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# **WOODLAND ELEMENTARY SCHOOL**

**Committed to Excellence**

## **CHARTER SCHOOL PROPOSAL**

**SUBMITTED BY**

**WOODLAND ELEMENTARY SCHOOL**

**LOCAL SCHOOL ADVISORY COUNCIL**

**1130 SPALDING DRIVE**

**ATLANTA, GA 30350**

**Submission Date: October 16, 2000**

**Approved February 8, 2001**

# Woodland Elementary School

## Charter School Proposal

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### HISTORY OF WOODLAND ELEMENTARY

**Woodland Elementary School**, 1130 Spalding Drive, Atlanta, Georgia, 30350, was built in 1971. It is conveniently located on a wooded, 24-acre campus in Sandy Springs. Since the **school** was built three addition/renovation projects have been completed to accommodate growth and the changing needs of the student body. The current enrollment is 573. The student body is comprised of students in Pre-K through grade 5, as well as Special Needs Preschool, Special Needs Kindergarten, Moderate to Profound Intellectual Disabilities, Behavior Disorders, and Learning Disabilities. **Woodland** is ethnically, culturally and economically diverse and reflects our local community. This diversity provides students with the unique opportunity to grow and learn together while appreciating cultural differences.

**Woodland** also has a diverse faculty and staff of approximately 100 people. Our professional staff is highly qualified and continues to pursue additional training. Over 50% of our certified teaching staff hold masters degrees or higher with an average of 12 years experience.

While the data shows that our **school** population has become more mobile over the past several years, our goal to achieve academic excellence remains the same. Our **school**-based goals reflect the needs of all students, whether they are short or long term residents, and whether or not they have any special educational needs. Our **elementary** instructional program emphasizes the development of basic academic skills, while recognizing individual strengths, talents, and pursuits of students. A continuous achievement curriculum allows each student to progress at his/her pace. In keeping with Fulton County's policy of continuous achievement, students who consistently perform close to 70% are considered for placement at a higher level in the Math and the Language Arts curriculum. We also use the Stanford 9, CRCT, , the Georgia Kindergarten Assessment Program, Integrated Theme Tests, Cumulative Math Assessment and the Basic Literacy Test to monitor student achievement.

**Woodland**'s 1999 average aggregate scores on the Iowa Tests of Basic Skills (ITBS) fall within the second highest quartile. The increasing mobility of the student population makes year to-year comparisons of aggregate scores a less than accurate measure of student progress. However, standardized test scores are useful in helping to identify academic areas in which schoolwide improvement is needed. The Remedial , Reading Recovery and Early Intervention Programs provide support to students in Kindergarten through fifth grade who are having difficulty with reading. In addition, **Woodland** was awarded a Georgia Reading First Grant for the 1998-99, 1999-00 and 2000-01 **school** years. This grant has allowed us to purchase supplemental reading materials that focus on explicit phonics for grades K-3.

Technology has come to our **school** in many forms. The Fulton County Bond and State Lottery monies have provided the **school** with many new computers, printers, scanners, software, and a satellite dish. The Media Center is fully automated with scanners to process check-in/outs and inventory control. Designated **school** personnel connect to central office personnel throughout the system on e-mail. The **school** uses the e-mail for internal and external communications. **Woodland** has procured the CCC SuccessMaker Software Program to help strengthen student learning in reading and math. We also received a grant from Media One/US West to help students create multimedia presentations. **Woodland**'s collective resources serve the students and community in an effective manner in order to build a solid foundation for the future. Our excellent faculty and staff are well qualified to teach skills our students will need in secondary **school** and beyond. Our many programs help to ensure that all students will be able to achieve to their highest academic potential.

The **school** receives strong, continuous support from the **Woodland** PTA. The PTA sponsors a diversity of programs that meet individual student needs, emphasize the whole child, and encourage and support the parent/**school** team concept. Numerous committees enable parents and students to participate in **school** functions such as: Radical Readers, Math Superstars, Junior Great Books, Cultural Arts Programs, Family Literacy Nights, **School** Picnic, Drug Awareness projects, Science Convention, Wildcat Publishing, and many other opportunities and programs. The **Woodland** PTA promotes open lines of communication, schedules programs which address the emotional, physical, and academic needs of the children and encourages good health, nutrition and safety through educational and enrichment programs. In addition, the PTA provides fundraisers and sponsors social and informational events, such as new parent coffees and volunteer orientations. Our PTA has continuously been awarded the "Golden Apple Award" in recognition of the countless hours provided to the **school** by parents, business partners, and community volunteers. Our volunteer

program averages more than 5,594 hours a year. Our students benefit greatly from the continuing, energetic support of our volunteers.

Another resource, which has proven invaluable to the academic success of **Woodland** students, has been our partnerships with area businesses. EDS (Electronic Data Systems) sends volunteers weekly to tutor students on all grade levels. Publix has supplied our **school**/community with programs to enhance the curriculum in the areas of nutrition and citizenship. Costco provides amenities for various special occasions at the **school** as well as volunteers to work with children in the area of reading.

## RATIONALE

Based on input from the PTA, Local **School** Advisory Council, parents, and staff members, it is the desire of **Woodland Elementary School** to be converted from an existing public **school** to a **charter** public **school**. Our current enrollment is 573, which includes 70 self-contained special education students. **Woodland** serves a student population in pre-**school** through grade five that is ethnically, culturally and economically diverse. Students who attend **Woodland** live in single family dwellings, apartments and/or subsidized housing. **Woodland** students consistently perform above the national average on standardized tests. However, the current mobility rate of forty-four percent (44%), free and reduced lunch rate of thirty-six percent (36%), and the fluctuation in test scores from one year to the next indicate much greater academic and social challenges in the immediate future. We realize that in order to meet these challenges we must be creative and innovative in the approaches we use to educate our highly diverse student population. Research suggests the following critical components must be part of our **school** reform: 1) academic excellence, including high expectations for all students, highly skilled teachers, strong leadership, and frequent evaluation and monitoring of student progress; 2) a safe and orderly learning environment, including consistent discipline; and 3) high parental and community involvement. These critical components will be the main focus of our **charter** proposal. We see becoming a **charter school** as an opportunity to think outside the box.

In addition, last **school** year, **Woodland** was involved in a redistricting plan. As a result, 95% of the 800 students were redistricted to a new **elementary school**. **Woodland** began the year with a new student body from four different **elementary** schools. Thus, the change in our student body presents a unique opportunity for **school** improvement and reform.

## VISION STATEMENT

**Woodland Elementary School** is a place where all children learn to their full potential in a safe, nurturing environment supported by involved and committed staff, family, and community who help prepare students for a successful future.

## MISSION STATEMENT

It is the mission of **Woodland Elementary School** to provide a high quality education for each student and an optimum learning environment that will aid in the development of the total child for participation in a democratic society and a global community. This educational process is a cooperative effort between home, **school**, and community.

The faculty, staff and parents of **Woodland Elementary** place a high priority on professionalism and providing a quality educational program for all students. Our focus is to provide students with a foundation in academic and social skills so that they achieve academically to their highest potential; learn to think critically and act responsibly; maintain dignity and self-worth and appreciate cultural differences.

**Woodland's** ethnic, cultural, and socioeconomic diversity provides students with the unique opportunity to grow and

learn together while focusing on the importance of respecting and appreciating cultural differences and the uniqueness that comes from a diverse **school** community.

## BELIEF STATEMENTS

We believe that children can achieve their highest potential with proper guidance in a positive, supportive, and challenging learning environment.

We believe that children should be encouraged to become life-long independent learners.

We believe that **school** should encompass values and life experiences.

We believe that children learn at their own level and pace in a style, which meets their needs.

We believe that children have a right to learn and work in a safe environment which fosters mutual respect.

We believe that children should use technology as a tool for learning.

### I. DESCRIBE A PLAN FOR IMPROVEMENT THAT ADDRESSES HOW THE **CHARTER** PETITIONER PROPOSES TO IMPROVE STUDENT LEARNING AND MEET MINIMUM STATE STANDARDS

We believe that the approval of **Charter School** Status for a period of five years will allow us to focus on the critical components mentioned above as well as on specific academic achievement goals. It will also allow us to request exceptions to standard policies and procedures from the Fulton County **School** Board (as stated in The **Charter** Schools Act of 1998). The **charter** will place a strong emphasis on raising each student's performance, based on his or her cognitive potential, to a higher level. We will use "best practices" in education to achieve this goal and to ensure mastery of the QCCs. These "best practices" will include but are not limited to the following: exposing all students to gifted teaching strategies, particularly higher-level thinking and problem-solving skills; thematic instruction; compacting the curriculum; instructional calendars; hands-on science; brain-based learning and the Model for Excellence (a guiding philosophy of the Fulton County Board of Education). The **charter** will also focus on increasing parental and community involvement; incorporating an educational contract for the principal, teachers, students and parents; and maintaining a safe and orderly **school** environment, including a required **school** uniform policy.

**Woodland** will use the Georgia Quality Core Curriculum (QCC) for all subjects. However, since academic excellence will be the primary focus of the **Charter**, we will extend and enhance the curriculum by placing emphasis on the following educational components.

**Woodland** will implement Joseph Renzulli's Schoolwide Enrichment Model (SEM). SEM is a research-supported model that is based on highly successful practices that had their origins in special programs for gifted and talented students. SEM major goals are to promote both challenging and enjoyable high-end learning across all levels and demographic differences and infuse specific practices for high-end learning into the total **school** program. The SEM was developed in the early 1970's and is currently being used in hundreds of **school** districts across the country including major urban areas such as New York City, Atlanta, San Antonio, Fort Worth and St. Paul. The Schoolwide Enrichment Model (SEM) provides educators with the means to:

- A. Develop the talent potentials of students by systematically assessing their strengths; providing enrichment opportunities, resources, and services to develop their strengths; and using a flexible approach to curricular differentiation and the use of **school** time.

- B. Improve the academic performance of all students in all areas of the curriculum and blend standard curriculum activities with meaningful enrichment learning.
- C. Promote continuous, reflective, growth-oriented professionalism of **school** personnel to such an extent that many faculty members emerge as leaders in curriculum and staff development, program planning, etc.
- D. Create a learning community that honors ethnic, gender, and cultural diversity and promotes mutual respect, democratic principles, and preservation of the Earth's resources.
- E. Implement a collaborative **school** culture that includes appropriate decision making opportunities for students, parents, teachers and administrators.

**Woodland** will employ additional gifted and talented endorsed teachers (TAG) to work with students and classroom teachers in grades K-5. The TAG teachers will assist classroom teachers with the implementation of the Schoolwide Enrichment Model. The additional gifted and talented endorsed teachers will model critical and creative thinking skills for students and teachers. They will also use a Collaborative Model to work with classroom teachers to identify objectives from the QCCs, develop lessons that integrate specific talented and gifted teaching strategies, and apply knowledge and thinking skills to complex problems. The general education teachers and the TAG teachers will develop science and social studies units which incorporate higher order thinking and problem solving skills and support the QCC objectives as part of SEM. Using a team teaching approach, the general education and TAG teachers will then execute the lesson plans in the general education classrooms and the TAG classroom during the week. Furthermore, classroom teachers will incorporate Bloom's Taxonomy, theme-based studies, and interdisciplinary and differentiated instruction into the units of study. The following is an outline of how we will implement the SEM and the Collaborative Model at **Woodland**: Schoolwide Enrichment Model

- Conduct an inservice for classroom teachers on the Schoolwide Enrichment Model (SEM) in the Spring of 2001.
- Second grade teachers will work with a consultant during Summer 2001 to write one to two thematic units based on the QCC's for Science and Social Studies.
- **Woodland** will begin Schoolwide Enrichment in Fall 2001 with the second grade. A timeline will be established to add at least one grade level each year.
- Themes developed by integrating social studies and science will be taught in TAG and general education.
- Regular education teachers and the TAG teacher will teach the theme on Schoolwide Enrichment Day.
- Some teaching strategies and learning objectives for both groups will be different based upon the unique needs of the students.

## II. Modeling of Critical and Creative Thinking Skills Strategies (Collaborative Model)

### A. Gifted Endorsed Teacher will model specific gifted and talented strategies by:

1. offering a course on critical and creative thinking strategies to classroom teachers at all grade levels.
2. visiting classrooms on a rotating basis and modeling lessons based on the QCC being studied;
3. meeting with grade levels to discuss lesson development;
4. observing individual classroom teachers implement the strategy in original lessons;
5. providing feedback to classroom teachers based upon observations.

### III. Requiring all teachers at **Woodland** to complete the staff development course Curriculum and Strategies for the Gifted by 2005. These strategies can be used to create lessons to address content as well as critical and/or creative thinking skills.

A. The Curriculum and Strategies for the Gifted Course will focus on the following strategies:

1. Compare Contrast--A method of finding similarities and differences between to concepts
2. Decision Making--A systematic approach to making decisions based upon data, communicating decisions, and predicting the outcomes of those decisions
3. Inductive Learning--A process of grouping and labeling data in order to form generalizations, make predictions, or form and test hypotheses
4. Inquiry/Mystery--A process of formulating and testing hypotheses when presented with an absolute unknown
5. Metaphorical Expressions--A process of interpreting and creating analogies to be used in all forms of communication
6. Creative Problem Solving--A systematic approach to identifying and solving unique problems and implementing original solutions
7. Creative Thinking -- A tool box of strategies used to help student generate many, varied, and unusual ideas

B. The course will also address the following best practices that will be incorporated into teachers' lesson planning:

1. Differentiated Instruction

Altering the method of delivering content, the process students use to learn, the products students create, and/or the environment in which student work in order to meet the learning needs of all students. Examples: use of learning contracts, thematic instruction, interdisciplinary teaching and curriculum compacting

2. Rubrics and performance assessment

Assessment tools which guide students in their work and allow the teacher to be a more effective and objective evaluator of student work.

IV. Providing Staff Development Opportunities for all interested **Woodland Elementary** Teachers to Receive the Gifted Endorsement

A. **Woodland Elementary** teachers can receive the gifted endorsement by taking the five endorsement courses offered by the TAG office through Staff Development.

1. The endorsement program is a year-long program for 20 SDUs
2. Courses include

a. Foundations of Gifted Education (1 SDU)

- b. Characteristics of the Gifted (4 SDUs)
- c. Identification and Assessment of the Gifted (5 SDUs)
- d. Curriculum and Strategies for the Gifted (5 SDUs)
- e. Program Development for the Gifted (5 SDUs)

3. Texts are provided for the courses.

4. Those teachers who complete the courses with a grade of B or better will receive a stipend.

- B. Select an experienced ESOL Endorsed Teacher to become the Gifted Endorsed Teacher and incorporate strategies for working with Limited English Proficient students.
- C. **Woodland** teachers who obtain the endorsement will be expected to remain in general education at **Woodland** for three years or reimburse the Fulton County the tuition costs and stipend.

V. Pull-out Program for Identified Gifted Students

- A. Identified Gifted Students in grades K-5 will continue to be served by a Gifted Endorsed Teacher in a resource classroom for one full day per week.
  - B. Students will study interdisciplinary units that extend the QCC and incorporate the Fulton County Learning Objectives for Talented and Gifted.
  - C. Student performance will be assessed through product and performance assessments and the use of rubrics.
  - D. Parents will receive a report card from the TAG class at the 12th and 18th weeks of each semester.

VI. Communication

- A. Conduct workshops for parents and interested community members on the Schoolwide Enrichment Model and critical and creative thinking strategies each **school** year.
- B. Share information with parents and community members regarding the SEM via **School** Newsletter and **Woodland**'s web page.

As part of the SEM, we will incorporate brain research in our classrooms. Teachers will have the opportunity to replace overhead fluorescent lights in the classrooms with lamps, cluster desks to facilitate cooperative learning, play classical music to increase spatial temporal reasoning, allow students to drink water throughout the day to keep the brain and body hydrated, and use movement to increase the brain's capacity to remember over long periods of time.

**Woodland** teachers will use an interdisciplinary approach to teaching language arts. The students will be trained in the See-Plan-Do-Check continual improvement process to assist them in developing goals for themselves and assessing their own progress. Social studies and science trade books will be used to teach reading through the content areas. The CCC SuccessMaker Program will be used daily to reinforce reading and math skills. The Fulton County Continuous Achievement Model will be modified and used to instruct students in language arts. Science and social studies units from the Core Knowledge Curriculum will also be used to support instruction. The following is a sample language arts schedule:

## Language Arts

Model For A Balanced Literary Block (SAMPLE)

(2 hour block)

### Writing Instruction and Modeling (30 minutes with whole group)

<b>Teacher Directed Instruction</b>	<b>On Grade Level Instruction</b>
Writing Process Instruction which will include:	
grammar	
spelling	(instructional products are used for
usage	diagnostic instructional purposes)

**Teacher provides choices of topics for students to use as independent work**

### Reading Instruction (Each block is 25-30 minutes with small groups)

Teacher Directed Instruction
(students □ instructional level)
Directed Reading Lesson
<ul style="list-style-type: none"> <li>• Activate Prior Knowledge or build background</li> <li>• Introduce Vocabulary</li> <li>• Set purpose</li> <li>• READ</li> <li>• Strategies and Skills</li> <li>• Respond</li> <li>• Discuss</li> <li>• Summarize</li> <li>• Extend</li> </ul>

### Group A

Independent student work(Teacher selected activities)

Writing activity

Reading activities (phonics, vocabulary, comprehension)

Learning Station Activities

(Student selected activities)

Independent writing and/or reading

Computer support

Books on tape (on and above grade level)

**Reading Instruction (Each block is 25-30 minutes with small groups)**

**Reading Instruction (Each block is 25-30 minutes with small groups)**

<p>Teacher Directed Instruction</p> <p>(students □ instructional level)</p> <p>Directed Reading Lesson</p> <ul style="list-style-type: none"> <li>• Activate Prior Knowledge or build background</li> <li>• Introduce Vocabulary</li> <li>• Set purpose</li> <li>• READ</li> <li>• Strategies and Skills</li> <li>• Respond</li> <li>• Discuss</li> <li>• Summarize</li> <li>• Extend</li> </ul> <p style="text-align: center;"><b>Group A</b></p>	<p>Independent student work(Teacher selected activities)</p> <p>Writing activity</p> <p>Reading activities (phonics, vocabulary, comprehension)</p> <p>Learning Station Activities</p> <p>(Student selected activities)</p> <p>Independent writing and/or reading</p> <p>Computer support</p> <p>Books on tape (on and above grade level)</p> <p style="text-align: center;"><b>Group B</b></p>

(30 minutes with whole group)

Closure Whole Group

Discuss writing skills, reading strategies and summarizes lessons.

This time should include partner reading. At this time students should read writing samples and/or books to each other. It is very important that students read their writings. This is the best way to begin revision.

## Elementary Language Arts

Model For A Balanced Literary Block (SAMPLE)

(2 ½ hour block)

### Writing Instruction and Modeling (30 minutes with whole group)

<b>Teacher Directed Writing Instruction</b>	<b>On Grade Level Instruction</b>
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Using steps of writing process, teacher models and provides instruction in:

Prewriting, Writing, Revising, Editing

**Teacher provides choices of topics for students to use as independent work**

### Reading Instruction(Each block is 20-30 minutes with small groups)

Teacher Directed Instruction
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Directed Reading Lesson
-------------------------

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Activate Prior Knowledge or build background</li> <li>• Introduce Vocabulary</li> <li>• Set purpose</li> <li>• READ</li> <li>• Strategies and Skills</li> <li>• Respond</li> <li>• Discuss</li> <li>• Summarize</li> <li>• Extend</li> </ul> |
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**Group A      Instructional Level**

Independent student work

(Teacher selected activities)

Writing activity

Reading activities (phonics, vocabulary, comprehension)

**Group B**

Learning Station Activities

(Student selected activities)

Independent writing

Independent reading

Computer support

Books on tape (on and above grade level)

**Group C      On Grade Level**

**Directed Reading Lesson**

**Reading Instruction(Each block is 20-30 minutes with small groups)**

<p>Teacher Directed Instruction</p> <p>Directed Reading Lesson</p> <ul style="list-style-type: none"> <li>• Activate Prior Knowledge or build background</li> <li>• Introduce Vocabulary</li> <li>• Set purpose</li> <li>• READ</li> <li>• Strategies and Skills</li> <li>• Respond</li> <li>• Discuss</li> <li>• Summarize</li> <li>• Extend</li> </ul> <p><b>Group A      Instructional Level</b></p>	<p>Independent student work</p> <p>(Teacher selected activities)</p> <p>Writing activity</p> <p>Reading activities (phonics, vocabulary, comprehension)</p> <p><b>Group B</b></p>	<p>Learning Station Activities</p> <p>(Student selected activities)</p> <p>Independent writing</p> <p>Independent reading</p> <p>Computer support</p> <p>Books on tape (on and above grade level)</p> <p><b>Group C      On Grade Level</b></p>
<p><b>Directed Reading Lesson</b></p> <p>Teacher Directed Instruction</p>		

<ul style="list-style-type: none"> <li>• Activate Prior Knowledge or build background</li> <li>• Introduce Vocabulary</li> <li>• Set purpose</li> <li>• READ</li> <li>• Strategies and Skills</li> <li>• Respond</li> <li>• Discuss</li> <li>• Summarize</li> <li>• Extend</li> </ul>	<p>Group B      Instructional Level</p>
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Independent student work

(Teacher selected activities)

Writing activity

Reading activities (phonics, vocabulary, comprehension)

**Group C**

**Reading Instruction(Each block is 20-30 minutes with small groups)**

<p>Teacher Directed Instruction</p> <p>Directed Reading Lesson</p> <ul style="list-style-type: none"> <li>• Activate Prior Knowledge or build background</li> <li>• Introduce Vocabulary</li> <li>• Set purpose</li> <li>• READ</li> <li>• Strategies and Skills</li> <li>• Respond</li> <li>• Discuss</li> <li>• Summarize</li> <li>• Extend</li> </ul>	<p>Independent student work</p> <p>(Teacher selected activities)</p> <p>Writing activity</p> <p>Reading activities (phonics, vocabulary, comprehension)</p>	<p>Learning Station Activities</p> <p>(Student selected activities)</p> <p>Independent writing</p> <p>Independent reading</p> <p>Computer support</p> <p>Books on tape (on and above grade level)</p>
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Group A      Instructional Level	Group B	Group C      On Grade Level
<p><b>Directed Reading Lesson</b></p> <p>Teacher Directed Instruction</p> <ul style="list-style-type: none"> <li>• Activate Prior Knowledge or build background</li> <li>• Introduce Vocabulary</li> <li>• Set purpose</li> <li>• READ</li> <li>• Strategies and Skills</li> <li>• Respond</li> <li>• Discuss</li> <li>• Summarize</li> <li>• Extend</li> </ul> <p>Group B      Instructional Level</p>	<p><b>Independent student work</b></p> <p>(Teacher selected activities)</p> <p>Writing activity</p> <p>Reading activities (phonics, vocabulary, comprehension)</p> <p>Group C</p>	

### Learning Station Activities

(Student selected activities)

Independent writing

Independent reading

Computer support

Books on tape (on and above grade level)

### Group A      On Grade Level

Teacher Directed Instruction

(Directed Reading Lesson)

- Activate Prior Knowledge or build background
- Introduce Vocabulary
- Set purpose
- READ
- Strategies and Skills
- Respond
- Discuss

- Summarize
- Extend

**Group C    Instructional Level**

**Independent student work**

**Reading Instruction(Each block is 20-30 minutes with small groups)**

<p>Teacher Directed Instruction</p> <p>Directed Reading Lesson</p> <ul style="list-style-type: none"> <li>● Activate Prior Knowledge or build background</li> <li>● Introduce Vocabulary</li> <li>● Set purpose</li> <li>● READ</li> <li>● Strategies and Skills</li> <li>● Respond</li> <li>● Discuss</li> <li>● Summarize</li> <li>● Extend</li> </ul> <p><b>Group A    Instructional Level</b></p>	<p>Independent student work</p> <p>(Teacher selected activities)</p> <p>Writing activity</p> <p>Reading activities (phonics, vocabulary, comprehension)</p> <p><b>Group B</b></p>	<p>Learning Station Activities</p> <p>(Student selected activities)</p> <p>Independent writing</p> <p>Independent reading</p> <p>Computer support</p> <p>Books on tape (on and above grade level)</p> <p><b>Group C    On Grade Level</b></p>
<p><b>Directed Reading Lesson</b></p> <p>Teacher Directed Instruction</p> <ul style="list-style-type: none"> <li>● Activate Prior Knowledge or build background</li> <li>● Introduce Vocabulary</li> <li>● Set purpose</li> <li>● READ</li> <li>● Strategies and Skills</li> <li>● Respond</li> <li>● Discuss</li> <li>● Summarize</li> <li>● Extend</li> </ul> <p><b>Group B    Instructional Level</b></p>	<p><b>Independent student work</b></p> <p>(Teacher selected activities)</p> <p>Writing activity</p> <p>Reading activities (phonics, vocabulary, comprehension)</p> <p><b>Group C</b></p>	<p><b>Learning Station Activities</b></p> <p>(Student selected activities)</p> <p>Independent writing</p> <p>Independent reading</p> <p>Computer support</p> <p>Books on tape (on and above grade level)</p> <p><b>Group A    On Grade Level</b></p>

<p>Teacher Directed Instruction</p> <p>(Directed Reading Lesson)</p> <ul style="list-style-type: none"> <li>• Activate Prior Knowledge or build background</li> <li>• Introduce Vocabulary</li> <li>• Set purpose</li> <li>• READ</li> <li>• Strategies and Skills</li> <li>• Respond</li> <li>• Discuss</li> <li>• Summarize</li> <li>• Extend</li> </ul> <p><b>Group C</b>    Instructional Level</p>	<p><b>Independent student work</b></p> <p>(Teacher selected activities)</p> <p>Writing activity</p> <p>Reading activities (phonics, vocabulary, comprehension)</p>	
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## Group A

### Learning Station Activities

### Reading Instruction(Each block is 20-30 minutes with small groups)

<p>Teacher Directed Instruction</p> <p>Directed Reading Lesson</p> <ul style="list-style-type: none"> <li>• Activate Prior Knowledge or build background</li> <li>• Introduce Vocabulary</li> <li>• Set purpose</li> <li>• READ</li> <li>• Strategies and Skills</li> <li>• Respond</li> <li>• Discuss</li> <li>• Summarize</li> <li>• Extend</li> </ul> <p><b>Group A</b>    Instructional Level</p>	<p>Independent student work</p> <p>(Teacher selected activities)</p> <p>Writing activity</p> <p>Reading activities (phonics, vocabulary, comprehension)</p> <p><b>Group B</b></p>	<p>Learning Station Activities</p> <p>(Student selected activities)</p> <p>Independent writing</p> <p>Independent reading</p> <p>Computer support</p> <p>Books on tape (on and above grade level)</p>
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<p><b>Directed Reading Lesson</b></p> <p>Teacher Directed Instruction</p> <ul style="list-style-type: none"> <li>• Activate Prior Knowledge or build background</li> <li>• Introduce Vocabulary</li> <li>• Set purpose</li> <li>• READ</li> <li>• Strategies and Skills</li> <li>• Respond</li> <li>• Discuss</li> <li>• Summarize</li> <li>• Extend</li> </ul> <p>Group B      Instructional Level</p>	<p><b>Independent student work</b></p> <p>(Teacher selected activities)</p> <p>Writing activity</p> <p>Reading activities (phonics, vocabulary, comprehension)</p> <p><b>Group C</b></p>	<p><b>Group C      On Grade Level</b></p> <p><b>Learning Station Activities</b></p> <p>(Student selected activities)</p> <p>Independent writing</p> <p>Independent reading</p> <p>Computer support</p> <p>Books on tape (on and above grade level)</p> <p><b>Group A      On Grade Level</b></p>
<p>Teacher Directed Instruction</p> <p>(Directed Reading Lesson)</p> <ul style="list-style-type: none"> <li>• Activate Prior Knowledge or build background</li> <li>• Introduce Vocabulary</li> <li>• Set purpose</li> <li>• READ</li> <li>• Strategies and Skills</li> <li>• Respond</li> <li>• Discuss</li> <li>• Summarize</li> <li>• Extend</li> </ul> <p><b>Group C      Instructional Level</b></p>	<p><b>Independent student work</b></p> <p>(Teacher selected activities)</p> <p>Writing activity</p> <p>Reading activities (phonics, vocabulary, comprehension)</p> <p><b>Group A</b></p>	<p><b>Learning Station Activities</b></p> <p>(Student selected activities)</p> <p>Independent writing</p> <p>Independent reading</p> <p>Computer support</p> <p>Books on tape (on and above grade level)</p> <p>Group B      On Grade Level</p>

(30 minutes) Closure Whole Group Discusses writing skills, reading strategies and summarizes lessons on grade level materials

To support students having difficulty with reading in grades K-3, classroom teachers will be trained to use Reading Recovery strategies. Teachers in grades 1-3 will integrate Reading Recovery strategies while working

with small reading groups. The Reading First Program will be used with students in grades K-3. Students working below grade level in grades four and five will participate in the □At Promise□ Interactive Reading Program. The purpose of □At Promise□ program is to provide an intensive intervention program at the fourth and fifth grade levels for students who are experiencing reading difficulties one year or more below grade level. The intervention will range from twelve to thirty-six weeks depending on the entry level of the student. Students will receive fifty minutes of instruction daily.

The EIP, Reading Recovery, and Remedial Programs will also be used to support low-achieving students. Reading skills will also be reinforced through student participation in the following voluntary programs: Radical Readers, Junior Great Book, Patchwork Books, and Book Sharp.

Writing will be an integral part of the language arts curriculum. Students will increase ownership and responsibility for their writing by choosing their own topics and goals for improvement; participating in teacher-student conferences; writing for different purposes and audiences; publishing for the class and for wider communities; and writing across the curriculum. Teachers will instruct students on the four-step writing process (pre-writing, drafting, revising, and editing). Students will be involved in Daily Oral Language and Vocabulary activities. The use of technology will be an integral part of the writing process. Grammar and mechanics will be taught in context at the editing stage using the QCC objectives. Students will be required to produce a piece of writing every two weeks. They will also be required to write in complete sentences when completing written assignments and/or responding to questions. Teachers will be trained in the use of □Power Writing□.

**Woodland** will place a major emphasis on organization, time management and goal setting. To reinforce these skills, students in grades 3-5 will be required to use □agenda□ planners. Student agendas will be checked randomly by teachers and administrators.

In mathematics, students will be provided mathematics instruction through the district's curriculum. We will also be implementing a □compacting□ strategy. This strategy will require teachers to pretest students in specific skills and concepts before they are taught. In this way, students will be able to move to more challenging skills and concepts rather than going over previously mastered skills. Students will use the CCC SuccessMaker Program daily to reinforce math concepts. Students will receive math instruction using alternative and supplemental materials from programs such as Math Their Way, AIMS and Touch Math. Fulton County's 8-Step Instructional Process will also be used to support math instruction.

Science will be taught through the Schoolwide Enrichment Model, thematic instruction, hands-on activities, trade books, Windows on Science videodiscs, technology and the AIMS materials. Science units will be integrated with other areas of the curriculum. Students will have opportunities to use technology to conduct experiments, research and comparisons.

Social Studies will be taught using the Schoolwide Enrichment Model, thematic instruction and trade books. Teachers will place emphasis on activities that engage students in inquiry and problem solving about significant human issues; participation in interactive and cooperative classroom study processes that bring together students of all ability levels; and integration of social studies with other areas of the curriculum. Students in grades 2-5 will be required to use technology to complete research projects connected to units of study.

To support our self-contained special education students, special education teachers and assistants will be required to participate in staff development courses offered by the Georgia Project for Assistive Technology and the Fulton County Staff Development Department.

Most researchers conclude that schools need to focus more on students' active learning and on the development of problem-solving skills. These needs derive from the requirements of the marketplace and the responsibilities of citizenship. We strongly believe that by placing an emphasis on academic excellence we will place the focus of education on the real needs of students and the skills they will need to be productive citizens in the 21st Century. We will also focus on a continuous improvement process that is fact-based, systematic, focused on key

processes, and has clear goals on what to improve. Our approach to continuous improvement will seek to engage students and parents as full participants in and contributors to the learning and improvement processes. A major opportunity exists to build active student learning around assessment (including self-assessments and teacher assessments), goal setting, and improvement. The Fulton County 8-Step Instructional Process will be used to assess student progress and achievement. The 8-Step Instructional Process includes the following:

1. **Data Disaggregation.** Examine individual assessments for all students. Review performance on each objective. Rank objectives from weakest to strongest.
2. **Instructional Timeline.** Develop an annual calendar for each grade that identifies objectives to be taught each week. With consideration of sequencing concepts, teach the weakest objectives earlier in the **school** year.
3. **Instructional Focus.** Begin each class teaching the objective for the day in a brief, on-grade-level lesson for the entire class.
4. **Assessment.** After teaching the objective for the scheduled amount of time, give each student a four-to-six item assessment.
5. **Tutorials.** For those students who do not pass the assessment, provide tutorial time on that objective until they have mastered it.
6. **Enrichment.** While students are in tutorials, students who passed the assessment receive academic enrichment to extend their learning
7. **Maintenance.** Build activities into the instructional day that maintain the objectives taught earlier in the year.
8. **Monitoring.** The Principal and Curriculum Support Teacher observe implementation in the classroom and support the process through activities such as locating new instructional materials, adjusting the **school** schedule, and identifying effective practices among teachers.

To maximize academic achievement teachers will build upon the premise that students differ in many ways. Thus, teachers must be ready to engage students in instruction through different learning modalities and appeal to student interests. They must provide specific ways for each individual student to learn as deeply as possible and as quickly as possible without assuming one student's road map for learning is identical to anyone else's. Teachers must believe that students should be held to high standards. Furthermore, teachers must work diligently to ensure that below, on, and above grade level students think better, achieve more than they thought they could and come to believe that learning involves effort, risk and personal triumph.

We will use the research on brain-based learning to create brain compatible learning environments throughout the **school**. The most recent neurological and cognitive research on brain-based education contends that all brains can learn if the brain is not prohibited from fulfilling its natural and normal process. Furthermore, the research indicates that brain-compatible learning environments should: 1) be totally safe and non-threatening; 2) be comfortable (alternative lighting such as lamps, alternative furniture such as lap desks, floor cushion, rocking chairs and bean bags, etc.); 3) include background music such as Bach and Pachelbel; 4) address and support students' learning styles; 5) vary instructional delivery; 6) and focus on hydration and nutrition.

The English for Speakers of Other Languages (ESOL) program will be used to address the academic needs of students from bilingual homes in our community.

**Woodland** will continue to educate special education students through a "center" approach. Currently **Woodland** serves self-contained special education students. Our Special Education Center includes two half-day programs for special needs preschoolers (three and four-year-olds). One class is provided for special needs kindergarten students. The **school** addresses the needs of students with Learning Disabilities, Behavior Disorders, Moderate to Profound Intellectual Disabilities, Autism, Speech and Language Impairments, Other

Health Impairments and Developmental Delays. Special education students will be served through a variety of models (resource, self-contained, and mainstreaming).

One of **Woodland**'s challenges is to fully develop a program that addresses the needs of those students who do not qualify for any state or federally mandated program or assistance but who may need an alternative classroom setting. To address the needs of these students, a **school** within a **school** model will be used. The students will be afforded the individual attention of the Student Support Team (SST) when exhibiting some type of problem that is inhibiting their progress, academically, emotionally or socially. Upon the recommendation of the SST, students will be placed in an alternative classroom, which will be staffed at a 15:1 ratio with an assistant. The students will remain in this setting for a minimum of one quarter. Before exiting the program, the students must be taken back through the SST process.

To provide a smooth transition for students who enter **school** after the ten-day count, **Woodland** will set up a transition classroom. Students entering after the ten-day count will be assigned to the transition classroom where they will remain for a minimum of a week. During this time, students will be administered placement tests in reading and math to determine their achievement levels and appropriate class placement. The students and their parents will also be acclimated to the routines, expectations and procedures at **Woodland**. After a week or so, each student will be assigned to a classroom that meets his/her academic needs. To comply with federal regulations, any student with an IEP will not participate in the transition classroom.

**Woodland** will also explore providing students with "the gift of time" by having students remain with the same teacher for two years. This approach is called "looping". Through the looping model, the quality of learning time is increased because students and teachers do not experience discontinuity and separation commonly found in the straight-grade class; and students transfer both content and class-management knowledge to a higher degree. In addition, having cohort groups of students for multiple years facilitates bonding among children, teacher, and parents.

To challenge students' verbal and analytical abilities, **Woodland** will explore the possibility of implementing a foreign language program for grades K-5. The foreign language program will focus on developing a greater awareness and deeper understanding of other cultures; facilitating the learning of a second language; improving knowledge of geography; developing thinking processes through problem solving, conceptualizing and reasoning; and developing ability to communicate directly with speakers of other languages.

**Woodland**'s **school** environment will reinforce the personal growth and academic achievement of all students. Learning experiences that provide each individual the chance to achieve at his own pace will be a main focus. Teacher education will be an integral part of these innovative programs since excellence is an on-going process. **Woodland**'s collective resources will serve the student and community in an effective manner to build a solid foundation for the future. It is our hope that our instructional programs will help to ensure that all students will be able to achieve academically to their highest potential.

## II. OUTLINE PROPOSED VERIFIABLE ACADEMIC OR VOCATIONAL PERFORMANCE BASED CRITERIA OR VERIFIABLE ACADEMIC AND VOCATIONAL PERFORMANCE BASED CRITERIA THAT WILL BE USED DURING THE TERM OF THE **CHARTER** TO MEASURE THE PROGRESS OF THE **CHARTER** PETITIONER IN IMPROVING STUDENT LEARNING AND MEETING MINIMUM STATE STANDARDS

Assessment of student progress and the means by which those results are reported will vary, including, but not limited to, tests, projects, class participation, oral presentations, book reports, homework, class work, writing assessments, work samples. The CCC SuccessMaker Software will be used to improve student achievement and assess student progress. Students will use the program daily in reading and math. The Fulton County Grading

Policy will be used and progress reports and report cards will be issued following the same calendar as the district. Each classroom teacher will be required to provide the administration and Curriculum Resource Teacher continuous achievement levels in reading and math for every student every six weeks. This data will then be used to determine instructional needs of students. We also use GKAP for kindergarten; the Basic Literacy Test for grades K-5; placement tests for language arts and math; and formal language arts and math assessments for grades first through fifth to assess and report student achievement. Fall and Spring conferences of each year will inform parents on the individual student progress. Teachers will also send home □Thursday Folders□ every week containing work samples, graded tests, and other information designed to indicate to parents how their child is progressing. They will send monthly □class□ newsletters indicating the objectives that they will be focusing on for the coming month as well as projects students will be working on.

A more formal approach to assessing achievement is through analyzing results of the CRCT and Stanford 9 tests. These test results offer us the ability to look at achievement levels by content area, individual student, classroom, grade level, and schoolwide. Teachers will be required to use the results to develop instructional calendars. Instructional calendars will be used to plan instruction and to locate areas of weakness and strength. The identified weak skills will be taught and reinforced throughout the 8-Step Instructional Process. On a schoolwide basis, **Woodland Elementary** will also use the Georgia State Report Card to gather further information regarding student achievement data and interpretation factors as it relates to the **school** system and state. Individual student results on the Stanford 9 and CRCT will be mailed home to parents. Schoolwide results will be published both at the central district level and locally to our parents through the Principal□s Newsletter. In addition, we will use Principal□s Coffees held in the evening at various locations in the community to communicate the **school**□s mission, instructional programs and student achievement data. An annual State-of-the **School** Address will held at the **school** to inform parents on the progress of the **school** and communicate student achievement data.

**Woodland** will use the following measures of accountability during the term of this **Charter** to measure student achievement and mastery of the QCCs. Since 95% of **Woodland**□s student population is new to the **school** this year, we will use the results from the Stanford 9, CRCT and G-KAP for the 2000-01 **school** year as base-line data. **Woodland** will use the Fulton County **School** System Strategic Planning Model to establish annual goals and intermediate targets by 2004.

The following performance objectives will be amended and targets as well as intermediate goals will be provided where needed based on baseline data from Spring 2001 and submitted to the **School** Board for approval in the Fall of 2001.

#### READING/LANGUAGE ARTS

- Eighty percent (80%) of kindergarten students will improve readiness/language arts skills as measured by the GKAP and Basic Literacy Test.
- Eighty percent (80%) of students in grades 1-5 will improve reading skills as measured by the Basic Literacy Test.
- **Woodland** students in grades 1-5 will outperform schools in Fulton County and surrounding **school** districts with similar demographics as measured by the percentage of students above the 50th percentile in reading comprehension on the Stanford 9 by Spring 2006.
- Decrease the percentage of students in grades 1-5 scoring at the bottom quartile by ten percent (10%) in reading comprehension on the Stanford 9 by Spring 2006.
- Sixty percent (60%) of the students in grades 1-5 will score at or above the 50th percentile in reading

comprehension as measured by the Stanford 9 by Spring 2006.

- B. Woodland** students in grades 1-5 will outperform students in schools with similar demographics in Fulton County and surrounding **school** districts in reading as measured by the percentage of students in category 1 on the CRCT by spring 2006.
- **Woodland** students in grades 1-5 will outperform students in schools with similar demographics in Fulton County and surrounding **school** districts in English/Language Arts as measured by the percentage of students in category 1 on the CRCT by spring 2006.
  - Seventy-five percent (75%) of the students in grades 1-5 will meet or exceed standards in reading as measured by the CRCT by spring 2006.
- C.** Seventy-five percent (75%) of the students in grades 1-5 will meet or exceed standards as measured by the English/language arts section of the CRCT by Spring 2006.
- Seventy-five percent (75%) of the third and fifth grade students will score at the top three levels (Experimenting, Engaging, and Extending) on the Georgia Writing Test by Spring 2006.

## MATHEMATICS

- **Woodland** students in grades 1-5 will outperform schools in Fulton County and surrounding **school** districts with similar demographics in Total Math as measured by the percentage of students scoring at the 50th percentile or above on the Stanford 9 by Spring 2006.
- Decrease the percentage of students in grades 1-5 scoring at the bottom quartile by ten percent (10%) in reading Total Math on the Stanford 9 by Spring 2006.
- Sixty-five percent (65%) of the students in grades 1-5 will score at or above the 50th percentile in Total Math as measured by the Stanford 9 by 2006.
- Seventy-five percent (75%) of the students in grades 1-5 will meet or exceed standards in mathematics as measured by the CRCT by Spring 2006.
- **Woodland** students in grades 1-5 will outperform students in schools with similar demographics in Fulton County and surrounding **school** districts as measured by the percentage of students scoring in category 1 in mathematics on the CRCT by spring 2006.

## H.

### I. SCIENCE AND SOCIAL STUDIES

## J.

- Sixty percent (60%) of the students in grades 3-5 will meet or exceed standards in science as measured by the CRCT by spring 2006.
- Sixty percent (60%) of the students in grades 3-5 will meet or exceed standards in social studies as measured by the CRCT by spring 2006.

## OTHER

- Satisfaction on parent and staff survey will be five percent (5%) higher than schools with similar demographics in the **school** district.
- Former **Woodland** students in grades 6th, 7th, and 8th will outperform students from **elementary** schools

with similar demographics in reading and mathematics as measured by the percentage of students in Category 1 on the CRCT and the percentage of students scoring at or above the 50th percentile on the Stanford 9 by 2006.

- o **Woodland Elementary** will receive a grade of A or B on the Office of Education Accountability statewide Report Card by Fall 2006.
- o 90% of the students enrolled at the end of the first month who have not moved out of the **Woodland** attendance zone will be enrolled at the end of the **school** year.

The listed objectives and targets may be revised based on targets established by the Governor's Office of Education Accountability, baseline data collected in spring 2001, or by mutual consent of the **Woodland** Governing Board, Fulton County **School** Board and Georgia Board of Education.

### III. DESCRIBE HOW PARENTS OR GUARDIANS OF STUDENTS ENROLLED IN THE **SCHOOL**, AS WELL AS THE FACULTY, INSTRUCTIONAL STAFF, AND BROADER COMMUNITY, WERE AND WILL BE DIRECTLY AND SUBSTANTIALLY INVOLVED IN DEVELOPING THE PETITION, DEVELOPING AND IMPLEMENTING THE IMPROVEMENT PLAN, AND IDENTIFYING ACADEMIC OR VOCATIONAL PERFORMANCE BASED CRITERIA

**Woodland Elementary School** has established a set of goals and objectives through the efforts of the **School**-Based Planning and Evaluation Team. This team is comprised of representatives from all facets of the **school** community. The current **school**-based plan is the result of a collaboration between and among the **school**'s PTA, Local **School** Advisory Committee, Leadership Team, business partners and includes recommendations and suggestions received from teachers, support staff, parents and students. As participants in the **school**-based planning process, all stakeholders are now more aware of the process as well as the evolution of the **school**'s long range goals and objectives.

Presently, our Leadership Team, which consists of grade level chairpersons, special area teachers and classified personnel, meets twice a month to address agenda items geared to providing input into schoolwide needs. Leadership Team members then take back to their grade levels information and get input into areas of instructional strategy enhancement, curriculum needs, material and supply needs, and a variety of other grade level and schoolwide needs. Grade level meetings are held weekly to discuss specific instructional needs and share instructional strategies and plans. Furthermore, faculty meetings are held monthly. Each month during our faculty meetings, we focus on specific topics that are directly tied to our **School** Based Plan. The Local **School** Advisory Council meets monthly to discuss schoolwide issues that affect the instructional program. The above groups plan, devise, revise and evaluate the goals and objectives of our **school**'s improvement plan.

**Woodland Elementary School** began exploring innovative **school** reform plans in the Fall of 1999. In the spring of 2000, a committee was formed to explore a theme/**charter school** concept as a way to increase student achievement and enrich the learning environment. The committee of parents and teachers visited several theme/**charter** schools last spring. After the site visits, the committee determined that a **Charter school** would give us the flexibility to make innovations to meet the needs of our students. The information gathered from the

site visits was shared with all the leadership bodies within the **school** as well as parents and community members. Four informational meetings were scheduled in May, July, and August to inform parents and community members about the theme/**charter school** concept and to seek input. As a result, there has been an overwhelming amount of parent interest and support for the **charter school** concept. This fall members of our Local **School** Advisory Council were assigned two or three **Charter** Schools to contact via phone. A questionnaire was designed for team members to use during their phone conference. Each team member compiled notes and shared information with teachers, parents, PTA and Local **School** Advisory Council.

The PTA, faculty and staff, and Local **School** Advisory Council are all in support of completing a petition to become a **charter school**. Several Fulton County Board members and central office staff are supporting the **charter** petition and encouraging the establishment of the county's first conversion of an existing public **school** to a **charter school**. Mrs. Noris Price, Principal, met with **school** district officials to receive direction regarding legal issues involved with becoming a **charter school**.

This **charter school** petition has been developed with the PTA Board, the **School**'s Leadership Team, which is a liaison between the faculty and administration, and the Local **School** Advisory Council which is comprised of parents, faculty, staff, community members and administration. These three groups serve as the design team. Every aspect of the **charter school** proposal reflects a consensus of the parents, teachers and administration.

Several additional meetings were held in the fall to seek input from parents, staff members and interested community members. To maximize parent participation, meetings were held during the day as well as in the evening at the **school**.

#### IV. DESCRIBE HOW THE CONCERNS OF PARENTS OR GUARDIANS, FACULTY, INSTRUCTIONAL STAFF, AND THE BROADER COMMUNITY WILL BE SOLICITED AND ADDRESSED IN EVALUATING THE EFFECTIVENESS OF THE IMPROVEMENT PLAN

As part of our continuous improvement process, we will use the Fulton County Model for Excellence Management System. The Fulton County Model for Excellence will be implemented schoolwide. The Model for Excellence is based on the Malcolm-Baldrige Award criteria for well-run organizations and combines the best education and business practices. The Model guides decision-making that increases student achievement and meets the needs of 21st century students. The Model for Excellence is also built on a set of common values that characterize high-performing organizations and the best schools and classrooms in the nation. These values or "best practices" will bind our **school** and classrooms together and will be the foundation upon which success is built. They will form the basis for engaging faculty, staff, students and parents in continual improvement. This process will also facilitate a self-evaluation and assessment of curriculum, materials and programs currently in place.

A key consideration of the Model for Excellence is that the different levels in the educational system be aligned, that is, the state, district, **school**, and classroom all working toward the same goals. The Model for Excellence includes:

Leadership □ sets, communicates, and assesses **school** direction, and progress by:

- Communicating and modeling the **school**'s beliefs and values
- Establishing clear objectives and performance measures that support student achievement and respond to stakeholder expectations
- Determining student & stakeholder requirements/satisfaction

Student & Stakeholder Focus □ defines the aim of district, **school**, and classroom by:

- Determining student needs, current & future
- Determining student & stakeholder requirements/satisfaction
- Building positive relationships

Strategic Planning □ examines students and stakeholders needs and expectations by:

- Determining student & stakeholder requirements/satisfaction
- Building positive relationships
- translates needs into goals, objectives, and action plans:

Human Resource Focus □ enables workers to develop and utilize their potential through:

- Teamwork
- Staff development/training
- Recognition for contributions/achievement

Educational & Support Process Management □ address how educational products and services are designed, implemented and improved by:

- Continually improving educational programs using the 8-Step Instructional Process and the See-Plan-Do-Check Cycle
- Examining and incorporating best practices of comparable schools (similar districts/schools/classrooms; world-class) that have better performance results

Performance Results □ determine whether goals and objectives are being met by:

- Determining baseline
- Measuring performance over time
- Comparing results to others (similar districts/schools/classrooms; world-class)

Information □ Analysis □ Communication □ brain center; basis for aligned decision-making:

- Select, manage, and use to support strategic plan
- Evaluate and improve information
- Evaluate performance
- Base decision on analysis of data

Parents are one of the most important stakeholders in our organization and their satisfaction is paramount. An annual survey will be conducted to measure parents' satisfaction with all aspects of the **Woodland Charter School** and pose open-ended questions for suggestions for improvement. Two required parent/teacher conferences will facilitate open communication between parents and teachers regarding student progress. Students will be a part of goal-setting and progress assessment through individual conferences with teachers and administrators. The teachers and the administration will communicate regularly with parents through newsletters, PTA meetings, and e-mail. Monthly Principal's Coffees will be held at various homes throughout the community to solicit parent concerns and/or suggestions. The Leadership Team and Governance Board will be the main vehicle to elicit faculty, staff and parent input.

A full time parent liaison will be hired to assist parents in understanding how they can get involved in the **school** and help their children learn at home and to conduct monthly parent workshops. The parent liaison will also monitor compliance of the educational contracts as well as arrange parent conferences and/or home visits.

V. THE **CHARTER SCHOOL** WILL BE SUBJECT TO THE CONTROL AND MANAGEMENT OF THE LOCAL BOARD OF THE LOCAL **SCHOOL SYSTEM** IN WHICH THE PROPOSED **CHARTER SCHOOL** WILL BE LOCATED, AS PROVIDED IN THE **CHARTER** AND IN A MANNER CONSISTENT WITH THE CONSTITUTION

**Woodland** shall be subject to the control and management of the Fulton County Board of Education as provided in this **Charter**. **Woodland** shall be treated no less favorably than any other **elementary school**.

Unless specified in the **Charter**, **Woodland** will comply with all state and local laws, rules, regulations, policies, and procedures

**Woodland** shall enroll any student who resides in the Fulton County **School District**. However, **Woodland** will give enrollment preference to

- a. students who reside in the **Woodland** attendance zone.
- b. students in the special education center program.
- c. eligible majority to minority students.
- d. siblings of students currently enrolled.

The number of slots available to other students outside the attendance zone will be determined annually by the Governing Board. A maximum of 20 students outside the attendance zone will be accepted for the 2001-2002 **school year**.

Students not in our attendance zone will not be accepted after the ten (10) day count unless the student enrollment drops by 5% below forecast and additional slots are approved by the Governing Board.

**Woodland** shall be exempted from the number of minutes required per subject and the current maximum class size.

**Woodland** will provide a twice-yearly report to the Fulton County Board of Education.

## REQUIRED EDUCATIONAL CONTRACTS AND SCHOOL UNIFORMS

- A. In order to promote high expectations and increase parental involvement, an educational contract will be required as part of the **Charter**. The contract will outline what will be expected of students, parents, teachers, and administrators, and a signature will be required of all parties. The expectations will include, but are not limited to, the following:

A. The principal will agree to:

1. provide educational leadership for teachers and staff, students, parents and families, and other community members. set the tone for a **school** climate that is positive, friendly, open to the community and serving all children equally. provide a **school** and classroom environment that encourages students to learn and to think critically and creatively. provide for regular assessment of student needs and achievement.
2. encourage communication among teachers, staff, students, parents, and other community members. help students recognize their own importance and responsibilities as citizens in a democratic society.

- B. The teachers will agree to:
1. maintain high expectations for each child to learn and achieve success.
  2. provide a safe and positive classroom environment consistent with the **Woodland Elementary Charter** and Fulton County Discipline Codes. implement the best teaching methods for different subjects and different learning styles. encourage good citizenship, self-esteem and character development. treat all children and their families fairly and with respect. establish and maintain open, two-way communication with parents/families. provide opportunities for parents/families to participate in their child's education.
- C. The parent(s)/guardian(s) will agree to:
1. see that their child attends **school** regularly, on time, well-fed, rested and prepared to learn. set aside and supervise uninterrupted homework and study time for their child each day.
    - read with their child (grades K-2) or ensure that their child reads (grades 3-5) at least 20 minutes each day. communicate and work cooperatively with their child's **school** and teachers for the benefit of their child.
    - read all information sent home with their child and review their child's work folder (grades 1-5) and agenda/planner (grades 3-5) each week. monitor student progress by meeting with their child's teacher at least twice yearly to discuss their child's progress and needs.
    - support **Woodland Elementary Charter**'s rules, discipline policies and achievement goals, including the uniform/dress code.
    - volunteer five hours per semester.
- D. The students will agree to:
1. set aside uninterrupted study and homework time each **school** day and read or be read to at least 20 minutes each day.
    - be courteous, respectful, cooperative and responsible with teachers, other adults and their fellow students. exercise self-control and respect the rights of others to learn without disruption.
    - complete all work to the best of their ability and ask their teacher questions when there is confusion. follow **Woodland Elementary Charter** discipline policies, including the uniform/dress code.
    - participate in assessing and monitoring their academic needs and progress.

In addition to the educational contract, the **Woodland Elementary Charter** will extend our current voluntary uniform program to a mandatory **school** uniform policy to help foster a **school** environment conducive to learning. There is evidence that **school** uniforms help reduce discipline problems in schools. Nationally, an increasing number of public schools are implementing **school** uniform programs. Other research indicates that uniforms reduce the pressure to wear certain brands or styles of clothing, lower **school** clothing expense and hassle, and give the student population a neat, unified appearance. The current PTA Board is in full support of **school** uniforms. The PTA will set aside funds and seek donations to provide assistance to students who cannot afford to purchase uniforms. A uniform resale program is currently in place to provide a low-cost option to parents.

**School** discipline is an area that will be appropriately addressed by the administration, faculty and staff. Disciplinary problems shall be dealt with promptly and in a consistent manner. Teachers will send home a weekly report to communicate students' conduct to parents. We will continue to use current discipline techniques based on Dr. Terry Alderman's discipline theory and Harry K. Wong First Days of **School** Model to support our focus on helping all students make good choices and assume responsibility for their actions. To support student discipline and enable students to make appropriate decisions, a Character Education Program has been initiated schoolwide. Cooperative groups will be utilized to encourage respect, responsibility, and cooperation among students. Class meetings will continue to be used in each classroom to develop the means for problem solving by students. We will also continue to use the Word of the Week Program. The implementation of a strict discipline code and consistent discipline schoolwide, which supports the Fulton County Discipline policy, will maintain our focus on student achievement.

The discipline model **Woodland** will be using is based on Dr. Terry Alderman's De-Escalation Model. The De-Escalation Model is one of the most comprehensive behavior management models available. Components of the model include: Prevention, Positive Interventions, Assertion, Behavior Problem Solving, and Referral. The De-Escalation Model operates on the assumption that prevention is the essential first step in managing student behavior; however, the model's other four components are also recognized as essential to effective behavior management. The five components are explained below.

**PREVENTION:** The Prevention component embraces all the teacher's efforts that are directed toward the goal of preventing problems. Essential ingredients include: discipline planning, preparation, organization, teaching for success, using incentives, creative teaching, teacher awareness, room arrangements, establishing procedures, and routines, etc.

**POSITIVE INTERVENTION:** This component refers to the teacher's attempts to manage minor problems without the use of punishments in order to de-escalate conflicts and avoid over use of negative consequences.

**ASSERTION:** The Assertion component of the De-Escalation Model refers to the responsible and appropriate use of negative consequences. The De-Escalation Model is positive--but realistic. Occasionally, teachers must use negative consequences to modify disruptive behavior. Teachers can't prevent all problems and Positive Interventions won't work with all students.

**PROBLEM SOLVING:** But what about the students who don't respond to the teacher's best Preventive, Positive Interventions, and Assertion efforts? What then? The Problem Solving component is designed to provide a framework of structure for working more effectively with students who are more chronically disruptive.

**REFERRAL;** In spite of efforts to prevent problems and work effectively with students, some students still fail to respond. Referral to the principal (or other resource personnel or agencies), therefore, is a final essential component of the De-Escalation Model. As stated earlier, we must be realistic regarding the potential success of our resources with selected student problems.

The following principles apply to the teacher's use of the De-Escalation Model.

Principle 1: The teacher's effectiveness with each component depends on his/her effectiveness with preceding components.

Principle 2: Energy devoted to the first two components dramatically decreases the amount of time and energy required by subsequent components.

A staff development course will be offered on at **Woodland** for teachers needing training in the Discipline: A Total Approach Model. The Course Outline is as follows (10 Contact Hours 1 SDU).

- Discipline Foundations: one hour
- The De-Escalation Model: one hour
- The Prevention Component: two hours
- Positive Interventions (selected strategies) 45 minutes

- The Assertion Component: one hour and 15 minutes
- The Problem-Solving Component (strategies): two hours
- The Referral Component: one hour
- The Dirty Dozen (not including the Teacher-Student Conflict Cycle): one hour

**Woodland** will use the Fulton County System Student Rights and Responsibilities Handbook to determine discipline violations. However, the **school** retains the right to make necessary modifications to the Fulton County Code of Discipline.

Parent/guardians are expected to comply with the conditions of the **Charter**, specifically, the educational contract, discipline policy, and **school** uniform program. Failure to comply will endanger the students' continuation at **Woodland**. Students withdrawn for non-compliance will be returned to the nearest **elementary** public **school**.

VI. PROVIDE A GOVERNING BODY, THE MAJORITY OF THE MEMBERS OF WHICH SHALL BE PARENTS AND GUARDIANS. THEY WILL NOT BE EMPLOYED BY THE **SCHOOL** OR BY THE LOCAL **SCHOOL** SYSTEM IN WHICH THE **CHARTER** IS LOCATED

The **school** will establish a Governance Board representative of the **school** community to serve the following purposes:

Promote communication among staff, parents, students and community

Provide shared decision-making by consensus, which will foster ownership among the members of the **school** community

Establish priorities for continuous improvement and monitoring progress

Establish, monitor and amend the **Charter School** policies and procedures

Write an annual summary

Address parent concerns at bi-weekly meetings

Work with the administration to establish curricular priorities

The Governance Board will be restricted from acting upon the following specific issues and areas:

Issues and areas which are the concern and responsibility of the **school** system

Administrative issues and areas that are procedural duties and responsibilities of **Woodland School**

Personnel

Personnel matters relating to employee performance

The day to day operation of the **school**

The **Woodland** Governance Board will consist of the following eleven members: one administrator, three teachers, one classified staff member and six parents/community members. The eleven voting members will be selected as follows:

- One position shall be filled continually by the Principal. Three teachers positions will be elected by the **Woodland** staff via secret ballot.
- One classified position will be elected by the **Woodland** Staff via secret ballot.
- Two parent positions will be jointly appointed by the PTA and principal.
- Four parent positions will be elected by secret ballot by a majority of parents/guardians.

The Governance Board reserves the right to appoint a non-voting representative from the community.

Each member of the Board shall serve a two-year term with the exception of the first year of the **Charter**. For the first year of the **Charter** 5 members will serve a one-year term (3 parents and two faculty/staff).

The Governance Board shall replace the Local **School** Advisory council and the **School** Council as required by the HB 1187.

VII. FOR PETITIONS FILED BY **CHARTER** PETITIONERS OTHER THAN A LOCAL **SCHOOL**, SPECIFY WHETHER THE **CHARTER** PETITIONERS ELECTS THAT THE **CHARTER SCHOOL** BE ORGANIZED AND OPERATED AS A NONPROFIT CORPORATION UNDER THE LAWS OF THIS STATE

**Woodland Elementary** will remain a Fulton County **School**.

VIII. PROVIDE FOR PERSONNEL MATTERS INVOLVING THE FACULTY, INSTRUCTIONAL STAFF, AND OTHER EMPLOYEES OF THE **CHARTER SCHOOL** INCLUDING, BUT NOT LIMITED TO, EMPLOYMENT STATUS, CERTIFICATION, AND EVALUATION

**Woodland Elementary school** personnel shall remain employees of the Fulton County **School** System. Salaries and benefits, as well as payroll services shall continue.

**Woodland** shall follow Fulton County's Hiring Policies and Procedures. However, **Woodland** reserves the right to contract out necessary instructional, administrative and support personnel. **Woodland Elementary** shall be exempted from any current policies or procedures on the use of staff.

The current employee evaluation system for Fulton County will be used to evaluate certified and classified staff.

IX. PROVIDE FOR FINANCIAL POLICIES AND PROCEDURES PROPOSED TO BE FOLLOWED BY THE LOCAL BOARD TO ASSURE A PREDICTABLE FLOW OF FUNDS TO THE **CHARTER SCHOOLS**

Fiscal accountability will be maintained through the Fulton County Schools' Finance Department.

The operation of transportation, purchasing, food service, facilities, maintenance, and any other services needed to operate the **school** shall remain under Fulton County Schools.

**Woodland Elementary** shall be funded no less favorably than any other **elementary school**.

**Woodland Elementary** reserves the right to establish a foundation to raise funds for the purpose of supporting the **Charter**. Gifts and endowments made to the **Charter** will be directed and managed by the **school** administration with the approval of the Governing Board. **Woodland Elementary** will follow all state and federal laws regarding establishing a foundation. No funds will be accepted until all appropriate paperwork is complete.

X. SPECIFY THE PROPOSED DURATION OF THE **CHARTER** NOT TO EXCEED FIVE YEARS

This **Charter** shall have a duration of five years beginning with the 2001-2002 academic year and subject to renewal in accordance with O.C.G.A. Section 20-2-2064(c).

XI. PROVIDE THE EXTENT TO WHICH **CHARTER SCHOOL** WILL BE SUBJECT TO THE PROVISIONS OF THIS TITLE AND STATE AND LOCAL RULES, REGULATIONS, POLICIES, AND PROCEDURES; PROVIDED, HOWEVER, THAT THE PROVISIONS OF THE ARTICLE SHALL APPLY TO THE **CHARTER** SCHOOLS ANY PROVISION IN THE **CHARTER** TO THE CONTRARY

**Woodland Elementary School** shall not be exempted from all local and State Board of Education rules, policies, regulations and procedures and or from provisions of Title 20 of the Official Code of Georgia Annotated except where it has been noted within the **Charter**.

As governed by Federal Regulations, the obligations of parents and students might not necessarily apply to students with disabilities placed at **Woodland** by the Fulton County **School** System.

**Woodland Elementary Charter** agrees to abide by all the stipulations as listed in the Fulton County **School** system Petitioner's guide.