

**WOODLAND ELEMENTARY
CHARTER SCHOOL**
Committed to Excellence

**CHARTER
SCHOOL
RENEWAL
PROPOSAL**

SUBMITTED BY:

WOODLAND ELEMENTARY CHARTER SCHOOL
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ATLANTA, GA 30350 770.551.5890
Mrs. Noris Price, Principal
Submission Date: September 27, 2005
Revision Date: December 5, 2005

Executive Summary

It is with great pride that we, the Governance Board of Woodland Elementary Charter School, submit the WECS Renewal Proposal. As Fulton County's first conversion charter, we have met with great success over the past four years of our charter,

- Woodland exceeded its CRCT student achievement goals. **94.5%** of ALL our students scored at the “Meets” or “Exceeds” level.
- Woodland achieved Annual Yearly Progress (AYP) with a **Distinguished Rating** as defined by the No Child Left Behind (NCLB) Law.
- The Georgia PTA recognized the Woodland PTA at the state level for the outstanding programs they provide for students, parents, and staff. Woodland's PTA has received both **Outstanding Local PTA Unit** and **Overall Outstanding PTA Unit from the Georgia PTA as well as the National Parent Involvement School of Excellence Award from the National PTA.**
- Woodland's principal was recognized with the **Outstanding Principal Award** by the Georgia PTA.
- Woodland's business partners, Cox Enterprises, Inc. and Big Brothers, Big Sisters, were selected to receive the **School Bell Award** for their mentoring program and the North Perimeter Optimist Club was selected to receive the **Educational Patron Award** by the **Georgia Association of Elementary School Principals.**
- Woodland was named a **Georgia School of Excellence** in 2003.

Given the outstanding success of our school, we will maintain the components of the 2001 Charter. However, we continue seek more effective ways to educate our children. Our learnings over the past four years are reflected in our renewal proposal. We are proposing some minor alterations to our successful charter organization. They include the following:

1. Although we have always had **high academic goals**, we will refine them through:
 - supporting the successful implementation of Talented and Gifted strategies by our teachers in their lesson plans and thematic units of study, and
 - increasing time for professional collaboration by establishing a monthly Early Release Day.
2. We will make certain **Governance Board changes** to ensure the cohesiveness of our charter community in the future by:
 - assigning the Governance Board more oversight of the school's budget, and
 - ensuring the Governance Board is more involved in the selection of WECS principals.

We look forward to working with the Fulton County School System as we ensure that Woodland Elementary Charter School continues its “Commitment to Excellence.”

Woodland Elementary School Charter School Proposal

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I. WECS Support of Legislative Intent and Unique Qualities

Woodland Elementary Charter School (WECS) was formed in 2001 to increase student achievement through academic and organizational innovation. As this renewal proposal will demonstrate, WECS's academic and organizational innovations have resulted in student achievement that exceeded expectations.

The high level of student performance over the past four years of our Charter is directly related to the many and varied unique qualities presented in our school's curriculum, instructional methods, programs and processes. These qualities have proven so successful that many schools have now begun to imitate various aspects of our school.

The major unique qualities which are foundational for our charter school are listed below:

- implementation of Gifted and Talented practices in every classroom and with every child under the Schoolwide Enrichment Model (SEM) developed by Dr. Joseph Renzulli of the University of Connecticut,
- the required instructional infusion of TAG strategies in science and social studies units of study,
- completion of TAG Endorsement Program by teachers that will remain in the general education classroom setting,
- mandatory school uniforms,
- required teacher training in Authentic Assessment and TAG strategies,
- mandatory teacher repayment of training costs if a teacher chooses to leave the school within three years of completing TAG training,
- mandatory parental participation and PTA membership,
- mandatory ten (10) hours of volunteer time on the part of parents,
- mandatory use of a transitional classroom for all students who enter WECS after the ten-day count,
- "hands-on" interdisciplinary learning through the use of Fulton County's only elementary school Science Lab and Planetarium,
- use of the "School Within A School" model in conjunction with the SST process for students exhibiting serious social/behavioral issues which inhibits their progress or the progress of others -- academically, emotionally, or socially.

Since becoming a charter and implementing our unique approaches, we have been recognized for outstanding achievement. Some of our awards include:

- Georgia School of Excellence
- National Title I Distinguished Award
- Georgia Outstanding PTA
- Outstanding Principal in District Ten
- National PTA Parent Involvement Award
- Prestigious Partnership Award

- GAESP School Bell Award
- GAESP Educational Patron Award
- Blue Ribbon Partnership Awards
- Charter School Dissemination Grant
- Fulton County Teacher of the Year Award
- Fulton County Professional Employee of the Year Awards
- Golden Apple Award for Volunteerism
- Fulton County Foundation Mini-Grant Recipients
- Media One/Us West Grant Recipient
- GRAMMY Award Winner for Excellence in Music Education
- National Board Certified Teachers
- AJC Honor Teacher Award Recipients
- Georgia PTA Reflections Contest Winners
- Charter School Implementation Grant
- Artist in Residence Grants
- Oratorical State Contest Winners
- State/County Technology Fair Winners

II. THE WECS Annual Objectives and Performance Goals

A. 2001 Objectives:

Woodland Elementary Charter School, as Fulton County's first conversion charter, was the pioneer for charter schools five years ago. Since our original charter, there have been a number of changes in both state and Fulton County policies relating to schools in general and charters in specific. To the best of our abilities, we will present the original goals stated in the 2001 Charter, the results of four years of work, and the data supporting the evaluation of these goals. This data was acquired from the Fulton County School System database, the Georgia Department of Education database, and/or the Cobb County School System database.

However, two notes must be made about the evaluation required by our original charter. We will refer to these two notes throughout the review of our 2001 Objectives. However, for the purpose of clarity, we will explain these two notes in advance of the review of our 2001 Objectives.

NOTE ONE: Regarding Comparator Schools

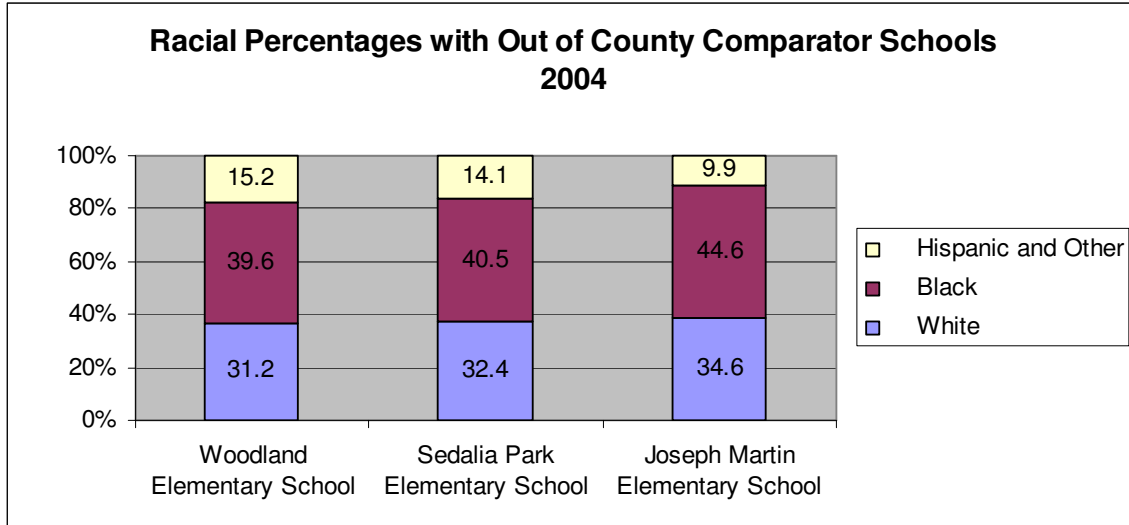
In the 2001 Charter, several objectives focused on Woodland students in grades 1-5 outperforming students in schools in Fulton County and surrounding school districts with similar demographics as measured by standardized and criterion-referenced test results.

Following this direction for evaluation we sought the required data from the Fulton County School System. However, the data was not available. Therefore, we have determined that the Standard and Poor's "School Matters" 2004 database (www.schoolmatters.com) is the most effective tool to identify comparator schools. Using this national database, we filtered all the elementary schools in Georgia by the following:

- total student body population,
- percentage of economically disadvantaged,
- racial makeup.

Outside Fulton County, we found only two schools with comparable demographic data:

- Joseph Martin Elementary in Liberty County (285 miles from WECS)
- Sedalia Park Elementary in Cobb County (10 miles from WECS).

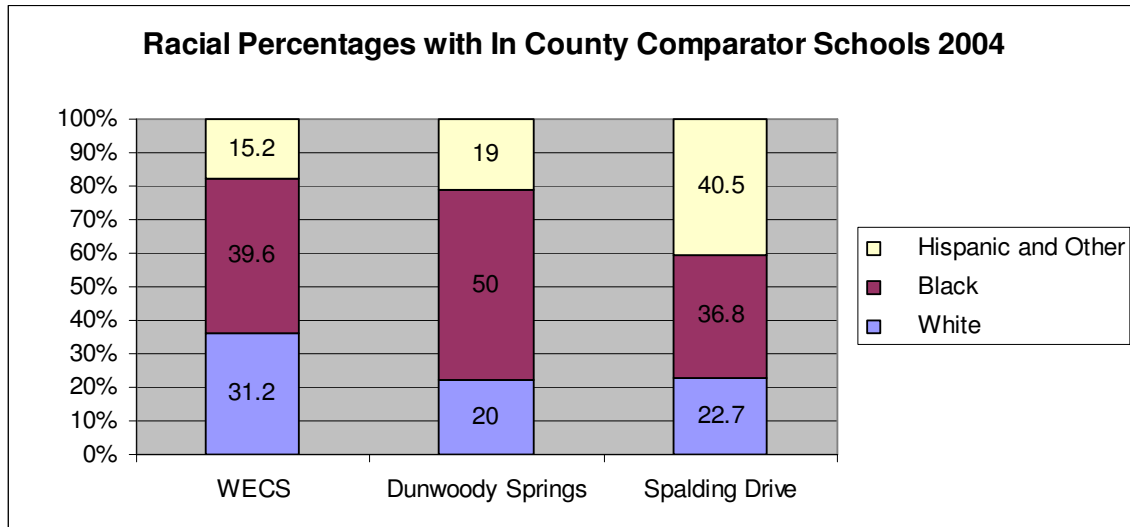


**Enrollment and Percentages of Selected Subgroups
Out-of-County Comparator Schools 2004**

	WECS	Sedalia Park	Joseph Martin
Enrollment	755	762	576
Economically Disadvantaged	39.7	50.4	52.1
Students With Disabilities	16	11	12
Limited English Proficient	9	13	5

Given the proximity, we have chosen to compare ourselves with Sedalia Park Elementary in the Cobb County system in the city of Marietta when referring to schools outside of Fulton County.

Inside Fulton County using the same filters, Standard and Poor’s did not identify any schools with similar demographics. However, our sister schools, Dunwoody Springs Charter and Spalding Drive Charter, are similar in student body size and in the challenges we face in the Sandy Springs community. Given a lack of statistical similarities in the Fulton County System, we will compare ourselves to these local schools per our original charter.



**Enrollment and Percentages of Selected Subgroups
In-County Comparator Schools 2004**

	WECS	Dunwoody Springs	Spalding Drive
Enrollment	755	679	650
Economically Disadvantaged	39.7	60	62
Students With Disabilities	16	10	13.8
Limited English Proficient	9	11	17.8

Collectively, Dunwoody Springs, Spalding Drive Charter, and Sedalia Park comprise our comparator group.

NOTE TWO: Regarding Stanford 9 Comparisons

The goals set in 2001 were designed around the Stanford 9, the state of Georgia's choice of a national test at that time. Since our original charter, the state of Georgia has contracted to use the Iowa Test of Basic Skills (ITBS). A different reporting standard rendered the Stanford 9 goals moot. However, we include the available ITBS scores of WECS along with our comparator schools as a similar, if not exact, intent of the Stanford 9 series of goals. This intent is to assess our students' performance in a nationally standardized test in comparison with other students in the state of Georgia.

Additionally, the 2001 Charter called for the final evaluation of our objectives to be made in the Spring of 2006. Since this charter renewal proposal must be submitted a year in advance of the termination date of the 2001 Charter, we are only able to evaluate the data through the 2004-05 school year.

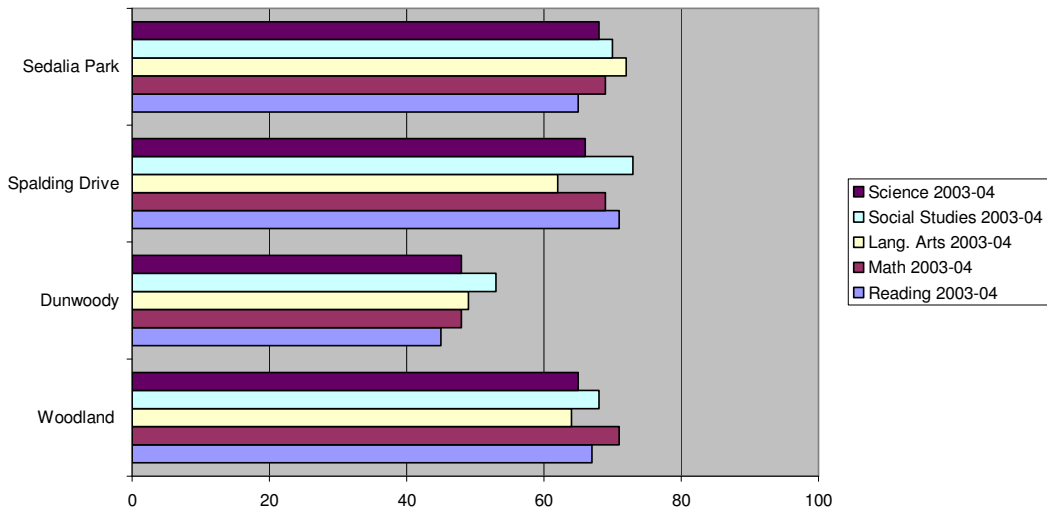
Reviewing the following ITBS overview charts will allow the reader to see the specific 2001 objectives in context of this larger achievement picture. The Stanford 9 data would have provided such an overview, so we are presenting our ITBS overview to provide as complete an information set as possible. Additionally, specific ITBS data will be presented with each specific objective which was designed for the Stanford 9 from the 2001 Charter.

We include the generalized ITBS data from 2003-04 and 2004-05 school year. **The 2001-02 and 2002-03 ITBS data is not available because no valid standardized test was administered by the state of Georgia in that school year. The 2005-06 data is not available at the time of this renewal.**

The ITBS information is issued by Fulton County Schools. The scores are reported in percentiles and show how students compared with other students across the nation. For example, if a percentile score was 66, that school achieved a score that was as high as or higher than 66 percent of the other schools in the nation.

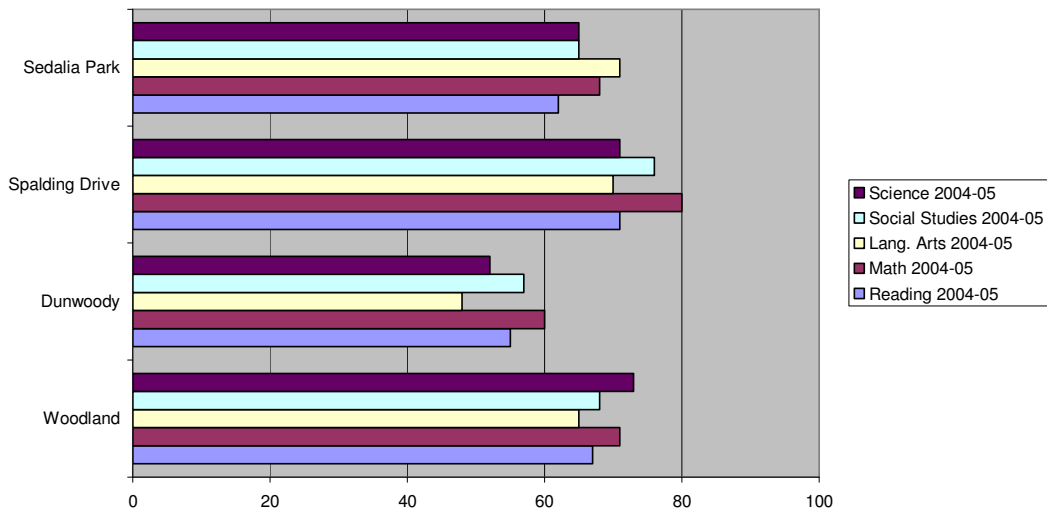
Again, Dunwoody Springs (DS), Spalding Drive Charter (SD), and Sedalia Park (SP) comprise our comparator group.

ITBS Third Grade with Comparator Schools 2003-04



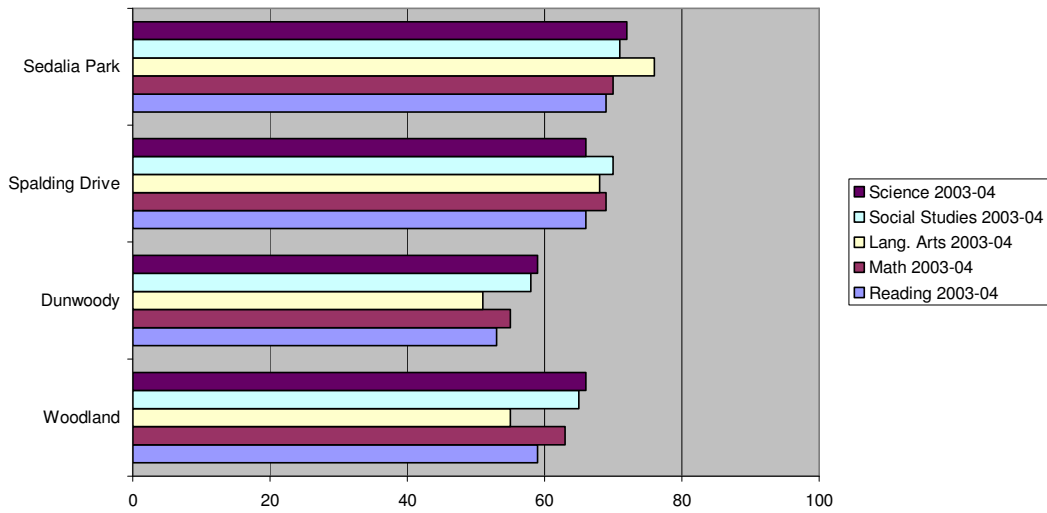
	Woodland	Dunwoody	Spalding Drive	Sedalia Park
Science 2003-04	65	48	66	68
Social Studies 2003-04	68	53	73	70
Lang. Arts 2003-04	64	49	62	72
Math 2003-04	71	48	69	69
Reading 2003-04	67	45	71	65

ITBS Third Grade with Comparator Schools 2004-05



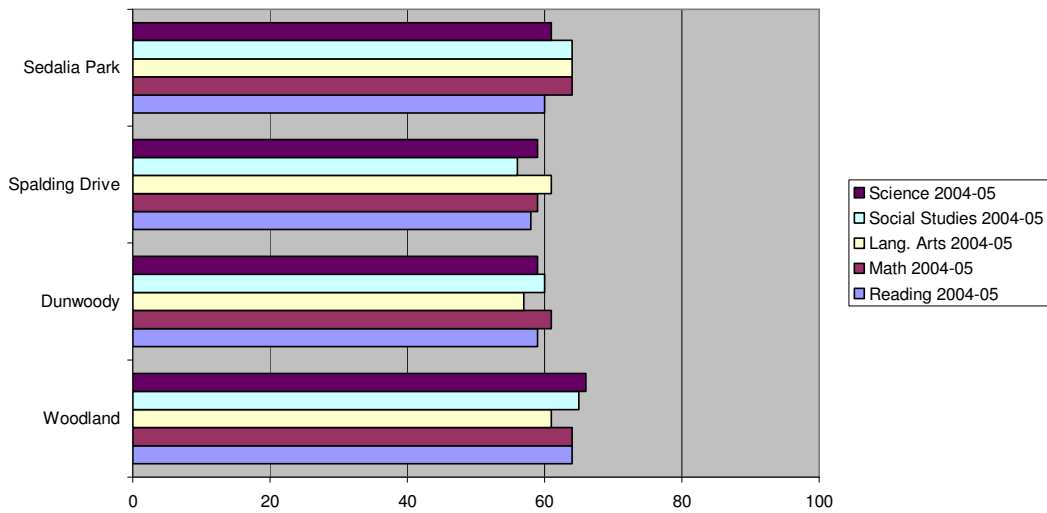
	Woodland	Dunwoody	Spalding Drive	Sedalia Park
Science 2004-05	73	52	71	65
Social Studies 2004-05	68	57	76	65
Lang. Arts 2004-05	65	48	70	71
Math 2004-05	71	60	80	68
Reading 2004-05	67	55	71	62

ITBS Fifth Grade with Comparator Schools 2003-04



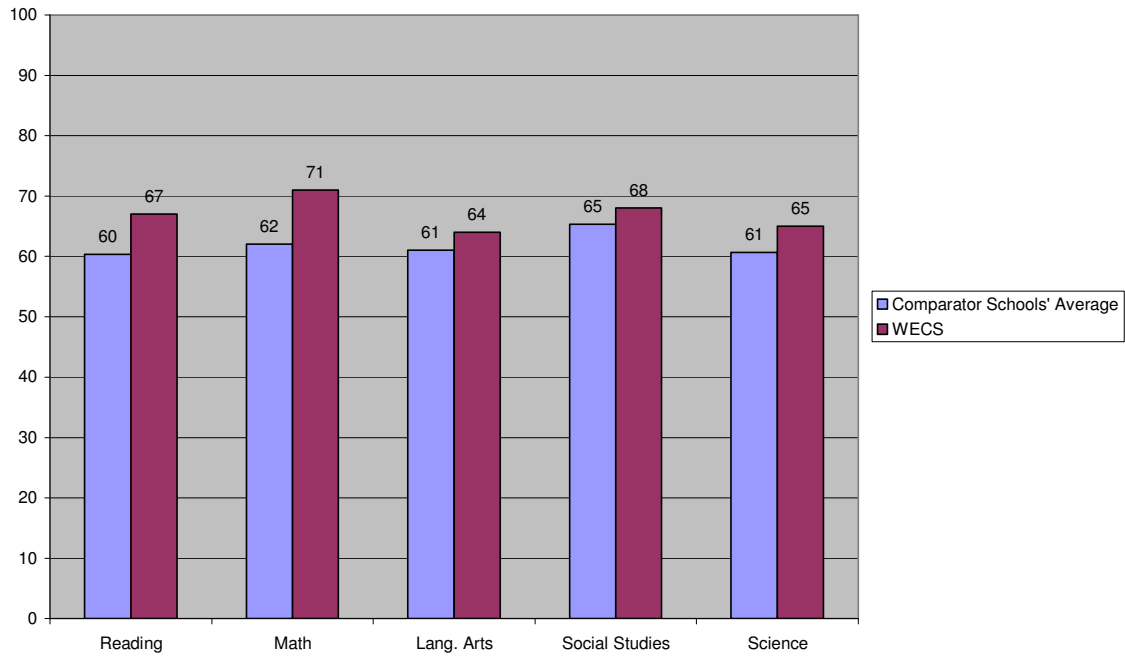
	Woodland	Dunwoody	Spalding Drive	Sedalia Park
Science 2003-04	66	59	66	72
Social Studies 2003-04	65	58	70	71
Lang. Arts 2003-04	55	51	68	76
Math 2003-04	63	55	69	70
Reading 2003-04	59	53	66	69

ITBS Fifth Grade with Comparator Schools 2004-05

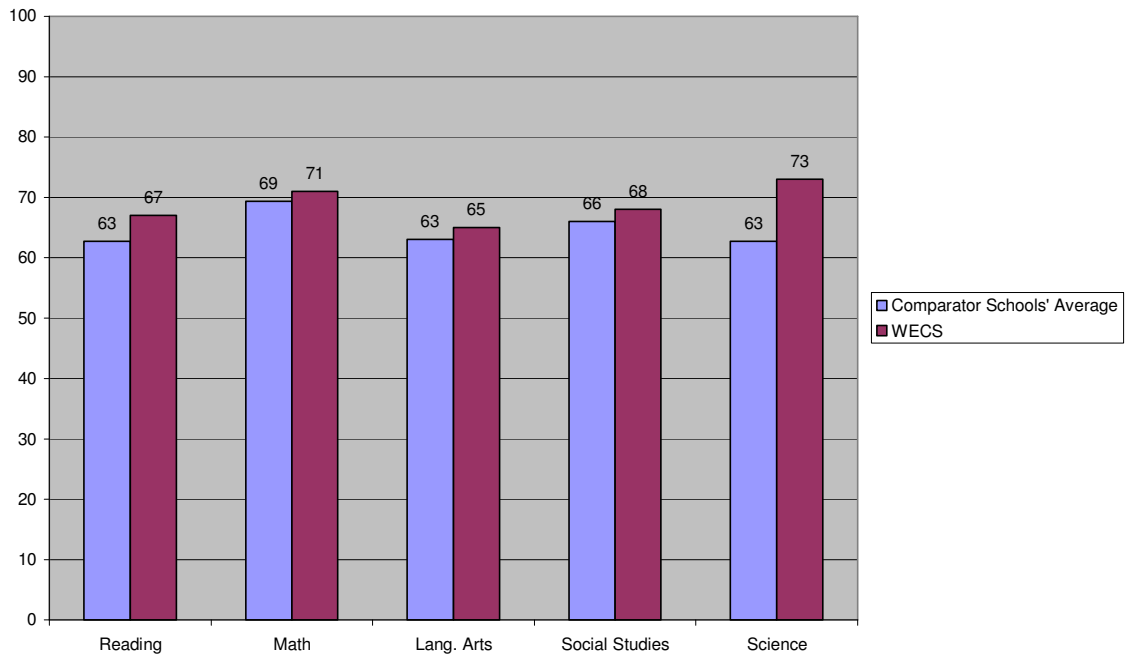


	Woodland	Dunwoody	Spalding Drive	Sedalia Park
Science 2004-05	66	59	59	61
Social Studies 2004-05	65	60	56	64
Lang. Arts 2004-05	61	57	61	64
Math 2004-05	64	61	59	64
Reading 2004-05	64	59	58	60

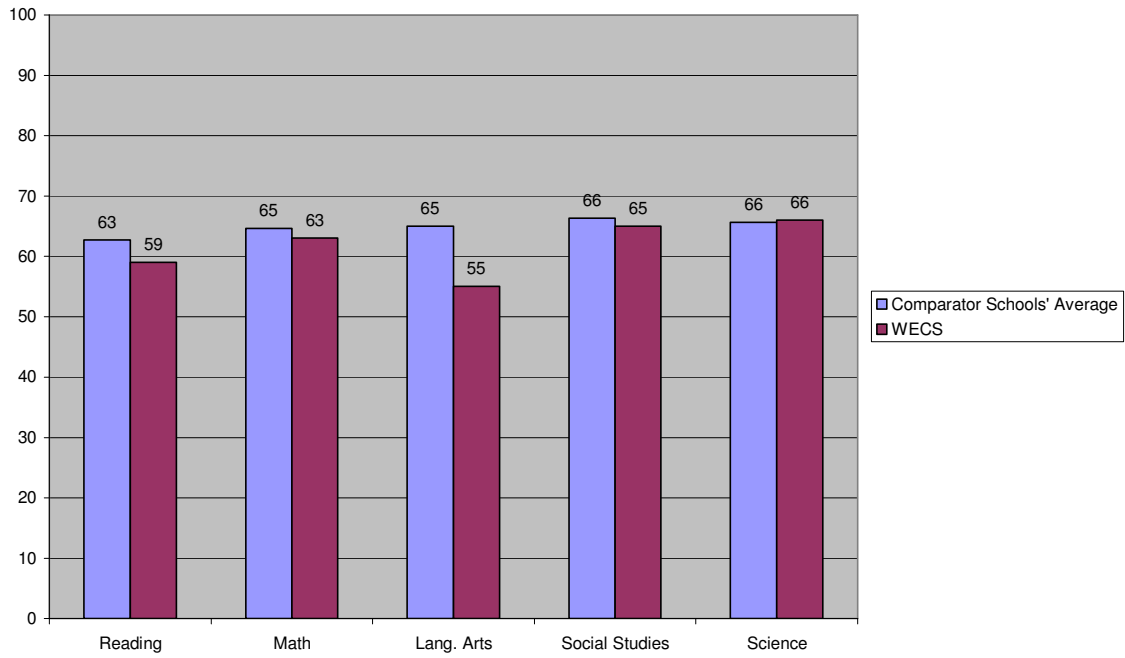
**ITBS Third Grade Comparison
WECS and Comparator Schools' Averages 2003-04**



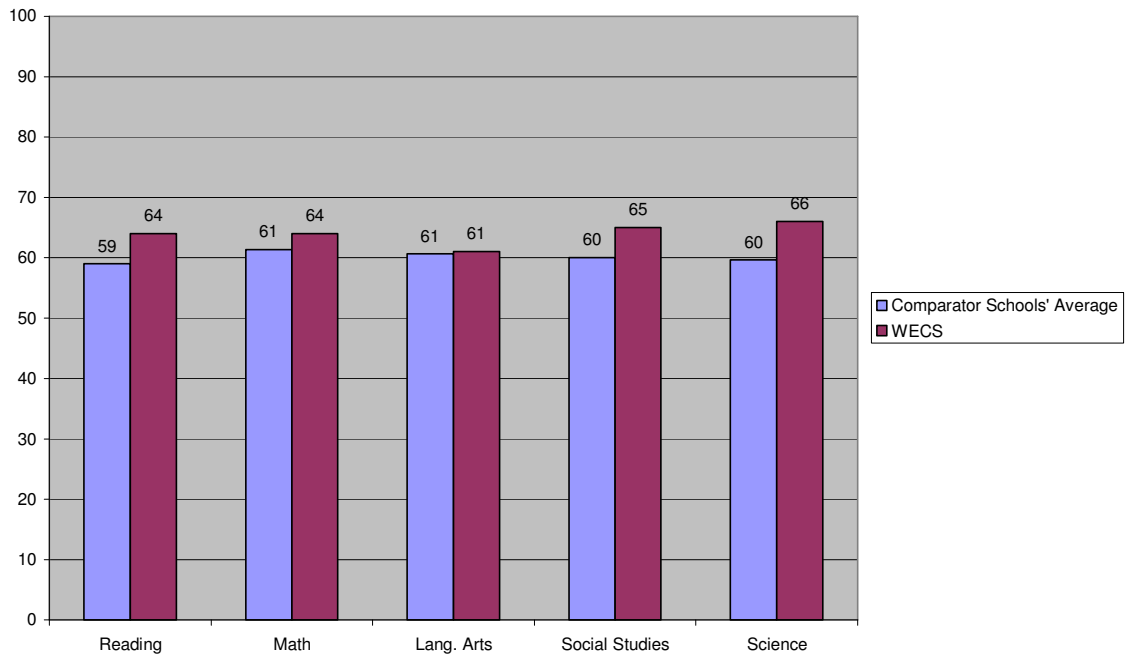
**ITBS Third Grade Comparison
WECS and Comparator Schools' Averages 2004-05**



**ITBS Fifth Grade Comparison
WECS and Comparator Schools' Average 2003-04**



**ITBS Fifth Grade Comparison
WECS and Comparator Schools' Average 2004-05**

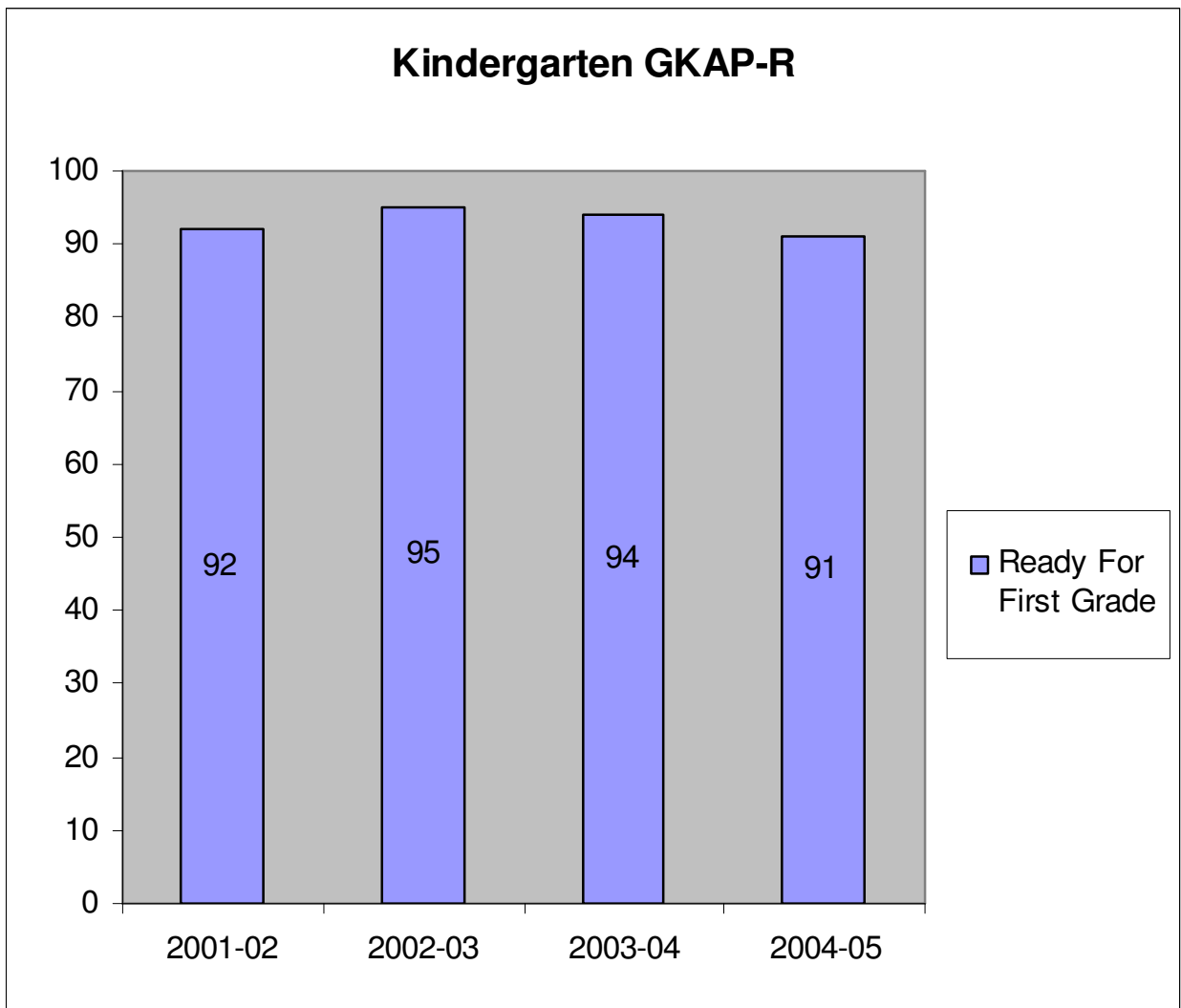


1. Reading and Language Arts Objectives 2001

Goal One: Eighty percent (80%) of kindergarten students will improve readiness/language arts skills as measured by the GKAP and Basic Literacy Test.

All kindergarten students took the GKAP-R during the charter period, but the longitudinal data was not captured to show improvement over time.

According to the GKAP-R data, WECS has attained this goal.



Goal Two: Eighty percent (80%) of students in grades 1-5 will improve reading skills as measured by the Basic Literacy Test.

All students took the Basic Literacy Test during the charter period, but the longitudinal data was not captured to show improvement over time.

WECS collected BLT data three times a year (fall, winter, and spring). Although the data is available for each individual student for the past four years, it could not be analyzed on a grade or school-wide level due to a lack of applicable technology.

However, WECS did capture BLT data based on Fulton County’s school-based Strategic Planning requirements. This established specific school-wide benchmarks for each grade level which were additional goals to those stated in the 2001 Charter.

Data for the BLT was collected three times a year to determine progress. The percentage of students meeting the benchmark for points of improvement on the BLT established in 2001-02 were so high, that in 2004-05 and again in 2005-06, we set higher benchmarks for points of improvement to further challenge our students. The chart below shows the percentage of students that met the established benchmarks per grade level.

	Benchmark 2001-02	2002-03	2003-04	Benchmark 2004-05	2004-05	Benchmark 2005-06
Kindergarten	12 pts.	90%	79%	14 pts.	88%	31 pts.
First	18 pts.	83%	81%	40 pts.	95%	52 pts.
Second	24 pts.	67%	75%	70 pts.	87%	73 pts.
Third	90 pts.	73%	75%	90 pts.	57%	90 pts.
Fourth	95 pts.	72%	77%	95 pts.	68%	95 pts.
Fifth	100 pts.	80%	79%	100 pts.	61%	100 pts.

Goal Three: 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 scoring at or above the 50th percentile in reading comprehension on the Stanford 9 by Spring 2006.

Based on the 2004-05 ITBS scores, WECS has attained this 2006 goal.

Following this direction for evaluation we sought the required data from the Fulton County School System. However, the data was not available. Therefore, we have determined that the Standard and Poor's "School Matters" 2004 database (www.schoolmatters.com) is the most effective tool to identify comparator schools. Using this national database, we filtered all the elementary schools in Georgia by the following:

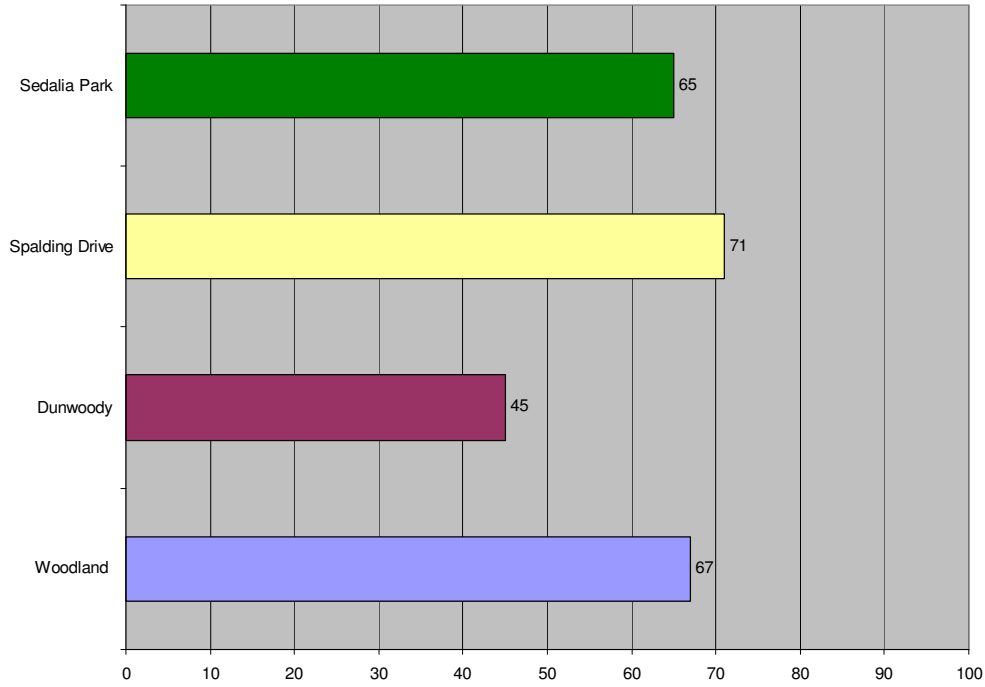
- total student body population,
- percentage of economically disadvantaged,
- racial makeup.

Per demographic information presented on pages 7-10 and given the proximity, we have chosen to compare ourselves with Sedalia Park Elementary in the Cobb County system in the city of Marietta when referring to schools outside of Fulton County.

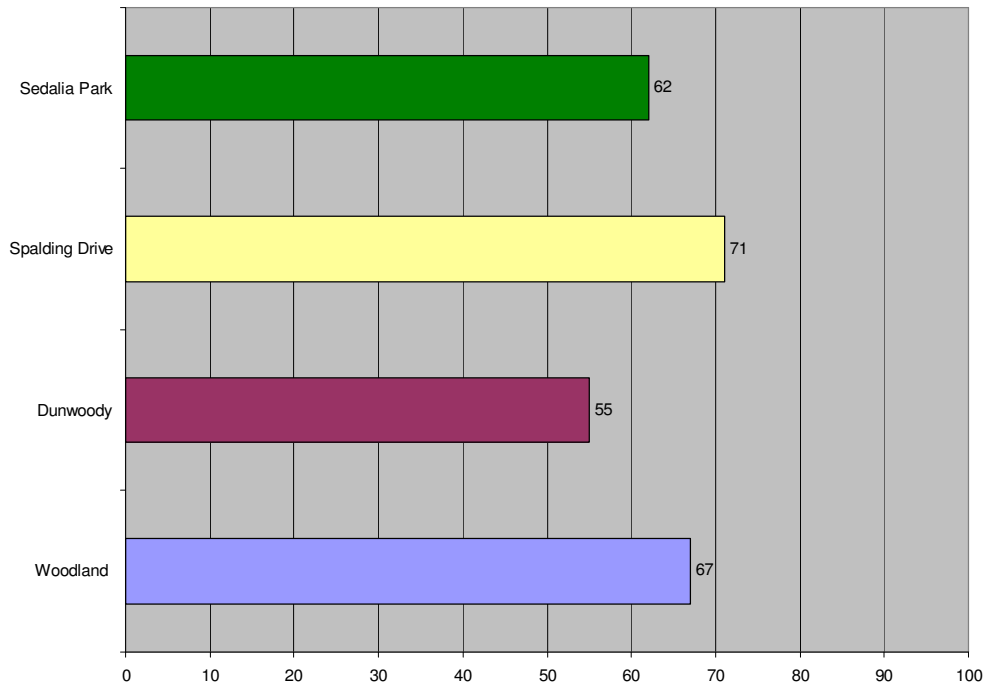
Inside Fulton County using the same filters, Standard and Poor's did not identify any schools with similar demographics. However, our sister schools, Dunwoody Springs and Spalding Drive Charter, are similar in student body size and in the challenges we face in the Sandy Springs community. Given a lack of statistical similarities in the Fulton County System, we will compare ourselves to these local schools per our original charter.

Again, Dunwoody Springs (DS), Spalding Drive Charter (SD), and Sedalia Park (SP) comprise our comparator group.

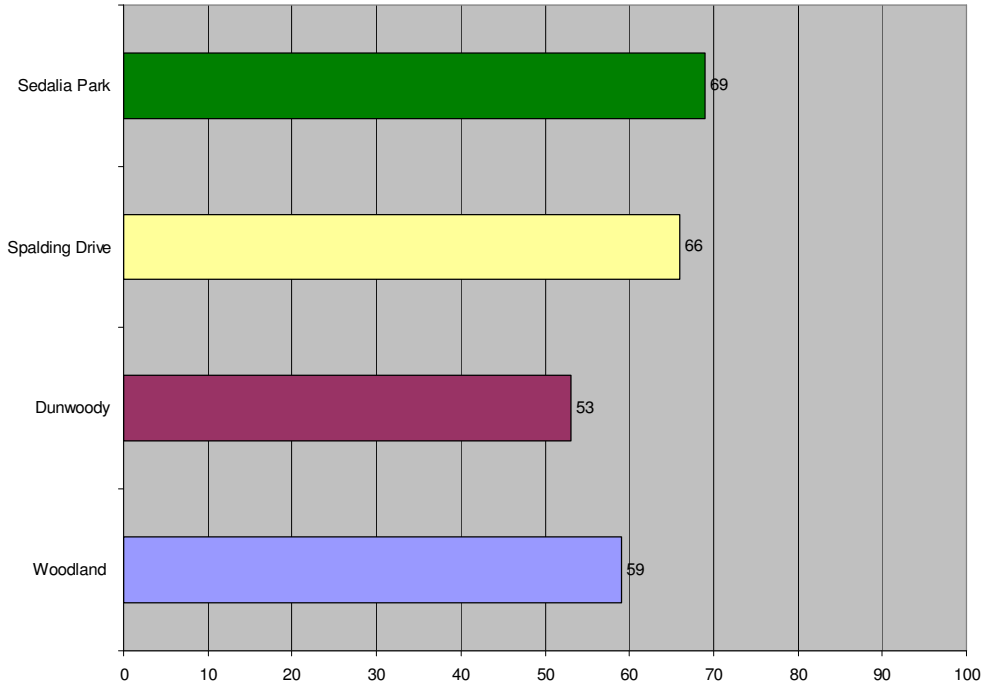
2003-04 ITBS Third Grade Reading with Comparator Schools



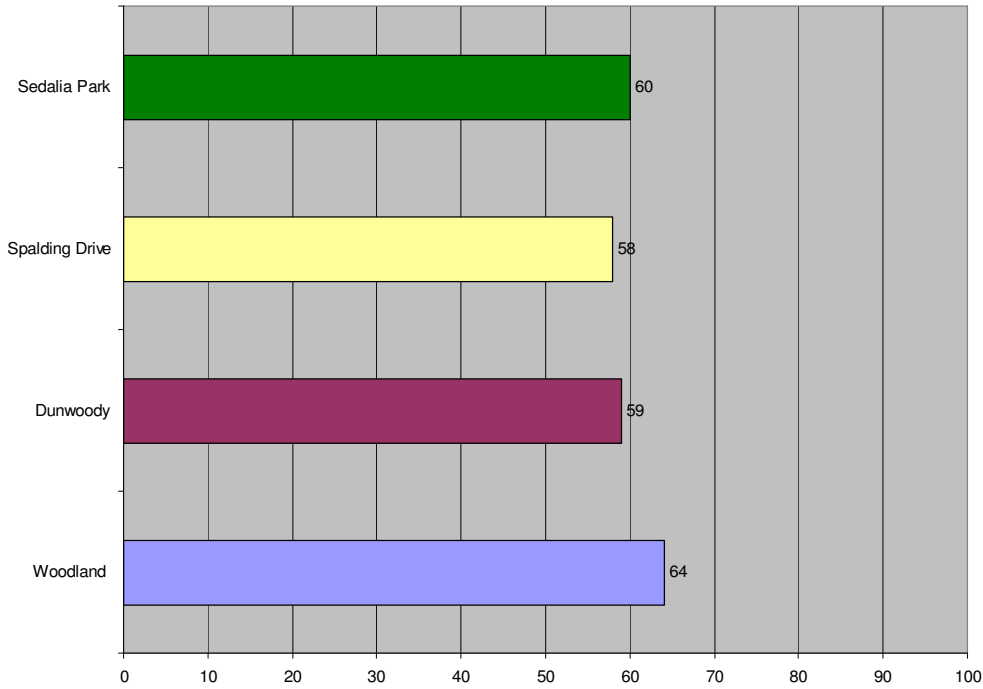
2004-05 ITBS Third Grade Reading with Comparator Schools



2003-04 ITBS Fifth Grade Reading with Comparator Schools



2004-05 ITBS Fifth Grade Reading with Comparator Schools



ITBS Reading

	WECS	DS	SD	SP	Comparator Schools' Average	WECS Avg.
3rd Grade						
Reading 2003-04	67	45	71	65	57	67
Reading 2004-05	67	55	71	62	61	67
5th Grade						
Reading 2003-04	59	53	66	69	63	59
Reading 2004-05	64	59	58	60	58	64

Goal Four: 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.

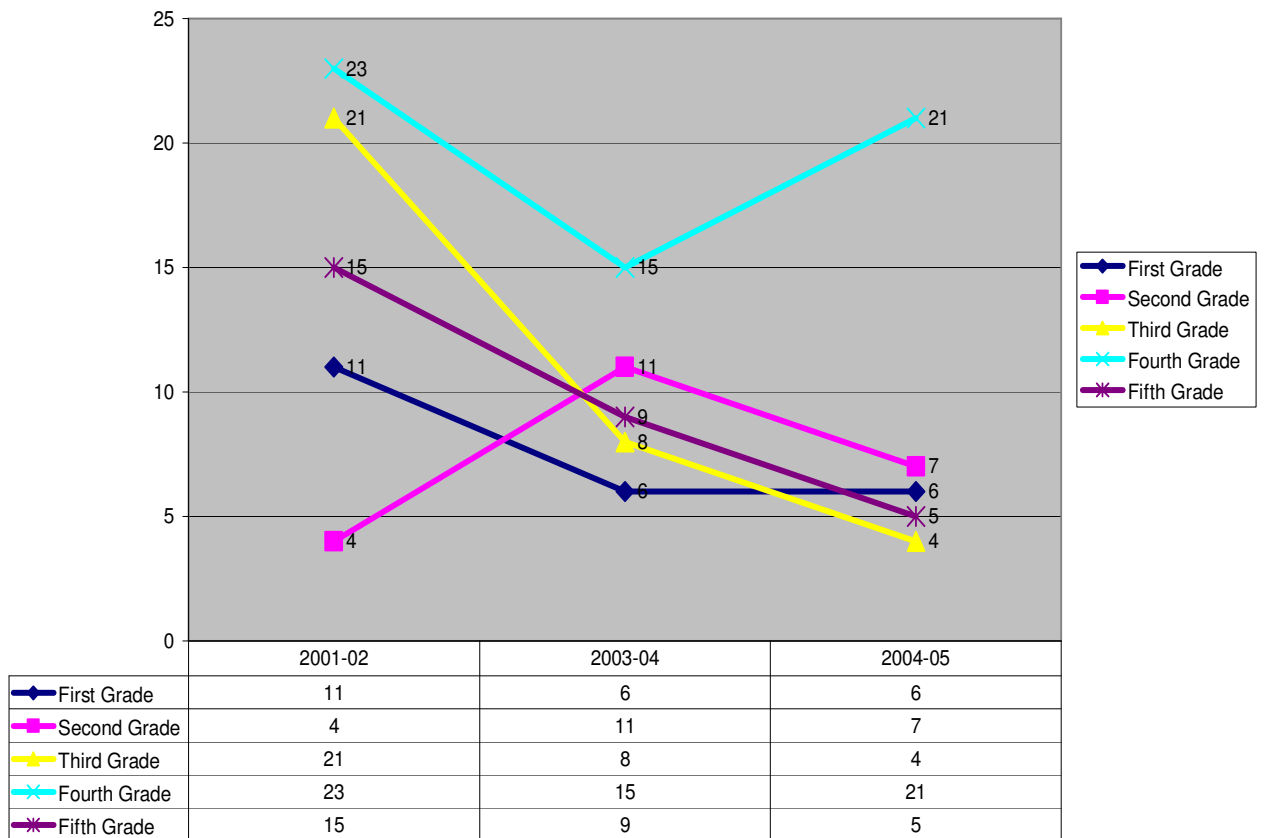
Based on the 2004-05 CRCT, WECS has attained this 2006 goal.

This goal was designed around the Stanford 9, the state of Georgia's choice of a national test at that time. Since our original charter, the state of Georgia has contracted to use the Iowa Test of Basic Skills (ITBS). A different reporting standard rendered the Stanford 9 goals moot.

However, we have used the reading scores on the CRCT to identify students who are not meeting state standards as a comparison to the bottom quartile in reading comprehension on the Stanford 9. The trend lines show a definite decrease in the number of students scoring at Level One in Reading on the CRCT since the implementation of the charter.

CRCT was not administered to all grades in the school year 2002-2003.

CRCT Math Level 1 "Does Not Meet"



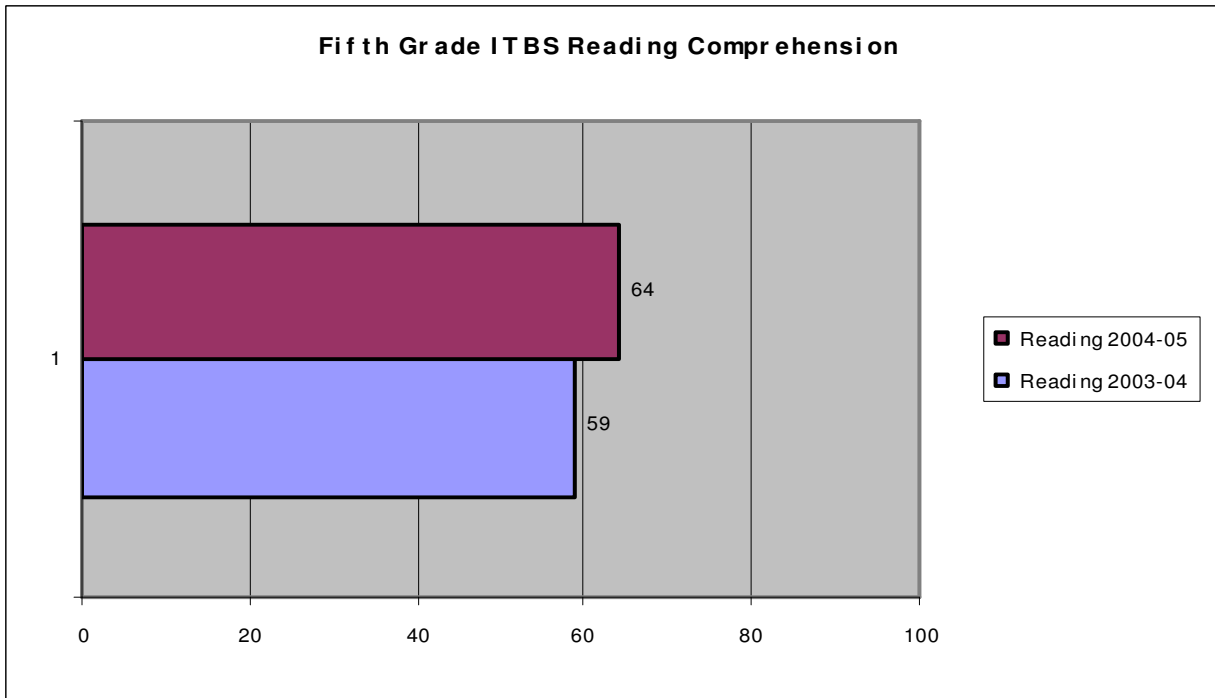
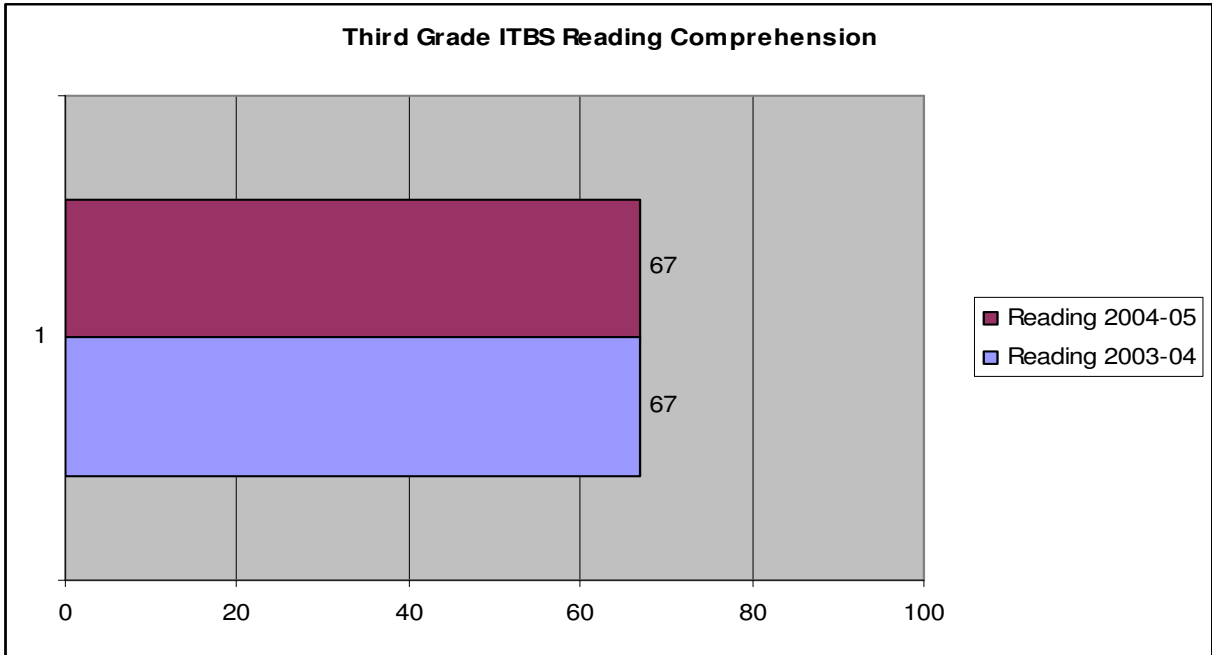
Goal Five: Sixty percent (60%) of the students in grades 1-5 will score at or above the 50th percentile in reading comprehension as measured by the Stanford 9 by Spring 2006.

Based on the 2004-05 ITBS scores, WECS has attained this 2006 goal.

The goals set in 2001 were designed around the Stanford 9, the state of Georgia's choice of a national test at that time. Since our original charter, the state of Georgia has contracted to use the Iowa Test of Basic Skills (ITBS). A different reporting standard rendered the Stanford 9 goals moot. However, we include the available ITBS scores of WECS along with our comparator schools as a similar, if not exact, intent of the Stanford 9 series of goals. This intent is to assess our students' performance in a nationally standardized test in comparison with other students in the state of Georgia.

We include this generalized ITBS data from 2003-04 and 2004-05 school year. **The 2001-02 and 2002-03 ITBS data is not available because no valid standardized test was administered by the state of Georgia in that school year. The 2005-06 data is not available at the time of this writing.**

The ITBS information is issued by Fulton County Schools. The scores are reported in percentiles and show how students compared with other students across the nation. For example, if a percentile score was 66, that school achieved a score that was as high as or higher than 66 percent of the other schools in the nation.



WECS ITBS Reading

3rd Grade	
Reading 2003-04	67
Reading 2004-05	67

5th Grade	
Reading 2003-04	59
Reading 2004-05	64

Goal Six: 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 at Level 1 on the CRCT by Spring 2006.

Based on the 2004-05 CRCT, WECS has attained this 2006 goal.

Following this direction for evaluation we sought the required data from the Fulton County School System. However, the data was not available. Therefore, we have determined that the Standard and Poor's "School Matters" 2004 database (www.schoolmatters.com) is the most effective tool to identify comparator schools. Using this national database, we filtered all the elementary schools in Georgia by the following:

- total student body population,
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- racial makeup.

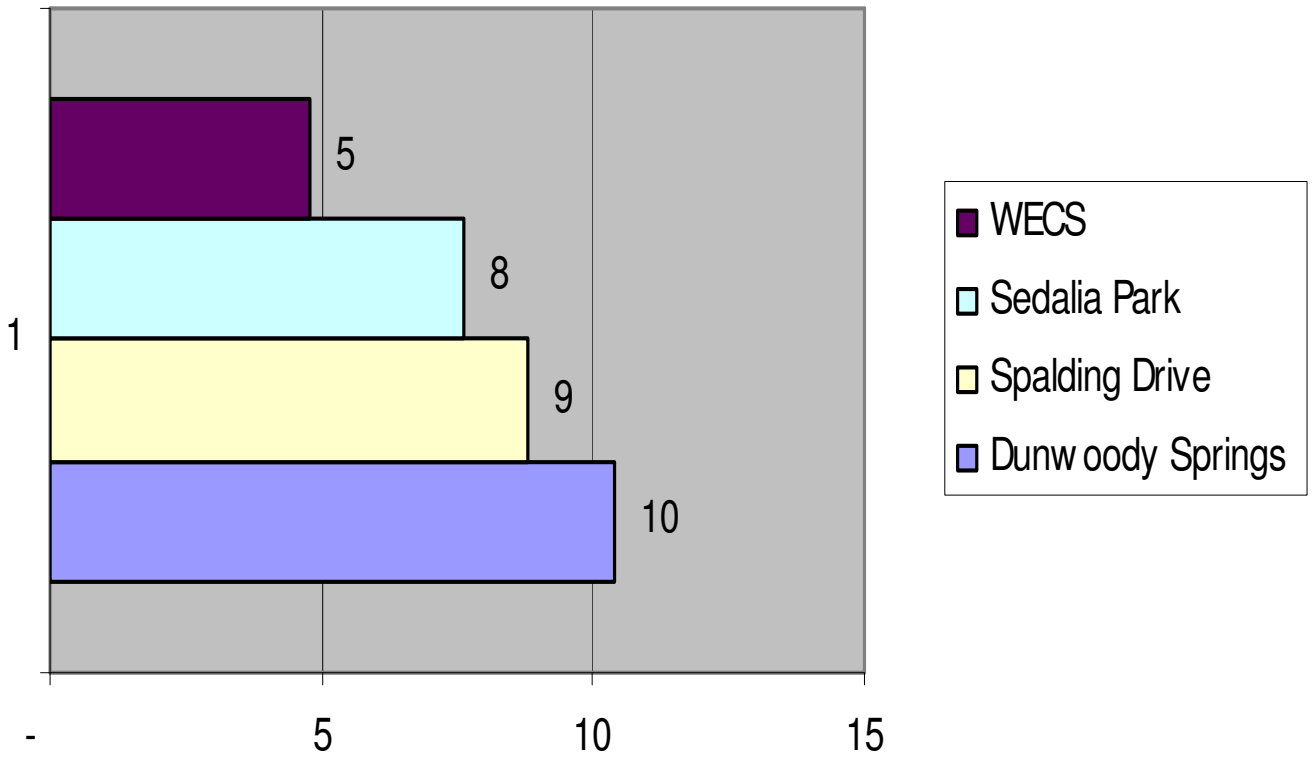
Per demographic information presented on pages 7-10 and given the proximity, we have chosen to compare ourselves with Sedalia Park Elementary in the Cobb County system in the city of Marietta when referring to schools outside of Fulton County.

Inside Fulton County using the same filters, Standard and Poor's did not identify any schools with similar demographics. However, our sister schools, Dunwoody Springs and Spalding Drive Charter, are similar in student body size and in the challenges we face in the Sandy Springs community. Given a lack of statistical similarities in the Fulton County System, we will compare ourselves to these local schools per our original charter.

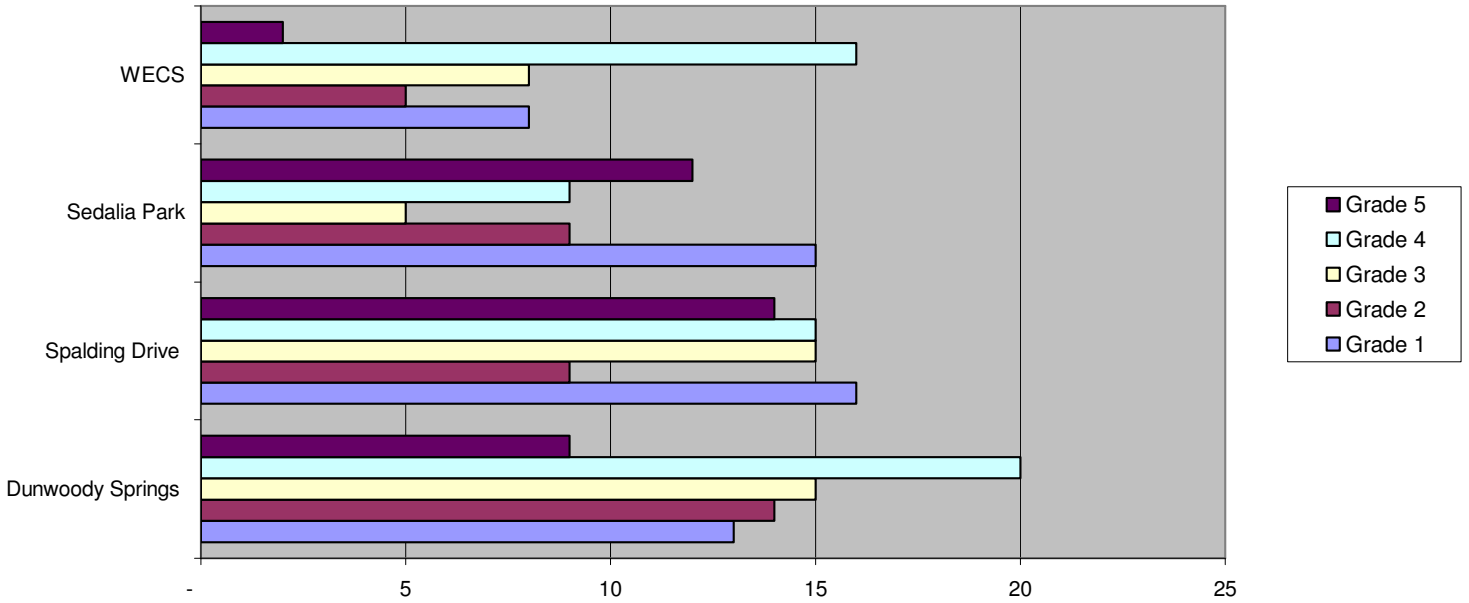
Again, Dunwoody Springs (DS), Spalding Drive Charter (SD), and Sedalia Park (SP) comprise our comparator group.

CRCT was not administered to all grades in the school year 2002-2003.

2004-05 CRCT Reading Level 1 "Does Not Meet" Averages



**Percentage of Students Scoring Level 1 “Does Not Meet” on the
CRCT Reading 2004-05**



	Dunwoody Springs	Spalding Drive	Sedalia Park	WECS
Grade 5	9	14	12	2
Grade 4	20	15	9	16
Grade 3	15	15	5	8
Grade 2	14	9	9	5
Grade 1	13	16	15	8

Goal Seven: 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 at Level 1 on the CRCT by Spring 2006.

Based on the 2004-05 CRCT, WECS has attained this 2006 goal.

Following this direction for evaluation we sought the required data from the Fulton County School System. However, the data was not available. Therefore, we have determined that the Standard and Poor's "School Matters" 2004 database (www.schoolmatters.com) is the most effective tool to identify comparator schools. Using this national database, we filtered all the elementary schools in Georgia by the following:

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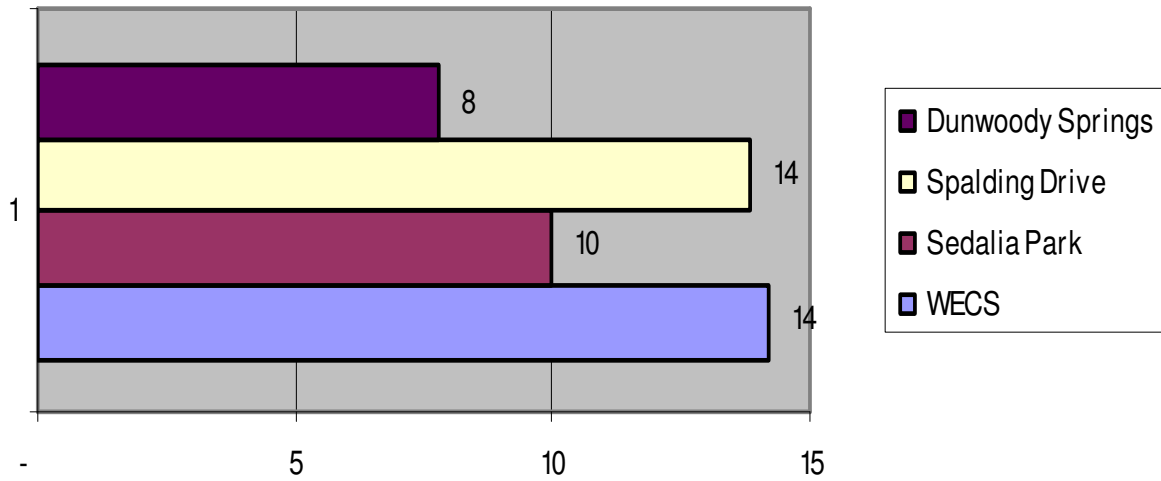
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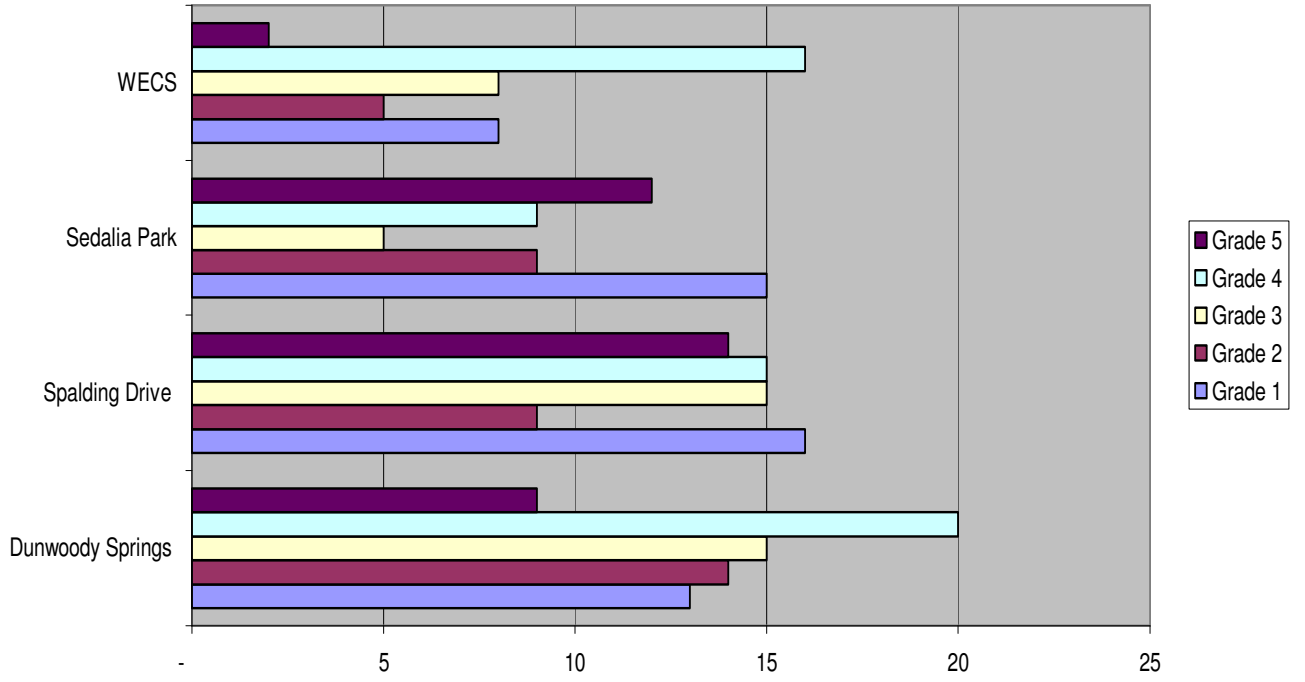
Again, Dunwoody Springs (DS), Spalding Drive Charter (SD), and Sedalia Park (SP) comprise our comparator group.

CRCT was not administered to all grades in the school year 2002-2003

2004-05 CRCT ELA Level 1 "Does Not Meet" Averages



**Percentage of Students Scoring Level 1 “Does Not Meet” on the
CRCT Reading 2004-05**



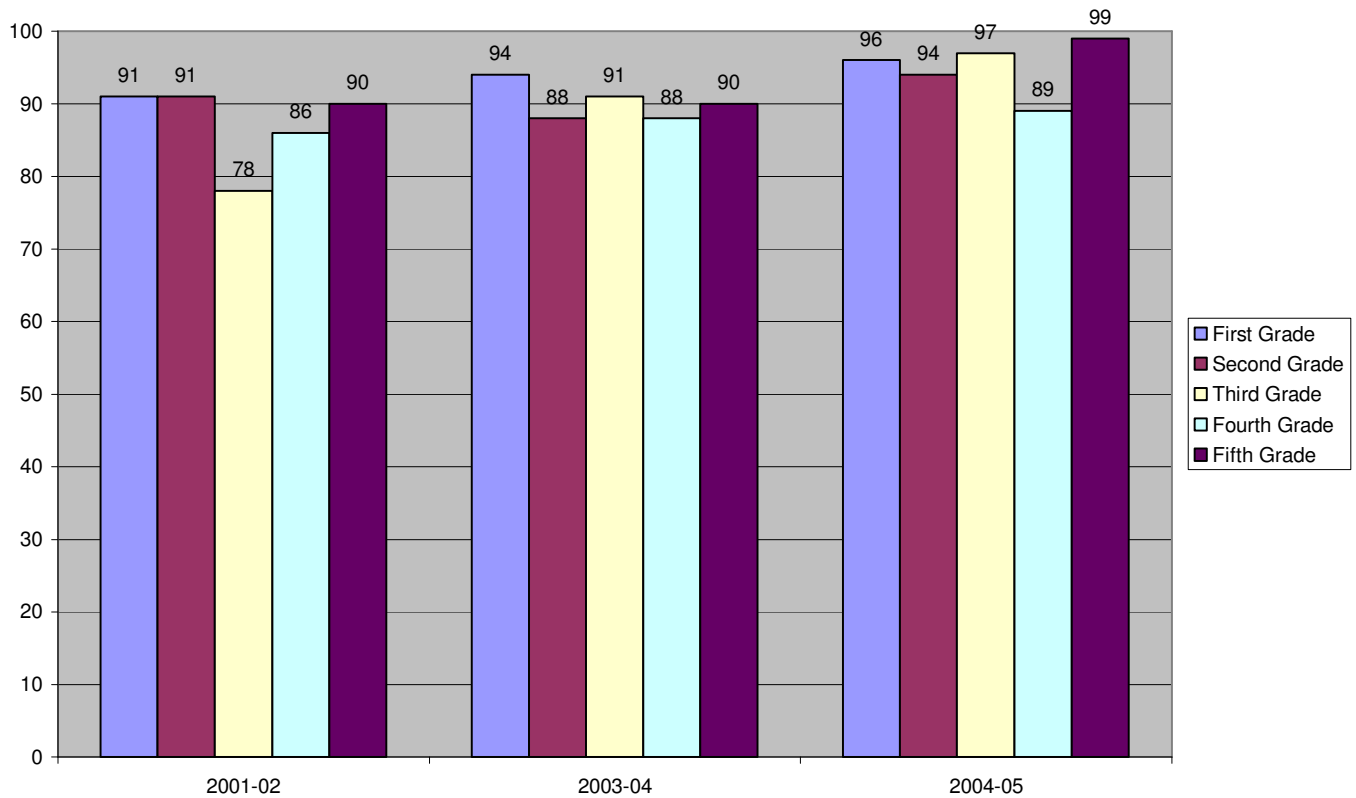
	Dunwoody Springs	Spalding Drive	Sedalia Park	WECS
Grade 5	9	14	12	2
Grade 4	20	15	9	16
Grade 3	15	15	5	8
Grade 2	14	9	9	5
Grade 1	13	16	15	8

Goal Eight: 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.

Based on the 2004-05 CRCT, WECS has attained this 2006 goal.

CRCT was not administered to all grades in the school year 2002-2003.

Percentage of WECS Students Scoring at Levels 2 and 3 "Meets and Exceeds" on the CRCT Reading

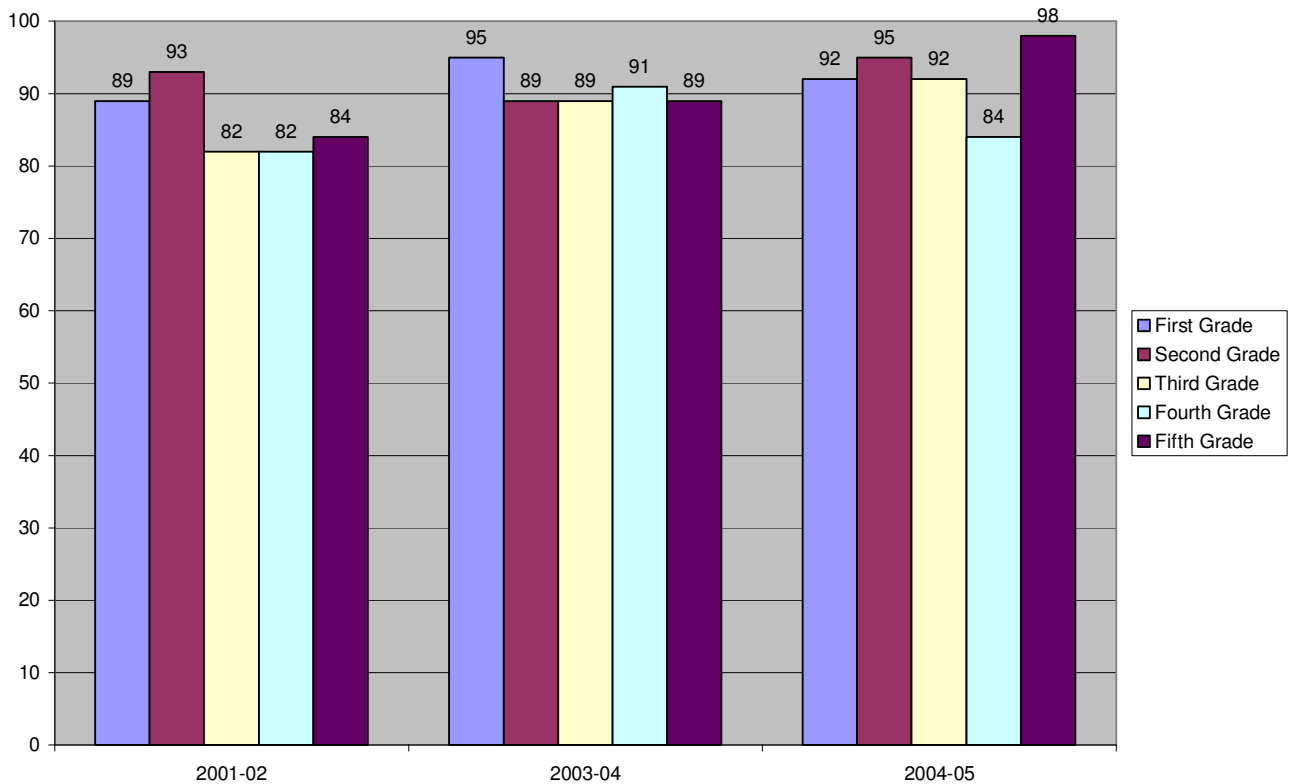


Goal Nine: Seventy-five percent (75%) of the students in grades 1-5 will meet or exceed standards as measured by the English/Language Arts section of the CRCT by Spring 2006.

Based on the 2004-05 CRCT, WECS has attained this 2006 goal.

CRCT was not administered to all grades in the school year 2002-2003.

Percentage of WECS Students at Levels 2 and 3 "Meets and Exceeds" on the CRCT ELA



Goal Ten: 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.

Based on the 2004-05 Georgia Writing Test data, WECS has attained this 2006 goal.

Third grade writing test is now a subjective measure and there is no anonymity for the students. Therefore, it is not a valid tool to assess student performance. We will report the fifth grade standardized Georgia Writing Test.

	Experimenting	Engaging	Extending	Percentage of Students Scoring at the Top Three Levels
2002-03	37.8	35.6	17.8	91.2
2003-04	20.0	52.3	24.6	96.9
2004-05	15.6	50.0	34.4	100.0

2. Mathematics Objectives 2001

Goal One: 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.

Based on the 2004-05 ITBS data, WECS has attained this 2006 goal.

Following this direction for evaluation we sought the required data from the Fulton County School System. However, the data was not available. Therefore, we have determined that the Standard and Poor's "School Matters" 2004 database (www.schoolmatters.com) is the most effective tool to identify comparator schools. Using this national database, we filtered all the elementary schools in Georgia by the following:

- total student body population,
- percentage of economically disadvantaged,
- racial makeup.

Per demographic information presented on pages 7-10 and given the proximity, we have chosen to compare ourselves with Sedalia Park Elementary in the Cobb County system in the city of Marietta when referring to schools outside of Fulton County.

Inside Fulton County using the same filters, Standard and Poor's did not identify any schools with similar demographics. However, our sister schools, Dunwoody Springs and Spalding Drive Charter, are similar in student body size and in the challenges we face in the Sandy Springs community. Given a lack of statistical similarities in the Fulton County System, we will compare ourselves to these local schools per our original charter.

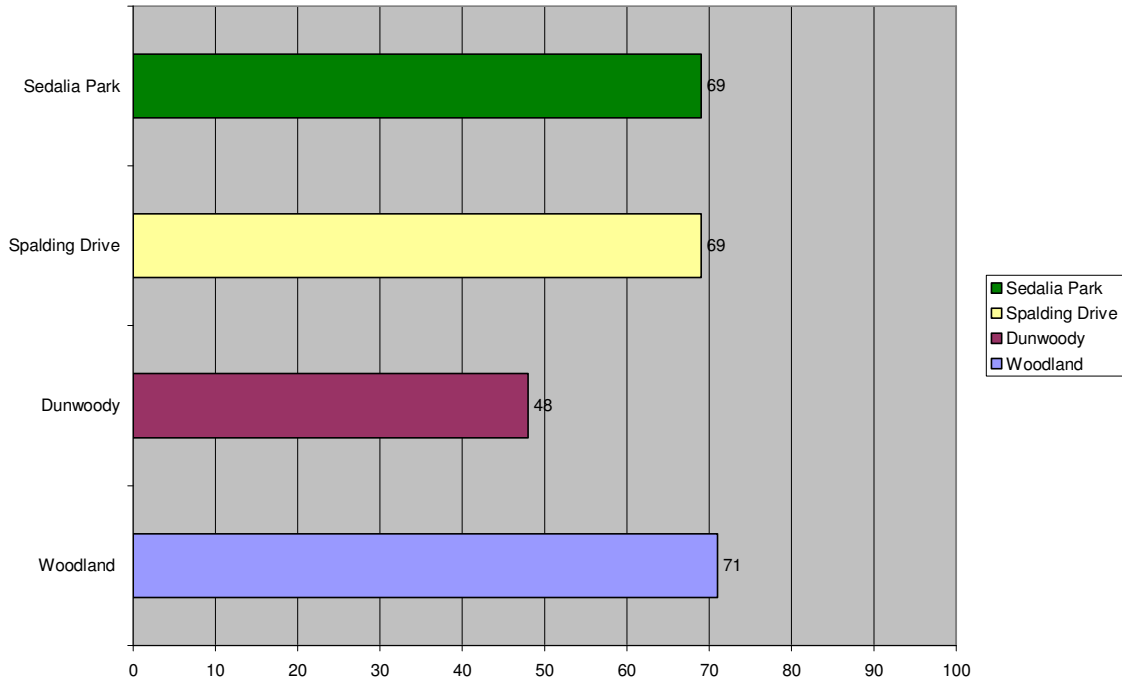
Again, Dunwoody Springs (DS), Spalding Drive Charter (SD), and Sedalia Park (SP) comprise our comparator group.

The goals set in 2001 were designed around the Stanford 9, the state of Georgia's choice of a national test at that time. Since our original charter, the state of Georgia has contracted to use the Iowa Test of Basic Skills (ITBS). A different reporting standard rendered the Stanford 9 goals moot. However, we include the available ITBS scores of WECS along with our comparator schools as a similar, if not exact, intent of the Stanford 9 series of goals. This intent is to assess our students' performance in a nationally standardized test in comparison with other students in the state of Georgia.

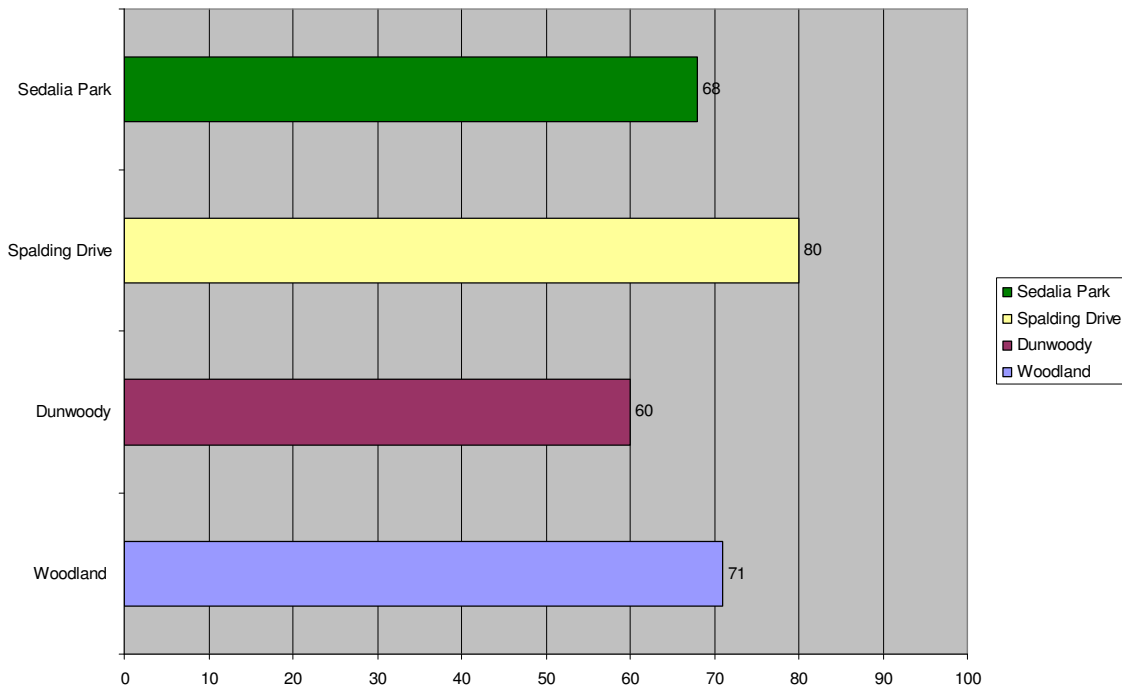
We include this generalized ITBS data from 2003-04 and 2004-05 school year. **The 2001-02 and 2002-03 ITBS data is not available because no valid standardized test was administered by the state of Georgia in that school year. The 2005-06 data is not available at the time of this writing.**

The ITBS information is issued by Fulton County Schools. The scores are reported in percentiles and show how students compared with other students across the nation. For example, if a percentile score was 66, that school achieved a score that was as high as or higher than 66 percent of the other schools in the nation.

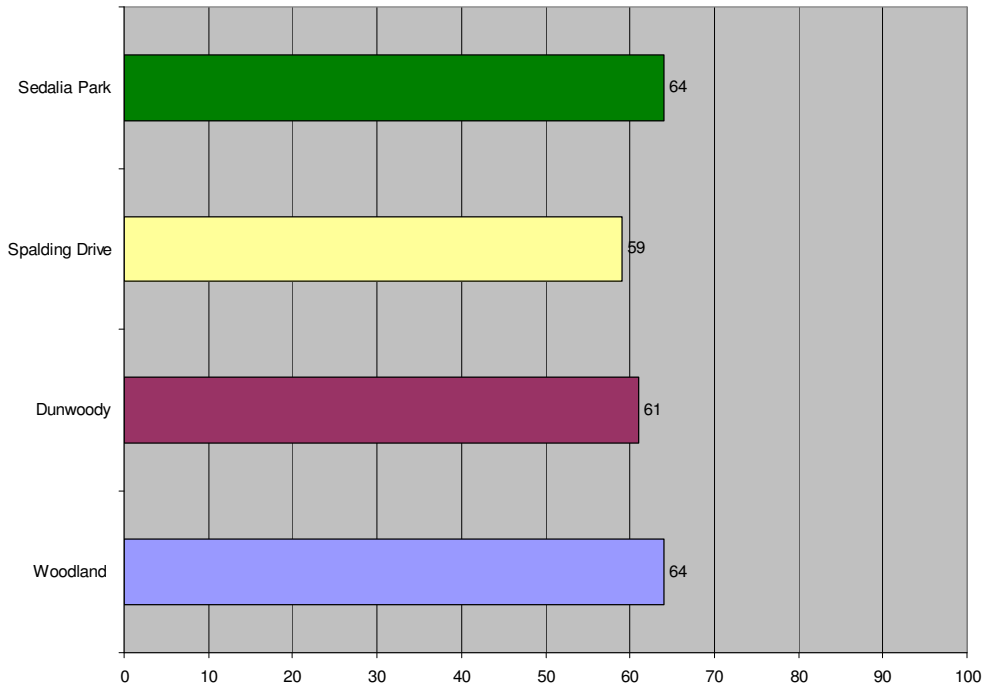
2003-04 ITBS Third Grade Math with Comparator Schools



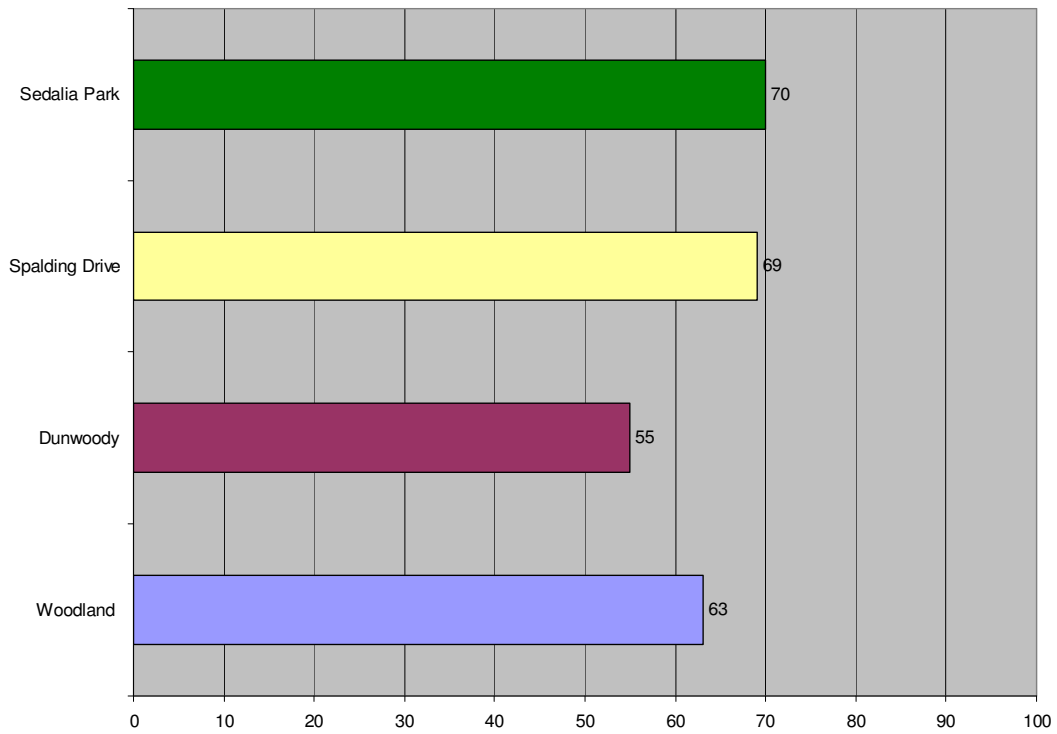
2004-05 ITBS Third Grade Math with Comparator Schools



2004-05 ITBS Fifth Grade Math with Comparator Schools



2003-04 ITBS Fifth Grade Math with Comparator Schools



ITBS Math

	WECS	DS	HP	SD	SP	Comparator Schools' Avg.	WECS Avg.
Third Grade							
Math 2003-04	71	48	47	69	69	58	71
Math 2004-05	71	60	64	80	68	68	71
Fifth Grade							
Math 2003-04	63	55	63	69	70	64	63
Math 2004-05	64	61	48	59	64	58	64

Goal Two: Decrease the percentage of students in grades 1-5 scoring at the bottom quartile by ten percent (10%) in Total Math on the Stanford 9 by Spring 2006.

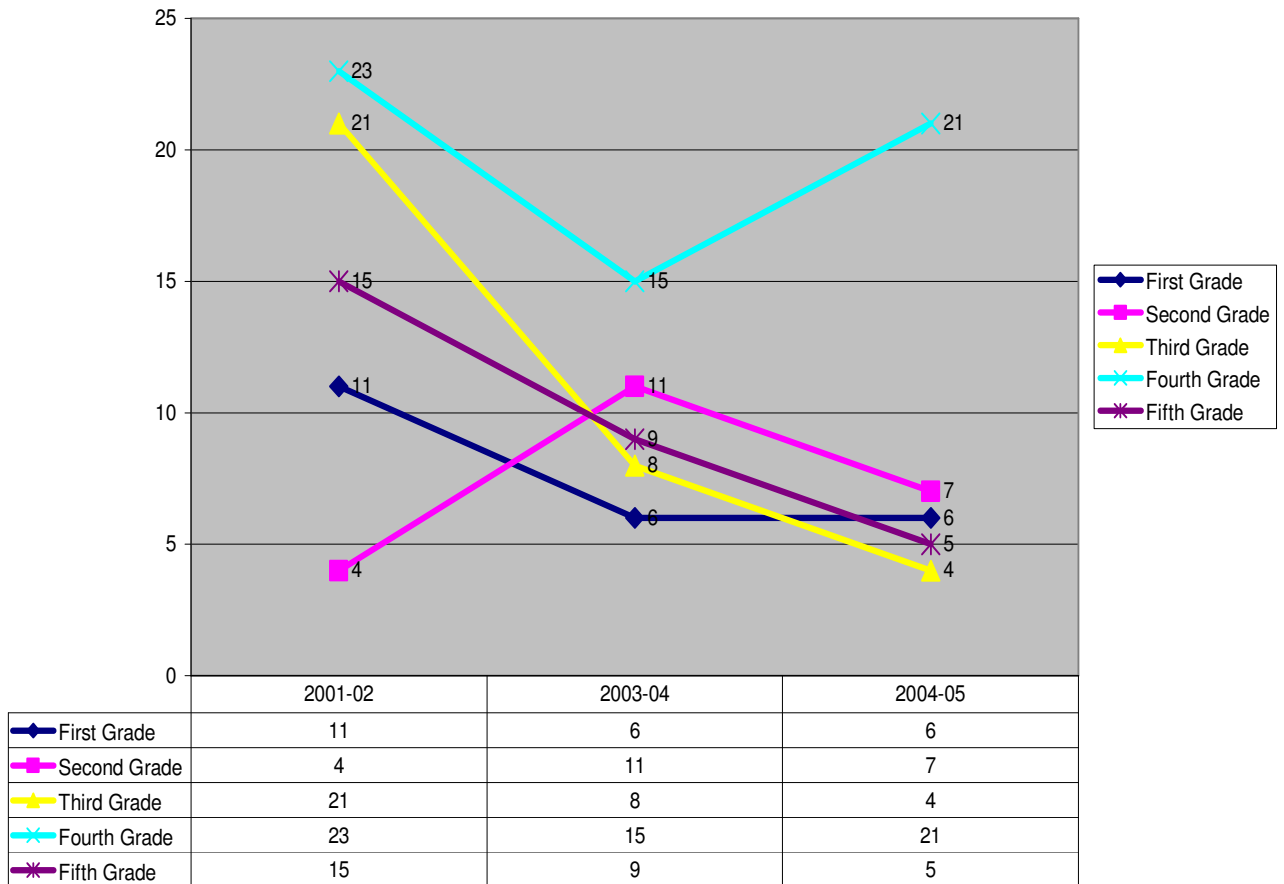
Based on the 2004-05 CRCT data, WECS has attained this 2006 goal.

This goal was designed around the Stanford 9, the state of Georgia's choice of a national test at that time. Since our original charter, the state of Georgia has contracted to use the Iowa Test of Basic Skills (ITBS). A different reporting standard rendered the Stanford 9 goals moot.

However, we have used the reading scores on the CRCT to identify students who are not meeting state standards as a comparison to the bottom quartile in reading comprehension on the Stanford 9. The trend lines show a definite decrease in the number of students scoring at Level One in Reading on the CRCT since the implementation of the charter.

Note that the CRCT scores from the 2002-03 school year were not comprehensive.

CRCT Math Level 1 "Does Not Meet"



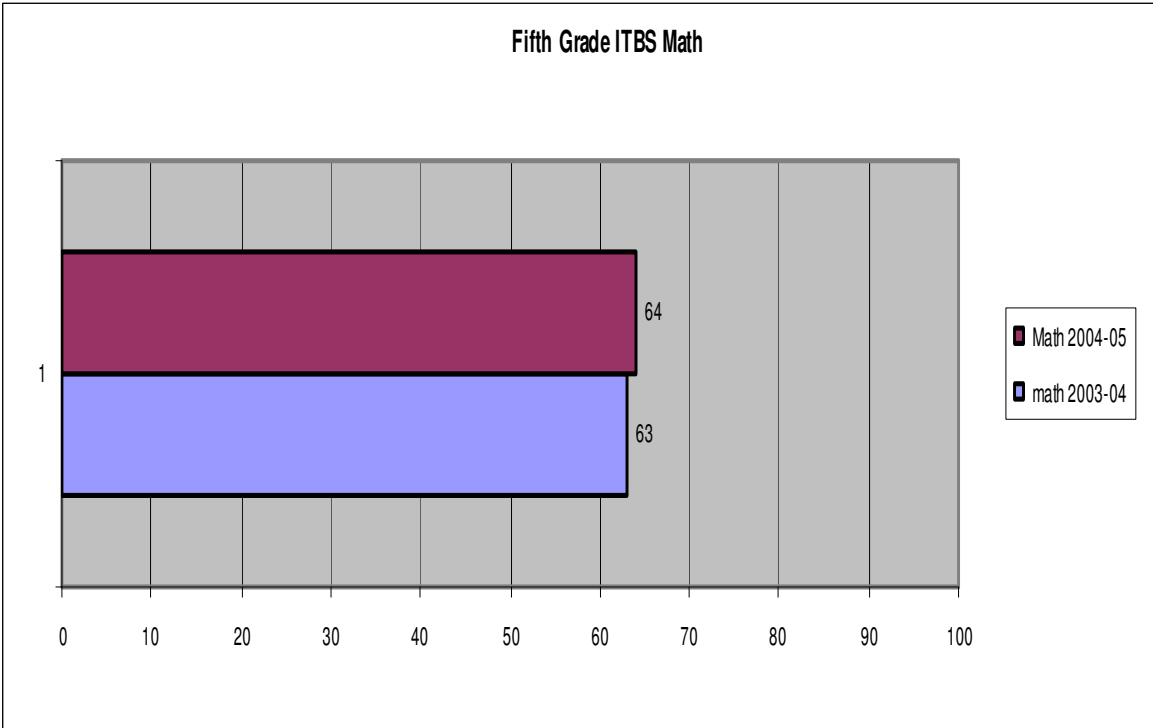
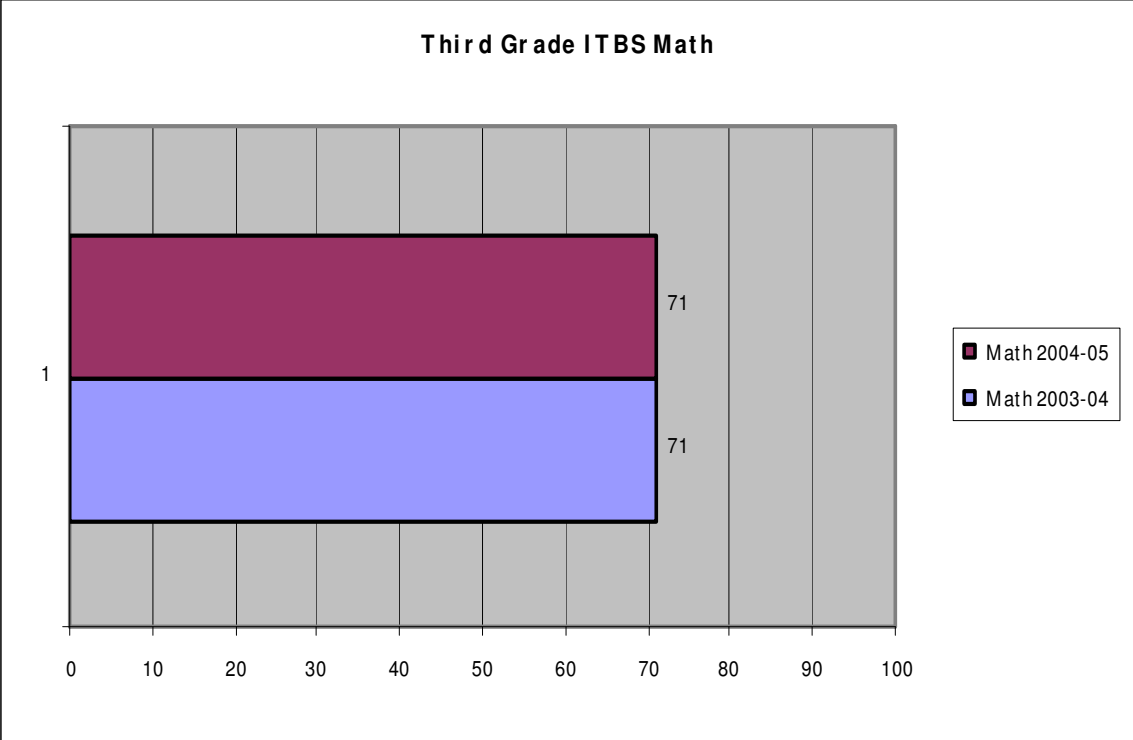
Goal Three: Sixty-five percent (65%) of the students in grades 1-5 will score at or above the 50th percentile in Total Math as measured by the Stanford 9 by 2006.

Based on the 2004-05 ITBS data, WECS has attained this 2006 goal.

The goals set in 2001 were designed around the Stanford 9, the state of Georgia's choice of a national test at that time. Since our original charter, the state of Georgia has contracted to use the Iowa Test of Basic Skills (ITBS). A different reporting standard rendered the Stanford 9 goals moot. However, we include the available ITBS scores of WECS along with our comparator schools as a similar, if not exact, intent of the Stanford 9 series of goals. This intent is to assess our students' performance in a nationally standardized test in comparison with other students in the state of Georgia.

We include this generalized ITBS data from 2003-04 and 2004-05 school year. **The 2001-02 and 2002-03 ITBS data is not available because no valid standardized test was administered by the state of Georgia in that school year. The 2005-06 data is not available at the time of this writing.**

The ITBS information is issued by Fulton County Schools. The scores are reported in percentiles and show how students compared with other students across the nation. For example, if a percentile score was 66, that school achieved a score that was as high as or higher than 66 percent of the other schools in the nation.



WECS ITBS Math

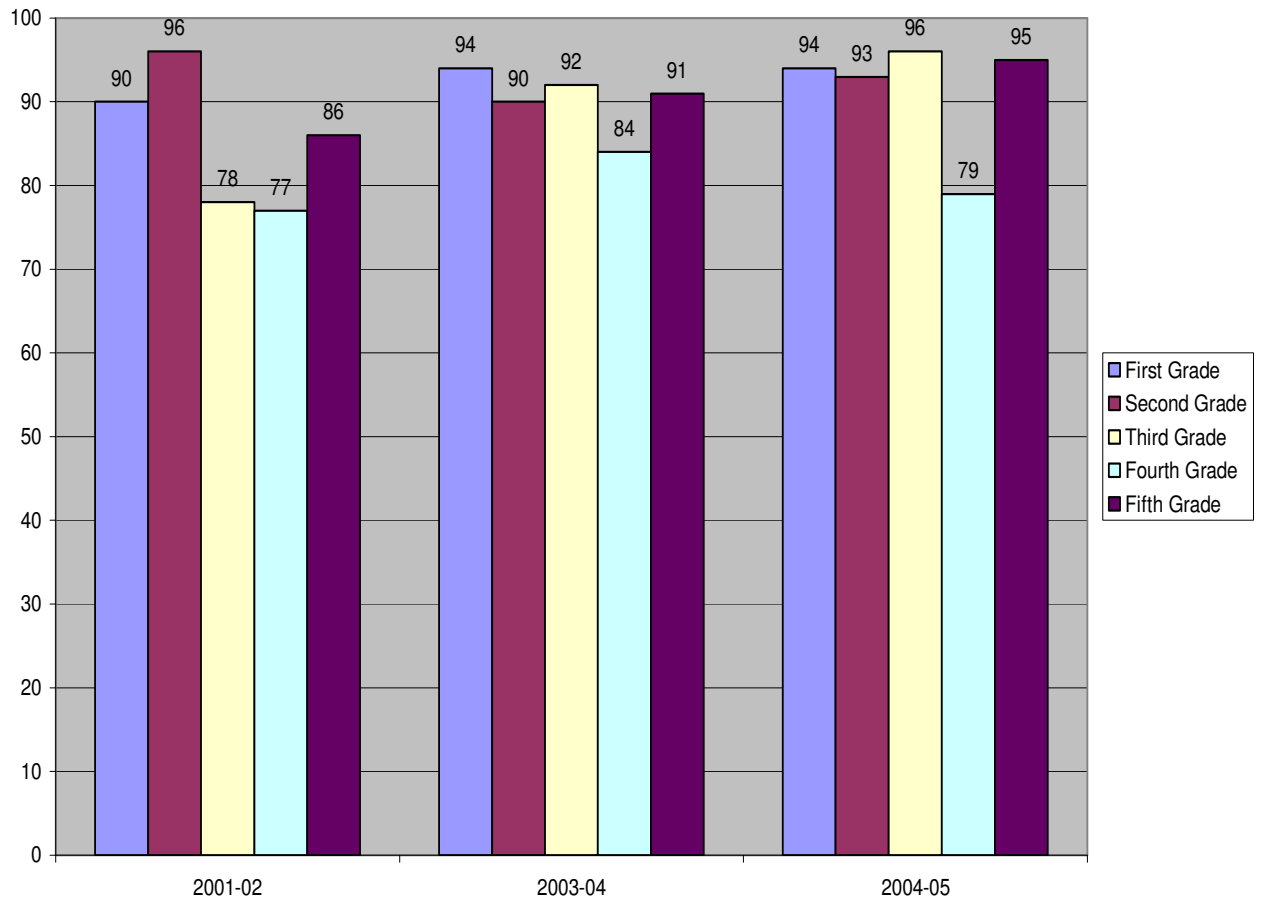
3rd Grade	Percentage
Math 2003-04	71
Math 2004-05	71
5th Grade	
Math 2003-04	63
Math 2004-05	64

Goal Four: 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.

Based on the 2004-05 CRCT data, WECS has attained this 2006 goal.

CRCT was not administered to all grades in the school year 2002-2003.

Percentage of WECS Students at Levels 2 and 3 on the CRCT Math



Goal Five: 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 at level 1 in mathematics on the CRCT by Spring 2006.

Based on the 2004-05 CRCT data, WECS has attained this 2006 goal.

Following this direction for evaluation we sought the required data from the Fulton County School System. However, the data was not available. Therefore, we have determined that the Standard and Poor's "School Matters" 2004 database (www.schoolmatters.com) is the most effective tool to identify comparator schools. Using this national database, we filtered all the elementary schools in Georgia by the following:

- total student body population,
- percentage of economically disadvantaged,
- racial makeup.

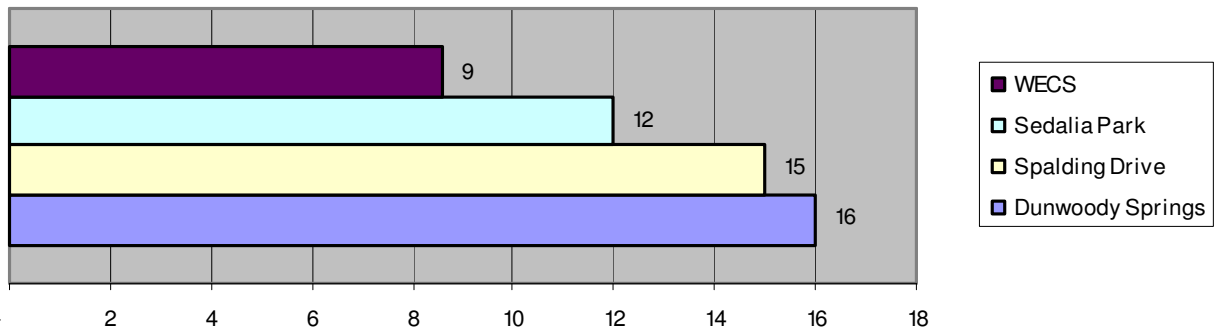
Per demographic information presented on pages 7-10 and given the proximity, we have chosen to compare ourselves with Sedalia Park Elementary in the Cobb County system in the city of Marietta when referring to schools outside of Fulton County.

Inside Fulton County using the same filters, Standard and Poor's did not identify any schools with similar demographics. However, our sister schools, Dunwoody Springs and Spalding Drive Charter, are similar in student body size and in the challenges we face in the Sandy Springs community. Given a lack of statistical similarities in the Fulton County System, we will compare ourselves to these local schools per our original charter.

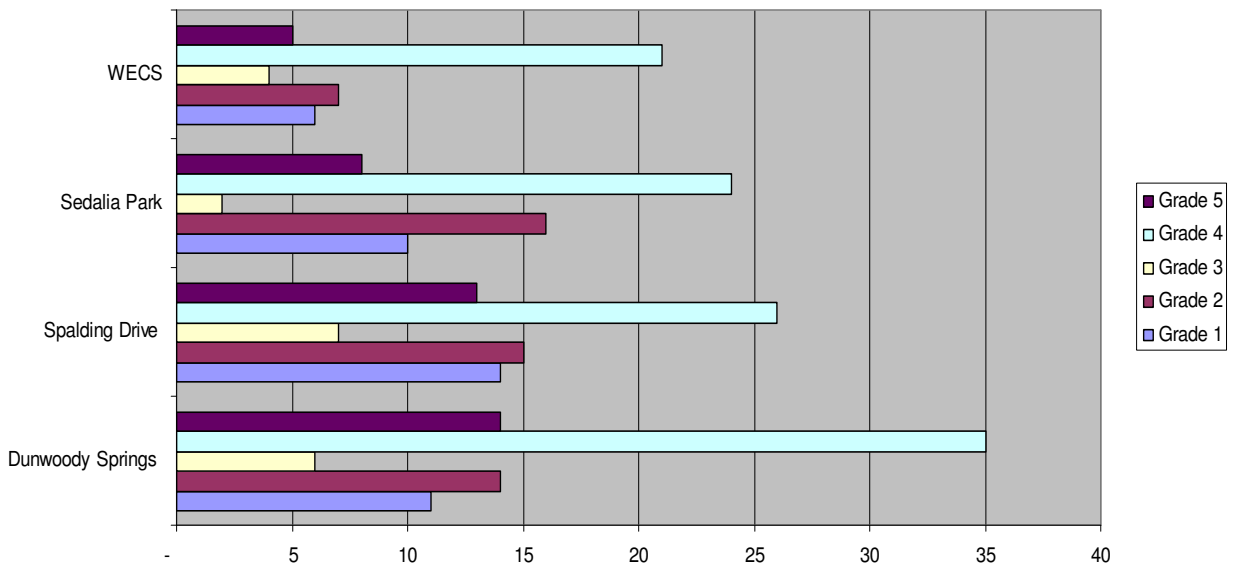
Again, Dunwoody Springs (DS), Spalding Drive Charter (SD), and Sedalia Park (SP) comprise our comparator group.

CRCT was not administered to all grades in the school year 2002-2003.

2004-05 CRCT Math Level 1 "Does Not Meet" Averages



Percentage of Students Scoring Level 1 "Does Not Meet" on the CRCT Math 2004-05



	Dunwoody Springs	Spalding Drive	Sedalia Park	WECS
■ Grade 5	14	13	8	5
□ Grade 4	35	26	24	21
□ Grade 3	6	7	2	4
■ Grade 2	14	15	16	7
□ Grade 1	11	14	10	6

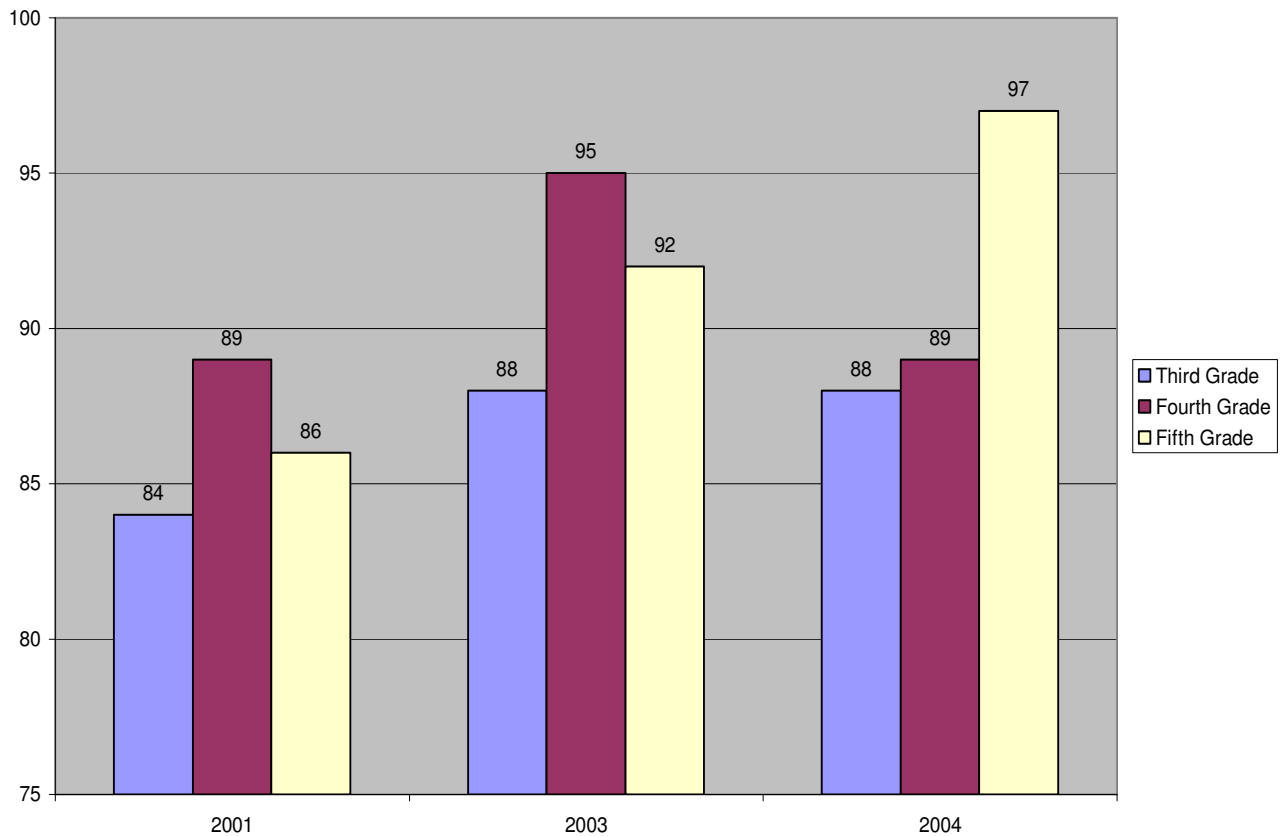
3. Science and Social Studies Objectives 2001

Goal One: 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.

Based on the 2004-05 CRCT data, WECS has attained this 2006 goal.

CRCT was not administered to all grades in the school year 2002-2003.

Percentage of WECS Students at Levels 2 and 3 on the CRCT Science

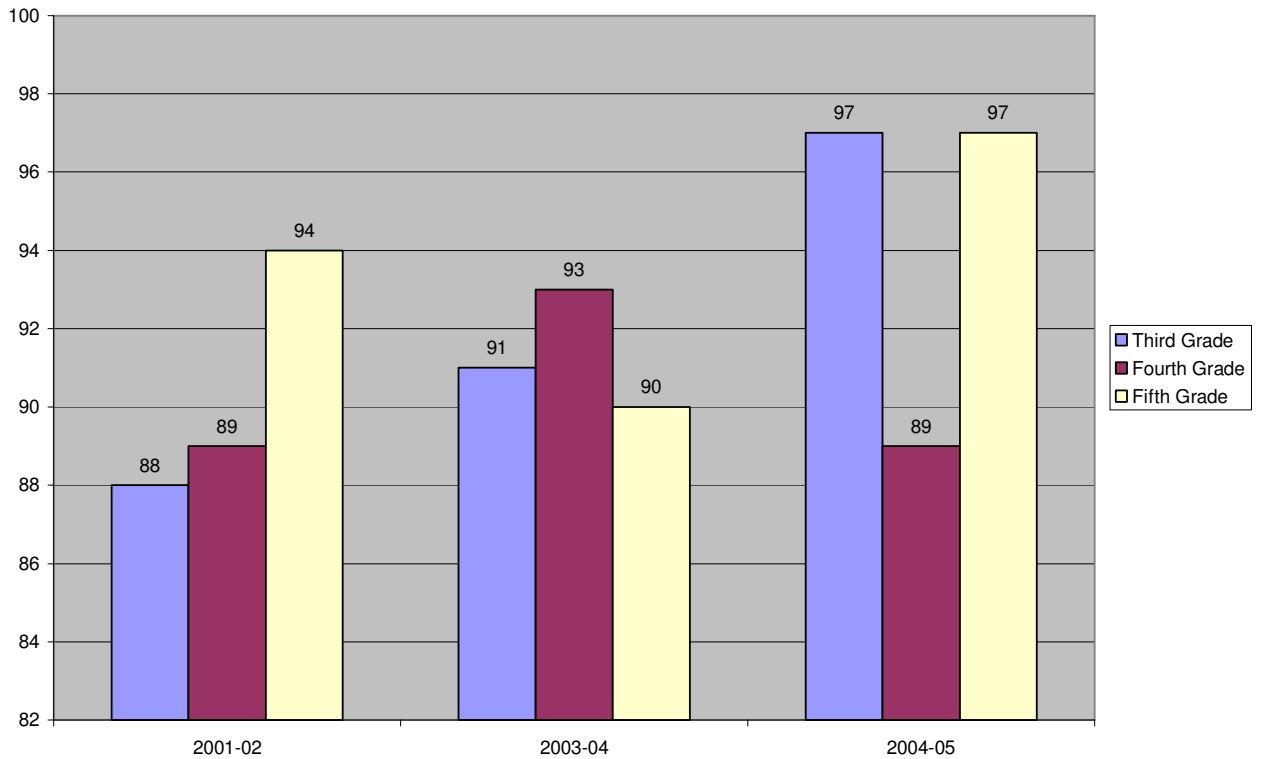


Goal Two: Sixty percent (60%) of the students in grades 3-5 will meet or exceed standards in Social Studies as measured by the CRCT by Spring 2006.

Based on the 2004-05 CRCT data, WECS has attained this goal.

CRCT was not administered to all grades in the school year 2002-2003.

Percentage of WECS Students as Levels 2 and 3 on the CRCT Social Studies



4. Other Goals 2001

Goal One: Satisfaction on parent and staff survey will be five percent (5%) higher than schools with similar demographics in the school district.

Based on the Georgia Charter School Parent Satisfaction Survey and the Fulton County Schools' Teachers' Perception Survey, WECS has attained this goal.

Following this direction for evaluation we sought the required data from the Fulton County School System. However, the data was not available. Therefore, we have determined that the Standard and Poor's "School Matters" 2004 database (www.schoolmatters.com) is the most effective tool to identify comparator schools. Using this national database, we filtered all the elementary schools in Georgia by the following:

- total student body population,
- percentage of economically disadvantaged,
- racial makeup.

Inside Fulton County using the same filters, Standard and Poor's did not identify any schools with similar demographics. However, our sister schools, Dunwoody Springs and Spalding Drive Charter, are similar in student body size and in the challenges we face in the Sandy Springs community. Given a lack of statistical similarities in the Fulton County System, we will compare ourselves to these local schools per our original charter.

Dunwoody Springs (DS) and Spalding Drive Charter (SD) comprise our comparator group.

Since the inception of the charter, 89.5% of WECS parents have ranked WECS 8, 9 or 10 on the overall ranking on the Fulton County Parent Satisfaction Survey, Spring 2004. **Comparison data for other Fulton County Schools are not available.** However, the average of all Fulton County elementary schools was 80.4% of parents who ranked their schools 8, 9, or 10. **Additionally, last year 97% of our teachers on the Fulton County Schools Teachers' Perception Survey, Spring 2004, reported that they were satisfied being an employee.** Sixty-four (64%) of our teachers have ten or more years of experience at WECS. No FCS Parent Survey was administered by Fulton County Schools in 2004-05.

According to the 2003-04 Georgia Charter School Parent Satisfaction Survey, WECS ranked seventh overall in the state in the measurable areas of parent satisfaction out of 19 participating charter schools. Spalding Drive Elementary Charter ranked fifth in the state with an overall score of 3.86. WECS had an overall score of 3.80. Although we did not outscore our fellow Fulton County charter school, we were pleased with our high overall parent satisfaction and our showing on a state level.

State Rankings in the Georgia Charter School Parent Satisfaction Survey 2003-04

	Quality of Overall Education	Amount child has learned/is learning at school	Quality of Reading Instruction	Quality of Writing Instruction	Quality of Math Instruction	Qualifications and Performance of Teachers
WECS	3.80	3.77	3.83	3.69	3.69	3.78
SD	3.86	3.85	3.77	3.72	3.80	3.88

The mean is calculated using 4.3 for A+, 4.0 for A, 3.0 for B, 2.0 for C, 1.0 for D and zero for F.

The complete report is included in the Supplemental Packet of this proposal.

Goal Two: 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 at Level 1 on the CRCT and the percentage of students scoring at or above the 50th percentile on the Stanford 9 by 2006.

Fulton County Schools Assessment and Evaluation Department analyzed the Spring 2005 CRCT scores for two cohorts of students enrolled in FCS from 2001-02 to 2004-05. The first cohort represented students who started 3rd grade in 2001-02 and progressively moved to 6th grade in 2004-05. The second cohort represented students moving from grade 4 in 2001-02 to grade 7 in 2004-05. In each cohort, CRCT scores for students attending Woodland Elementary School in grades 3, 4, 5 ($n=31$ students) for cohort 1, or grades 4 & 5 ($n=39$ students) for cohort 2, were compared to scores from a group of similar FCS students who did not attend Woodland. The comparison group was comprised of students matched on characteristics such as ethnicity, gender, eligibility for free- or reduced- price meals, special education status, and limited English proficiency status.

An analysis of CRCT scores was conducted to determine if there is a difference between the academic achievements of middle school students who previously attended Woodland Elementary School as compared to similar middle school students who did not attend Woodland. However, there was no control for the demographically similar comparator schools as stated in the objective because there is a lack of schools which present statistical similarities in the Fulton County System.

Spring 2005 CRCT Percentage of Students Who Scored in Performance Level 1

Content Area	<u>% Does Not Meet</u>		
	Woodland	Comparison Group	Difference
Cohort 1: Grade 6^a in 2004-05			
Language Arts	9.7	15.6	5.9
Mathematics	12.9	18.2	5.3
Reading	6.5	9.1	2.6
Cohort 2: Grade 7^b in 2004-05			
Language Arts	5.1	9.5	4.4
Mathematics	12.8	16.7	3.9
Reading	2.6	9.3	6.7

^aGrade 6 students were consistently enrolled in FCS from 2001-02 to 2004-05 as 3rd, 4th, 5th, and 6th graders. Woodland students were enrolled in Woodland Elementary School for the 3rd, 4th, and 5th grade. There is no control for the demographically similar comparator schools as stated in the objective.

^bGrade 7 students were consistently enrolled in FCS from 2001-02 to 2004-05 as 4th, 5th, 6th, and 7th graders. Woodland students were enrolled in Woodland Elementary School for the 4th and 5th grade. There is no control for the demographically similar comparator schools as stated in the objective.

Spring 2005 CRCT Mean Scale Scores and Percentage of Students Who Scored in Performance Levels 2 or 3

Content Area	Mean Scale Score			% Meets or Exceeds		
	Woodland	Comparison	Difference	Woodland	Comparison	Difference
Cohort 1: Grade 6^a in 2004-05						
Language Arts	338.3	336.0	2.3	90.3	84.4	5.9
Mathematics	342.3	340.3	2.0	87.1	81.8	5.3
Reading	365.1	359.4	5.7	93.5	90.9	2.6
Cohort 2: Grade 7^b in 2004-05						
Language Arts	344.1	333.7	10.4	94.9	90.5	4.4
Mathematics	331.7	331.5	0.2	87.2	83.3	3.9
Reading	369.8	352.7	17.1	97.4	90.7	6.7

^aGrade 6 students were consistently enrolled in FCS from 2001-02 to 2004-05 as 3rd, 4th, 5th, and 6th graders. Woodland students were enrolled in Woodland Elementary School for the 3rd, 4th, and 5th grade. There is no control for the demographically similar comparator schools as stated in the objective.

^bGrade 7 students were consistently enrolled in FCS from 2001-02 to 2004-05 as 4th, 5th, 6th, and 7th graders. Woodland students were enrolled in Woodland Elementary School for the 4th and 5th grade. There is no control for the demographically similar comparator schools as stated in the objective.

Goal Three: Woodland Elementary will receive a grade of A or B on the Office of Education Accountability statewide Report Card by fall 2006.

Data to assess this goal is not available.

This system was never implemented by the Governor's Office of Accountability. Although WECS has made AYP every year with at least 85% or more of the students meeting or exceeding standards, we cannot assess progress on this goal.

Goal Four: Ninety percent (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.

Data to assess this goal is not available.

Individual school personnel are unable to access relevant data regarding student enrollment patterns in the Fulton County Data Warehouse. Reports are delivered in a static manner and school personnel do not have the training or expertise to access other data forms from the Data Warehouse.

Although the enrollment data shows that the school is gaining students from the private schools, it maintained a 43.3% mobility rate – 27.1% entry rate and 16.3% exit rate. Of those families choosing to leave WECS, a total of three left due to overcrowding. The others moved out of the attendance zone. This is slightly lower than our comparable Fulton County Schools average of 45%. Data could not be obtained for Sedalia Park in Cobb County.

The entire Mobility Reports for the 2002-03 and 2003-04 school years may be found in the Supplemental Packet of this proposal. More information on mobility impact is in the Supplemental Packet.

Another data point that relates to this objective which we can obtain from Fulton County Schools is the percentage of students in WECS attendance zone attending private schools as compared to our comparator schools. Data could not be obtained from Sedalia Park.

Attendance Patterns

Private Attendance Percentages Versus Public Attendance Percentages

(based on numbers from Fulton County Private School Attendance Reports)

	Population Public	Population Private	Pop. Total Zone	2003-04	2002-03	2001-02
Woodland Charter	829	208	1037	20%	21%	23%
Dunwoody Springs	759	515	1274	40%	36%	39%
Spalding Drive	690	216	906	24%	24%	26%

We now proposed to renew our charter for five years. The renewed charter will be subject to the control and management of Fulton County Schools as provided in this renewal and in a manner consistent with the Charter School Act of 1998 and the Constitution. It is expected that within one year the site for two new elementary schools within Sandy Springs will be determined. Within six months the FCS will re-district our attendance zone. This will affect our data and potentially impact our objectives. We have established the following objectives with this future in mind.

B. New Objectives

The listed objectives and targets may be revised based on targets established by the mutual consent of the Woodland Governance Board, Fulton County School Board and Georgia Board of Education. In addition to these targets, the school will follow Fulton County Schools' Strategic Planning Model to assess interim progress on charter objectives. The 2005-06 WECS Strategic Plan is included in the Supplemental Packet.

WECS objectives are based on Georgia's AYP Annual Measurable Objectives (AMO) under NCLB which states that 100% of the students will Meet or Exceed Standards by the year 2014. Woodland's objectives for school improvement are above the Starting Point for the 2011 AMO.

According to the State of Georgia's Consolidated State Application Accountability Workbook, (revised for 2004-05) State Grants under Title IX, Part C, Section 9302 of the Elementary, Secondary Education Act (Public Law 107-110), Georgia is currently developing a new, individual student, longitudinal data system based on unique student identifiers, which will allow for a more accurate accounting of students throughout the State. Based on this direction from the state, we will incorporate longitudinal performance measures into our renewal objectives.

READING/LANGUAGE ARTS

- Ninety percent (90%) or higher of the students in grades 1 thru 5 will meet or exceed standards in reading as measured by the CRCT by Spring 2011. (AMO 80%)
- Ninety percent (90%) or higher of the students in grades 1 thru 5 will meet or exceed standards as measured by the English/Language Arts sections of the CRCT by Spring 2011. (AMO 80%)
- Seventy-five (75%) or higher of the fifth grade students will score at the top two levels (Engaging and Extending) on the Georgia Writing Test by Spring 2011.
- The percentage of fifth grade students in 2011 who exceed expectations on the English/Language Arts component of the CRCT will show an annual 2% rate of increase from their performance on the English/Language Arts component of the CRCT as first graders.*

* Only students who are FAY will be included in this performance measure. This is intended to be a longitudinal performance measure which will end in the students' fifth grade year.

- Fifty percent (50%) of the students in grades 3 thru 5 will exceed standards as measured by the reading/English Language Arts section of the AYP Report by Spring 2011.

MATHEMATICS

- Ninety percent (90%) or higher of the students in grades 1 thru 5 will meet or exceed standards in Mathematics as measured by the CRCT by Spring 2011. (AMO 75%)
- Forty percent (40%) of the students in grades 3 thru 5 will exceed standards in Mathematics as measured by the CRCT by Spring 2011.
- Ninety percent (90%) or higher of the students in grades 3 thru 5 will meet or exceed standards as measured by the Mathematics section of the AYP Report by 2011. (AMO 75%)
- Percentage of fifth grade students in 2011 who exceed expectations on the Mathematics component of the CRCT will show an annual 2% rate of increase from their performance on the Mathematics component of the CRCT as first graders.*

SCIENCE AND SOCIAL STUDIES

- Ninety percent (90%) or higher of the students in grades 3 thru 5 will meet or exceed standards in science as measured by the CRCT by Spring 2011.
- Twenty-five (25%) of the students in grades 3 thru 5 will exceed standards in science as measured by the CRCT by Spring 2011.
- Ninety percent (90%) or higher of the students in grades 3 thru 5 will meet or exceed standards in social studies as measured by the CRCT by Spring 2011.
- Twenty-five (25%) of the students in grades 3 thru 5 will exceed standards in social studies as measured by the CRCT by Spring 2011.

OTHER INDICATORS

- One hundred percent (100%) of families who are enrolled at the school for a full academic year will complete at least 10 parent involvement hours annually as measured by the school-based database.
- Eighty percent (80%) or higher of Woodland families will rate their overall experience at WECS an 8, 9, or 10 as measured on the Fulton County Schools Parent Satisfaction Survey or a school-based survey.

* Only students who are FAY will be included in this performance measure. This is intended to be a longitudinal performance measure which will end in the students' fifth grade year.

III. The WECS Community

A. The Community's History and Current Demographics

Sandy Springs began to form in the 1870s. It was a small, rural community until the 1960s when it quickly became a suburb of Atlanta. In the 1980s with the expansion of GA 400, it became an urban community.

Our community is going through great economic and demographic changes. It just recently became a city independent of Fulton County government following the example of other communities such as College Park, East Point, Alpharetta, and Roswell. Fulton County School System services ten cities which stretch 70 miles from one end of the county to the other with the city of Atlanta and the Atlanta City Schools situated squarely in the center of the county.

Demographic Overview

Sandy Springs is now one of the fastest growing sectors of metro Atlanta. Forecasts by the Atlanta Regional Commission indicate that the north Perimeter area, including Sandy Springs, will become the regional population center by the year 2020. Eighty-five thousand (85,000) persons live in Sandy Springs; 12,000 of these are school-aged children. Approximately 8,000 of these children are in the public schools. The Census 2000 data shows a 21% growth rate in public school attendance zones over the last ten years. We are also becoming much more diverse. The racial makeup of the city is currently: 12% African American, 78% Caucasian, 7% Hispanic, and 3% other. The racial makeup of the public schools is: 31% African American, 36% Caucasian, 24% Hispanic, and 9% other.

Economic Overview of Sandy Springs

According to the most recent census, Sandy Springs has one of the largest concentrations of higher income households in the entire metro area. The median family income is \$85,000. Fifty-four percent (54%) of Sandy Springs families have an average income above \$50,000, as compared with 17% in the metro Atlanta region. Thirty percent (30%) of the families earn over \$100,000 annually, with 20% of our families earning more than \$200,000 annually. Approximately 4% of families are below the poverty level, and 7% of children in Sandy Springs live in poverty. More than 50% of the Sandy Springs population has a college degree, as compared to 26% for Metro Atlanta, and one fifth of Sandy Springs residents have an advanced degree.

Economic Overview of Sandy Springs' Public Schools

The economic profile of the public schools, in comparison, does not reflect this picture. All public schools in Sandy Springs qualify for Title One funding with the exception of high schools, Riverwood and North Springs. Title One funding is not extended to high schools under Fulton County School System procedures. However, 30% of the pupils at Riverwood and 24.5% of pupils at North Springs are economically disadvantaged.

Business and Housing Overview

The area boasts many large corporate headquarters and major employers. These include the headquarters of UPS, Rubbermaid, Seibel Systems, and Bellsouth. The medical complex includes three major hospitals: Northside, Saint Joseph's, and Children's. These hospitals and the corresponding medical buildings are a large industry in Sandy Springs.

The impact this economic engine has on the community is both advantageous and problematic. More people work in Sandy Springs than live there, so the traffic problems are a challenge for everyone in the area, including the Fulton County School transportation department.

The premier location, however, has made home values very high. The median value of a home in Sandy Springs is \$244,150, as compared to \$92,300 for the metro area. Eighteen percent (18%) of all homes were valued over \$400,000. One fifth of the total number of homes in Sandy Springs is valued at over \$500,000.

A large number of people constantly move in and out of the area. They are drawn by the convenience of access to both GA 400 and I 285, and to the growing number of employers. However, few can afford the cost of a home. Consequently, 30% of the residents reside in single-family homes, 16% reside in condominiums, and 54% reside in apartments. The apartment dwellers are a very mobile demographic. Along the busy Roswell Road corridor (based on 1999 statistics), 44 - 62% of those apartment dwellers stayed on average in their current housing unit less than one year; the number varies according to location on Roswell Road. The further away from the busy corridor, the more stable the population becomes.

B. WECS's History

Woodland Elementary Charter School, 1130 Spalding Drive, Atlanta, Georgia, 30350, was built in 1971. It is conveniently located on a wooded, 25-acre campus. Since the school was built, four addition/renovation projects have been completed to accommodate growth and the changing needs of the student body. The enrollment at the time of charter approval was 573. It is currently 892.

Based on input from the PTA, Local School Advisory Council, parents, and staff members, Woodland Elementary School converted from an existing public school to a charter public school in 2001. We have successfully capitalized on the opportunities presented by our population. We have been creative and innovative in the approaches we use to educate our highly diverse student population. Our initial research suggests the following components were critical to our school reform:

- Academic excellence, including high expectations for all students, highly skilled teachers, strong leadership, and frequent evaluation and monitoring of student progress;

- A safe and orderly learning environment, including consistent discipline; and
- High parental and community involvement.

These critical components will continue to be the main focus of our charter proposal.

Since becoming a charter and implementing our unique approaches, WECS has been recognized for its outstanding achievement. Some of our awards include:

- Georgia School of Excellence
- Georgia Outstanding PTA
- Outstanding Principal in District Ten
- National PTA Parent Involvement Award
- Prestigious Partnership Award
- GAESP School Bell and Educational Patron Awards
- Blue Ribbon Partnership Awards
- Charter School Dissemination Award
- Fulton County Teacher of the Year Award
- Fulton County Professional Employee of the Year Awards
- Golden Apple Award for Volunteerism
- Fulton County Foundation Mini-Grant Recipients
- Media One/Us West Grant Recipient
- GRAMMY Award Winner for Excellence in Music Education
- National Board Certified Teacher
- AJC Honor Teacher Award Recipients
- Georgia PTA Reflections Contest Winners
- Charter School Implementation Grant
- Artist in Residence Grants
- Oratorical Contest Winners
- State/County Technology Fair Winners

C. Parental Involvement Approach

Keys to parental involvement are a welcoming avenue for participation and an open line of communications. At WECS we have two primary avenues for participation: programs coordinated through our Parent Involvement Coordinator (discussed later in this proposal) and programs coordinated through our PTA.

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: Fifth Grade Programs, Back to School Picnic, Radical Readers, Math/Science Lab, Family Computer Classes, Spirit Store, International Night, Literacy Night for Parents, School-wide Socials, Family Wellness Events, Spring Arts Festival, Book Closet, Cultural Arts Events, Annual Yearbook, Scholastic Book Fair, Science Convention, Curriculum Night,

Great Books, Reflections Arts Program, Math Madness Enrichment, Woodland Family Science, New Parent Breakfast, Parent Involvement Day, Open House, Accelerated Reader, Bingo Night, Teacher Mini-Grants, and many other opportunities and programs. In addition, the PTA provides fundraisers and sponsors social and informational events, such as new parent coffees and volunteer orientations. The Woodland PTA 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.

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. The WECS PTA was recognized as the Outstanding PTA in Georgia in Elementary Schools Under 750 in 2003.

D. Teacher Involvement Approach

Woodland also has a diverse faculty and staff of approximately 130 people. Our professional staff is highly qualified and continues to pursue additional training required by the charter’s unique instructional approaches. Over 60% of our certified teaching staff hold masters degrees or higher with an average of 10 years experience. Support for the provisions of the charter by the staff can be seen in two ways: 1) the participation in the additional training required by the charter and 2) in the leadership roles teachers have enthusiastically pursued. In the 2004-05 school year, we met our charter target when 90% of our faculty was trained in Talented and Gifted strategies. Teachers in grades K through 5 now regularly implement school-wide enrichment units in Science and Social Studies. Teachers sit on the Governance Board and on the non-profit corporation.

E. Community Involvement Approach

Another resource, which has proven invaluable to the academic success of Woodland students, has been our partnerships with area businesses. The school has over 15 active business partners and won the coveted “Fulton Education Foundation’s Prestigious Partnership Blue Ribbon Award.” Because of the community focus in the charter, the high level of parental involvement which helps manage the relationships and the multi-faceted communication lines structured into the charter, business relationship can flourish.

There are many examples of the successful execution of community involvement objectives. Working through the Big Brothers/Big Sisters (BBBS) organization, thirty-five Cox Enterprises, Inc., employees have spent over 1,100 hours working with at-risk children at Woodland. The Optimists participate in a regular Friday program with children identified as needing additional assistance in reading. They conduct the annual Optimists’ Oratorical Contest with students at the school and integrate the learning into the SEM Social Studies units. Publix has supplied our school/community with programs to enhance the curriculum in the areas of nutrition and citizenship as well as the Junior

Achievement Program. The Internal Revenue Service (IRS) provides mentors. The Kiwanis Club of Sandy Springs sponsors and coordinates the K-Kids after school program. These are just a few of the many examples of our successful community involvement.

IV. The WECS Educational Plan

We believe that the renewal of Charter School Status for a period of five years will allow us to continue to implement the programs which have allowed our students to succeed academically and personally at WECS. Our experiences of the past five years have solidified what research had indicated: a successful school is both an academic center and a community center.

A. The WECS Mission

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.

B. Student Body

1. Typical - The student body is comprised of students in Pre-K through grade 5, who range in age from three to twelve years old.
2. Special Needs – A number of students are also in our extensive Special Needs program which includes Special Needs Preschool, Special Needs Kindergarten, Moderate to Profound Intellectual Disabilities, Behavior Disorders, and Learning Disabilities. We provide the same state and federally mandated programs and services for students with disabilities as do other public schools in Fulton County to include necessary special education, related services, and program accommodations to which they are entitled. Teachers and administrators will attend Fulton County Schools' special education training program. The WECS program will be the same as other Fulton County Schools and will implement the same identification, evaluation, placement, reporting, and due process procedures and use the same special education forms. As all other FCS, Woodland provides copies of all IEPs to the system, uses FCS transportation to provide free transportation and other related services when required, and includes reasonably anticipated special education costs in our school budget.

C. Curriculum Focus

We will continue to use “best practices” in education to achieve our goals and to ensure mastery of the new Georgia Performance Standards using the FCS award winning curriculum. These “best practices” will include but are not limited to the following:

1. Instructional Focus

We are committed to the following instructional priorities:

- implementation of Gifted and Talented practices in every classroom and with every child under the Schoolwide Enrichment Model (SEM) developed by Dr. Joseph Renzulli of the University of Connecticut,
- required instructional infusion of TAG strategies in science and social studies units of study,
- completion of TAG Endorsement Program by teachers that will remain in the general education classroom setting,
- use of “hands-on” interdisciplinary learning through the use of Fulton County’s only elementary school Science Lab and Planetarium,
- development of instructional calendars and teaching units, samples of which may be found in the Supplemental Packet,
- continuation of a Foreign Language Enrichment Program to challenge students’ verbal and analytical abilities in grades 4-5. The foreign language program focuses 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, and
- implementation of Authentic Assessment practices through Kay Burke training acquired through the Charter School Dissemination Grant.

2. Community Focus

We are also committed to the following community priorities:

- Increasing parental and community involvement through mandatory parental involvement hours and a myriad of parent educational opportunities under the direction of a Volunteer Coordinator
- Incorporating an educational contract for the principal, teachers, students and parents
- Maintaining a safe and orderly school environment through use of a Transition Classroom and a School Within A School
- Requiring that all students wear the school uniform

D. Instructional Methods

1. Academic Excellence

Woodland will make the transition from the Georgia Quality Core Curriculum (QCC) to the Georgia Performance Standards (GPS) in all subjects. However, since academic excellence is the primary focus of the Charter, we will extend and enhance the curriculum by placing emphasis on the following instructional components of the School-wide Enrichment Model (SEM) developed by Joseph Renzulli at the University of Connecticut in conjunction with the National Research Center on Gifted and Talented. A more in-depth explanation of his research and findings may be found in the Supplemental Packet.

Joseph Renzulli's School-wide Enrichment Model (SEM) Overview

Woodland will continue to implement Joseph Renzulli's School-wide 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 School-wide Enrichment Model (SEM) provides educators with the means to:

- 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
- Improve the academic performance of all students in all areas of the curriculum and blend standard curriculum activities with meaningful enrichment learning
- 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.
- Create a learning community that honors ethnic, gender, and cultural diversity and promotes mutual respect, democratic principles, and preservation of the Earth's resources
- Implement a collaborative school culture that includes appropriate decision-making opportunities for students, parents, teachers, and administrators

Key to a successful implementation of the SEM is the continued support of WECS's additional Talented and Gifted Endorsed Coaches to work with students and classroom teachers in grades K-5. All teachers at Woodland are required to complete the staff

development course “Curriculum and Strategies for the Gifted” and to attend the re-delivery training of Authentic Assessment training by Dr. Kay Burke per the Charter Dissemination Grant awarded to WECS in 2004-05 (How to Assess Authentic Learning, 3rd Edition by Dr. Kay Burke, Corwin Press, 1999).

However, research is showing that school reform models do not succeed because teachers have a tendency to “modify the features (of the reform) to fit within their pre-existing teaching system instead of changing the system itself.” (The Teaching Gap by James Stigler and James Heibert, The Free Press Publishers, 1999.) It is critical that school reform be more than additional teacher training; the learning must be mentored and monitored to accomplish a successful change in the teaching culture within a school.

This is the important function that the additional TAG Endorsed Coaches perform. The general education teachers and the TAG Coaches develop science and social studies units which incorporate higher order thinking and problem solving skills and support the QCC/GPS objectives as part of the School-wide Enrichment Model (SEM). Samples of these units may be found in the Supplemental Packet of this renewal proposal. Using a team teaching approach, the general education and TAG Coaches then execute the lesson plans

The TAG Coaches work with the Curriculum Support Teacher to assist classroom teachers with the implementation of the School-wide Enrichment Model in the following areas:

Teacher Training

- Conduct the staff development course Curriculum and Strategies for the Gifted. This course focuses on the following strategies:
 1. Compare Contrast--A method of finding similarities and differences between 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

- Conduct staff development training in Authentic Assessment to include ESOL and Special Area teachers
- Assist with the implementation of best practices that are essential to the Authentic Assessment training of Dr. Kay Burke.
 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 students 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. This is supported by the Authentic Assessment training conducted in the 2004-05 school year through a cluster-wide Charter Dissemination Grant.

Teacher Support

- Develop and continually update teacher resource notebooks to include both model lessons and original lesson plans of each TAG teaching strategy
- Identify objectives from the QCCs/GPS
- Develop model lessons that integrate specific Talented And Gifted teaching strategies
- Visit classrooms on a rotating basis and model lessons based on the QCC/GPS being studied
- Meet with grade levels to discuss lesson development
- Model these strategies in the classroom, and serve as a collaborative curriculum writing coach
- Observe and evaluate the staff development participants implementing model and original lessons using the specific TAG teaching strategies
- Provide feedback to classroom teachers based upon observations
- Assist with the continuous improvement of developed lessons by providing teachers and grade level teams' feedback through a variety of avenues to include classroom observations, attendance at grade level meetings, etc.
- Help solve any problems that may arise in the implementation of the SEM

Community/Parent Support

- Assist the Curriculum Support Teacher in addressing parental and teacher concerns
- Conduct parent workshops on TAG Strategies
- Disperse the information gained from the success of our efforts to other schools and teachers in our cluster group, and possibly other cluster groups in the county.

When SEM approaches are properly introduced, consistently reinforced and monitored, and supported by the staff, administration and parent community, the result is higher student achievement.

TAG Coaches expect a gradual refinement of the SEM skills as classroom teachers complete their training. While working in grade level teams, teachers who have successfully completed two or more years of observations are required to incorporate each of the four TAG teaching strategies into their lesson plans. These lesson plans can be existing lessons from the WECS Teacher Resource Notebook, the WECS Model Lesson Notebook, newly developed lessons which relate to the new GPS, or from the Authentic Assessment Unit Starters.

Teachers must provide dates when strategies will be implemented to allow for informal “drop in” observations by the TAG Coaches, administration, or fellow team members. Furthermore, classroom teachers are expected to incorporate Bloom’s Taxonomy, theme-based studies, and interdisciplinary and differentiated instruction into the units of study. A portion of the additional FTE monies generated by the TAG approaches in the WECS Charter and allocated to FCSS will be used to fund full time TAG Coaches at WECS. The funding of this position is in addition to the staff funding generated by the TAG Pull-Out Program in use at WECS as in all other FCS schools.

This deeply interdisciplinary approach to teaching and learning has benefits for all students, not just TAG students. Dr. M. Lipson, outlined the success of this approach to teaching ("Integration and Thematic Teaching: Integration to Improve Teaching and Learning." Language Arts 70/4 (1993):

- Integrated curriculum helps students apply skills.
- An integrated knowledge base leads to faster retrieval of information.
- Multiple perspectives lead to a more integrated knowledge base.
- Integrated curriculum encourages depth and breadth in learning.
- Integrated curriculum promotes positive attitudes in students.
- Integrated curriculum provides for more quality time for curriculum exploration.

Interdisciplinary Language Arts

Woodland teachers use an interdisciplinary approach to teaching language arts. Social studies and science trade books are used to teach reading through the content areas. The NCS Learn Successmaker Enterprise Computer Program is used three times per week to reinforce reading and math skills. This program will be used at Woodland regardless of school system support. The Fulton County Continuous Achievement Model is used to instruct students in language arts and math. Science and social studies units from the Authentic Assessment Resource Book and TAG Resource Notebooks are used to support instruction.

To support students having difficulty with reading, classroom teachers work closely with a Reading Specialist. Teachers integrate a myriad of reading strategies such as Reading Recovery, Reading Mastery, Corrective Reading, and Precision Teaching when working with small reading groups. The Early Intervention Program and Reading Recovery Program are also used to support low-achieving students. Reading skills are reinforced through student participation in the following programs: Radical Readers, Patchwork Books, and Book Sharp. Advanced classes will utilize the Junior Great Books in grades three through five.

Integrated Writing Approaches

Writing is an integral part of the language arts curriculum across all grade levels. Students 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 instruct students on the four-step writing process (pre-writing, drafting, revising, and editing). Students are involved in Daily Oral Language and Vocabulary activities. The use of technology is an integral part of the writing process. Grammar and mechanics are taught in context at the editing stage using the QCC/GPS objectives. Students are required to produce a piece of writing every two weeks. They are also required to write in complete sentences when completing written assignments and/or responding to questions. Additionally, students in grades three through five will be required to complete a research project that requires research and reference skills. In fourth and fifth grade physical education classes, for example, students must research and write a complete description of a new sports game.

Mathematic Curriculum Compacting

In mathematics, students are provided mathematics instruction through the district's curriculum and the Georgia Performance Standards (GPS). We implement a "scaffolding" strategy. This strategy requires teachers to pretest students in specific skills and concepts before they are taught. In this way, students are able to move to more challenging skills and concepts rather than going over previously mastered skills. Students use the NCS Learn Successmaker Enterprise Program three times per week to reinforce math concepts. This program will continue to be used at Woodland regardless of school system support. Students receive math instruction using alternative and

supplemental materials from programs such as Math Their Way, Calendar Math, and Touch Math.

Hands-On Science Lab

Science is taught through thematic instruction, hands-on activities, trade books, Windows on Science videodiscs, technology, and the Harcourt and FOSS materials. Science units are integrated with other areas of the curriculum and other areas of the curriculum are integrated into Science Lab activities such as units of measurements, etc. Students have opportunities to use technology to conduct experiments, research, and comparisons in the school's Science Lab which is staffed with a full time coordinator. Enrichments of the program include: the School Planetarium, a Science Fair, and Family Science Nights.

Thematic Social Studies and Science Units

Social Studies/Science units are taught through thematic instruction and trade books. Using the training acquired in Authentic Assessment, teachers 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 and science with other areas of the curriculum. Students in grades two through five are required to use technology to complete research projects connected to units of study.

Brain-based Learning Environments

As part of the SEM, we incorporate learnings about brain research in our classrooms. 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:

- Be totally safe and non-threatening
- Be comfortable (alternative lighting such as lamps, alternative furniture such as lap desks, floor cushion, rocking chairs and bean bags, etc.)
- Include background music such as Bach and Pachelbel
- Address and support students' learning styles
- Vary instructional delivery
- Focus on hydration and nutrition

Teachers 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.

The Fulton County 8-Step Instructional Process

The Fulton County 8-Step Instructional Process will be used with the following modifications. The Fulton County 8-Step Instructional Process will be used to assess student progress and achievement. The 8-Step Instructional Process at WECS includes the following:

- **Data Disaggregation.** Examine individual assessments for all students. Review performance on each objective. Rank objectives from weakest to strongest.
- **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.
- **Instructional Focus.** Begin each class teaching the objective for the day in a brief, on-grade-level lesson for the entire class.
- **Assessment.** After teaching the objective for the scheduled amount of time, give each student a four-to-six item assessment.
- **Tutorials.** For those students who do not pass the assessment, provide tutorial time on that objective until they have mastered it.
- **Enrichment.** While students are in tutorials, students who passed the assessment receive academic enrichment to extend their learning
- **Maintenance.** Build activities into the instructional day that maintain the objectives taught earlier in the year.
- **Monitoring.** The Principal and the Curriculum Support Teacher review data to monitor student progress.

2. Community Building

It is well documented that the most important factor in a child's educational success is not class size, teacher training, or modern facilities. The most important factor is parental involvement. To encourage that involvement, WECS has implemented a number of unique approaches to build our students' support community and our parents' involvement opportunities.

The evidence is now beyond dispute:

When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

- Create a home environment that encourages learning;
- Express high (but not unrealistic) expectations for their children's achievement and future careers;
- Become involved in their children's education at school and in the community.

Henderson (1:23-152) reviewed 66 studies involving parent involvement and student achievement and found that, when parents are involved in their children's education at home they do better in school. When parents are involved at school, their children go farther in school and the schools they go to are better.

Using data from a nationally representative sample of 21,814 students and their parents participating in the National Education Longitudinal Study (2), Keith, et. al., concluded that "parental involvement has a powerful effect on eighth graders' achievement" and that although its effect was slightly stronger in math and social studies, it was a powerful influence on student success in all subject areas

Parent Involvement Coordinator

To assist our families in this very important role in their child's life, we have hired a Parent Involvement Coordinator. A full-time Parent Involvement Coordinator facilitates parents' understanding of, and involvement in, WECS programs and in their children's education. The Coordinator is able to place resources where they can be of most benefit and designs programs to aid the general population and parents with special needs such as our ESOL community or our special needs community. Our volunteer program averages more than 17,000 hours a year. Our students benefit greatly from the continuing, energetic support of our volunteers.

Some of the responsibilities of the Parent Involvement Coordinator are:

1. To use an informational database to create and maintain a confidential database to monitor and enforce ten (10) mandatory volunteer hours per academic year and to inform parents about volunteer opportunities
2. To work closely with the PTA and school personnel to learn of volunteer opportunities
3. To communicate these volunteer opportunities with families through the school's weekly newsletter
4. To educate our community about the characteristics of academically successful families. These characteristics include:
 - Establishing a daily family routine, monitoring out-of-school activities, maintaining a warm and supportive home, and discussing the value of a good education and possible career options
 - Expressing high but realistic expectations for achievement based upon knowledge of the student's strengths and skill sets as determined through more in-depth assessment practices established in SEM
 - Showing interest in children's progress at school through volunteer work both in and out of the school building
 - Staying in touch with teachers and school staff; helping with homework; encouraging reading, writing, and discussions among family members based on the SEM model of critical thinking and upper level thinking skills
 - Modeling the value of learning, self-discipline, and hard work
5. To facilitate parental involvement through a variety of endeavors:

- Coordinating programs such as informational presentations; volunteer days, Parent University participation, discussion groups, etc.
- Sending materials in parents' native languages which present techniques to further their child's educational progress
- Encouraging regular contact between teachers and parents because parents are more likely to volunteer or attend activities when contacted by school staff
- Meeting face-to-face with parents through visits to the home, in the community, and/or at the school.
- Considering parents' interests and needs when planning activities by arranging for childcare and transportation if needed
- Focusing efforts to engage families and community members on developing trusting and respectful relationships
- Making parents feel more welcome by creating a warm environment at the school

More research about the role of families in a child's academic success can be found in the Supplemental Packet.

Communications

To effectively interact with students, busy families must be able to ascertain what is happening in a child's life academically. Therefore, Woodland implements a very advanced communications plan.

Students in grades 3-5 are required to use "agenda" planners. Student agendas are checked randomly by teachers and administrators.

For our families, we send home a calendar of upcoming events every Thursday in our newsletter. Every volunteer day is listed. Also, a printed calendar of school events and activities is printed in both English and Spanish. The website is updated weekly with pertinent information and regular "Parent Link" phone calls to keep our community aware.

Professional Learning Communities

Unfortunately, "the demands posed by daily teaching and other aspects of the reform continue to absorb a bulk of teachers' energy, thought, and attention" (McDiarmid, G. W., & Ball, D. L. "The Teacher Education and Learning to Teach Study: An occasion for developing a conception of teacher knowledge", 1989). We find this to be true at WECS.

The Professional Learning Community structure includes all of a school's certified faculty divided into study groups that have typically 6-8 members. These individuals join together to increase their professional knowledge through new learnings to meet the needs of their students. Many of the professional learning opportunities for WECS staff

currently occur during the school day or in disjointed sessions after school. When professional learning occurs during the school day such as GPS module redelivery, substitutes become necessary. It can be argued that, in most instances, the quality of education the student receives during that day is not as beneficial as when the certified teacher is in the classroom. Research has also indicated that the optimum learning time for adults is not in the late afternoon. So if professional learning can take place earlier in the day, it is more advantageous.

In 2004-2005, 30 hours of staff development occurred during the school day. Twenty-five (25) hours of staff development took place after. Staff development activities range from GPS to Authentic Assessment training. To date in 2005-2006, 18 hours of staff development have occurred during the school day and 9 hours during after school hours. We know that there are at least two more ELA GPS modules to be redelivered as well as the K-2 math and 3-5 science modules which will require staff training. The hours reflected above include only those that affected the entire staff. There are additional teams of staff members participating in professional learning opportunities such as discipline training, the TAG Strategies class, and the Gifted Endorsement Program.

In light of this research, WECS proposes Early Release Days once per month that will take place on regularly scheduled Fridays before the monthly three day weekend. Students will be released at 12:15 p.m. By releasing two hours early one day per month, WECS will improve student achievement by allowing more time for professional learning communities, vertical teaming, staff training, team planning, and parent conferences. Implementation of an Early Release Day will drastically increase the number of hours that available to conduct staff development training without significantly impacting the student's academic day. The total instructional time lost will be 20 hours over the course of the school year.

Students will be released early so that WECS teachers have structured time for staff training, team planning, and parent conferences. Annually the Governance Board will conduct a survey of the parent population in August through the summer communication packet. The results of this survey will determine the need for the number of Early Release Day buses. Early Release Day buses will pick up participating students at the 12:15 release time. For those families who do not choose to have their child leave the building, child supervision will be conducted by WECS support staff and childcare will be available. Early Release Day buses will be provided by Fulton County Schools but will be paid for by WECS either from the cost center budget undesignated funds or from the Title I budget. At 2:15 on Early Release Days, buses will conduct their regular runs and pick up any students whose families did not choose the Early Release Day option.

The exact day and time of the Early Release Day may vary over the period of the three year charter and will be determined yearly by the principal and Governance Board.

Sample Student Schedules for Early Release Day

	5th Grade	4th Grade	3rd Grade
7:45 – 8:00	Announcements	Announcements	Announcements
8:00 – 8:30	Reading/ELA	Math	Science/Soc. Stu.
8:30 – 9:00	Reading/ELA	Math	Reading/ELA
9:00 – 9:30	Reading/ELA	Reading/ELA	Reading/ELA
9:30 – 10:00	Math	Reading/ELA	Reading/ELA
10:00 – 10:30	Math	Reading/ELA	Specials
10:30 – 11:00	Science/ Soc. Stu.	Science/Soc. Stu.	Lunch
11:00 – 11:30	Specials	Lunch	Math
11:30 – 12:00	Lunch	Specials	Math
12:00 – 12:15	Wrap Up	Wrap Up	Wrap Up

Anticipated cost of the Early Release Day is as follows:

- WECS currently has 15 buses.
- We anticipate needing 6 buses to arrive at the early release time of 12:15 pm.
- There are 10 Early Release Days in 2006-2007.
- The cost per day per bus is \$35.14. Multiply this times 6 buses for a total of \$210.84 per day
- \$210.84 per day times 10 days totals \$2,108.40 for the academic year.

WECS truly believes that there will be no negative impact to student achievement with the Early Release Days. Indeed, the added support provided to the staff will make them more effective in the classroom and will ultimately outweigh the loss of instructional time.

Time Management

Classroom interruptions are kept to a minimum and are on a regular schedule. This not only gives students quality and quantity classroom time, it allows parents to plan to attend special events with their children in an orderly manner. Teachers are given advanced notice of school-wide events such as assemblies through email and the faculty meetings for inclusion in their lesson plans and notes home to parents.

Additionally, due to limited facility space, we ask that students' activities which require students to be pulled out of their classroom be coordinated by the grade level teachers well in advance and follow a regular schedule throughout the year. Regular activities

such as Publix's Student of the Month awards or Student Council are scheduled at the end of the day or during recess. Finally, teachers are given the option of participating in events if they think such participation will complement learning in her/his particular class.

Transition Classroom

One of the most significant challenges facing WECS is the mobility rate within the Sandy Springs community at large. A large number of people constantly move in and out of the area. They are drawn by the convenience of access to both GA 400 and I 285, and to the growing number of employers. However, few can afford the cost of a home. Consequently, 30% of the residents reside in single-family homes, 16% reside in condominiums, and 54% reside in apartments. The apartment dwellers are a very mobile demographic. Along the busy Roswell Road corridor (based on 1999 statistics), 44 - 62% of those apartment dwellers stayed on average in their current housing unit less than one year

Although the enrollment data shows that the school is gaining students from the private schools, it maintained a 43.3% mobility rate – 27.1% entry rate and 16.3% exit rate.

To provide a smooth transition for students who enter school after the ten-day count, Woodland established a "transition classroom". Students entering after the ten-day count are assigned to the transition classroom where they will remain for a minimum of three (3) school days and maximum of ten (10) days. During this time, students are administered placement tests in reading and math to determine their achievement levels and appropriate class placement.

The transition classroom benefits the new student by ensuring the s/he is placed properly and is ready to learn when entering the classroom because s/he is not distracted by having to new procedures and routines. It assists the students in the classroom because the flow of a unit or lesson is not interrupted because the classroom teacher has to take instructional time to orient the new students. It is advantageous to the teacher. Because the new student has been evaluated and has been properly placed, the classroom teacher can easily stay on task, confident that the student has been oriented well. Finally, it is of great assistance to new parents who are given focused and personalized attention when they enter WECS. Our school is different in that it has very high expectations of students and parents alike. The transition classroom provides new families the opportunity to learn about the school's expectations and ask questions regarding our unique practices.

After the designated time period, 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.

Looping

Woodland also provides students with an optional “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. For more information about looping, please refer to the Supplemental Packet,

Uniform Policy

In addition to the educational contract, Woodland Elementary enforces 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 PTA sets aside funds and seeks 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 Within A School

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. WECS follows the Fulton County Discipline Cycle for students. To address the needs of these students, a school within a school model is available. Student Support Team (SST) will afford eligible, general education students individual attention and due process for placement determination when they exhibit some type of problem that is inhibiting their progress or the progress of others -- academically, emotionally, or socially. To comply with federal regulations, any student with an IEP will not participate. the recommendation of the SST, students will be placed in the school within a school program which will be staffed with fully certified teacher. The School Within A School teacher will be responsible for daily instructional plans and curriculum adherence as provided by the regular classroom teacher.

The students will remain in this setting a maximum of 20 school days. Upon exiting the program, the students must be taken back through the SST process. The importance of this program cannot be overstated for certain students. Studies are showing that if behavior problems are not handled by third grade, the pattern is so set it cannot be fixed without great difficulty. More information on the School Within A School intervention approaches can be found in the Supplemental Packet.

Students With Disabilities

We value every child and offer the opportunities of SEM to each student at WECS. To further support our self-contained special education students, special education teachers and assistants are required to participate in staff development courses offered by the Georgia Project for Assistive Technology and the Fulton County Staff Development Department.

Woodland will continue to educate special education students through a “center” approach. Our Special Education Center includes a half-day program for special needs preschoolers who are three years old, and a full day program for four year olds. 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). WECS reserves the right to serve our special education students through alternative models.

English Language Learners

The Fulton County English for Speakers of Other Languages (ESOL) program is used to address the academic needs of students from bilingual homes in our community. The ESOL Program has the following goals:

- Identify English language learners, according to state procedures, who need language instruction that is developmentally and cognitively appropriate
- Provide a language-rich ESOL curriculum founded on successful practices, the Georgia Performance Standards for ESOL, and the TESOL Standards with content links and appropriate curriculum materials to develop speaking, listening, reading, writing, and comprehension skills in English
- Provide access to a rigorous academic ESOL program that prepares all English language learners to be successful in mainstream classrooms.
- Provide a rich multicultural curriculum which celebrates the American culture as well as the students' own cultural perspectives
- Provide specialized training for ESOL and classroom teachers, administrators and support personnel to work effectively with English language learners
- Communicate and provide support for the parents of English language learners in order to involve them in the education of their children
- Use technology appropriately to further enhance English language learners' technical skills while learning English language skills

A more detailed description of the Fulton County ESOL program can be found in the Supplemental Packet of this proposal.

Enrichment and Extracurricular Activities

WECS offers numerous enrichment activities. The music program's curriculum is aligned with the GPS/Quality Core Curriculum. These classes meet weekly. In addition to these weekly classes, the lower grades benefit from the Suzuki Violin program while the fourth and fifth grades can participate in either band or orchestra. The art curriculum integrates the study of art history, art criticism, aesthetics, and technology with the core curriculum. Physical Education classes meet bi-weekly in addition to daily recess (weather permitting) for all students. A bank of research computers is in the Media Center. The Computer Lab, four classroom computers, and the wireless Computer Lab are loaded with Fulton County educational programs as well as the NCS Learn Successmaker Enterprise Math and Language Arts enrichment software. The Successmaker Program will continue to be utilized even if Fulton County Schools does not support the program. Woodland students have benefited from the use of this program.

We also offer the following clubs and organizations: Cub Scouts, Chess Club, Chorus, K-Kids, Girl Scouts, Reading Buddies, Student Council, Great Books, Student Safety Patrols, and the on-site TV News Show. They after school programs offered at Woodland are: Prime Time, an after school daycare program, is managed by the YMCA. Odyssey, an after school enrichment program, offers Ballet, Chess, Computer, Drama, French, Gymnastics, Karate, Music, Spanish, and other options.

Additionally, our PTA has a variety of enrichment programs which enhance the curriculum and learning environment at the school. For the past ten (10) years, our PTA has continuously been awarded the "Golden Apple" in recognition of our volunteers who average over **17,000 donated hours each year**. Additionally, the WECS PTA was recognized as the Outstanding PTA in Georgia in Elementary Schools Under 750 in 2003.

A partial list of the programs sponsored by our PTA includes:

Fifth Grade Programs	Scholastic Book Fair
Fall Festival	Science Convention
Radical Readers	Curriculum Night
Math Science Lab	Great Books
Family Computer Classes	Reflections Arts Program
Spirit Store	Math Madness Enrichment
International Night	Woodland Family Science
Literacy Night for Parents	New Parent Breakfast
School-wide Socials	Parent Involvement Day
Family Wellness Events	Open House
Spring Arts Festival	Accelerated Reader
Cultural Arts Events	Bingo Night
Book Closet	Teacher Mini-Grants
	Annual Yearbook

3. School Schedules

Student Schedule

7:15 – 7:45	Breakfast
7:45	Classes begin which include daily Reading, Language Arts, Math, and NSC Learn Successmaker Enterprise Computer Learning.* Science and Social Studies units will alternate throughout the year
2:15	Dismissal for students riding buses
2:25	Dismissal for students in carpool
2:30	Dismissal for students participating in after school programs

* All students will have daily recess

Monthly Routine

All students will be scheduled into Art, Music, and a double session of PE each week. All students will be scheduled into the Science Lab/Outdoor Learning Center, Computer Lab, and the Media Center every two weeks. Teachers, of course, will also schedule use of these facilities as needed for student learning.

K through first grade will have the option to participate in the Suzuki Violin program every two weeks.

Fourth and fifth graders will also have the option to participate in orchestra, band, chorus, and/or the Foreign Language Enrichment programs every week.

Qualifying students will participate in TAG weekly.

Yearly Activity Calendar

The school 2005-06 activity and community calendar is included in the Supplemental Packet of this proposal.

V. Waivers

General Waiver

WECS will utilize the broad flexibility from law, rule, and regulation listed in O.C.G.A. 20-2-2065(a) and agrees to meet or exceed the performance based goals included in the charter and approved by the local board, including but not limited to raising student achievement. The charter school will comply with all legal and regulatory local, state, and federal laws or court orders requirements, including those outlined in Fulton County Board of Education Charter School Guidelines.

We will not waive the following:

- (a) the Charter Schools Act (O.C.G.A. §§ 20-2-2061 through 20-2-2071);
- (b) the accountability assessment program (O.C.G.A. §§ 20-14-30 through 20-14-41);
- (c) the Open Meetings Act (O.C.G.A. §§ 50-14-1 through 50-14-6) and the Open Records Act (O.C.G.A. §§ 50-18-70 through 50-18-79);
- (d) federal, state, and local statutes, rules, regulations, and court orders relating to civil rights; special education; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
- (e) laws relating to unlawful conduct in or near a public school;
- (f) laws prohibiting the charging of tuition or fees to attend a public school, except as may be authorized by O.C.G.A. § 20-2-133;
- (g) the reporting requirements of O.C.G.A. § 20-2-320; and
- (h) the brief period of quiet reflection provision of O.C.G.A. § 20-2-1050.

Waiver One: Length of School Day Regarding: State Reference O.C.G.A. 20-2-168 (c) (1) (2) and related Fulton County School District Board Policies and Administrative Procedures, Section: A Policy/Procedure: Policy, Classification: School District Organization Descriptor Term: School Day, Rescinds Code: Descriptor Code: AF, Effective Date: 10/08/87

The success of this charter requires a large degree of interdisciplinary and parental planning. To facilitate that planning, we are asking for a waiver from the length of school day requirements one day per month. WECS will have an Early Release Day. Students will be released at approximately noon so that WECS teachers have structured time for staff training, team planning, and parent conferences. For those families who do not choose to have their child leave the building, child supervision will be conducted by WECS staff and childcare will be available. The exact timing of the dismissal will be determined each school year by the principal given the transportation schedules and starting times of the school. The success of the additional planning time will be assessed the standardized assessments and by records showing high levels of parental participation contained in the Annual Report.

Waiver Two: Hiring of Principal Regarding: Fulton County School District Board Policies and Administrative Procedures, Section: G Policy/Procedure: Procedure Classification: Personnel Descriptor Term: Professional - Positions/Hiring Rescinds Code: Descriptor Code: GBD Effective Date: 09/11/2003 as it relates to O.C.G.A., 20-2-211

Given the unique needs of the charter school and the foundational role that parents perform on the WECS Governance Board to meet the needs of children in the school, it is vital that the position of principal be filled with a person with whom the Governance Board has full faith and confidence. Only by having a strong working relationship between the Governance Board and the principal will the charter be able to achieve its academic and other goals. To facilitate that relationship, we ask for a waiver from the Fulton County policy regarding the hiring of principals in three aspects: 1. Two parents and two teachers from the WECS Governance Board will sit on the interview committee for WECS Principal; 2. Prior to the presentation to the FCBOE, it is recommended that the FCS Superintendent seek input from the Governance Board on the characteristics and qualifications that a candidate would need to be an effective principal at WECS; 3. We request the FCS Superintendent consider not making a direct appointment for the principalship at WECS. This waiver does not affect any aspects of O.C.G.A. 20-2-211 most specifically as they relate to Professional Standards Commission, criminal records checks, non-discriminatory standards and procedures, et al. Neither does it affect the Superintendent's authority to renew the WECS principal's contract. The success of this additional school/parental input in the selection of the principal will be measured by the standardized assessments and by records showing high levels of parental participation contained in the Annual Report.

Waiver Three: WECS will selectively participate in the Surplus Employee Transfer administrative procedure. Employees should have an opportunity to request a lateral transfer to a new work location, subject to such conditions as the Superintendent deems appropriate.

Section: G Policy/Procedure: Procedure Classification: Personnel Descriptor; Term: Employee Transfers; Policy Level: Administrative; Procedures Descriptor Code: GBM; Rescinds Code: Effective Date: 12/12/2002 Cited as PL 94-142

WECS shall follow Fulton County's Hiring Policies and Procedures. Certification will be required of all teachers and administrators. However, the school reserves the right to contract out necessary support personnel that may be used for specific requirements of the charter.

WECS shall be exempt from any policies or procedures regarding the use of staff that interferes with the successful implementation of the charter. The current practice of involuntarily transferring teachers (surplus) according to the needs and requirements of the school system will not be a part of the charter. Our charter requires very unique training needs and long-term commitments on the part of our teachers and we need, therefore, to be very selective about our teachers and their placement to insure success.

This waiver is needed, given the extensive additional training, interdisciplinary planning requirements, and the on-going development plan upon which our charter is based. Therefore, our charter requires teachers who are willing, able, and motivated to fully participate in the charter. Conversely, the principal must be able to use his/her professional judgment when selecting WECS teachers and must, therefore, have the authority to decline a particular teacher surplus assignment.

This waiver does not undermine the intent of Fulton County School System's hiring and assigning practices. The intent of these practices is to insure that the individual schools have the personnel to meet their students' needs and that the system can balance the workforce to meet those needs. Given the unique and progressive nature of the needs of the charter, it will be necessary for the principal to be aware of the needs of the charter and to have the authority to decline certain teacher assignments because they do not meet those needs. However, the principal will be able to accept those "surplused teachers" from other schools who do meet the needs of the charter. The intent of the policy will still be met.

The intent of the waiver does not undermine the intent of PL 94-142, which is to insure that all children with disabilities receive free, appropriate education with the least restriction possible.

Waiver Four: WECS will require ten hours of parental involvement and membership in the school's PTA. We therefore will expand the current Fulton County School System's Family and Community Involvement Policy KD(2)/GAH(2) (FCS Policy is based up O.C.G.A § 20-2-154.1; 20-2-155; 20-2-186; 20-2-201; 20-2-240; 20-2-300; 20-2-735; 20-2-740; 20-2-741, 20-2-771.2)

This waiver is needed to ensure that all children and families are given the opportunities and advantages offered by high levels of parental involvement. The intent of the current policy is to encourage that very same participation.

This waiver does not undermine the intent of Fulton County School System's Family and Community Involvement Policy KD(2)/GAH(2). Rather, the waiver more fully completes the intent of the waiver. It ensures that the benefits of parental participation, the most compelling of which is improved academic performance, are open to all children in the school.

VI. Student Assessment Methods

WECS will follow the accountability provisions of OCGA 20.14-30 through 20.14-41 and all Fulton County and federal accountability requirements as they relate to student assessment methods. The Fulton County Grading Policy will be used and progress reports and report cards will be issued following the same calendar as the district. WECS's overall student assessment results will be compared to similar non-charter schools in this Fulton County Schools and its individual student results will be compared to similar non-charter school students in this system, as well as to its own students' prior performance at non-charter schools. This data will be included in the Annual Report described later in this proposal.

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, and standardized tests.

1. The NCS Learn SuccessMaker Enterprise Software will be used to improve student achievement and assess student progress. Students will use the program at least three times per week in reading and math.
2. Each classroom teacher will be required to provide the administration and Curriculum Support Teacher continuous achievement data in reading and math for every student every six to nine weeks. This data will then be used to determine instructional needs of students.
3. We also use GKAP for kindergarten; the Basic Literacy Test for grades K-5; Harcourt Brace and the Fulton County Cumulative 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.
4. WECS will also participate in the CRCT, the standardized testing program of Fulton County School, currently the Iowa Test of Basic Skills (ITBS), and any and all student assessments mandated by state law and the student and stakeholder satisfaction surveys mandated by the school system. Analysis of these test results offer us the ability to look at achievement levels by content area, individual student, classroom, grade level, and school-wide. Teachers use the results to develop their instructional calendars which are used to plan instruction and to locate areas of weakness and strength. The identified weak skills will be taught and reinforced throughout our modified 8-Step Instructional Process. On a school wide 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.

Parents and the general community are kept well-informed about student achievement at WECS. Fall and spring conferences inform parents on the individual student progress. Teachers send home "Thursday Folders" every week containing work samples, graded tests, and other information to inform parents how their child is progressing. Teachers also send monthly "class" newsletters indicating the objectives that they will be focusing on for the coming month as well as projects students are working on. Individual student

results on the ITBS and CRCT are mailed home to parents. School-wide results are published both at the central district level and locally to our parents through the Principal's Newsletter. In addition, we 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 is held at the school to inform parents on the progress of the school and communicate student achievement data.

Woodland will continue to use the CRCT and ITBS as the primary measures of accountability during the renewal term of this Charter to measure student achievement and mastery of the QCC/GPS. The 2005-06 data will be used as a baseline for the charter renewal.

VII. Operations and Management Plan

A. Duration of Renewal

We are renewing our charter for a period of five years, 2005-06 to 2010-11.

B. Attendance Zone

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

- Students who reside in the Woodland attendance zone
- Students in the special education center program
- Siblings of students currently enrolled

The number of slots available to other students outside the attendance zone will be determined annually by the Governance Board. Given the school's current population, no students outside the attendance zone will be accepted for the 2005-06 school year. The Governance Board will establish the time period and procedures for admitting students who live outside the attendance zone.

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.

Parents/guardians will be given accurate information about WECS and 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 or a school selected by the FCS.

C. Student Discipline and Dismissal

School discipline is an area that is appropriately addressed by the administration, faculty, and staff. Disciplinary problems are dealt with promptly and in a consistent manner. Teachers send home a weekly student conduct report to parents. We will continue to use current discipline techniques based on Dr. Terry Alderman's discipline theory and Harry K. Wong's First Days of School Model to support our focus on helping all students make good choices and assume responsibility for their actions. A more detailed explanation of this approach is found in the Supplemental Packet. To support student discipline and enable students to make appropriate decisions, a Character Education Program has been initiated school-wide. Cooperative groups will be utilized to encourage respect, responsibility, self control, 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 school-wide, which supports the Fulton County Discipline policy, will maintain our focus on student achievement.

Woodland will use the Fulton County System Student Rights and Responsibilities Handbook to determine discipline violations. See the Supplemental Packet for a detail of that handbook. However, the school retains the right to make necessary modifications to the Fulton County Code of Discipline.

D. Insurance

WECS shall remain a Fulton County School and will retain all the same insurance, terms, and conditions and amounts of coverage and protections afforded to every other elementary school in the Fulton County System. Because WECS follows Fulton County's attendance zones and related policy and procedures, the school will also follow the Fulton County Schools guidelines for teacher to student ratio.

E. Technology, Transportation and Food Service

The operation of purchasing, food services, facilities, maintenance, and any other services needed to operate the school shall remain under Fulton County Schools. Additionally, students will be able to access the Fulton County School System Transportation System if they live in the attendance zone of the charter school. The charter will follow all rules and regulations of that department and will comply with all federal, state, and local requirements. Through Fulton County Schools WECS will ensure the minimum technology infrastructure needed to support the student information system provided by the Fulton County School System.

F. Employment Procedures and Policies

DSE school personnel shall remain employees of the Fulton County School System. Salaries and benefits, as well as payroll services, shall continue. The current employee evaluation system for Fulton County will be used to evaluate certified and classified staff.

DSE shall follow Fulton County's Hiring Policies and Procedures. Certification will be required of all teachers and administrators. However, the school reserves the right to contract out necessary support personnel that may be used for specific requirements of the charter.

DSE shall be exempt from any policies or procedures regarding the use of staff that interferes with the successful implementation of the charter. The current practice of involuntarily transferring teachers (surplus) according to the needs and requirements of the school system will not be a part of the charter. Our charter requires very unique

training needs and long-term commitments on the part of our teachers and we need, therefore, to be very selective about our teachers and their placement to insure success.

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. This means that all personnel employed by the charter school shall be fingerprinted and have a criminal record check prior to employment. However, Woodland reserves the right to contract out necessary instructional, administrative, and support personnel. Certification will be required of all teachers and administrators. Woodland Elementary shall be exempted from any current Fulton County School policies or procedures regarding the use of staff that interferes with the successful implementation of the charter. The current practice of involuntarily transferring teachers (surplusing) according to the needs and requirements of the school system will not be a part of the charter. Our charter requires very unique training needs and long-term commitments on the part of our teachers and we need, therefore, to be very selective about our teachers and their placement to insure success. WECS requires all teachers to complete the staff development course "Curriculum and Strategies for the Gifted".

Additionally, because of the large amount of interdisciplinary, community, and parent involvement, as well as the unique programming needs of the charter, the use of personnel within the building will be determined by the administration working in conjunction with the area superintendent and based on the needs of the students.

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

G. Facilities

The facility is located at 1130 Spalding Drive, Sandy Springs, Georgia, 30350. The school's safety plan is included in the Supplemental Packet.

H. Annual School Calendar

2005-06 Calendar

First Semester

August 8-12	Teacher Workday/Preplanning
August 15	First Day of School
September 5	Labor Day Holiday
October 10	Teacher Workday (Students Off)
November 23-25	Thanksgiving Holidays
December 22	End of First Semester
December 23-January 5	Winter Holidays
January 6	Teacher Workday (Students Off)

Second Semester

January 9	First Day of Second Semester
January 16	Martin Luther King Jr. Holiday
February 17	Student/Teacher Holiday
February 20	President's Day Holiday
March 10	Teacher Conference (Students Off)
April 3-7	Spring Break
May 26	Last Day of School
May 29	Memorial Day Holiday
May 30-31	Teacher Workday/Post planning

VIII. Financial Structure

To ensure sound fiscal management, fiscal accountability will be maintained through the Fulton County Schools' Finance Department. Flexibility in use of funds as it relates to staffing. This department develops and adheres to generally accepted accounting principles including establishing appropriate financial controls. Additional personnel such as the reading recovery, reading specialist, Science Lab coordinator, parent involvement coordinator, transition classroom teacher, and school within a school teacher, will be funded through the cost center budget within the personnel account and by non-personnel conversion to create position.

Budget details are on the following pages.

**Woodland Elementary Charter School
Funds Budget**

School Year	2005-2006	2006-2007
Revenue Growth Assumption	6.90%	6.90%
Number of additional students	55	59

Estimated Revenues

Fulton County Undesignated Funding

Class Size Reduction	\$32,536	\$33,137
Materials and Supplies	\$76,818	\$83,978
At Risk	\$59,657	\$63,833
ESOL	\$42,461	\$45,433
Armored Car (Same each year)	\$1,200	\$1,200
Copiers	\$2,400	\$2,400
Foreign Language Expansion	\$1,100	\$1,100
Undesignated Total	\$216,172	\$231,081
Title I Non-Personnel Funds	\$4,741	\$4,741

Personnel Funds

Personnel (Includes County & State Funds)	\$6,193,782	\$6,621,388
Title I Funding	\$99,437	\$106,398
Personnel Funding Total	\$6,293,219	\$6,727,786
Charter Grant	0	0
Total Revenues	\$6,514,132	\$6,963,607

Use of Funds

Personnel	\$6,437,302	\$6,886,984
Non-Personnel	\$76,830	\$76,623
Total Uses	\$6,514,132	\$6,963,607

**Woodland Elementary Charter School
Five-Year Budget Projection**

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Revenue Growth	\$0	\$0	\$0	\$0	\$0
Number of additional students	55	59	63	67	72
Estimated Revenues	\$6,514,132	\$6,963,607	\$7,444,096	\$7,957,739	\$8,506,823
Fulton County Undesignated Funding	\$216,172	\$231,081	\$247,025	\$264,070	\$282,291
Personnel (Includes county and state funds)	\$6,193,782	\$6,621,388	\$7,078,264	\$7,566,664	\$8,088,764
Title I Funds	\$104,178	\$111,139	\$118,807	\$127,005	\$135,768
Charter Grant	\$0	\$0	\$0	\$0	\$0
Total Revenues	\$6,514,132	\$6,963,607	\$7,444,096	\$7,957,739	\$8,506,823

Estimated Personnel Expenditures

Teachers Salary	\$3,513,684	\$3,761,636	\$4,021,189	\$4,298,651	\$4,595,258
Teachers Benefits	\$952,300	\$1,018,009	\$1,088,251	\$1,163,341	\$1,243,611
Substitute Cost	\$50,253	\$53,720	\$57,427	\$61,390	\$65,626
Total	\$4,516,237	\$4,833,365	\$5,166,868	\$5,523,381	\$5,904,495

Title I Teachers	\$0	\$0	\$0	\$0	\$0
Title I Paraprofessionals	\$92,843	\$99,249	\$106,097	\$113,418	\$121,244
Total	\$92,843	\$99,249	\$106,097	\$113,418	\$121,244

Paraprofessionals Salaries	\$475,265	\$508,058	\$543,114	\$580,589	\$620,650
Paraprofessionals Benefits	\$129,272	\$138,192	\$147,727	\$157,920	\$168,817
Total	\$604,537	\$646,250	\$690,841	\$738,509	\$789,467

Support Personnel Salaries	\$860,545	\$919,923	\$983,397	\$1,051,252	\$1,123,788
Support Personnel Benefits	\$234,068	\$250,219	\$267,484	\$285,940	\$305,670
Total	\$1,094,613	\$1,170,141	\$1,250,881	\$1,337,192	\$1,429,458

Pass Through Personnel Salaries	\$77,682	\$83,042	\$88,772	\$94,897	\$101,445
Pass Through Personnel Benefits	\$21,129	\$22,587	\$24,145	\$25,811	\$27,592
Total	\$98,811	\$105,629	\$112,917	\$120,709	\$129,038

Supplements	\$23,790	\$25,432	\$27,186	\$29,062	\$31,067
Benefits	\$6,471	\$6,917	\$7,395	\$7,905	\$8,450
Total	\$30,261	\$32,349	\$34,581	\$36,967	\$39,518

Personnel Costs Total	\$6,437,302	\$6,886,984	\$7,362,186	\$7,870,177	\$8,413,219
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**Woodland Elementary Charter School
Five-Year Charter Financial Plan**

Personnel Costs	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
*Personnel - County funded	\$6,344,459	\$6,787,735	\$7,256,088	\$7,756,758	\$8,291,975
*Personnel - Title I Funded	\$92,843	\$99,249	\$106,097	\$113,418	\$121,244
Total Personnel Costs	\$6,437,302	\$6,886,984	\$7,362,186	\$7,870,177	\$8,413,219

Non-Personnel Expenditures	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Materials and Supplies	\$31,250	\$29,205	\$32,527	\$36,079	\$39,875
Maintenance and Cleaning Supplies	\$7,389	\$7,899	\$8,444	\$9,026	\$9,649
Registration Fees	\$1,000	\$1,069	\$1,143	\$1,222	\$1,306
Computer Hardware	\$0	\$0	\$0	\$0	\$0
Field Trips	\$5,200	\$5,559	\$5,942	\$6,352	\$6,791
Bus Transportation (Early Release)					
Staff Development	\$500	\$535	\$571	\$611	\$653
Library	\$8,550	\$9,140	\$9,771	\$10,445	\$11,165
Other Professional Services	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Security Services	\$0	\$0	\$0	\$0	\$0
Copier Maintenance and Lease	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
Postage	\$2,000	\$2,138	\$2,286	\$2,443	\$2,612
Cell Phone, pagers, etc.	\$2,000	\$2,138	\$2,286	\$2,443	\$2,612
Non-Personnel Total	\$72,089	\$71,882	\$77,169	\$82,821	\$88,863

Title I Non-Personnel Expenditures	\$4,741	\$4,741	\$4,741	\$4,741	\$4,741
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Personnel and Non-Personnel Grand Total	\$6,514,132	\$6,963,607	\$7,444,096	\$7,957,739	\$8,506,823
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* Additional personnel such as the reading recovery, reading specialist, Science Lab coordinator, parent involvement coordinator, transition classroom teacher, and school within a school teacher, will be funded through the cost center budget within the personnel account and by non-personnel conversion to create position. TAG Coaches are categorically funded in the cost center budget through the FCS TAG Department

**Woodland Elementary Charter School
Estimated Per Pupil Allocation Calculation**

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Students	855	914	977	1,044	1,117
Total Budget	\$6,514,132	\$6,963,607	\$7,444,096	\$7,957,739	\$8,506,823
Per Pupil Expenditure	\$7,619	\$7,619	\$7,619	\$7,619	\$7,619

IX. Public Interest

A. Participation in Petition Development

Woodland Elementary School a SACS accredited school, established a set of goals and objectives through the efforts of the School-Based Planning and Evaluation Team. This team was comprised of representatives from all facets of the school community. The current school-based plan is the result of collaboration between and among the school's PTA, Governance Board, 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 school-wide needs. Leadership Team members then take back to their grade levels information and seek input into areas of instructional strategy enhancement, curriculum needs, material and supply needs, and a variety of other grade level and school-wide needs. Grade level meetings are held weekly to discuss specific instructional needs and share instructional strategies and plans. In addition, 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 Governance Board meets monthly to discuss school-wide 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.

The PTA, faculty and staff, and Governance Board are all in support of remaining a charter school. A survey was conducted in the Spring of 2005 of both parents and faculty. The survey asked participants to evaluate each aspect of the charter as it related to instruction, environment, curriculum, and operations. On a scale of 1 (strongly approve)

to 5 (strongly disapprove) the average score from parents was 1.33. The average score from teachers was 1.40. The completed survey can be found in the Supplemental Packet.

A public meeting of the faculty and instructional staff members of the petitioning school was held with two weeks advance notice and that, at or within three business days after the meeting, a majority of the faculty and instructional staff members of the petitioning school voted by secret ballot to submit the petition to the Board for its approval. The results of that vote were that 90% of teachers participated and all but one teacher voted to approve the renewal. A similar school-wide parent vote on this renewal proposal was conducted on August 30 and September 1, 2005. Ninety-five percent (95%) of families participated; 100% of the ballots approved the renewal.

B. Participation in School Functions

As part of our continuous improvement process, we use the Fulton County Model for Excellence Management System. The Fulton County Model for Excellence is implemented school-wide. 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” bind our school and classrooms together and are the foundation upon which success is built. They form the basis for engaging faculty, staff, students, and parents in continual improvement. This process also facilitates 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 are 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 and stakeholder requirements/satisfaction

Student and Stakeholder Focus – defines the aim of district, school, and classroom by:

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

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

- Determining student and stakeholder requirements/satisfaction
- Building positive relationships
- Translating 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 and Support Process Management – addresses 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 – determines 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:

- Selecting, managing, and using to support strategic plan
- Evaluating and improving information
- Evaluating performance
- Basing decisions on analysis of data

Parents are one of the most important stakeholders in our organization and their satisfaction is paramount. An annual survey is 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 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 communicate regularly with parents through newsletters, PTA meetings, and email. 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 are the main vehicles to elicit faculty, staff, and parent input on school-wide issues. For more individual matters parents are encouraged to first approach the classroom teacher. If the issue revolves around academics and cannot be resolved through the classroom teacher, parents should contact

the Curriculum Support Teacher. If the issue revolves around discipline or safety, parents should contact the principal or assistant principal.

In addition to conducting monthly parent workshops, the full time parent involvement coordinator assists parents in understanding how they can get involved in school activities and help their children learn at home. A more detailed description of the activities of the parent involvement coordinator is described on page 31 of this charter renewal.

X. Annual Report

Woodland will provide a yearly report to the Fulton County Board of Education. WECS will ensure that all necessary data are collected for this report in the same manner as other school within Fulton County. This report will be made available to the State Board, all parents and community members and any interested parties. This report will indicate the progress made in the previous year in meeting the performance-based goals identified in our charter. It will include all state and county-mandated assessment scores and accountability indicators. In this Annual Report, WECS's overall student assessment results will be compared to similar non-charter schools in this Fulton County Schools and its individual student results will be compared to similar non-charter school students in this system, as well as to its own students' prior performance at non-charter schools. Additionally, WECS will be evaluated on the number of students enrolled who complete the school year, and on retention of staff. This information will be maintained by the charter school and reported to the School System in our Annual Report.

XI. Governance Structure

The school has established a Governance Board. This organization's role is to act as a representative of the school community. The Board will have the following functions:

- Ensure that the charter complies with all relevant law, rule, and policy.
- Approve the annual operating budget
- Promote communication among staff, parents, students, and community
- Work with the principal on the school's Strategic Plan to establish priorities for continuous improvement and monitor progress
- Establish, monitor, and amend the Charter School policies and procedures
- Write an annual summary
- Work with the administration to establish curricular priorities
- Assist in the selection process for the WECS Principal in the following manner:
 1. Two parents and two teachers from the WECS Governance Board will sit on the interview committee for WECS Principal;
 2. Prior to the presentation to the FCBOE, it is recommended that the FCS Superintendent seek input from the Governance Board on the characteristics and qualifications that a candidate would need to be an effective principal at WECS;
 3. We request the FCS Superintendent consider not making a direct appointment for the principalship at WECS.
- Work in consultation with FCS on issues which concern the charter

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

- 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

Current Bylaws can be found in the Supplemental Packet of this proposal. These will be amended to reflect any changes required by the renewal of this charter before the 2006-07 school year.

The Governance Board shall consist of eleven voting members and one optional non-voting community representative. The specific role of these members is outlined below.

Six members of the Governance Board shall be parents.

1. **Parent 1 and 2** shall be elected by the parents and shall serve a two-year term starting in an odd-numbered year (i.e., 2001-2003, 2003-2005, etc.).
2. **Parent 3 and 4** shall be elected by the parents and shall serve a two-year term starting in an even-numbered year, except that for the first year that

this Governance Board is organized, this parent's term shall be one year (i.e., 2001-2002 and, thereafter, 2002-2004, 2004-2006, etc.).

3. **Parent 5** shall be appointed jointly by the PTA Executive Board and the principal and shall serve a two-year term beginning in an even-numbered year, except that for the first year that this Governance Board is organized, this parent's term shall be one year (i.e., 2001-2002 and, thereafter, 2002-2004, 2004-2006, etc.). Note: This person is expected to represent PTA and to serve as a liaison between the PTA Executive Board and the Governance Board.
4. **Parent 6** shall be appointed by the principal and shall serve a two-year term starting in an odd-numbered year (i.e., 2001-2003, 2003-2005, etc.)

Three members of the Governance Board shall be teachers and elected in the following manner:

1. **Teacher 1** shall be elected by the school's teachers and shall serve a two-year term beginning in an odd-numbered year (i.e., 2001-2003, 2003-2005, etc.).
2. **Teacher 2** shall be elected by the school's teachers and shall serve a two-year term beginning in an even-numbered year, except that for the first year in which the Governance Board is organized, this teacher shall serve a one-year term (i.e., 2001-2002 and, thereafter, 2002-2004, 2004-2006, etc.).
3. **Teacher 3** shall be appointed by the principal and shall serve a one-year term.

One non-voting member of the Governance Board may be appointed by the principal and approved by the Governance Board.

One member of the Governance Board shall be a classified employee who will be appointed by the school's principal to serve a one-year term.

One member of the Governance Board shall be the principal of the school.

Each term of office shall begin on May 1 and end on April 30. Only the principal and those serving an initial term of one year may serve for more than three consecutive years. All new members shall go through an orientation conducted in the summer.

Governance Board members shall receive no compensation or remuneration for their service. No petitioner and no member of the governing board of the petitioner or the charter school shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a charter school or other public school in this School System.

The Governance Board shall replace the Local School Advisory Council and the School Council as required by the HB 1187. The charter school shall be subject to the control and management of this Board in a manner consistent with the Charter Schools Act of 1998, as amended, and the Georgia Constitution. It will comply with all legal and

regulatory local state, and federal laws or court order requirements, including those outlined in Fulton County Board of Education Charter School Guidelines.

Woodland Elementary has established a foundation to raise funds for the purpose of supporting the Charter. Gifts and endowments made to the foundation are 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.

XII. Legal Considerations

Should a third party name the Board or the School System as an adverse party in any legal proceeding arising out of any action or inaction on the part of the charter school, its governing board, its employees, its affiliates, or any party with which the charter school has contracted, the charter school shall consent to join that legal proceeding as a party alongside the Board of School System.