailed inventory of all assets.

**VI. Student Body**

**A. Recruiting and Marketing Plan**

*Show the school’s enrollment projections for the first five years in a chart modeled on the following:*

Grades	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
K (22:1)	88	88	88	88	88
1 (22:1)	88	88	88	88	88
2 (23:1)	92	92	92	92	92
3 (23:1)	92	92	92	92	92
4 (23:1)	115	92	92	92	92
5 (23:1)	69	115	92	92	92
<b>Total PYP</b>	<b>544</b>	<b>567</b>	<b>544</b>	<b>544</b>	<b>544</b>
6 (23:1)	69	46	92	69	69
7 (23:1)	46	69	46	92	69
8 (23:1)	46	46	69	46	92
<b>Total MYP</b>	<b>161</b>	<b>161</b>	<b>207</b>	<b>207</b>	<b>230</b>
<b>TOTAL ENROLLMENT</b>	<b>705</b>	<b>728</b>	<b>751</b>	<b>751</b>	<b>774</b>

*1. Explain in detail your rationale for selecting this particular size school.*

WIA seeks to maintain manageable student-teacher ratios in each classroom, with more support in kindergarten and first grade. The current facility accommodates approximately 750 students, and the goal (even if the school were to move into a different facility) is to maintain a smaller, more supportive school environment by staying at approximately 750 students or fewer school-wide.

The enrollment model above outlines the target classroom sizes and number of classrooms for each grade. Kindergarten and first grades maintain a 22:1 ratio per class (with paraprofessionals in each kindergarten classroom to further reduce this ratio) with four classes per grade. Grades three through eight maintain a 23:1 ratio, with four classrooms in grades three through five and three classrooms in grades six through eight. WIA accepts new students in all grades, hence the consistent numbers at each grade level of the enrollment model. Because WIA seeks to provide a smaller, more supportive middle school environment (and because of the natural attrition from elementary to middle school), the enrollment model reduces from four classrooms per grade

level to three in the MYP—estimating an attrition rate of approximately 25% from fifth to sixth grade.

The enrollment model above also reflects an adjustment to the target enrollment model that was made by the former EMO. The “bubble” in the cohort enrolled in grade four of 2013-2014 was allowed to be larger than the original enrollment model in response to under-enrollment in other grades. Although WIA will not enroll larger classes to offset under-enrollment in other grades in the future (because of the long-term challenges such action present in staffing and facilities), the board and leadership team have preserved that “bubble” (and corresponding smaller cohorts) to maintain student-teacher ratios. As the smaller cohorts and “bubble” matriculate to high school, WIA’s enrollment will stabilize at approximately 751 total students in 2018-2019 and beyond with a fixed grade level maximum that is constant year after year and will not exceed the target enrollment numbers projected herein.

*2. Describe the target student population. Provide an overview of the anticipated student population demographics including poverty rate as measured by free/reduced lunch status, and ethnicity.*

WIA will continue to target a student body that reflects the demographics of the area WIA serves. Based on current enrollment data and trends in enrollment since opening, the prospective student body is likely to be comprised of: 78% African-American, 11% white, 2% Asian/Pacific Islander, 6% Multi-Racial and 3% Hispanic. Based on a demographic analysis of the current student body, it is expected that approximately 56% of WIA’s students will qualify for free or reduced-price lunches.

More than half of WIA’s students live in the 30315 and 30316 zip codes, which comprise the communities in the immediate vicinity of the facility. The table below shows the demographics and data for these zip codes. WIA anticipates continuing to recruit a diverse population of students from these communities using the strategies described below.

	30315	30316	Georgia
Median household income <sup>30</sup>	\$25262	\$43026	\$48,448
% population with income below poverty level <sup>31</sup>	40.9%	24.5%	16.5%
Income below 50% of poverty level <sup>32</sup>	18.9%	14.5%	9.2%
Free/reduced lunch eligibility <sup>33</sup>	77.1%	79.73%	56.0% <sup>34</sup>
Educational Attainment – less than high school <sup>35</sup>	34.5%	27.8%	16%
Educational Attainment – high school only <sup>36</sup>	25.2%	22.2%	29.2%
Ethnicity public schools <sup>37</sup>	67.96% black 12.35% white 11.1 % Hispanic	94.3% black 2.88% white 2.42% Hispanic	
Unemployment <sup>38</sup>	10.66%	10.3%	8.7%

<sup>30</sup> ZipDataMaps. (2012). Search on 30315 and 30316. [Data file]. Retrieved July 18, 2012 from <http://www.zipdatamaps.com>.

<sup>31</sup> City-Data. (2012). Search on 30315 and 30316. [Data file.] Retrieved July 18, 2012 from <http://www.city-data.com>

<sup>32</sup> City-Data. (2012). Search on 30315 and 30316. [Data file.] Retrieved July 18, 2012 from <http://www.city-data.com>

<sup>33</sup> ZipDataMaps. (2012). Search on 30315 and 30316. [Data file]. Retrieved July 18, 2012 from <http://www.zipdatamaps.com>

<sup>34</sup> National Center for Education Statistics. (2012). Percent of students eligible for free or reduced-price lunch by state and eligibility status: School years 1999–2000 through 2009–10 [Data file]. Retrieved Aug 5, 2012 from [http://nces.ed.gov/ccd/tables/2000\\_schoollunch\\_01.asp](http://nces.ed.gov/ccd/tables/2000_schoollunch_01.asp)

<sup>35</sup> City-Data. (2012). Search on 30315 and 30316. [Data file.] Retrieved July 18, 2012 from <http://www.city-data.com>

<sup>36</sup> City-Data. (2012). Search on 30315 and 30316. [Data file.] Retrieved July 18, 2012 from <http://www.city-data.com>

<sup>37</sup> ZipDataMaps. (2012). Search on 30315 and 30316. [Data file]. Retrieved July 18, 2012 from <http://www.zipdatamaps.com>

<sup>38</sup> ZipDataMaps. (2012). Search on 30315 and 30316. [Data file]. Retrieved July 18, 2012 from <http://www.zipdatamaps.com>

*3. Describe steps that will be taken to reach students representative of the racial, ethnic, and socioeconomic diverse community in the target school zone, including typically “harder to reach” families.*

WIA is committed to an enrolled student population that reflects the diversity of the communities served, including those students who come from typically “harder to reach” families. The school offers several open houses and information sessions annually, with information about the school and its enrollment period posted in the immediate neighborhood at shopping centers, places of business, and food establishments. Much of the outreach is parent-driven, with PTA representatives identifying pre-k and preschool feeders from throughout the community and sharing information with families at those schools about WIA. The parent role in outreach helps to reach “harder to reach” families since current parents live and work with other parents who may be interested in the school and can reach them authentically.

In order to reach enrollment goals for middle school grades, WIA parents and staff have begun reaching out to fifth grades and local elementary schools in the adjacent communities, with a particular focus on elementary programs that offer IB and/or Chinese programming.

*4. Provide evidence that there is sufficient interest in your school to meet your requested maximum enrollment. Convey clearly and concretely the scope of community backing for the proposed charter school and its founding board. Document this community support among teachers, parents of potential students, students, community members, institutional leaders, and others through the use of letters of support, surveys, or other tangible means (include with Appendix C).*

The school currently maintains an annual waitlist of approximately 100 students. Over the operation of the school, there have consistently been more applications than spaces available, and with increased stability after the removal of the EMO, accreditation as an IB World School in both the PYP and MYP programmes, and a new principal and board (established in 2009) that works closely with parents and the community and is locally-based, WIA feels confident that the interest in the school will exceed capacity. Letters of support from community partners are included as Appendix C.

*5. Provide a description of the method used to recruit the number of anticipated students and a statement setting forth the school’s plan for maintaining and/or increasing attendance.*

WIA uses the strategies outlined in question 3 above to advertise about the school and its enrollment process and actively recruits students. The school’s reputation is beginning to serve as a recruitment tool itself. The perpetual waiting list, the increasingly positive view of the school as a result of the successful separation from Imagine Schools and its growing cohesion with Parkside Elementary School and the Atlanta Neighborhood Charter School are all evidence of the school’s improving stature. All of those complement WIA’s ground-level recruitment strategy.

*6. Please include a copy of your proposed parent/student handbook as Appendix I.*

See Appendix I for the WIA Student Handbook.

## **B. Admissions and Registration Plan**

*1. Provide the calendar to be used for recruiting, registering, and admitting students the initial year, and years following including a plan for an admissions lottery if the number of applicants exceeds the school capacity.*

In the interest of aligning the pre-enrollment and enrollment period at WIA to other schools of choice that serve the same neighborhoods (such as the Atlanta Neighborhood Charter School), the dates for all pre-enrollment and enrollment periods will be set by the board each year in alignment with other neighborhood schools' enrollment periods and posted on the school's website, in flyers posted around the city of Atlanta, and on all application materials. The pre-enrollment and enrollment periods for the following school year will not begin until at least January of the current school year each year.

- Prior to January 1: Parents, board, and staff members actively recruit students throughout neighborhoods served by APS with a specific focus on the communities immediately adjacent to the school facility. Staff and parents disseminate accurate and up-to-date information about the school's educational program, services, amenities, application procedure, and the admissions process through a variety of sources that may include, but are not limited to:
  - Local newspapers
  - Local radio stations
  - Local public television
  - Open Houses on WIA's campus
  - Direct mail to parents
  - Word-of-mouth
- The pre-enrollment period for returning students, their siblings, and students whose parents/guardians serve as board or staff of WIA will be set by the board in the year prior and will be aligned, whenever possible, to other schools of choice serving the same communities (and will not begin before January 1). All returning families will be asked to submit an enrollment form and all required enrollment documentation prior to the deadline established by the board in order to determine the number of available seats per grade level.
- Enrollment period: Applications from prospective families who are not eligible for pre-enrollment are collected. (See Appendix M for the admissions application.) If the number of applicants exceeds capacity during the application period, a lottery will be held on the date established by the board as the final day of the enrollment period. Families who have submitted applications before this deadline will be considered in the lottery.
- Notification period: All families will be notified of their enrollment status and enrollment paperwork will be requested. Families who do not submit enrollment paperwork by the established due date may waive their right to attend the school and the next family on the waiting list will be contacted to enroll.

The lottery will be held as a random selection process, with first preference given to siblings of students already enrolled in the school as well as students of staff and teachers. After the lottery is held, applications will be accepted on an on-going basis and seats will be filled on a first-come, first-served basis.

*2. Describe the policies and procedures that will guide the admission, enrollment and withdrawal of students, including verification of city residency. Indicate any priorities for enrollment. Indicate any specific targeted traditional school attendance zones and/or City Neighborhood Planning Units (NPU).*

### **Application and Selection**

WIA will admit students via an admissions lottery in March as described above. If there are more applicants than seats available, an admissions lottery will ensure that a random selection process is used to enroll students in the school. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. Any additional students being enrolled will be placed at the end of the waiting list on a first-come, first-served basis.

### **Priorities for Enrollment**

Pursuant to O.C.G.A. § 20-2-2066 WIA shall enroll any student residing within the APS attendance zone (including students with disabilities and ESOL students) who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. In such case, all such applicants shall have an equal chance of being admitted through a random selection process; provided, however, that WIA may give enrollment preference to applicants in any one or more of the following categories in the order of priority as follows:

1. A sibling of a student enrolled in WIA
2. A student whose parent or guardian is a member of the board of the charter school or is a full-time teacher, professional, or other employee at the charter school.

Once all grades are filled or once the registration and lottery are complete, any additional students who register shall be placed at the end of the waiting list on a first come, first served basis. The waitlist is only in effect for one school year; students must reapply each year for open seats in the school.

### **Enrollment**

Only those students who reside within the APS zone and are eligible to attend a school in the APS district will be eligible for enrollment at WIA. Once admitted through the lottery process, parents or guardians are required to complete enrollment paperwork, outlined in the notification of acceptance sent once the lottery has been conducted. Parents who fail to register their child with all of the required documents during the registration period (as outlined in the timetable above) may forfeit their child's right to attend WIA and the next family on the waitlist will be contacted.

1. Enrollment documents that must be submitted include:
2. WIA Enrollment Application
3. Signed Healthy Student form
4. Mortgage or lease agreement (or signed/notarized residency form from APS)
5. Electric bill (dated within 30 days of enrollment)
6. Driver's license
7. Student's official birth certificate
8. Student's social security card or Form IS-2 (Statement of Objection to the Use of Student's Social Security Number for Student Identification)
9. Form 3231—Certificate of Immunization
10. Form 3300—Certificate of Ear, Eye and Dental (must be dated within 30 days of enrollment)
11. Compulsory Attendance Notice
12. Records Request Form

13. Copies of report cards, standardized assessment scores, and behavior reports (for applicable grades)

All forms and required documents that display an address must have the APS-eligible address as noted above.

According to APS policy, parents are required to present a current lease AND a Georgia Power bill (not just any utility bill) as proof of residence. If parents are staying with someone else whose name is on the lease, parents must submit a notarized form stating that fact.

**Withdrawal**

Students may withdraw from WIA at any time and enroll in another public school as determined by the APS BOE policy. WIA requires parents to complete a withdrawal form and a request for records form. Upon completion of the withdrawal form, the principal or designee attempts to meet with the parents of a student who wishes to withdraw from WIA to discern the reason for withdrawal and to review options for continuing the student's education. This exit interview also serves to ensure that students are not coerced to withdraw from the school. The outcomes of the exit interviews are forwarded to the district representative upon request and are summarized in the school's annual report.

*3. Please explain how the charter school will manage and maintain student records, including out-of-district students attending, if any (out-of-district students may only attend if they are children of board members or school employees of the charter school).*

WIA follows the APS guidelines for student records management. The registrar is responsible for processing student records and is the custodian of all student records, which are verified twice annually. The registrar is primarily responsible for retrieving and maintaining the contents of the Permanent Record Folder (Cumulative Folder), Permanent Record Card, Transcripts, and the Discipline Folder. The Program for Exceptional Children (PEC), Gifted/Talented SPED lead teacher and the SST chairperson are responsible for receiving and providing these particular records upon request. WIA provides appropriate safe-keeping of all student records which are located in fireproof, locked file cabinets. If the need should arise for review of student records (including PEC, Gifted/Talented, and SST folders), teachers are required to complete the Student Records Sign-In/Out Log, while reviewing the contents of records in the presence of the registrar, principal, PEC lead teacher, and/or SST chairperson. Under no circumstances are permanent records allowed to leave WIA's secure location without adhering to the proper release protocol.

WIA maintains all student records in accordance with applicable federal and state laws, regulations, rules and policies. WIA maintains and ensures the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, and shall not disclose to any unauthorized third-party any personally identifiable information concerning any student enrolled in the charter school without first obtaining prior written parental permission.

The charter school shall participate in collecting Federal Impact Aid Questionnaires and all other documents required to secure or retain federal funds and shall submit completed forms by the stated deadline of each year to the APS Executive Director for Research, Planning, and Accountability, or his or her designee.

WIA maintains records of all out-of-city students attending, if any, in the same manner.

*4. Include a statement to the effect that the school will follow, at a minimum, the district policy and practices for enrollment verification.*

WIA follows, at a minimum, the district policy and practices for enrollment verification.

## **VII. Human Resources**

### **A. School Staff**

*1. Describe the qualifications and attributes of an ideal teacher for the proposed school and how they will support the mission and effective student learning.*

Currently, all WIA teachers are highly qualified and fully Georgia certified with clear renewable certification. Ideally, new instructional staff members will also have these designations, as well as experience teaching students from diverse backgrounds, in single-gender classrooms and/or are familiar with (or have prior training and/or experience with) the IB program. Because the IB, single-gender, and Chinese components of the WIA program are so crucial, WIA may find the best-qualified teachers for the available positions are not teachers with these credentials. Experienced, skilled Chinese teachers with Georgia teaching certification, for example, are especially challenging to find. For this reason, WIA reserves the right to hire the best-qualified teachers regardless of their certification, but will work with these staff members to obtain a provisional certification from the PSC, and complete requirements for highly qualified status and Georgia certification. The AP and instructional coaches will work closely with any new teacher who requires additional certifications to ensure their requirements are met as quickly as possible and to oversee any training teachers require to meet the high expectations of WIA.

WIA is currently at capacity with a 96% average annual retention rate for staff, despite the significant management transitions over the past five years. This means that only a handful of new instructional positions will become available annually, enabling school leadership to be highly selective about who they recruit for the team. Ideally, new teachers will have demonstrated success in an IB or globally-focused school that serves students in urban settings and demonstrated success in building strong, productive relationships with students and parents. Because the measure of success for students at WIA supersedes test scores alone, teachers will need to have demonstrated success with or a clear understanding of the IB framework and the philosophy and mission of the school.

WIA will complete a Certified/Classified Personnel Information Data Collection Report (CPI) as required by the Georgia DOE, no later than September 15, and February 15 of each school year. WIA will submit personnel information to APS. WIA will include all information required by APS.

*2. Provide a plan for ensuring that recruitment and selection procedures will reinforce these desired qualities in the school's faculty.*

Up until the 2012-2013 school year, staff was recruited and vetted by a principal who was placed by Imagine Schools. As a newly autonomous school, the principal oversees all hires (instructional and non-instructional) using a rigorous recruitment and selection process that ensures staff members are the best fit for WIA specifically and the communities it serves.

The principal manages all recruitment for staff, leveraging relationships with universities, school systems, and alternative certification programs. S/he will place job postings nationally as well as locally, attracting an array of candidates from a diverse selection of locales and experiences to make the competition for all available positions rigorous.

**Step 1:**

*Application*

The application will be a standard form that gathers basic information about a candidate including formal name, address, job history, and education. The application will include a list of elements of high-performing schools, which the candidate will be asked to rank according to their own beliefs, providing insight into the applicant's practice and philosophy.

*Cover Letter*

All applicants will be required to submit a cover letter tailored to WIA and the position applied for in order to evaluate the candidate's ability to communicate well in writing and expound on how their experience and skills align with the needs of WIA. Because strong communication skills are a tenet of the IB Learner Profile, strong written communication skills as demonstrated in the cover letter will be a requisite to moving to the next step of the selection process.

*Resume*

Resumes will be vetted for experience and skills that align with the needs of WIA and the position applied for.

**Step 2**

*Writing Sample*

All applicants invited to participate in Step 2 will be asked to write to a prompt that asks for specific information about the candidate's interest in WIA and the approach of the school and/or related topics. This writing sample will provide additional information on the candidate's communication skills and alignment with the WIA philosophy and approach.

*Interview/Phone Interview*

Candidates will be asked to respond to a number of questions that provide greater insight on the candidate's experience and philosophy. The interview also enables the principal to evaluate the candidate's oral communication skills.

**Step 3**

*Sample Lesson/Performance Task*

Candidates that are invited to participate in Step 3 will be asked to submit a lesson plan and teach a sample lesson at WIA or schedule a visit for the principal to observe the lesson at their current placement. Candidates outside of the greater Atlanta area will be asked to submit a video of that lesson that includes footage of both the candidate and the students participating. The lesson will be evaluated on the quality of its design and the quality of its implementation – both of which shall be scored on a rubric, as well as the candidate's interaction with students and classroom management.

Non-instructional applicants will be invited in this step to participate in a performance task that mimics a typical day in the job applied for. This enables the principal to evaluate the candidate's prior skills and experience as well as the candidate's potential to develop new skills required.

*Follow-up conversation/interview*

The follow-up conversation will occur soon after the lesson is given – immediately after if possible and will encourage the teacher to reflect on the things that went well, the things that could have gone better, and if given a chance, to express in detail what s/he would do differently when teaching the lesson again. For non-instructional candidates, the follow-up interview will be administered and evaluated in the same way. Candidates with strong reflective practice who can self-assess in a very thoughtful and accurate way will be given stronger consideration over those who do not have strong reflective practice, regardless of experience. A teacher with limited experience in the IB framework and/or school structures with strong reflective practice will be given preference over a teacher with experience this framework who cannot accurately reflect on his/her practice, nor is receptive to strategies for improvement. A growth mindset is critical for WIA staff.

#### **Step 4**

##### *Reference check*

The initial application (Step 1) requires that candidates submit a list of four references who will be contacted once the candidate has received an acceptable rating on each of the preceding steps. The purpose of the reference check conversations will be to 1) verify information that has been submitted to the candidate 2) to affirm conclusions made about the candidate during the interview process 3) to discover from an independent party what they believe are the candidate's strengths and areas of growth 4) to allow for opportunities to share information about the candidate that has not yet been discovered that is of relevance to the position that s/he is applying for.

Candidates who successfully complete this process will be required to successfully pass a background check before a formal offer of employment is made.

##### *3. Describe your plans for developing and implementing an effective professional development program.*

As of the spring of 2012, all staff members have completed Level 1 IB training and all staff who have been at the school for three years or more have completed Level 2 IB training (or higher). Both the PYP and MYP successfully completed all recommended revisions for Application B and the authorization visits, with official authorization as an IB World School confirmed in June of 2012.

As part of WIA's transition from an EMO-managed high-performing school to an autonomous school that is dedicated to excellence, the board has revised the school site staffing structure to move expertise and leadership in-house (rather than use an EMO), including grade level cohort instructional coaches, an AP, and a new principal who was recruited through a rigorous recruitment and selection process. This focus on moving expertise in-house ensures that the instructional coaching required to plan and implement an effective, robust PD program is readily available and integrated into the school.

#### **Instructional Coaches**

Instructional coaches are assigned to three grade levels each, providing intensive support to teachers through their collaborative planning, weekly informal observations and feedback, and review of weekly lesson plans. This position is new to WIA in the 2012-2013 school year and is designed to ensure teachers have consistent, ongoing support to effectively implement strong lessons and engender student success. Instructional coaches also facilitate grade level and cohort PD meetings for 90 minutes every week after school.

### **Assistant Principal (AP)**

The AP oversees the instructional program at the school and develops and implements the PD program school-wide. Full staff and cohort trainings will be held periodically in the weekly PD schedule to provide staff with training needed to best meet the needs of students. The AP also oversees the collection and analysis of data (including disaggregation by sub-group and class) to drive the PD programming and support the instructional coaches with development of PD for each grade level that aligns to the needs demonstrated by data. S/he is also responsible for periodic informal and formal observations of each instructional staff member and the development of annual individualized PD plans that result from these observations.

### **Principal**

The principal provides oversight of instructional excellence by planning for school-wide PD on key strategies that align with data-demonstrated needs, as well as PD that supports the primary tenets of the school model (IB, single-gender instruction, daily Chinese instruction). S/he also manages the AP and instructional coaches, arranging for PD for these leadership staff members, as well as non-instructional staff. The principal works closely with the AP to develop an annual PD budget.

### **IB Training**

All teachers participate in an IBO-approved course in PYP or MYP Level 1 within their first year of beginning their work with WIA (or are provided access to a higher level training if they completed Level 1 training prior to their hire). All teachers who have been employed by WIA for three or more years complete Level 2 or higher training, per guidelines of the IBO.

### **Annual PD Calendar**

All staff participate in 90 minutes of PD three days per month and a staff-wide meeting or training one day per month for the duration of the year. This PD is planned by the instructional coaches according to teacher needs. Additional PD may be scheduled as needed and meets by cohort, grade level, or school-wide. All staff also participate in a summer PD session that may include 5-10 full days of training, data analysis and planning. The specific number of days and content of the PD is planned by the AP and principal in response to the needs to the students and staff.

*4. Detail how the evaluation system for teachers and administrators will support the school's mission and educational philosophy. Explain how the principal's performance will be appraised and by whom.*

The approach to evaluation at WIA is transitioning from a single, formal evaluation conducted annually that provides teachers with observations based on a single classroom visit to an ongoing conversation throughout the year that provides teachers with real-time feedback and strategies to build their capacity. No longer a one-time, potentially punitive approach, the evaluation of all staff (including the principal) is framed in the belief that all stakeholders at WIA need to be life-long learners in order to meet the mission of the school. All staff works toward individualized goals and uses performance data to measure progress toward these goals, with benchmark data analysis used throughout the year to inform individualized growth goals and strategies.

### **Teacher Evaluation**

The teacher evaluation process at WIA is characterized by ongoing, consistent review and communication of teachers' progress against goals using performance outcomes to measure

growth. Each teacher has an individualized PD plan that includes school-wide goals, as well as goals that are tailored to the unique needs of each teacher. Teachers receive coaching in response to weekly informal observations from instructional coaches, and this information is considered with data from informal and formal observations conducted throughout the year by the AP. All teachers are observed by the AP at least once per month to ensure observation and evaluation is framed in a progressive, supportive framework that develops each teacher’s capacity. See Appendix T for the performance management tool that is used to develop teachers’ capacity through observation and feedback.

**Principal Evaluation**

The principal is evaluated annually by the board through a formal rubric that identifies strengths and annual growth goals for the principal. The rubric covers a range of competencies, including (but not limited to) leadership capacity/staff management, parent/community engagement, student performance, mission fulfillment, IBO compliance and growth, finance and operational management, and school culture. The evaluation process includes data-based performance outcomes for all applicable competencies and will culminate with an annual, formal review of outcomes after a year of ongoing communication and review of performance against goals. The board develops annual goals and PD for the principal to ensure s/he has the skills and capacity development needed to lead the school to success.

*5. Indicate the number of teachers and other professional and non-professional school staff, by position, to be hired for each year. If necessary, describe the job position.*

WIA is currently at capacity and will not adjust the staffing model in the renewal period. The table below outlines the current staffing plan for the renewal period. As the enrollment stabilizes across grades (and the over and under-enrolled grades even out), teachers may be shifted from one grade to another to maintain maximum student to teacher ratios.

<b>Position</b>	<b>Total FTE</b>
<b>Administrators</b>	
Principal	1
Assistant Principal	1
<b>Total Administrators</b>	<b>2</b>
<b>Teachers</b>	
PYP Grade Teachers	26
MYP Content Teachers	5
Specials (Arts, PE, Technology) Teachers	5
Special Education, Gifted, REP, and EIS Teachers	8
Chinese Teachers	6
Instructional Coaches	2
<b>Total Teachers</b>	<b>52</b>
<b>Student Support Staff</b>	
Counselors	2
Nurse	1
Media Specialist	1
Paraprofessionals	5
Dean of School	1
Parent Liaison	.5
<b>Total Other Instructional Staff</b>	<b>10.5</b>
<b>Non-Instructional Staff</b>	
Director of Finance and Operations	1
Business Manager/HR	1
Receptionist	1

Registrar	1
Administrative Assistant	1
<b>Total Clerical</b>	<b>5</b>
<b>Maintenance/Food Service</b>	
Maintenance/Custodial	1
Food Service Manager	1
<b>Total Maintenance/Food Service Staff</b>	<b>2</b>
<b>Total FTE Staff</b>	<b>71.5</b>

*6. Summarize a day in the life of a typical teacher at your proposed school (include the number of instructional hours, number of classes, number of planning hours, and other responsibilities at the school). Please be as specific as possible.*

All teachers and staff report to the school site by 7:30 each morning to prepare their rooms for that day’s instruction. At 7:30, all teachers in each of the three groupings (K-2, 3-5, and 6-8) gather together with their instructional coach for a morning huddle. Non-instructional staff start the day in a morning huddle with their department manager or team leader. This brief meeting prepares teachers and other staff with a focus for the day and provides a means of daily check-in for any issues or challenges that need to be addressed.

At 8:00 AM, each teacher begins the day by leading “Bright Work”, which is comprised of speed drills and/or other independent work that gets students ready for their day by digging in to foundational literacy and/or math skills. Bright Work may be common across grade levels, such as the use of Mad Minutes to review multiplication tables, or may be assigned by standard goals for cohorts, such as a practice drill in a specific standard that is assigned to students based on assessment data.

The first period of the day begins immediately after Bright Work. Throughout the rest of the day, teachers (with the exception of Specials teachers) teach five core content periods daily and have 100 minutes of planning time. Teachers also have a 25-minute lunch break in the middle of the day, but are asked to supervise a recess or detention period for 25 minutes before or after their lunch.

The last 20 minutes of the day are spent in a school-wide academic enrichment period, which is also led by all teachers to facilitate smaller groupings and targeted support. This period may be used to revisit a lesson from earlier in the day with a group of students whose exit ticket revealed they needed more practice, or it may be used as an anticipatory set to get students ready for a skill they will practice the next day. Flexible grouping and other data-based decision making will be led by instructional coaches to dictate the content of the academic enrichment period at the end of each day. Teachers are then released for the day four days a week after student dismissal (3:20 for PYP and 3:30 for MYP). One day each week, teachers stay after for PD or a staff meeting, which will be held from 3:30-5:00.

*7. Describe the school’s plan for staffing special education, and staff for English Language Learners including necessary qualifications.*

WIA currently maintains four certified special education teachers, one special education coordinator (who oversees the program and services), one REP coordinator/teacher, and one EIS coordinator/teacher. The school also maintains at least one teacher on staff annually with ESOL certification. If the number of enrolled students who qualify for SPED or ELL services increases, WIA will increase staffing accordingly. The special education coordinator tracks program

enrollment and student to staff ratios to ensure the specifications of each student's IEP can be met with the staffing model in place and works closely with the AP to make changes as population enrollment requires.

*8. Describe the human resource policies governing processes for hiring, dismissal, compensation, and required fingerprinting and criminal record checks.*

### **Hiring Processes**

WIA will utilize the selection process outlined in Section VII.A.2. to hire its staff. This rigorous and comprehensive process ensures that school leadership will hire the most qualified staff members and will not discriminate on the basis of race, color, religion, gender, sexual orientation, age, national origin, or disability.

### **Dismissal**

All WIA employees sign an "at will" agreement. This agreement will allow staff members to leave WIA with or without written notice and with or without cause. In addition, the agreement also enables administration to dismiss staff members with or without written notice and with or without cause.

### **Compensation**

WIA will determine the compensation and benefits package for each employee based on experience and qualifications. WIA is still finalizing its salary structure to ensure compensation is competitive and sustainable—prior to the 2012-2013 school year, salaries were assigned by the EMO and were not associated with a set schedule. WIA's salary schedule starting in the 2014-2015 school year will reward staff for meeting performance goals, maintaining required credentials, and experience prior to the placement at WIA (see Appendix Y for the proposed salary schedule). All new hires made from 2012-2014 will be hired using this salary schedule, and all current staff will transition to this salary schedule in the 2014-2015 school year to ensure greater consistency in compensation is utilized at WIA. Transitioning to this schedule will result in slight pay increases for some and slight decreases for others; providing two years for staff buy-in and development ensures the transition to the new schedule will not detrimentally impact the teacher retention rate or morale. Given the fluctuation in public funding, WIA reserves the right to revise the compensation structure in the future.

### **Fingerprinting and Criminal Record Checks**

All WIA staff will be required to undergo fingerprinting and formal background checks to ensure compliance with state and federal regulations.

*9. Include a description of the compensation package including salary and benefits for all staff members, including whether the charter school will utilize the state salary schedule. If another schedule or plan will be used, it must be provided.*

See Appendix Y for the proposed salary schedule that will be used for all new hires prior to 2014 and all current employees starting in the 2014-2015 school year. This schedule is based on the salary schedule of similar schools and was devised to ensure greater consistency in compensation across employees with similar experience and results. An annual stipend for meeting performance goals will be instituted in the 2012-2013 school year in lieu of annual bonuses to further incentivize increased student achievement and participation in a more rigorous PD and evaluation structure.

All staff members have access to a robust benefits plan that includes health, dental, vision, and short- and long-term disability through a third-party provider.

*10. Describe provisions that will be made for all required staff to participate in the mandatory Teachers Retirement System (TRS) of Georgia.*

WIA participates in the TRS and the DFO oversees WIA's compliance with state law for all required staff participation in TRS. WIA has made budgetary provisions for all required staff TRS participation.

*11. State whether or not the charter school will elect to participate in the State Health Benefit Plan.*

WIA provides benefits for staff through a contract with a third-party and will not participate in the State Health Benefit Plan.

*12. Describe how recruits will be informed that, if hired, charter school employees are not employees of Atlanta Public Schools and are not eligible for any benefits provided by the Atlanta Board of Education.*

WIA will bear the responsibility for providing benefits for its employees, and prospective staff members will be notified that they will not be eligible for any benefits provided by the APS BOE during the recruitment and hiring process.

**Assurances**

- All personnel will be in compliance with the Drug Free Public Work Force Act of 1990.
- The faculty, instructional staff and all other personnel necessary for the operation of WIA shall be employees of WIA. WIA instructors of core subjects shall be certified in those subjects by the Georgia Professional Standards Commission, unless a waiver of this requirement is requested. If this requirement is waived, teachers will meet all other GAPSC requirements for highly qualified teachers working at charter schools. Paraprofessionals with instructional support duties will meet all applicable state and federal guidelines.

**B. Volunteers**

*1. If applicable, describe the possible role of volunteers at the school. Include how volunteers will be recruited and trained and how their work will contribute to the school's ability to achieve its goals.*

Volunteers are a crucial component of the WIA program. As described in Section II.F.3., parents donate no fewer than five hours per adult in the household to the school through a number of different volunteer opportunities. Community members who are interested in volunteering at WIA are strongly encouraged to get involved by sponsoring afterschool clubs, participating in annual cultural events, tutoring, and a myriad of other volunteer opportunities. All volunteers participate in fingerprinting and background checks and their hours are tracked by the school receptionist using designated software in the main office.

Volunteers from outside of the parent base are recruited through the PTA and staff for specific responsibilities. For example, parents recruit volunteers from local organizations and businesses for PTA-sponsored events, and specific departments, such as the Chinese department or a grade level team recruits partners to volunteer for events organized by those departments.

## **VIII. Operations Plan**

### **A. Insurance / Risk Management**

*1. Describe all insurance coverage that will be secured including but not limited to workers compensation, general liability insurance, property damage, and motor vehicle.*

WIA, at its own expense, purchased and maintains insurance covering all of its operations. The insurance policies will meet the minimum requirements set forth by APS. Said insurance currently includes:

- Workers compensation in the minimum amounts required
- Employers' liability insurance to cover bodily injury by accident in the amount of \$100,000 for each accident
- Bodily injury by disease in the amount of \$100,000 for each employee
- Comprehensive general liability insurance in the following forms: (1) comprehensive form; (2) contractual insurance; (3) personal injury; (4) broad form property damage; (5) premise - operations; and (6) completed operations. This coverage is in the amount not less than \$1,000,000, combined single limit, and also covers the use of all equipment, hoists, and vehicles on the premises not covered by automobile liability. The policy coverage is on an occurrence basis.
- Automobile liability insurance is maintained in the following amounts: (1) comprehensive insurance in an amount not less than \$1,000,000 for bodily injury and property damage combined single limit; and (2) specific extensions of comprehensive form coverage and coverage for all owned, hired, leased and non-owned vehicles used in the operation of WIA.

*2. Include a statement of acknowledgement that the minimum levels of insurance and bonding described in the petition will remain in effect throughout the term of the charter and failure to do so may result in the termination of the charter. Evidence of coverage must be submitted to APS before August 1st each year.*

All required insurance and bonding shall be maintained during the entire length of this agreement and at minimum, WIA will meet all APS requirements for insurance coverage. The APS BOE shall be named as an additional insured under any and all insurance required. Confirmation of this shall appear on all certificates of insurance and any and all applicable policies and will be submitted to APS each July.

#### **Assurances**

- WIA will meet the minimum requirements set forth by APS including but not limited to workers compensation in compliance with state law, employer's liability covering bodily injury by accident and bodily injury by disease, comprehensive general liability insurance in the following forms:
  1. Comprehensive Form
  2. Contractual Insurance
  3. Personal Injury
  4. Broad Form Property Damage
  5. Premise Operations
  6. Completed Operations
- The insurance will also cover the use of all equipment, hoists and vehicles on the premises not covered by automobile liability. The APS BOE must be included as additional insured on

all policies. Evidence of insurance coverage must be submitted annually along with the annual report.

- Each and every agent shall warrant when signing the Certificate of Insurance that he or she is acting as an authorized representative on behalf of the companies affording insurance coverage and that he or she is licensed by the State of Georgia and is currently in good standing with the Commissioner of Insurance for the State of Georgia. Any and all companies providing insurance will meet the minimum financial security requirements. The rating for each company will be indicated on the Certificate of Insurance. Companies providing insurance under this Agreement will have a current Best's Rating not less than "A" and Best's Financial Size Category no less than Class VII.

## **B. Legal Services**

*1. Describe how the proposed school will ensure compliance with the requirements of law with respect to legal issues.*

The board has legal counsel on retainer who is familiar with state statutes applicable to the operation of public schools in Georgia. Where applicable, the board will consult with the Division of Charter Schools at APS regarding the legality of decisions regarding WIA's adherence to and implementation of school policy. The board maintains legal counsel for tax status and a separate legal counsel for negotiating other legal issues.

*2. Identify the charter board's legal counsel including contact information: name, firm, address, telephone number. If the petitioner does not currently have legal counsel, provide a timeline for obtaining counsel prior to the proposed school's opening.*

The board's legal counsel for tax law is Nicole Dandridge, and her contact information is:  
The Dandridge Firm, PLC  
3828 Plover Place  
East Lansing, MI 48823  
Telephone: 305-401-7638  
Fax: 517-913-6190  
nicole@dandridgelaw.com

The board's legal counsel for all other legal issues is Kevin T. O'Sullivan and his contact information is:  
Cohen, Pollock, Merlin & Small, P.C.  
3350 Riverwood Parkway  
Suite 1600  
Atlanta GA 30339-3359  
Telephone: 770-858-1288  
Fax: 770-857-4769  
kosullivan@cpmas.com

## **C. Transportation**

*1. Describe plans, if any, for the school to transport students to and from school. Please account for these plans in the budget.*

- *Include arrangements made for students who would not have their own means of transportation. While it is understood that you may be unable to provide an exact transportation plan without knowledge of your actual student enrollment, please be as specific as possible.*

WIA works with parents to establish safe transportation to and from school. WIA does not provide transportation for families but relies on parents to drop off and pick up their children and/or supervise walkers. Families who need transportation are provided MARTA bus passes. This process is coordinated through the counseling office and is a service provided to the families of WIA. Currently, less than 5% of students use this option.

WIA contracts for yellow bus service with APS for extracurriculars and off-campus activities to ensure all students can participate. The cost of transportation for learning experiences and cultural activities is often offset by the fundraising efforts of the PTA.

*2. Describe policies that will ensure transportation is not a barrier to access for students. If transportation will not be provided, demonstrate how that will not be a barrier for all those who are eligible to attend.*

MARTA passes are provided to families who require transportation assistance. The board and school administration continuously monitor the school's transportation policy and will consider various options, including contracting with the APS Transportation Department, as the need arises.

*3. If transportation shall be provided, the petition must include a statement that the transportation program will comply with applicable law.*

Should WIA choose to provide transportation in the future, the transportation program will comply with applicable law.

#### **D. Food Services**

*1. Indicate if the school will provide food services and the plans for meeting the nutritional needs of students. Provide a brief description of any proposed food service program.*

WIA contracts with a vendor who prepares lunches off-site and delivers meals to the school. The cafeteria houses heating and refrigeration equipment used to maintain the temperature of lunches. The vendor was cleared through the APS Healthy Choices program and participated in the Georgia DOE RFP process for provision of meals that comply with state and local regulations. School meals meet the Dietary Guidelines for Americans, the Georgia DOE guidelines and other federal nutrition requirements.

The cost of the lunch service is borne by the school and expensed out to the participating families or the National School Lunch Program for those families that qualify for free or reduced meals. Full-price lunches are \$3.75 each and reduced lunch-eligible students pay \$.40 per lunch. Breakfast for all students, initiated in the 2012-2013 school year to ensure all students are prepared for a successful day with a healthy breakfast, is provided free of charge to all parents at the start of the day by the same vendor. The school uses a database created by the business manager to track student meals and invoice parents.

*2. Indicate if the school plans to participate in the National School Lunch Program through the Georgia Department of Education.*

WIA intends to participate in the Georgia DOE's National School Lunch Program. WIA plans to meet free and reduced priced lunch eligibility guidelines through application for such funds to the state, which are managed by the school business manager.

## **IX. Summary of Strengths**

### **A. Applicant's Summary**

*In no more than 300 words, summarize why you believe your group will create an excellent charter school that effectively meets the educational needs of students in the community.*

WIA is a community of stakeholders that have demonstrated the momentum, expertise, and support needed to operate effectively and facilitate superior student outcomes. Over the past three years, WIA has effectively transitioned from for-profit management and a school model that relied completely on the services of an EMO to an independent, autonomous board and school that are rooted in the communities served. With adjustments to the staffing and instructional models to address the challenges presented under the management of the EMO and a board that has spearheaded positive change across a myriad of facets of the school's operation, WIA is positioned in the next phase of its charter to move from good to excellent.

Despite infrequent and inconsistent support from the EMO and expensive operating agreements, WIA stakeholders have achieved significant accomplishments in the life of the charter. In the core educational areas upon which WIA was founded, it has thrived. WIA has achieved official IBO IB World School status within its first charter term, and the academic performance of the inaugural class is extraordinary. Staff worked together with little support from the EMO to make AYP in the 2011-2012 year by ensuring students in all subgroups had the support they needed to meet and exceed standards.

WIA delivers on an instructional approach that is unique within APS, and is committed to real diversity in an educational landscape in Atlanta that is increasingly segregated by race and class. WIA offers families a program with IB World School status, daily Chinese instruction, and single-gender instruction. This unique model has yielded strong commitments from the families who choose it, with more than 50% of the enrolled families active participants in the PTA and nearly 75% completing annual volunteer service to the school. Like its mascot—the phoenix—WIA is on the rise.

## **X. Waivers**

*1. For petitioners seeking a full flexibility waiver (O.C.G.A. §20-2-2065), Atlanta Public Schools requires the petitioner to provide several illustrative examples demonstrating how the charter school will implement full-flexibility to meet or exceed the school's proposed performance-based goals and to increase student achievement.*

*2. If a petitioner is not seeking a full flexibility waiver, the petitioner may choose to enumerate specifically requested waivers in the petition. If so, the petition shall state the rationale for requesting each waiver, including how each waiver shall help the school meet or exceed performance based goals included in the charter and approved by the local board, including but not limited to raising student achievement.*

WIA seeks to renew broad flexibility per O.C.G.A 20-2-2065(a). Having broad flexibility to make swift decisions about such issues as hiring or class size restrictions allows WIA to make the best decisions for students. Although WIA understands the requirement to provide several illustrative examples of how the full-flexibility will be implemented, WIA seeks to be waived

from any present or future laws that may impede the school's ability to implement the model properly.

WIA will comply with all the requirements of the Single Statewide Accountability System. By identifying particular sections of Title 20 of the Official Code of Georgia that are included in this blanket exemption, WIA is providing specific examples of particular importance to the school.

**Sample Waivers from Title 20 of the Official Code of Georgia**

1. O.C.G.A. § 20-2-85 and O.C.G.A. § 20-2-86 (local school councils):
  - a. Designate the performance to be improved:
    - WIA does not utilize a school council, but uses a similar board, a governing board. The board is composed of eight (8) members. The number of meetings to be held annually is determined by the board.
    - WIA supports the intent of O.C.G.A. § 20-2-85 and O.C.G.A. § 20-2-86 to have parent, community and business involvement in decision making.
  - b. Describe how the charter will measure the improvement of such performance:
    - Achievement of the stated goals and objectives of WIA indicates the effectiveness of the board in providing guidance for the school. The level of parent involvement is another indicator of the effectiveness of this model.
  - c. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations and policies:
    - The model selected by WIA for business and parental involvement is consistent with the intent of Local School Councils as prescribed in 20-2-85 and 20-2-86.
2. O.C.G.A. § 20-2-200 (Regulation of certificated professional by Professional Standards Commission (Professional Standards Commission Rule 505-2-.09 1a))
  - a. Designate the performance to be improved:
    - While many of our teachers will meet Georgia certification requirements, some will have industry certification or comparable training and experience. In order to fully staff our Chinese department, it may be necessary to employ teachers with comparable training and experience from another country.
  - b. Describe how the charter will measure the improvement of such performance:
    - Both state-mandated assessments and school-selected assessments will be utilized to demonstrate improved student achievement.
    - Teacher evaluations will indicate improvement in teachers' professional skills and knowledge.
  - c. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations and policies:
    - Depth of knowledge of content will be important as we seek teachers who can teach to rigorous standards and are willing to be accountable for high levels of student achievement. WIA reserves the right to employ provisionally certified, yet highly-qualified and competent teachers.
3. O.C.G.A. § 20-2-201 (c) (relating to other appropriate organizations to provide in-service or continuing education)
  - a. Designate the performance to be improved:
    - Staff development is tightly aligned with the school curriculum, and its effectiveness is measured in terms of improved student achievement. WIA looks to a variety of providers in both the business and education communities for high-level training for its staff.

- b. Describe how the charter will measure the improvement of such performance:
    - Because PD is based upon a needs assessment for this specific school and is tightly focused on meeting the objectives of the school, there is ongoing measurement of improvement. The most valid evaluation of professional training is student achievement.
  - c. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations and policies.
    - It is expected that the professional training required of staff at WIA exceeds that required by the Professional Standards Commission's policies relating to certification.
4. O.C.G.A. § 20-2-942 (1.1) (School Administrator)
- a. Designate the performance to be improved:
    - WIA is led by an experienced school administrator.
  - b. Describe how the charter will measure the improvement of such performance:
    - The effectiveness of the principal is measured in terms of the overall success of the school, including academic success, fiscal soundness and community involvement.
  - c. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations and policies.
    - The board has sought a highly qualified leader with relevant training and experience who has a proven track record of success.
- d. O.C.G.A. § 20-20-1010 (State Board to prescribe textbooks) and APS Policy IFAA (Textbook Selection and Adoption). WIA requests flexibility in the selection of textbooks in order to implement a rigorous curriculum that aligns with IB.
- e. Describe how the charter will measure the improvement of such performance:
    - Textbooks are one of the tools utilized to teach the curriculum; student performance data provides a measure of the appropriateness and quality of textbooks that are selected.
  - f. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations and policies.
    - WIA does, in many instances, utilize textbooks adopted by the SBOE. The list provides a basic resource for our selection committee. However, we request the flexibility to go beyond that list in order to enhance our curriculum.
5. Terms definitions as related to sections in O.C.G.A. § 20-2-750 thru 20-2-759, specifically definitions set forth in 20-2-751 (1) "expulsion" and (2) "Long-term suspension"
- a. Designate the performance to be improved:
    - WIA follows APS rules and regulations concerning discipline, suspension and expulsion. As a charter school, WIA does not have the authority to impose a long-term suspension from the APS or to expel a student from District schools. WIA follows the legislative mandates regarding student behavior as set forth by the State of Georgia.
  - b. Describe how the charter will measure the improvement of such performance:
    - Because teaching work ethic is a major component of the curriculum, standards for student behavior are assessed along with academic competencies. Students are expected to meet the highest standards of behavior.
  - c. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations and policies.
    - WIA cooperates fully with APS in pursuing action against a student who has committed an offense for which long-term suspension or expulsion is designated as appropriate.