

Application: Willie Jeffries School of Excellence

Stewart Weinberg - stewartweinberg@me.com

2019 Charter School Application **(Updated November 2022)**



Select Sponsor(s)

Completed - Jan 25 2019

Select the sponsor(s) to which the application will be submitted.

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Select the desired sponsor(s) from the list below. This should be the same sponsor(s) to whom the Letter of Intent was submitted.

Responses Selected:

Charter Institute at Erskine



Cover Page

Completed - Feb 1 2019

Cover Page Form

South Carolina Public Charter School Application

Cover Page

Applicant Information

Name of Proposed Charter School

Willie Jeffries School of Excellence

Mailing Address (if known)

103B Howard Mary Drive

City

Charleston

State

South Carolina

Zip Code

29412

Name of Applicant Group

Berkeley Charter Education Association

FEIN *(optional - if this number has not yet been assigned, leave blank)

Federal Employer Identification Number (FEIN) or the Federal Tax Identification Number, is a unique nine- digit number assigned by the Internal Revenue Service (IRS) to business entities operating in the United States for the purposes of

identification.

811188857

Contact Information

Enter the name and contact information for the person to be contacted regarding this application.

Title

Dr

First Name

Stewart

Last Name

Weinberg

Title/Position

President/Board Chair

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103B Howard Mary Drive

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State

South Carolina

Zip Code

29412

Phone Number

843-901-8018

Cell Number

843-901-8018

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Additional Information About Proposed Charter School Grade levels during opening year

K - 6

Grade levels at full student matriculation

K - 8



Executive Summary

Completed - Feb 1 2019

For this task, you will upload an attachment in either PDF or Word format.

The executive summary is not to exceed **two pages, single-spaced**. This section should provide a concise overview of what the applicant wishes to achieve, who the applicant wishes to serve, and why the applicant believes it has the capacity to open and operate a high-quality school.

Describe the following:

- Begin the executive summary with a mission statement that is clear and supports the principles of the South Carolina Charter Schools Act (S.C. Code Ann. § 59-40-10 *et seq.*)
- The proposed mission (fundamental purpose) of the proposed school and how it aligns with the purpose of state charter school law outlined in § 59-40-20;
- The targeted student population and the community the school will be designed to serve, including anticipated academic and non-academic needs of the students and any non-academic challenges the school is likely to encounter;
- The key features of the educational program and why the school model will be successful in improving academic achievement for the targeted student population; and
- The founding group/planning committee - how it was formed, how it arrived at the collective decision to create a charter school in South Carolina, and why it believes it has the capacity necessary to open and oversee a high-quality charter school.
- If the applicant proposes to contract with an education management organization (EMO) or a charter management organization (CMO), identify the organization and describe why it has been selected as a partner.

WJSE Executive Summary

Filename: WJSE_Executive_Summary.pdf Size: 613.5 kB



I. Educational Plan and Capacity

Completed - Feb 1 2019

I. Educational Plan and Capacity Form

1. Evidence of Need and Community Support

The application must include evidence that an adequate number of parents or legal guardians with students eligible to attend the proposed school pursuant to S.C. Code Ann. § 59-40-50 support the formation of the charter school and justify the projected per pupil allocation in the application budget. The evidence must indicate substantial support that the school will reach its first year's projected enrollment, which is critical to producing a fiscally sound budget. Evidence may include, but is not limited to, documentation of attendance and support at community meetings and survey results. If the social situation of the proposed school's targeted population precludes establishing parental support, evidence should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school. **However, a list of prospective or tentatively enrolled students or prospective employees is not required per S.C. Code Ann. § 59-40-60.**

Outreach activities should be diverse and designed to reach all students in the community, thereby ensuring equal access. Specify the types of outreach activities that have been made to at-risk populations, especially if the applicant's mission is to serve at-risk student populations. Letters of support from community leaders, business people, or elected officials should be included in the appropriate support document. These letters should state why the individual believes the proposed new charter school would best serve the community. If the social situation of the school's targeted population precludes establishing parental support, evidence should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school. If the school is a proposed conversion charter, the application must also include evidence that two-thirds of the faculty and instructional staff voted to support the filing of the application and evidence that two-thirds of the voting parents or legal guardians voted to support the filing of the application

(see Appendix Item C below). Parents or guardians shall have one vote for each of their children enrolled in the school (i.e., each student may be represented by only one vote). All parents or legal guardians of students enrolled in the school must be given the opportunity to vote. A conversion school must offer the same grades or non-graded education appropriate for the same ages and education levels of pupils as offered by the school immediately before conversion and may also provide additional grades and further educational offerings. The application for the school must be submitted by the principal or by his or her designee, who thus will be considered the applicant.

Narrative Requirements

1. Provide evidence that an adequate number of parents or legal guardians with students eligible to attend the proposed school pursuant to S.C. Code Ann. § 59-40-50 support the formation of the charter school and justify the projected per pupil allocation in the application budget. **Do not include names of individual students.** Include a table indicating interest documented by grade level or non-graded education groupings appropriate for the targeted population (outline the groupings and how they are categorized, (i.e., age levels and/or education levels) for the first year of operation.
 2. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Where possible, include specifics such as the types of marketing that will be used, partners who will be engaged, and the number of families who will be reached. Describe how the plan will reach a diverse group of families.
 3. Discuss the type(s) of outreach the charter committee has conducted thus far to make the student population and their families aware of the proposed charter school and the outcomes of this outreach.
 4. Provide information on community members, parents, and leaders who publicly support the proposed school and their role in the development of the school and application.
 5. Discuss specifically what has been done to assess and build parent and community demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening. If applicable, provide evidence of engagement such as letters of support or partnership agreements.
 6. Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described previously). Describe the plan for building family/school partnerships to strengthen support for learning and encourage parental, student, and community involvement. Describe any opportunities and/or expectations for ongoing parent, student, and community involvement.
 7. Describe any partnerships the school will have with community organizations, business, or other educational institutions. Specify the nature, purpose, terms and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.
 8. If you are a private school, describe the need/evidence in the community to support converting to a charter school.
- 1.

In order to conduct initial outreach within the local community, an online landing page for the Willie Jeffries School of Excellence (WJSE) was created to drive early awareness to and interest in the school. Local parent and community engagement, including the distribution of flyers by personnel and supporters in the area is currently ongoing. The charter committee/governing board plans to continue to engage the

community in the near future via local information sessions and locally targeted ads on social platforms, as well as in local publications.

2.

Once WJSE has been approved to open, the Project Director will take the lead on all outreach and marketing efforts for enrollment, registration of accepted students, etc. In the meantime, the charter committee/governing board will be responsible for marketing and drawing community interest in the WJSE. The communication strategy will include an integrated marketing approach, which will encompass direct mail, television, print, online, social media, and community outreach events. The charter committee will continue to post information, hold information sessions, and distribute flyers to aid in generating the applications needed to fill WJSE to capacity. The WJSE is expected to have a healthy waiting list based on the need for more quality schools in Orangeburg County.

Understanding that the WJSE is a “school of choice” and open to all eligible students in the state, the charter committee/governing board recognizes the importance of marketing and recruiting a wide diversity of parents and students. In order to promote a neighborhood school environment, the marketing strategy begins in the immediate area and then broadens to the mass market.

Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand and create a “wait-list” application pool, marketing will occur to all appropriate populations (i.e., geographic location, age). By utilizing the WJSE’s student information system, applicants will be tracked so that all applicants have an opportunity to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels. The WJSE will conduct a 3-phase marketing campaign: Identification, Awareness, and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

Phase I: Identification

The charter committee/governing board has targeted the recruitment area based on a detailed and thorough analysis of the geographic area and associated demographics described in this application.

Phase II: Awareness

Beginning approximately one year prior to the WJSE’s opening or upon approval of this charter application, the WJSE will continue to conduct a broad marketing campaign throughout the targeted areas that educates and publicizes information about the school movement, and more specifically, the opportunities and benefits provided by WJSE. Publications and media clips will continue to be produced as needed to match the demographics of the community.

Phase III: Recruitment

Enrollment will take place until WJSE is fully enrolled and staffed. At this point of the marketing campaign and continuing with the above efforts, a more extensive, hands-on marketing strategy will be implemented. Marketing strategies to announce the opening of the WJSE to a diverse student population may include,

but not be limited to a combination of the following:

- Production of marketing materials and school applications in languages other than English (as applicable) to accommodate the needs of the community.
- Availability of bilingual staff to answer questions and applicant resources translated into multiple languages via the student information system (e.g., enrollment applications, public service announcements, etc.).
- Posting of information in local, public areas (e.g., preschools, places of worship, libraries, grocery stores, YMCA, community centers, etc.).
- Advertising in magazines and newspapers, including free community publications.
- Distribution of information to local businesses' Human Resources departments.
- Facilitation of Open House Informational Sessions in a variety of locations and languages throughout the community.

3.

The planning committee/board has engaged in a social media campaign to generate interest for the proposed charter school. Flyers were also distributed throughout Orangeburg County and the surrounding areas to churches, preschools, and other businesses where families with school-aged children would have visibility to information about the school. These flyers served as an invitation to visit the WJSE website and Facebook page to complete a letter of interest. Our efforts were well received by the parents and community members with whom we engaged. The committee is planning to hold information sessions and community meetings at local churches and civic organizations in order to continue to get the word out about WJSE's mission.

4.

The charter committee is comprised of members of BCEA's Board of Directors (Board): Dr. Stewart Weinberg (President/Chair), Cheryl Hollis, Danielle Statler, Brian Williams, Alicia Patton, and Brandi VanGorder. These individuals make up WJSE's charter committee to ensure fulfillment of all planning, governance, and other designated tasks to aid in the successful opening and operation of the new charter school. Until the identified project director/school leader is officially hired, the Board will be responsible for the management of the charter school. Each committee member is actively engaged in serving their community, which provides numerous opportunities for them to share information about the proposed charter school throughout the proposed area.

5.

The charter committee has communicated with a number of residents, local community members, business owners, etc. to raise awareness and interest in the proposed charter school. The WJSE has generated a lot of support from these key stakeholders, including parents / legal guardians of eligible students. Parental involvement is a combination of commitment and active participation from the parent to assist in school operations/activities and supporting the performance and progression of their children. As such, parental involvement is a crucial part of WJSE's planning initiative. WJSE is a "school of choice," which will initially open to resemble the demographics of the surrounding communities and existing schools. The gender spread in these areas for students attending school is 49.6% female and 50.4% male. After averaging the demographic data for each school within a 15-minute drive time of a point within Orangeburg County, it is projected that WJSE would serve the following student demographics: 84.1% that are eligible for free or reduced lunch, 81.92% that are minority, 4.5% English Language Learners (ELL), and 13% SPED. WJSE welcomes student diversity on all levels, without regard to their background or experience, and will secure staff members that are trained in identifying, notifying, and supporting all students, to include students with disabilities.

The charter committee plans to reach out to the many corporations currently doing business in and around Orangeburg County, as well as the new organizations moving into the area as growth continues to explode. As WJSE develops and students begin to identify their interests in a career path, partnerships will be established with local businesses, organizations, corporations, and individuals that will create mentoring and educational opportunities. The charter committee plans to disseminate information about WJSE throughout the surrounding communities. With the support from the charter committee, parents and students, and other members/leaders of the community, WJSE will be successful in ensuring that there is purposeful focus on student academic achievement for all students.

6.

WJSE will continue to engage parents and the community in the life of WJSE by following the Education Model, which includes a comprehensive parental involvement program and family-school-community partnership model. Parental involvement includes attending school functions, conferences, helping children improve their schoolwork through encouragement, providing study time and place, model behavior, and tutoring - serving as advocates for their children and the school. WJSE will utilize the framework of Joyce Epstein, whose model includes six (6) types of cooperation between families, schools, and other community organizations: 1) Parenting, 2) Communicating, 3) Volunteering, 4) Learning at home, 5) Collaborating with the community, and 6) Decision-making. This framework of involvement helps educators develop more comprehensive programs of school-family-community partnerships. Although WJSE will use the framework as a guide, the Board, parents, and staff will choose practices that will help achieve important goals and meet the needs of students and families. Parent participation is integral to the success of WJSE and will continue to be solicited for the development of school goals and objectives. All parents are asked to volunteer a minimum of 20 hours per school year. When two or more children from the same family are enrolled, parents are strongly encouraged to volunteer a total of 30 hours per school year. Parents will be able to track their volunteer hours via the student information system. To ensure that all parents and stakeholders understand the unique programming of the Education Model, parents and students will be given thorough explanations of the curriculum, expectations, and requirements of WJSE prior to enrollment. This information will be delivered through a variety of ways, including open houses, published information, brochures, online applications, and website question/answer modules. After enrollment and the start of school, parents will have the ability to monitor their child's progress online and/or through parent conferences. Because WJSE will follow a continuous improvement model, parents will have real-time access to their child's progress.

The governing board will also strictly adhere to the guidelines outlined in S.C. Code Ann. § 59-40-50 (B) (9). As such, at least 50% of the members of the governing board will be elected by the employees and parents or guardians of students enrolled in the charter school. This allows all stakeholders, including parents, to be involved in the governance of the school.

7.

The charter committee/governing board plans to reach out to the many corporations currently doing

business in and around Orangeburg County, as well as the new organizations moving to the area to develop partnerships that will enrich student learning.

The charter committee's vision for WJSE is to provide students with a love for learning that leads to future opportunities for college and career readiness within society. As WJSE develops and students begin to identify their interests in a career path, partnerships will be established with local businesses, organizations, corporations, and individuals that will create mentoring and educational opportunities for students.

To date, we have not secured community partnerships, but the charter committee plans to work with the Orangeburg County Chamber of Commerce in order to disseminate information about WJSE throughout the surrounding communities.

8.

Since we are not a private school, this question is not applicable.

1. Curriculum and Instructional Model

The charter school's educational program must include how it will meet or exceed the academic performance standards and expectations, including academic standards adopted by the State Board of Education and how the instructional design, learning environment, class size and structure, curriculum, and teaching methods enable each pupil to achieve these standards per S.C. Code Ann. § 59-40-60 (F)(5). There should be a research basis for selecting a particular curriculum. In addition to obtaining information from the publisher, research is available online at ERIC (<http://www.eric.ed.gov>) and the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>). The research should support using the curriculum with the student body at the proposed school will likely attract, and benchmark assessments should be chosen to align with the curriculum.

All core content areas plus supplemental or elective areas should be described. If certain characteristics of the school culture are critical to the overall educational program (i.e., small school size, character education, and high expectations), the research basis should thoroughly support the unique educational program design.

Charter schools must provide evidence of increased student academic achievement for all groups of students described in Section 1005(2)(B)(xi) of the Every Student Succeeds Act (ESSA). Sponsors must use increases in student academic achievement for all students described in ESSA as the most important factor when determining to renew or revoke a school's charter. Sponsors and charters must enter a contractual agreement that student performance of all students described in ESEA is the most important factor when determining to renew or revoke a school's charter.

If the proposed charter school will serve high school grades, the charter school must offer a high school diploma program, which includes offering a course of study that will lead to the issuance of the state high school diploma. The proposed charter school's program must meet the state's requirements for the high

school diploma, including, but not limited to, course unit requirements, seat time for Carnegie units, as applicable, and administration of the required examinations. Charter schools may provide a plan for providing proficiency credit in lieu of meeting the seat-time requirements for Carnegie units. See Reg. 43-234. Schools that wish to offer a proficiency-based system must submit a plan that provides procedures for establishing and developing a proficiency-based system, including the method for determining proficiency. Schools are accountable for making sure that the academic standards and the individual learning needs of the students are addressed. **Charter schools may not offer GED preparation programs as they do not meet the state requirements for a high school diploma program.**

If the proposed charter will be virtual or will be a blended model, the application must describe how the charter school will comply with the legislative requirement that 25 percent of instruction will be delivered in “real time” (or regular instructional opportunities) and how much teacher interaction students will receive within the online instruction. The application must describe the process for curriculum alignment with the state standards, including a timeline. At least one course per grade level should be “live,” meaning it can be previewed by the SCDE for curriculum alignment; so, a description of the portal and how it works must be included in the narrative. Lastly, the school must describe how it will comply with teacher requirements in S.C. Code Ann. § 59-40-50.

If the charter school is contracting with an external company for online curriculum delivery, the application must describe the company’s history in the field of virtual education and its success.

After approval of the charter school application, virtual schools must submit their courses for review in accordance with 2 S.C. Code Ann. Regs. 43-601. Note: the 2013 amendments to S.C. Code Ann. Regs. 43-601 transferred the responsibility for course approval to the sponsor.

a) Instructional Model

1. Provide an introduction and summary of the educational program to include an overview of the curriculum and instructional design, the guiding educational philosophy, and how the educational program aligns to the mission of the school; included should also be an explanation of how the education program will improve student learning. Be sure to address any non-negotiable elements of the school model, including any distinctive learning or teaching techniques to be used. Briefly describe the evidence that promises success for this program with the anticipated student population.
2. A description of how the educational program is research-based and data-driven including why the selected curriculum was chosen for the anticipated population of students.
3. An explanation of how the charter school will meet or exceed the academic performance standards and expectations, including how the school will ensure alignment with the academic standards adopted by the State Board of Education.
4. Describe the methods, systems, and development teachers will have available for adapting the

curriculum and instruction to meet the needs of all students. Describe the school's Response to Intervention (RtI) plan and what specific social-emotional and academic supports teachers will use to support students, including students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and iv) requiring English learners (ELLs) services.

5. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting grade level or graduation requirements.

6. High school grades, if applicable: describe how the school will meet the state's graduation (exit) requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed state and district standards, explain the additional requirements.

7. Additional Requirements for Replication Schools:

- Describe any changes in instructional methodology and strategies in your new school. Why are these changes being implemented? How will you know if they create the intended impacts and create rigorous instruction?
- Explain the organization's approach to replicating and implementing the curriculum and instructional design among multiple schools.
- How will you ensure the fidelity and consistency of your instructional methodology and strategies across sites?

1.

The Education Model was developed after extensive study of instructional practice and grounded in over 35 years of Dr. Robert J. Marzano's research. It is rooted in the philosophy that every student can learn and is specifically designed to focus on tailoring instruction to fit individual student learning needs. Its purpose is to facilitate each student's proficiency in South Carolina College and Career Ready (SCCCR) Standards, and its structure enables administrators and teachers to better understand, explain, and predict elements needed to facilitate each student's academic success. The Education Model is implemented within a framework of continuous improvement to ensure validity and allows teachers the flexibility to develop supporting instructional tools and adapt to student needs. The heart of the Education Model is the Guaranteed and Viable Curriculum (GVC), which is comprised of a year-long plan for standards-based instruction at each grade level. The GVC ensures steady academic progress as students build their knowledge and skills from one year to the next in order to master SCCCR Standards. The GVC is primarily a combination of factors that have strong correlations with academic achievement: "opportunity to learn" and "time," which address the extent to which the curriculum is "guaranteed" (Marzano). After clear guidance is given to teachers regarding the content to be mastered in specific courses and at specific grade levels, The authorizer and WJSE's administrators will monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced.

The Education Model components listed below and in Table 1.1 move in a continuous cycle that teachers follow

to ensure students are mastering all of their grade and content level standards:

- **Baseline Assessment and Data:** Provides all stakeholders with information needed to identify students' strengths and weaknesses; effectively target instruction; and set school-level, classroom-level, and individual student-level goals.
- **Data-Driven Instruction:** A precise and systematic approach to improving student learning which involves analysis of both formal and informal data to drive action. Data is used to drive instruction in a systematic and ongoing manner, beginning with analysis of baseline data.
- **Assessment:** Formative assessments provide systematic and regular measurement of students' progress in the classroom and are used to drive instructional practice. Timely and specific feedback based upon formative assessments of student performance on grade-level standards is then given to establish individualized goals for all students (Marzano).
- **Grading:** Monitoring student progress involves grading assignments and assessments based only on the standards taught and free from non-academically related aspects. Students are given ample opportunity to practice what is taught to demonstrate what they have learned and receive timely feedback on their work to understand how they demonstrated learning effectively or what can be done to improve their grade.
- **Reporting:** Students and parents are provided with regular feedback on student academic progress. This approach allows the teacher to work collaboratively with students on setting individual learning goals and provide students with specific feedback to further progress toward standards mastery. Updates on individual learning goals offer teachers, parents, and students opportunities to celebrate successes throughout the year and support students in developing a stronger sense of accountability in working toward academic achievement.
- **Decision:** Determines which instructional strategies will be used to meet the individual needs of the student. Teachers and administrators, based on the data, make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction.

2.

The Education Model has proven to be effective with all student populations and is specifically designed to focus on tailoring instruction to fit individual student learning needs. As previously stated, the Education Model is a framework for continuous improvement, its foundation built on the more than 35 years of Marzano's research, focusing on school goals to increase student achievement and close the achievement gap. Every school administrator and faculty member will be trained in Marzano's research and the Education Model. Additionally, they will be trained in data collection systems to provide continuous assessment toward school goals. Student and school performance data will be collected regularly throughout the year and used by school administrators and faculty members to monitor progress in

achieving WJSE's goals. Administrators and faculty will evaluate, create, and revise instructional goals based on the instructional calendar and progress made.

WJSE's school leader and administration, in addition to the team at the Institute (authorizer), will aid in building curriculum maps based on SCCCR standards, which instruction is based on, along with pacing guides developed in concert with school-based leaders. The maps will list the standards that need to be covered, but teachers have flexibility with the styles, strategies, resources, and materials they use to deliver the core curriculum. Teachers will take the time to study the curriculum maps, create cross-curricular plans, and develop engaging lessons that provide a deeper understanding of content.

Instructional Focus Plans

To further monitor progress towards mastery of the standards, we will disaggregate common assessment data to create IFPs designed to review previously taught standards that have not yet been mastered by all students, while still continuing to also teach new content within the instructional block. This review cycle not only helps students reach mastery, but also reinforces concepts for better retention of information. IFPs include targeted standards, plans for instruction, and weekly assessments. Teachers develop IFPs several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of students while maintaining rigorous pacing and high expectations.

IFPs will be developed for both ELA and mathematics, and teachers are encouraged to post and track results within the classroom to motivate and challenge their students. Teachers will be supported in grouping students for targeted, small-group instruction according to individual student performance on particular skills, and in determining the most effective blended learning lessons and activities to supplement instruction.

Marzano's Thirteen High Probability Instructional Strategies

Marzano's high probability strategies provide students with learning opportunities that are academically rigorous, challenging, innovative, and focused on individual student learning needs. These strategies can be implemented across subject levels, and throughout a lesson in various ways. The strategies, detailed in Table 1.2, have been proven by research to yield positive results in student learning. Differentiated professional development is provided to help teachers create and implement an instructional framework that guides them as to the most appropriate use of the research-based instructional strategies and innovative learning methods.

As new research is released, professional development and teaching strategies will be continuously reviewed and updated.

3.

WJSE will emphasize data-driven and differentiated instruction in order to accommodate all learners. Students will start their day with targeted instruction in homogeneous groups based on their various levels of mastery. For example, students performing below grade level in reading will receive an intervention focused on comprehension and word attack skills, while students performing at grade level may be

engaged in novel studies that foster comprehension, vocabulary building, literary analysis, and other reading application skills. Students who are on grade level in reading, but still need support in math, will receive instruction geared towards mastery of mathematic concepts and skill practice.

Students above proficient in areas of both reading and math will participate in enrichment activities that involve applying their reading and math knowledge to real-world critical-thinking tasks and projects. The groups will be adjusted quarterly based on benchmark and classroom data to ensure students are continuously receiving optimal support.

Teachers will be trained in lesson planning to ensure lessons are SCCCR-based, reflective of the Education Model, and include effective instructional strategies for whole and small group instruction. The CRT will assist teachers in curriculum mapping and lesson design, as well as provide ongoing instructional coaching support to teachers in data use and lesson delivery. Teachers will use data from NWEA assessments, unit assessments, and class assessments to drive the decision-making process with regard to differentiated instruction. Student groupings will change in classes periodically depending on the activity level and ability level. Teachers will integrate formative assessments throughout activities to make adjustments. Continuously assessing, reflecting, and adjusting content, process, and product enables teachers to best meet the needs of each individual student.

Differentiated Instruction

Ultimately, we want all WJSE teachers to be developed as experts in not only planning for differentiated instruction, but thoughtfully adapting instruction during lesson delivery as needed. Recognizing the need for adapting even the best planned differentiated lesson requires teachers to be able to conduct ongoing assessment of students, understand how students learn, and be self-reflective (Parsons, Dodman, Cohen Burrowbridge, 2013). Therefore, WJSE will aim to prepare teachers to plan and implement effective differentiated instruction. Differentiated instruction is defined by: 1) a teacher's response to student needs, 2) the recognition of students' diverse background knowledge, cultures, languages and preferences, 3) student-centered learning, 4) instruction that addresses students' learning style differences, and 5) a blend of whole-group and small-group instruction. As a starting point for delivering differentiated instruction, teachers will be provided with initial professional development on differentiating instruction through our New Teacher Induction. This is followed by PD that focuses on unpacking standards, lesson planning, curricular resource training, and data-driven decision-making among other topics that impact effectively planning and implementing differentiated learning activities.

Teachers use data from NWEA assessments, common assessments, and class assessments to drive the decision-making process with regard to differentiated instruction. Student groupings will change in classes periodically depending on the activity level, ability level, and learning style. Teachers will integrate formative assessments throughout activities to make adjustments. Examples of differentiated Instruction are provided below, with a fuller description of our approach to differentiation provided in the next section.

- Whole-group – A teacher may assign a task to the students, yet differentiate the final product

students need to create. For example, after completing a unit on World War II, students may be asked to demonstrate their understanding of the impact of WWII on each country. Students can have the choice to complete an essay, skit, debate, or other assignment based on student preference. The teacher will create the expectations for each choice and grade the students based on mastery of appropriate standards.

- Small-group – Each day, the small group that meets with the teacher is based on particular skill gaps of the students (i.e. all students that need more instruction for converting fractions to decimals). As other groups work in centers, their assignments are differentiated within the overarching center topic. For example, in a writing center, one student may be working on supporting details, while another may be working on developing a conclusion, and another may be working on grammatical practice.
- Technology – WJSE will utilize various technology resources to ensure students are using programs that meet their instructional needs. Teachers can differentiate by assigning content that the students still need practice with, based on NWEA, unit assessment, or class assessment data, and then monitor students' performance on those skills. Students can also use programs that are adaptive and adjust based on how students perform (i.e. Reading Plus), which enable them to move at a faster or slower pace. These are supplemental to core instruction, so students still receive grade level instruction, but may receive remedial instruction through technology programs as well.

Teachers can differentiate in three ways: 1) the content students are learning, 2) the process in which the material is being taught, and 3) the product that is developed to demonstrate learning. Teachers will consider the students' readiness for learning, interests, and learning profiles, in addition to each student's PLP.

Best practices in differentiation include the following, which instructional support will be focused on to ensure teachers can plan for individual student needs:

- For Student Readiness: Focusing on the standard for the content being taught and the objective that must be mastered, but content may be at various levels (i.e. students may read higher-level text yet still master the same standard as students reading on-level text).
- For Student Interest: Allowing students to choose from a list of options of how they will demonstrate mastery (i.e., some students may complete a project, whereas others might write an essay).
- For Student Learning Profile: Addressing various individual student differences in learning styles (i.e., students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Blended Learning

WJSE will also offer students the experience of blended learning which combines face-to-face instruction with technology mediated learning. Online programs can range on a continuum from a part-time embedded

supplemental program, to load-bearing courses taken independently, per the International Association for K-12 Online Learning. Within blended learning, teachers utilize research-based best practices for teaching and learning, including the integration of technology into the instructional program. The programs to be used by WJSE may include: Plato Courseware, Lexplore, Lexia Reading, i-Ready, Reading Plus, Accelerated Reader, Discovery Education, Mathletics, and Imagine Math. The utilization of these software programs will allow students to learn content at their own pace, or take courses that are not offered in the traditional brick-and-mortar setting. Some online programs, such as Imagine Math, will offer live tutors and video tutorials to help support students at home.

Students and staff will have access to technology through multiple blended models. Teachers will have the option of using these various models, which include:

- Rotation Model:
 - Description: Students receive instruction from the teacher on a particular skill, participate in centers or independent work, and then complete similar activities on an online software program.
 - Example: Students learn how to multiply 2-digit numbers from the teacher, complete an activity to practice with a group during centers, and then independently complete an assignment assigned to them by the teacher using Mathletics on a laptop in class.
- A la carte Model:
 - Description: While physically in school, students take an online course with an online teacher of record, but still attend school in a brick and mortar setting.
 - Example: Typically used for course recovery in middle school, when students fail a subject, they have the opportunity to re-take this course during a class period in lieu of an elective course through Plato. They complete coursework online at school while the teacher of record monitors progress.
- Individualized Learning
 - Description: Students use programs that move at the child's pace, adjusting automatically according to student performance. They start with an online diagnostic assessment, then are placed within a track. They read passages, answer questions, receive tutorials, solve problems, and move through the program as they progress through their pathway. The teacher monitors use and progress.
 - Examples: Programs such as Reading Plus and Imagine Math.
- Flipped learning
 - Description: Teachers can use this within a course for all students, or for those who need enrichment. Outside of class-time, students watch an online video or tutorial to be exposed to a concept prior to meeting in class, and develop an understanding on their own. They then meet with the teacher to extend learning and practice.
 - Example: Tutorials done through approved online resources.

4.

Teachers will differentiate instruction to reach all learners in each subject area, but there will be times when students need additional support to ensure they do not fall further behind. Diagnostic and benchmark assessments are used to identify skill deficiencies and monitor progress, such as i-Ready, Fountas and Pinnell's Benchmark Assessment System, and NWEA assessments. When students are not performing at expected levels, procedures are in place to ensure students are properly identified and placed into appropriate intervention programs to get them back on track for success. WJSE will follow the RtI tiers listed below.

Tier 1: Standards-Based Classroom Learning

All students participate in general education learning that includes universal screenings to target groups in need of specific instructional and/or behavioral support; implementation of the SCCR Standards through a standards-based classroom structure; differentiation of instruction, including flexible grouping, multiple means of learning, and demonstration of learning; progress monitoring of learning through multiple formative assessments; and positive behavior supports.

Tier 2: Needs-Based Learning

In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, and on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.

Tier 3: SST-Driven Learning

In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resources; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

Depending on which tier the child falls under, WJSE will implement various interventions and increase the amount of instructional minutes provided. The following interventions are available:

- Differentiated RTI Block: Students are placed in various classes for a block of time to receive targeted instruction in either reading, math, or science depending on their levels and skill deficiencies.
- Push-in/Pull-out Instruction: Outside of their core classes, students receive intensive instruction based on their skill level.
- Tutoring/Extended Day: After-school small-group instruction utilizing a separate curriculum to reach the needs of the below-grade-level students.

The RTI block is provided to students for a set amount of time each day, but other interventions may be increased or decreased depending on the amount of support the child needs. For example, students can attend Saturday tutoring sessions or have multiple push-in/pull-out sessions during the week to catch up to grade level.

Push-in/Pull-out Support

Certified teachers will be trained in the intervention program and will be available to push-in with, or pull-out students who are below grade level. Customized weekly schedules are followed each week to guarantee students are receiving additional instruction as needed. Classroom teachers will communicate with the support staff in order to increase awareness of students' current skill levels and abilities.

Tutoring/Extended Day

For students needing support beyond what is provided in the school day, tutoring will be available for one hour per day, two days a week. The amount and frequency can be adjusted based on the students' needs. Instruction will be targeted toward specific fundamental skills and concepts to help students catch up to grade level. While this is typically an opportunity for students to receive extra practice targeted to improve reading skills, it can also be utilized for enrichment for high achieving students. Additionally, based on student needs, this program can be adjusted to include other subject areas such as math and science.

Cambridge

To accommodate learners who are self-motivated, think creatively, thrive in collaborative settings, and display readiness for an accelerated course of study, we may apply to implement Cambridge Assessment International Education's programs after the school's first year of operation. This determination will be made by the school leader and staff from Cambridge Assessment International Education to determine implementation readiness.

Cambridge Primary (K-5): This program emphasizes critical-thinking skills and a global perspective within an inquiry-based and academically rigorous environment. The program provides a flexible teaching framework for each of the following subjects:

- English: Cambridge Primary English enables learners to communicate confidently and effectively and to develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. Learners who follow this curriculum framework develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.
- Mathematics: The mathematics curriculum framework explores five content areas: number, geometry, measure, handling data and problem solving. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.
- Science: This curriculum framework covers four content areas: scientific Inquiry, biology, chemistry and physics. Scientific Inquiry is about considering ideas, evaluating evidence, planning,

investigating, recording and analyzing data. Environmental awareness and some history of science are also part of the curriculum.

- Cambridge Global Perspectives: Cambridge Primary Global Perspectives develops the skills of research, analysis, evaluation, reflection, collaboration and communication. The framework provides a solid foundation for students preparing for the Cambridge Lower Secondary program or equally rigorous middle school courses.
- Cambridge Lower Secondary (6-8): Cambridge Lower Secondary emphasizes skills and understanding in English, mathematics and science. The program provides a flexible teaching framework designed to engage learners in an active and creative learning journey for each of the following subjects:
 - English: Cambridge Lower Secondary English enables learners to communicate confidently and effectively and to develop the skills to respond to a range of information, media and texts with understanding and enjoyment. Learners who follow this framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.
 - Mathematics: The curriculum framework explores six content areas: number, algebra, geometry, measure, handling data and problem solving. The first five content areas are all underpinned by problem solving, which provides a structure for the application of mathematical skills. Mental strategies are also an important part of the number content. The curriculum focuses on principles, patterns, systems, functions and relationships, so that learners apply their mathematical knowledge and develop a holistic understanding of the subject.
 - Science: This curriculum framework covers four content areas: scientific enquiry, biology, chemistry and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analyzing data. The scientific enquiry objectives underpin biology, chemistry and physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also part of the curriculum.

Cambridge Global Perspectives: Cambridge Lower Secondary Global Perspectives develops the skills of research, analysis, evaluation, reflection, collaboration and communication.

- Cambridge Information and Communications Technology (ICT): Cambridge ICT is regarded as a new 'literacy' alongside reading, writing and numeracy. The ICT Starters framework, for learners ages 5-14, introduces learners to the key ICT applications they need to acquire computer literacy and understand the impact of technology on our daily lives.

The Cambridge program application process for schools involves meeting the following five criteria:

School Mission and Educational Values: Our mission of developing well-rounded, global citizens and our focus on establishing a positive and healthy school culture will support WJSE in meeting this requirement.

1. School Management and Leadership: Our management structure and (governing board) reporting and

accountability guidelines will allow for transparent instructional and budgetary decision-making. Additionally, a clear focus on school improvement targets will help us meet this requirement.

2. **Quality of Teaching and Learning:** Our implementation of Core Fundamentals related to Curriculum and Instruction, as well as annual PD plans and ongoing instructional coaching, will ensure teachers are well prepared to implement the Cambridge Primary frameworks and meet individual student needs. Support structures already in place as part of implementation of the Education Model and Core Fundamentals will help ensure this requirement is met.
3. **Physical Environments of the School:** Our existing facilities, secure testing environment, and learning resources will allow us to meet this requirement.
4. **Legal Requirements:** WJSE will meet this requirement as part of its school opening plan.

WJSE leadership will have the opportunity to learn more about the Cambridge programs, application process and implementation phases.

5.

Every child is unique, therefore a PLP will be created quarterly for each student. Aligning with WJSE's mission of providing a personalized learning environment, PLPs are designed to track an individual student's strengths, weaknesses, and cumulative academic progress. Baseline achievement levels, which are visible to the student, parent, and teacher within the student information system, are incorporated into each student's quarterly created PLP as a starting point for determining future rates of academic progress.

The following information is also considered when assessing the student's strengths and weaknesses:

1. Non-assessed student work and project-based learning
2. Information about what the student likes to learn, and parent information about how their child learns best (e.g., in a quiet place, working in groups, etc.)
3. Reports and observations from the student's teachers
4. Information and suggestions from the student's parents and the student

Through analysis and evaluation of data, the PLP's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. Students and parents are able to consider areas of mastery and deficiency based upon reports from NWEA, which provide details regarding which skills have been mastered, need to be remediated, or are ready to be learned next. The student will set personal goals each quarter that are confirmed by teachers, and teachers will support student goal-setting by posting formative data such as NWEA assessment scores, and reading diagnostic assessments.

Teachers will act as facilitators and coaches for the plans, aiding in creating, monitoring, and challenging the students to push themselves. The parents' role is to be a cheerleader or mentor, motivating and guiding the students in their endeavors. Most importantly, students are the producers of their plans, and are thus faced with the responsibility of understanding their data, making good decisions as learners, and following through with expectations. Each student's PLP will serve as the foundation from which to measure student

outcomes, which will be congruent with SCCCR Standards within the GVC. At a minimum, students are expected to, achieve mastery of each grade level standard, and each goal and objective specified in their PLP.

Additionally, the PLP aids in teaching students the valuable lesson of having a goal and knowing what it takes to achieve it. Thus, the PLP will include the action steps to reach quarterly grade and NWEA assessment goals. The action steps help guide both the child and the parent in implementing the PLP. This process of creating and monitoring the PLP supports WJSE's mission as it enhances students' ability to be self-aware of their strengths and weaknesses, self-motivate to set and reach goals, and self-monitor progress, leading to successful completion of ambitions throughout life.

1.

Since WJSE will serve grades K-8, this question is not applicable.

2.

1.

Core Fundamentals

To further facilitate successful implementation of the Education Model, two frameworks will be utilized, Core Fundamentals and the 8-Step Process for Continuous Improvement (source), which have already been introduced at MSE. Core Fundamentals are comprised of essential educational components grouped into three categories: School Climate, Curriculum & Instruction, and Data Literacy. The Core Fundamentals provide a structure that will enable us to establish a positive school climate, attend to curriculum and instruction at a rigorous level, and develop data literacy for all stakeholders, all of which makes the success of the model more likely. When effectively established, the Core Fundamentals create a pathway for innovation and student success. Critical elements of each Core Fundamental are briefly defined in Table 1.3 to provide a clear understanding of what drives implementation efforts in year one. In subsequent years, analysis of school-specific needs will drive revisions to implementation plans.

8-Step Process for Continuous Improvement

The 8-Step Process for Continuous Improvement is a proven approach that achieves results, emphasizing key skills for every student. It aligns planning, instruction, assessment, and support toward student performance. The process removes subjectivity and replaces it with a focus on results that contributes to a climate of achievement and success. When implemented with fidelity, it encourages collaboration among teachers, students, and instructional staff.

1. Data Disaggregation: Consists of collecting baseline information and identifying strengths and weaknesses for ongoing data-based planning. PLPs, Leader in Me data binders, and data walls are evidence of this step in the classroom.

2. Instructional Calendar: Provides an explicit timeline of when standards that make up the GVC are introduced and reviewed over the course of 10 instructional units. The calendar also establishes formative

assessment dates to ensure adequate time is allocated to essential standards and enough time is provided for instruction in between assessment periods.

3. Instructional Focus: Dependent on the Instructional Calendar and what the data dictates, as evidenced by effective whole-group, small-group, and one-on-one instructional planning and lesson delivery. This step ensures students are provided with the necessary time to practice essential standards prior to being assessed for mastery.

4. Assessment: Administered to determine which students have mastered the standards after completion of each instructional unit and at benchmark periods throughout the year. Assessments leading up to the administration of SCPASS, SC READY and include Unit Assessments, NWEA, and classroom-based formative assessments.

5. Tutorial: As demonstrated during Success Block, Tutorials consist of standards-based re-teaching and remediation provided in small-groups and led by teachers who demonstrate the most success in instructional focus delivery. This ensures students receive the time and instruction to grow and sustain learning.

6. Enrichment: As demonstrated during Success Block, Enrichment provides students who have demonstrated mastery of the previous unit's standards with an opportunity to stretch their learning and explore new content areas. This supports students in making connections to the real world and developing intrinsic motivation.

7. Maintenance: Consists of a spiral review of standards and continual attention to building and activating background knowledge. This is essential to ensure mastered skills, facts, and concepts are retained long-term.

8. Monitoring: Relates to the instructional processes and practices monitored to ensure curriculum and instruction is focused, data-driven, and effective. This is evidenced by classroom walk-throughs, data chats, and the setting of expectation and accountability for standards-based instruction by school leadership.

2.

Until a school leader is selected, WJSE's charter committee/governing board is responsible for facilitating professional development, leadership training, and instructional coaching support. In year one, the school's New Teacher Induction (NTI) is presented by network curriculum specialists to ensure a solid foundation in the Education Model. Curriculum Specialists train Curriculum Resource Teachers (CRTs) prior to the start, and throughout, the school year, focusing on implementation of the Education Model and instructional coaching support.

WJSE will be a replication of the Mevers School of Excellence, so a calibrated understanding of the Education Model can be established and instructional strategies and tools can be shared. Opportunities for collaboration among schools will be scheduled to allow for in-depth study of data, sharing of best

practices and problem-solving, all of which supports crucial relationship-building among schools.

3.

WJSE's governing board is responsible for ensuring that the school leadership team has the training and support necessary to develop a strong school community, implement the Education Model, and practice data-driven decision-making. Quality Education for Students and Teachers (QuEST) visits take place annually and consist of a full day, in-depth site visits conducted by WJSE's charter Authorizer. The purpose of the QuEST format is twofold:

1. To build capacity in school leadership teams, ensuring the full intent and rigor of the standards are effectively taught.
2. To conduct an analysis of the school's master schedule determining priorities and programmatic focus areas for the upcoming school year.

The QuEST format allows for leadership development tailored to the school's leadership team and specific to community needs. Joint PD sessions will be held throughout the year to ensure a full and consistent understanding of the Education Model, SCCCR Standards, and assessment use. Additionally, leadership training and instructional coaching PD provides opportunities throughout the year for principals, assistant principals, and CRTs develop a network of support and share best practices. Monthly face-to-face meetings for principals, assistant principals, CRTs, EC leads, and 504 coordinators will take place and be facilitated by the Authorizer.

In addition to the QuEST process, the professional development activities outlined further in the application communicate the plan for consistency and collaboration across sites.

b) Educational Structure

3. A description of any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
4. The proposed charter school's grade levels or non-graded education groupings appropriate for the targeted population (outline the groupings and how they are categorized, i.e. age levels and/or education levels) to be served at build-out, the grade levels non-graded education groupings upon opening, and the growth plan (if the school does not plan to initially open with all grade levels non-graded education groupings).
5. The size of the school at full capacity, including the number of classes per grade level and the number of students per class.
6. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
7. Describe the structure of the school day and school week for each division. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Provide the

minimum number of hours/minutes per day and per week that the school will devote to academic instruction in each grade. **As appendix item F, include the school calendar and daily schedule for the Academic year for each division of the proposed school.**

8. Explain how the instructional design, learning environment, class size and structure, curriculum, teaching methods, and schedule will be optimal for student learning and how it will support the mission of the school.
 9. A brief description of the average school day for a prospective student. How would their experience set itself apart from the average school day at nearby schools?
 10. A description of the teacher lesson planning process. What planning tools will teachers use to prepare lessons?
 11. Describe a typical day for a teacher of a grade that will be served in the first year of operation. If, particularly for a virtual or alternative school, a “typical” day will vary widely, also explain the boundaries of that variation.
- 8.

As part of establishing a school culture of high expectations that promotes academic rigor in a personalized learning environment, students at WJSE will develop the drive and skills to take ownership of academic and personal learning goals. We will work collaboratively with our students to develop a school community that reflects and values students’ interests and experiences. Through integration of social and emotional learning and personalized learning experiences, we will create a school culture that motivates students to develop intellectual curiosity, discover their passion, and commit to a growth mindset.

Social-Emotional Learning and Character Education

Social and Emotional Learning (SEL) and character education are core to positively impacting academic achievement as well as a school’s culture. Studies confirm that students engaged in social-emotional learning demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement (Durlak 2011). Working on the social and emotional behaviors of the student is critical to developing young productive citizens. Character education provides a focus on developing the whole child. Basic core values of character education include respect and responsibility of self and others, justice, community service, and citizenship.

WJSE will reflect a focus on developing the following five SEL competencies, listed below as defined by Collaborative for Academic, Social, and Emotional Learning (CASEL, 2015), as part of the school’s commitment to a positive school culture and meeting individual student needs:

1. Self-Awareness - The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
2. Self-Management - The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

3. Social Awareness - The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
4. Relationship Skills - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
5. Responsible Decision-Making - The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

To support students in identifying and understanding their feelings as well as the emotional states of others, our school will infuse SEL and character education as part of the schoolwide behavior plan and coordinate professional development opportunities for teachers to build their capacity to integrate SEL with instructional lesson design and student life activities and programs.

WJSE will emphasize SEL in two structured ways: (1) by infusing SEL and character education in the schoolwide behavior plan in a manner that makes monitoring for effectiveness viable, and (2) through a character education program or a community-service focused program. Pairing SEL with a character education program supports students in developing into moral, civic-minded, well-mannered, empathetic, respectful, healthy, critical, and socially-aware community members.

Our school's culture will establish how teachers and staff react to day-to-day actions of students, as well as whether they are called to action when an opportunity to improve the school arises.

The school will offer an extended school day, from 8 a.m. - 3 p.m.

9.
WJSE will serve students in grades K-8, with grades K-6 offered in its opening year and one grade level added in each of the subsequent two years.

10.
In year one, there will be four classrooms in kindergarten through fifth grade, and three classrooms in sixth grade. In year two, three classes will be added to accommodate seventh grade and in year three, three classes will be added to accommodate eighth grade. At capacity, WJSE enrollment will total 765 students. Kindergarten classrooms are designed to accommodate 20 students; 23 students in first through fifth grade classrooms; and 25 students in sixth through eighth grade classrooms.

11.
Elementary grades will be self-contained, in which all subjects (except for specials) will be taught by the same teacher within the classroom. In middle grades, departmentalization is important as the content

students are expected to learn increases in each grade level, requiring subject-focused teachers to be able to instruct to the rigorous levels required for standards mastery. The principal will also have the opportunity to departmentalize other grade levels depending on students' needs.

WJSE will have a highly structured, classroom-based learning environment aligned to the student population. Along with clear, positive behavior expectations, each class will post a detailed, minute-by-minute agenda to protect instructional time. The agenda will include essential questions and objectives that focus learning within the room. Student work, student-generated word walls, and visual student-goal progress trackers toward mastery of standards will be displayed to promote student-classroom ownership. To further deepen learning, classrooms will also post anchor charts reflecting step-by-step processes for taught material to serve as a consistent reminder for students.

Because we anticipate that students will perform at various levels, classes will be organized to accommodate differentiated instruction. Classrooms will support whole-group instruction and targeted support from teachers in small-group and one-on-one arrangements. Students will participate in blended learning within the classroom and complete coursework at their individualized level on various software programs. Visitors will be able to walk in the room and see various learning experiences happening simultaneously, such as teachers working with a small group of students on a targeted skill, students on laptops receiving remedial or enrichment practice, groups of students working cooperatively on a project, or students working independently on leveled tasks. Structured procedures will be in place to minimize distractions and ensure all students stay on task.

The classroom will be the hub of student learning; thus, resources will be maximized within each room. Students will have access to a variety of texts from a classroom library to supplement learning. Both fiction and nonfiction resources will be leveled and available, allowing students to read appropriate books based on their abilities. To support student engagement, technology resources will be placed in the hands of the students to provide an interactive learning environment. The following technology will be available in each classroom:

- Interactive Displays/Panels with Tablets
 - Teachers interact with the panel and tablet to display how to complete work, such as step-by-step math problems, displaying an essay and showing how to edit, or writing notes on the tablet that display on the screen for analyzing a reading passage
 - Teachers can interact with videos/tutorials/PowerPoint presentations on either the panel or tablet
 - Students can interact with the tablet to show their work, which can be displayed for the class to see to evaluate and learn from each other
 - Students can use virtual tools to manipulate texts and math problems (i.e. highlighting texts, showing counters, etc.)
 - Tablets can be used to read digital content and books

- Each teacher will have their own laptop that also connects to the panel
- Classroom Laptop Computers
 - Can be used during centers or independent practice to complete work independently on software
 - Can be used for research or other projects as designated by the teacher
 - May be utilized during lunch, before school, or after school
- Document Cameras
 - Used to display texts, manipulatives, books, or other resources while the teacher or student interacts
- Mounted Projector and Screen
 - Used in art, music, Spanish, and computer labs
 - Can connect to their computers to display and present documents

WJSE's technology will also include:

- Computer Labs/Mobile Laptop Carts
 - Used for the technology period in elementary schools to work on computer skills, software programs, research projects, PowerPoint presentations, and other activities
 - Used for electives associated with graphic design, computing skills, and other technology skills in middle school
 - Can be open before and after school for student use if they do not have access at home
 - Teachers can request to use these in the classroom for whole-class projects, typing essays, or completing assignments on software programs
 - Used for testing purposes

Multi-purpose Room

- Outfitted with sufficient audio/video equipment for presentations

Wireless networking will be employed throughout WJSE to allow students instant access to online resources.

Teachers will use multiple engaging, research-based instructional strategies to reach every child in the classroom, as it is our mission to provide an individualized learning environment. Teachers will implement Marzano's high-probability instructional strategies, which research shows yield the most academic gains across all grade levels when employed consistently. These strategies will be used in all grade levels, but instruction will vary by increasing expectations and complexity as grade levels progress.

Instructional methods are dependent on the needs of the individual student. Instruction will include leveled texts and resources for students on, above, and below grade level. Higher order activities, such as project-based learning; critiques and evaluations; and evidence-based activities will be utilized to challenge students. Innovative instructional methods will range from student-centered, blended, project-based, and cooperative learning; cross-curricular instruction; and instruction that addresses Multiple Intelligences.

A minimum of six instructional hours per day will be provided in grades K-8, with a potential staggered dismissal time allowing for up to an additional fifteen instructional minutes daily in grades 4-8. WJSE daily schedule will be informed by MSE's start/end times.

In order to nurture a love for learning that leads to further opportunities outside of school, WJSE will provide a variety of extracurricular activities. Offering a wide range of after-school activities in which students may participate (depending on demand and availability) will foster their academic, social, and physical growth. Clubs that may be offered include Student Council, Science Club, Basketball, Cheerleading, and Service Club.

K-5 English Language Arts: To increase rigor within the classroom and create more purposeful learning, reading and language arts are blended together to provide an integrated approach in a reading/writing workshop to master the standards. The primary goal of the reading program is to support the progressive development of reading comprehension and incorporate reading throughout all subject areas. Application of skills with real-world content and analysis of text is essential, thus the curriculum will be rigorous with the intention of preparing students to be college and career ready.

K-5 Mathematics: The GVC is the core curriculum, which is the current state math standards grouped and mapped in a particular way, and focuses students on accuracy of computation and mastery of basic operations, fundamental math concepts, and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Teachers will use various manipulative materials, including technology, to promote engaging, hands-on learning before moving students to paper and pencil tasks.

K-5 Science: The scientific method is the primary system used for students to interact and make connections with scientific knowledge. Students will build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students will also develop awareness about the Earth through experiences in comparing, contrasting, and describing earthly materials.

Students will start to build knowledge about the properties of the physical world as they explore, examine, classify, and manipulate common objects in their environment and note their similarities and differences. Students will develop their own questions and perform investigations and experiments in a safe environment by using the processes of scientific investigation to design, predict, conduct, observe, measure, describe, gather data, and evaluate while communicating and recording their observations.

K-5 Social Studies: In social studies, students will acquire essential knowledge and develop and apply skills as they investigate society, explore issues, make decisions, and work independently and cooperatively with others. An effective social studies program provides a coordinated, systematic study that draws upon the disciplines in the social sciences and humanities. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, enhances critical thinking skills, reinforces a broad range of communication skills, fosters positive

character development, and charges students to assume responsibility for positive change and civic action.

K-5 World Language: Offered as a “specials” class once a week, the focus of the world language program is learning about the language through study of poetry, songs, and other aspects of culture. Students will focus on developing the conversational, written, and formal language skills required for living in a diverse environment. A vital component in the foreign language program is the goal that students build an understanding of the relationship between the different perspectives and products of various cultures. Application of this knowledge will afford students the ability to recognize cultural practices and the uniqueness of various communities.

K-5 Art: Students will receive instruction once a week in this specials period. The primary goal of the art program will be to provide every student an opportunity to develop and explore his or her creative potential. Art specialists will encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models. Students will develop art skills (including an aesthetic awareness of art forms in nature), an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression. Students will practice imagining, experimenting, solving problems, thinking independently, and making their own decisions.

K-5 Music: The music curriculum will be aligned with state standards, and will include both vocal and instrumental music. Students will receive instruction in music in a specials period once a week. A variety of melodic and harmonic classroom instruments along with singing during classroom practice and performances are incorporated throughout the music curriculum. Music specialists will introduce students to both music skills and knowledge of various types of musical literature. Students will be exposed to musical contributions representing various cultures, genres, styles, and artists. Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types.

K-5 Computer Science: We recognize and embrace the important role technology plays in educating children to prepare them for the opportunities of tomorrow. Technology has proven invaluable not only as a skills-based tool for children to learn, but also as an additional instructional tool to assist teachers in providing targeted, effective learning instruction for successful educational outcomes.

K-5 Physical Education: The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities that emphasize fine and gross motor skill development. The kindergarten through second grade curriculum is focused on movement exploration through various motor and non-motor experiences, and includes instruction in keeping growing bodies healthy, clean, and out of harm’s way (e.g. health/nutrition, exercise, drug prevention, first aid, and safety). Physical education in grades three through five allows students to interact in team sports that also contribute to developing habits of good sportsmanship. Courses offered in middle school are developed and/or approved in the various offices within the South

Carolina Department of Education (SCDE) responsible for standards and learning. Additional state approved courses in each of the areas below may be offered based on teacher availability and student need.

6-8 English Language Arts: Middle school students will complete three annual courses in ELA. The required courses are Grade 6, 7, and 8 Language Arts. Other courses offered may be offered based on student need.

6-8 Mathematics: Middle school students will complete three annual courses in mathematics. Courses will include Grade 6, 7, and 8 Math and advanced courses based on student readiness.

6-8 Science: Middle school students will complete three annual courses in science. Students will take Grade 6, 7, and 8 Science.

6-8 Social Studies: Middle school students will complete three annual courses in social studies. Grade 6 and Grade 7 Social Studies, and South Carolina History in Grade 8 are required.

6-8 World Language: Spanish will be offered in grades 6-8 and other languages may be offered based on student interest and teacher availability.

6-8 Computer Science: Computer Science instruction will reflect SCCCR standards. Students in Grades 6-8 may elect to take a semester or full-year computer course.

6-8 Visual and Performing Arts: Courses offered may include Art, Media Arts, Digital Arts, Instrumental Music – Band, Chorus, and Theater based on student interest and teacher availability.

6-8 Physical/Health Education: Middle school students will complete one semester of Physical Education in Grades 6-8.

Please see Appendix H for a complete list of teaching positions and Appendix F for a sample school calendar with required number of instructional days and daily schedule with required instructional minutes.

13.

Teachers will use multiple engaging, research-based instructional strategies to reach every child in the classroom, as it is our mission to provide an individualized learning environment. Teachers will implement Marzano's high-probability instructional strategies, which research shows yield the most academic gains across all grade levels when employed consistently. These strategies will be used in all grade levels, but instruction will vary by increasing expectations and complexity as grade levels progress.

Instructional methods are dependent on the needs of the individual student. To align with our mission and empower all students through individualized learning plans, teachers will adapt lessons to meet the needs of all learners through differentiating the content, process taught, and assessment type.

Instruction will include leveled texts and resources for students on, above, and below grade level. Higher order activities, such as project-based learning; critiques and evaluations; and evidence-based activities will

be utilized to challenge students. Instructional methods will range from student-centered, blended, project-based, and cooperative learning; cross-curricular and differentiated instruction; and instruction that addresses Multiple Intelligences. Additional supports will be used to enable each student to achieve their goals. These include push-in/pull-out support by certified teachers, tutoring and an extended school day, and a built-in enrichment/remediation block.

At capacity, kindergarten classrooms are designed to accommodate 20 students; 23 students in first through fifth grade classrooms; and 25 students in sixth through eighth grade classrooms. Because we anticipate that students will perform at various levels, classes will be organized to accommodate differentiated instruction. Classrooms will support whole-group instruction and targeted support from teachers in small-group and one-on-one arrangements. Students will participate in blended learning within the classroom and complete coursework at their individualized level on various software programs. Visitors will be able to walk in the room and see various learning experiences happening simultaneously, such as teachers working with a small group of students on a targeted skill, students on laptops receiving remedial or enrichment practice, groups of students working cooperatively on a project, or students working independently on leveled tasks. Structured procedures will be in place to minimize distractions and ensure all students stay on task.

Most elementary grades will be self-contained, in which all subjects (except for specials) will be taught by the same teacher within the classroom. In middle grades, departmentalization is important as the content students are expected to learn increases in each grade level, requiring subject-focused teachers to be able to instruct to the rigorous levels required for standards mastery. The principal will also have the opportunity to departmentalize other grade levels depending on students' needs. In order to nurture a love for learning that leads to further opportunities for success in college, career, and society, WJSE will provide a variety of extracurricular activities in addition to the previously cited tutoring program. Offering a wide range of after-school activities in which students may participate (depending on demand and availability) will foster their academic, social, and physical growth. Clubs that may be offered include Student Council, Science Club, Basketball, Cheerleading, and Service Club.

The classroom will be the hub of student learning; thus resources will be maximized within each room. Students will have access to a variety of texts from a classroom library to supplement learning. Both fiction and nonfiction resources will be leveled and available, allowing students to read appropriate books based on their abilities. To support student engagement, technology resources will be placed in the hands of the students to provide an interactive learning environment as described previously.

14.

In a typical day, students participate in morning meetings or community-building advisory sessions, and then

actively engage in learning opportunities across subject areas that are challenging, innovative, and focused on specific individual student learning needs. The use of PLPs and implementation of a blended learning approach are two examples of how the school provides a unique educational experience for each student. The purposeful use of technology and integration of social and emotional learning skills within standards-based lessons will allow students to develop academic and personal goals in WJSE's learning environment daily. Additionally, students benefit from an extended day and tutoring opportunities.

Students may arrive on campus at 7:30 a.m. and work on instructional software, group projects with classmates, or complete unfinished classwork or home learning assignments until the school day begins at 8:00 a.m. At the start of each school day, teachers lead morning social and emotional learning activities which include morning meetings and developing shared goals for the day. Core instruction during the school day includes guided practice, blended learning, and project based learning. Throughout the day students are provided with opportunities to practice new content in small groups or through instructional software programs, receive differentiated instruction from the teacher, and engage in discussions and experiential learning.

15.

Teachers will be provided with, and trained using curriculum maps and lesson planning templates, which highlight Marzano's essential classroom instructional strategies for achieving rigor. School-based CRTs will coach teachers in effective use of these tools to ensure daily lesson plans reflect the SCCCR standards in the GVC, differentiated instruction based on data, and a seven-step process for student learning (Processing, Elaborating, Recording, Reflection, Practice, Deepening, and Extension). CRTs will also review lesson plans to provide feedback regularly. The governing board will support instructional support staff and leadership in developing the capacity to effectively coach teachers and facilitate lesson planning sessions, and model effective lesson delivery.

16.

Teachers will begin the day by providing a supervised space for students to work on instructional software, class projects, and complete assignments for approximately 30 minutes prior to the start of the school day. Teachers in grades K-8 will provide whole group and small group instruction throughout the core instructional blocks, differentiated instruction based on tiered intervention during the RTI block, and supervise scheduled recess (K-5). During the Specials Block/Planning Periods, teachers will participate in common planning, supported by the CRT, or data chats, facilitated by school leadership. As teachers build relationships within their grade level teams and subject areas, cross-curricular lessons will provide students and teachers with the opportunity to collaborate and extend learning. Teachers may sponsor after school enrichment and clubs that reflect their passion and spark interest in students. Teachers may offer tutoring one-two days per week based on availability and data-driven need.

c) Professional Development

12. Identify the person(s) or position(s) responsible for overseeing professional development (PD).
13. Discuss the core components of the school's PD plan for all staff (all teachers, leaders, other staff) and how they will support effective implementation of the educational program.
14. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
15. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration.
16. How does professional development align with the vision and core academic priorities of the school? How will the effectiveness of PD be evaluated? When teachers have time for common planning or collaboration? How will this time be used?
17. An explanation of how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, reviews, and provide guidance on professional development and growth.
18. **Additional Requirements for Replications Schools:**
 - Describe any shared PD across campuses. Who will be responsible for developing, leading, and evaluating any shared PD?

17.

The principal, supported by school-based CRTs, will be responsible for overseeing professional development to provide opportunities throughout the year. WJSE will infuse SEL and character education as part of the schoolwide behavior plan and coordinate professional development opportunities for teachers to build their capacity to integrate SEL with instructional lesson design and student life activities and programs. Pairing SEL with a character education program supports students in developing into moral, civic-minded, well-mannered, empathetic, respectful, healthy, critical, and socially aware members of their community.

18.

PD will be conducted by various parties, including but not limited to school leaders and curricular and/or software vendors. WJSE's PD programs will provide a wide range of development opportunities for teachers, but many programs will be geared towards developing teachers' skill around data-driven instruction, such as data analysis, the use of PLPs, and the best methods for implementing differentiated instruction and blended learning. This approach is in alignment with WJSE's mission of delivering a personalized learning experience for its students. PD will be evaluated on an ongoing basis through the use of staff surveys and during professional development meetings. WJSE's PD will also vary in scope depending on the specific needs of the school and staff.

Sample PD components include:
New Teacher Induction

Two-week seminar that includes training on the Education Model, as well as instructional methods for data-driven instruction, research based classroom management and student motivation, among other topics. CRTs will deliver NTI content.

Returning Teacher Orientation

One-week seminar that includes training on new school initiatives, safety and procedural protocols, curriculum, and other pertinent information for the school year.

Professional Learning Communities (PLCs)

PLCs provide all teachers with research-based PD based on school improvement goals. Teachers meet regularly by grade-level teams to analyze student data, design units, and create accompanying lessons. Based on administrative walk-throughs, and student performance, teachers are provided with specific, differentiated professional development from mentor teachers, administration, curriculum specialists, or CRTs.

Data Chats

Staff development is provided to teachers by the leadership team and/or CSs to ensure that they are analyzing their students' data for maximum student achievement. Data chats take place regularly and as teachers develop the capacity to assume the role of facilitator, the responsibility of presenting data and accompanying action plans shifts to them.

Designated Professional Development Days

The principal plans full-day PD included in the academic calendar based on school need which may include rotations through instructional software learning centers and small-group differentiated PD to meet teacher/grade-level instructional needs.

Book Studies

- The Art and Science of Teaching by Robert Marzano (suggested for teachers to strengthen their understanding of the Education Model and instructional principles)
- The New Art and Science of Teaching by Robert Marzano (suggested for teachers who have read the original and are seeking to deepen understanding)
- Teacher Like a Champion by Doug Lemov (suggested for beginning teachers)
- 50 Strategies for Teaching English Language Learners by Adrienne Herrell (suggested for working with ELL population)

19.

Teachers meet with administrators, CRTs, curriculum specialists, or peers to receive PD based on survey results, teacher demand, or other areas needed for school improvement. Meetings are conducted after school, on professional development days indicated on the school calendar, or during common planning. One meeting per month is devoted to topics associated with professional standards. In addition, these

meeting times are used to discuss, evaluate, and update/modify PD as necessary. Common planning sessions (approximately 40 minutes) take place weekly with CRT facilitation support. Data chats are scheduled around data collection periods and are facilitated by leadership and CRTs.

20.

CRTs will build capacity to facilitate common planning sessions, data chats, PD, and instructional coaching. The school leadership team will ensure instructional priorities are reflected in PD experiences for staff. At the core of all instructional coaching efforts is the use of timely data to inform instruction and the implementation of effective instructional strategies that positively impact student mastery of the SCCCR standards.

21.

CRT schedules are built around supporting common planning and data chats, allowing instructional coaching sessions to take place flexibly throughout the week based on grade level and teacher need. The CRTs work closely with school leadership to ensure teachers are supported in lesson planning, classroom management, data and resource use, and delivery of quality personalized instruction. The principal identifies PD needs and schedules accordingly on full PD days which are reflected on the school calendar. After school PD/staff meetings take place once a week. The principal identifies content for these sessions based on need. Additionally, WJSE staff members (virtually and in person) will ensure student special populations and new teachers receive adequate guidance and support.

22.

WJSE's governing board/school leader will be responsible for coordinating and facilitating PD, and evaluating effectiveness of professional learning activities. The following support structure is/will be used within all schools under BCEA, which allows for data trends to be identified, best practices to be shared, and resources to be maximized:

- Monthly face-to-face meetings and professional development with regional school leadership groups:
- Principals
- Assistant Principals
- Deans
- Curriculum Resource Teachers
- Monthly virtual meetings with special programs coordinators:
- Special Education Leads
- MTSS Coordinators
- English Language Learner Leads
- Gifted and Talented Education Leads
- Site visits at least bi-weekly
- Curriculum Specialist: Coaching and planning support to Curriculum Resource Teachers, classroom walk-through's and provide feedback to teachers and instructional leadership team, assist in teacher planning meetings as requested, assist in school data analysis and school improvement planning, curriculum resources and instructional software support, testing & accountability framework support, profession development support (planning, development, and delivery)
- Special Programs Coordinator: advises in areas of Special Education, English Language Learners, and Gifted & Talented Education, supports in state accountability & compliance reporting for each program, assists with grants as needed for each program, reviews student population needs and makes suggestions for staffing, supports in contracting outside vendors for educational services, supports in developing special

- program plans
- Special Education Compliance Facilitator: audits Special Education files and makes recommendations from audit results, training and PD to special education staff, assists as needed in IEP development and revisions, assists as needed in transition planning and meetings
- Beginning Teacher Support Coach: assists school leaders with beginning teacher licensure requirements and documentation, assists teams with developing Beginning Teacher Support Plan, instructional coaching and training for new teachers, classroom walk-through's and feedback to beginning teachers and instructional leadership team

Virtual Charter Schools

A virtual charter school is a charter school whereby students are taught primarily through online methods; however, at least 25 percent of the instruction in core areas as defined in Section IV(E)(1) of SC SBE Regulation 43-601. If the proposed charter school is a virtual charter school, the following additional information must be submitted as part of the application:

Not Applicable?

Responses Selected:

Select if the question does not apply to your school

3. Serving Students with Disabilities and Special Populations

As public schools, charter schools must open their enrollment to *any* student and must provide a free appropriate public education (FAPE) by offering special education and related services as needed for students with disabilities. To ensure a FAPE and a continuum of services, including transition and technical assistance, will be provided in the initial year of operation, the application must include either a budget that reflects the employment of at least one appropriately certified special education teacher starting with the initial year or the agreement reached for the provision of special education and related services between the school and the sponsor. The applicant's plan should follow the policy established by their proposed sponsor.

In addition, a charter school application must demonstrate that the educational program is designed to enable each student to achieve the charter school's stated student achievement goals and academic performance standards. The application requires a clear indication that the prospective charter school understands requirements of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act (ESEA) and plans to comply with these requirements, which includes appropriately certified personnel, documentation, assessments, adaptations, and modifications.

In this section of the application, the applicant will not only address how they will serve students with disabilities. The applicant will also address how the proposed charter school will meet the diverse needs of special student populations that require additional supports to include: ELLs, high achieving/gifted students, homeless, military, etc.

Narrative Requirements

1. Identify the types and size of the various special populations that the school expects to serve and the basis for these assumptions;
2. Discuss how the curriculum, daily schedule, staffing plans, and support strategies and resources of the proposed educational plan will meet diverse needs of any special populations or any modifications to the educational plan that will be made in order to do so;
3. Describe the school's plan to provide a continuum of services in the least restrictive environment;
4. Clearly define the roles and responsibilities, as well as provide an explanation of the partnership between the proposed charter school and the potential sponsor;
 - *Include an explanation of any contracted services between the proposed school and a local district*

1.

WJSE's admission policy welcomes and encourages the enrollment of students of all learning profiles. Students with Disabilities (SWD) shall have an equal opportunity of being selected for enrollment in WJSE. WJSE's enrollment application does not request information on disability status. WJSE does not discriminate or limit enrollment based on race, religion or disability. Furthermore, WJSE's marketing strategy materials will reflect that it is a "tuition-free" public charter school and that it serves all students. WJSE will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all district, state, and federal special education guidelines and regulations as provided by Erskine, IDEA, Section 504 of the Rehabilitation Act, the ADA, and Title III of the ESEA.

The initial/first year budget assumes 12% SWD and 8% ELL populations. These figures are based on averaging the ELL and SWD data for each individual school within a 15-minute drive time of a point in our anticipated location. The budget will be adjusted based on actual student enrollment and continuously reviewed to allocate appropriate funds. In subsequent years, known information on returning students will be utilized and incorporated into the budgeting process.

2.

For students with disabilities whose needs can be met in a regular classroom environment, provisions of supplementary support and services and/or modifications and accommodations will be provided as outlined in their IEP. We are aware that some students' IEPs may necessitate the need for assistive technology, environmental adaptations, specialized instructional strategies, peer supports, curricular adaptations or modifications, and collaborative teaching. The extent to which an individual student participates in the general education setting with the use of such supplemental aids and services and/or modifications and

accommodations is determined on a case-by-case basis by the IEP team.

Based on the enrollment of students with disabilities, WJSE will hire and train the appropriate number of teachers to ensure all necessary IEP services are being implemented. Special education staff will include a Special Education Teacher to serve as the lead special education coordinator who will oversee special education compliance as one of the position's responsibilities, as well as additional special education certified teachers based on students' IEPs. It is anticipated that two special education teachers would be hired in Year 1 with a third teacher added in Year 2. Special education staffing will be adjusted as needed based on actual student enrollment.

WJSE will utilize the regular school facilities and adapt them to the needs of the exceptional students by adhering to Section 504, IDEA and ADA to ensure that WJSE provides a FAPE within the least restrictive environment. WJSE will implement the Universal Design model, accommodating to the maximum extent possible for individuals with special needs.

WJSE is aware that special education spaces should not be clustered or isolated in a single area of the building. While some special education functions clearly need to be adjacent or in proximity to one another, the balance will be dispersed throughout WJSE. The design of WJSE will respect the distance that students travel throughout the building. If elevators are required in the design of the building, they will be centrally located and never placed at the far ends of the building.

WJSE's Universal Design stipulates that school furniture should maximize comfort and minimize the potential for injury, eye fatigue, and distractions by being free of protrusions and having rounded edges with no-glare surfaces. Likewise, pedestrian walkways, bus circulation, car circulation, service deliveries, and parking will be physically separated. The clear delineation of these traffic patterns enhances everyone's safety. Pedestrian routes, including those to and from parking areas and bus loading and drop-off areas, will be supervised during school hours as well as well-lit during dark hours. Points of transition such as steps, ramps, intersections, and entry doors will meet all ADA requirements.

3.

Special education services will be provided through a model of inclusion for the majority of students with disabilities enrolled at WJSE. All students will receive services in the least restrictive environment as determined by their IEP Team. A full continuum of special education and related services will be offered to meet the needs of students with disabilities. Students with disabilities will be educated in a special education setting only if the nature and severity of the student's disability is such that education in general education classes with the use of supplementary aides and services cannot be achieved satisfactorily.

The special education teachers and general education teachers will collaborate with regard to lesson planning and implementation and student progress. Related service providers will also collaborate with the students' special education and general education teachers. This will ensure that all teachers working with

the students with disabilities will be focused on meeting the students' needs as well as student growth and goal attainment.

When decisions are made related to addressing the needs of students with disabilities, they will be made through the collaboration of a team. For students with an IEP, this team will consist of the student's parent(s), the student if appropriate, the special education provider(s), the general education teacher, and the LEA representative. For students protected under Section 504, a team of no less than three individuals who know the student, have knowledge about the student's disability, and are knowledgeable about instructional aids/accommodations will form that collaborative decision-making team.

We recognize the benefits and value of inclusion and will take the necessary steps to provide nonacademic and extracurricular services and activities to students with disabilities by providing supplemental aids as appropriate and necessary. In addition, families of students with disabilities will be invited and encouraged to participate in WJSE's Open House events that occur annually, as well as other after school activities that help build a sense of community at WJSE.

Our plan for transitioning students out of special education considers students who may no longer require special education services as well as students who may continue to require services but are transitioning to high school. When determining appropriate services and placement for students, the IEP Team will always consider the least restrictive environment appropriate to meet the individual student's needs. As students make progress, the IEP Team may consider a gradual reduction in the intensity or frequency of services provided, as appropriate, which allows for services to continue to be provided with opportunities for monitoring before fully dismissing students from the special education program.

In some instances, the IEP Team may determine that special education and related services are no longer required by a student, yet the team may feel that the student may still require accommodations due to his or her disability in order to access the curriculum. If this is the case, WJSE would consider the student for accommodations under Section 504, if warranted.

For students who may continue to require special education services but may be transitioning to high school, WJSE will collaborate with the new school, inviting them to participate in the student's IEP meeting to allow for a more successful transition. In addition, for students who will turn 13 during the IEP period, WJSE will invite the individual student to his or her IEP meeting to begin to address post-secondary goals and transition service needs in the areas of education/training, employment and independent living skills (if appropriate).

4.

1.

When students with disabilities enroll at WJSE, the enrollment manager will advise the lead Special Education Teacher of the student's enrollment. This individual will review the student's IEP and ensure that

all services indicated on the student's IEP are in place. Based on the enrollment of students with disabilities, WJSE will hire and train the appropriate number of teachers to ensure all necessary services are implemented. WJSE will also contract with appropriately licensed vendors to provide special education and related services including speech therapy, language therapy, occupational therapy, physical therapy, and school psychology services, as some examples, based on need reflected on student's IEPs.

During the summer prior to WJSE's opening, IEPs of enrolled students will be reviewed to determine which of these contracted services will be needed and to finalize contracts with vendors to allow services to be in place at the start of the school year. WJSE will establish partnerships with national and local vendors to allow for additional contracted services to be added as necessary based on individual student needs. These positions collectively form WJSE's Special Education Department and will allow for the provision of a full continuum of services.

4. Goals, Objectives, and Assessment Plan

The charter school's goals, objectives, and academic performance standards must be clearly described in the application and must meet or exceed the academic performance standards and expectations, including academic standards adopted by the State Board of Education.

The charter school's goals and objectives, along with the strategies to meet such goals, must be clearly described in the application. While it is understood that before the school is established, there are no actual baseline test scores, attendance rates, or other data, an applicant can use the residential district average as a baseline and/or state that a baseline will be established in the first year of operation.

NOTE: Some, but not all goals and objectives should utilize standardized test data that aligns with the state accountability system. Goals and related objectives may include indicators for students served over multiple years to document growth and educational program outcomes.

The proposed charter school should develop measures or indicators aligned with their mission for which they will be held accountable. These goals and objectives will be used to measure the progress of the school in advancing its mission. Such indicators may include school climate or culture. Be sure to include only realistic and achievable measures, as these additional indicators will become a part of the school's accountability plan.

A charter school application should include a clear plan for evaluating pupil performance across the curriculum. This plan should align with state performance standards, as well as with the school's pupil performance goals, and should be presented along with a clear timeline for achieving these standards/goals. A clear explanation of the types of assessments and frequency of administration should be included, reflecting the thoughtfulness given to tracking student progress while still preserving as much class learning time as possible. A plan for the use of data gathered through assessments should include procedures for

taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments and formative (more frequent, end-of-unit) assessments to track student skill and knowledge development. The plan should include how this data will be used to guide professional development of teachers as well as how this data will be used to guide refinement of the curriculum. When developing the assessment plan, consideration should be given to the appropriateness of assessments to the curriculum, what will serve as the baseline for student progress comparisons, and the inclusion of state and federal assessments to demonstrate appropriate student growth. See the SCDE website for the most recent student assessment information at <http://ed.sc.gov/agency/ac/Assessment/>.

Narrative Requirements

1. Outline goals that are appropriate and manageable and will provide evidence that the school is advancing its mission and meeting the purpose of S.C. Code Ann. § 59-40-20 including closing achievement gaps, as applicable. Goals should be specific, measurable, attainable, realistic of the school's mission, and time-based (SMART).
2. A summary of test scores, attendance rates, or other data of the residential district which will be used as a baseline or an explanation of how the applicant intends to establish a baseline in the first year of operation (assessment plan to include which assessment(s) will be used and at what point in the school year they will be administered).
3. Strategies to meet the goals and objectives that reference the educational program section.
4. A description of the diagnostic, formative, and summative assessments including state-mandated assessments with baseline data gathering and details on the types of assessments. Discuss why the assessments were chosen, the plan to administer the selected assessments, and how the results will be used to inform instruction. The description should also address how the data will be used to measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter.
5. A plan to monitor progress toward meeting the goals and objectives of the school and how the school will make modifications based on data, including revising and redirecting professional development and instruction.
6. Identify the resources (technology, personnel, staff development) that will be needed to successfully implement the proposed assessment plan. Who will be responsible for analyzing and interpreting academic data and communicating student achievement data to the board? Who will communicate student achievement data to parents?
7. **Additional Requirement for Replication Schools:**
 - Please provide a brief description of the school's recent academic performance. In

particular, were the goals that were set met? If not, describe the corrective action plan used to address those goals which were not met.

- Discuss any achievement gaps that were present at the school and how they were addressed.

1.

We understand and are dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and will continually strive for academic excellence on challenging state academic standards and state assessments. WJSE's performance-based educational goals and objectives are designed to focus all stakeholders on student academic achievement. With rigorous academic goals, individual student goal-setting (through student PLPs), and parental support of academic growth, WJSE will ensure continually improving student achievement.

Please see Table 1.6 for the full list of sample goals based on a baseline of the local schools.

In addition to state accountability specific goals, WJSE will utilize and set goals on the nationally normed NWEA MAP. NWEA is one of the largest interim assessment providers in the United States. These computer-based assessments are aligned to the SCCCR Standards, are adaptive, and consistently and reliably measure student achievement and growth on the RIT scale (a continuous scale score). After each fall administration, students will receive nationally normed end-year spring growth trajectories. These trajectories will be used systemically for goal setting from the school level down to each individual student. All students in grades K – 8 will be assessed three times per year on their achievement and growth in ELA and mathematics. NWEA MAP goals will also be aligned to student achievement, growth, and closing the achievement gap. See overall and specific goals in Table 1.7.

2.

Our intent is to align a significant portion of academic goals to South Carolina's accountability system. Beginning with the 2015-16 school year, South Carolina Palmetto Assessment of State Standards (SCPASS) (for science and social studies) and SC READY (for math and ELA) assessments have been implemented. Typically, in the initial charter year or the first year of any new assessment, WJSE will aim to meet or exceed the performance of comparable district schools on all state accountability elements. After establishing the baseline student performance in Year 1, WJSE will revise and document its multi-year goals in an annual Strategic Plan. To maintain a level of transparency with our students, parents, and the community at large, WJSE will align the majority of its goals to publicly available data calculated and published annually by the South Carolina Department of Education (SCDE).

At a minimum, WJSE will set goals on student achievement (proficiency), growth, and making progress towards closing the achievement gap. These S.M.A.R.T. goals will align with the traditional adequate

progress provisions (safe harbor), an annual 10% reduction in the percentage of students not scoring proficient levels or not making learning gains. Baseline achievement levels, which are visible to the student, parent, and teacher within the student information system, are incorporated into each student's quarterly PLP, as a starting point for determining future rates of academic progress. Using 59% as a sample baseline for Year 1, WJSE's goal would be to improve to at least 65% of students earning a "Meets or Exceeds Exemplary" rating on the state assessment in the following year.

3.

As stated in the Curriculum and Instructional Model section, a variety of research-based instructional strategies, including Marzano's Thirteen High Probability teaching strategies, will be implemented to ensure student achievement. These instructional strategies, combined with the innovative aspects of WJSE's educational program, such as the data-driven Education Model, an extended school day, before and after school tutoring, targeted instruction, and the use of PLPs, will support WJSE in reaching the achievement and growth goals described above.

4.

We consider evaluation and assessment to be a broad and continuous effort. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. With the GVC at its core, WJSE will administer assessments as outlined below and follow administration with in-depth analysis to establish current baseline levels of mastery of specific skills, and identify specific areas of need for all students. The assessment tools listed below do not limit WJSE from incorporating other measures that we might determine necessary to support our mission.

State Summative Assessments

WJSE will adhere to all state accountability and testing requirements, including administration of the SCPASS in Science and Social Studies, SC READY in math and ELA and End-of-Course Assessments in Algebra, English and Biology as soon the student population supports advanced coursework. WJSE will also administer alternative assessments when appropriate.

Interim Formative Assessments

NWEA currently provides the MAP for grades 2 – 11 in ELA and math and grades 3 – 8 in science. The audio supported MAP for Primary Grades (MPG) is available for grades K – 2 in ELA and math. NWEA MAP tests students with engaging, ability-appropriate content aligned to state standards and college readiness benchmarks (ACT) in ELA, math, and science. NWEA is a computer-based, adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the level of the student's performance, the results of which inform a student's instructional level (zone of proximal development) and what they are "Ready for Instruction Today (RIT)." Additionally, both MAP and MPG are effective universal screening assessments for RtI. In 2011, the National Center on Response to Intervention (now Center on Response to Intervention at the American Institutes for Research) gave MAP and MPG the highest possible

ratings for classification accuracy for math and reading (<https://www.nwea.org/rti/>).

Common Assessments

Common assessments will be provided, which are created from a research-based and reputable item bank (Common Assessments may be created using TE 21 CASE Benchmark Assessments or Unify) and used to gauge students' progress towards mastery of the GVC. Common assessments will be administered across MSE and WJSE that are aligned to the SCCCR standards, and include short-term review as well as spiraled review. This provides a frequent, uniform tool to monitor progress towards the mastery of grade-level standards in between NWEA benchmark assessments.

Weekly Standards Assessments/IFP Assessments

These include objective-based questions used for quick checks of content material and essay questions that require critical thinking and writing skills. Teachers will have access to an assessment creation platform with a standards-aligned item bank such as TE 21 CASE Benchmark Assessments. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit. Additional formative assessments used in the classroom may include:

- Quarterly progress summaries
- K-2 Skills Checklists (In the NWEA MPG suite of resources)
- DIBELS
- EasyCBM
- Fountas & Pinnell: Running Records
- Oral Reading Fluency Checks
- Teacher observations
- Journals
- Attitude inventories
- Tools within software programs
- Anecdotal records of the student's performance
- Achievement of goals and objectives in the student's PLP

Performance Matters/Data Warehouse

The Performance Matters platform is constructed based on the principles of High Availability Architecture. Performance Matters provides multiple redundant security systems at the presentation, business, and data tiers of our application to protect the privacy and integrity of student and teacher data. All servers are protected by redundant firewall systems, managed virtual network segmentation, and database division at the customer level. Source files are transferred using encryption and IP restriction for origination verification and security. End to end, all data is secured to prevent unauthorized access. Each distinct client has its own database instance and no records are shared between any of the databases. This architectural aspect of the Performance Matters Application ensures the confidentiality of all student information contained.

In the data warehouse, multiple assessment data points are held for easy comparison. Teachers can view assessment data to determine trends in student performance and identify red flags. For instance, it would be a concern if a child was performing on grade level on NWEA, yet was failing each CMA.

Data Chats

As part of professional development throughout the year, a member of WJSE's leadership team will lead collaborative data chats by analyzing students' data to ensure that teachers have a clear understanding of the importance of providing data-driven instruction. The data chats pinpoint what is needed in each classroom, including recognizing skills that each individual student needs to master. The teacher then uses the analyzed data to assist each student with individualized goal-setting and developing his/her PLP. By analyzing their own data through data chats, teachers take ownership of their data and student gains. This is also the outlet for decision-making with regard to students who will be offered additional instructional time, which may include tutoring, pull-out/push-in programs, and small-group instruction.

PowerSchool

Our student information system provider offers a dedicated, secure rack for all hardware, battery backup, and all networking hardware located within their secure facility. The Pearson-provided storage facility also uses a 128-bit SSL transport mechanism.

To ensure the efficient collection and transfer of student performance data, WJSE will cooperate with all schools and home district(s) in obtaining all necessary records and student information. Baseline achievement data, when available, will be collected from previous year's state assessment results, the fall NWEA interim assessment, and numerous diagnostic assessments such as the DRA2 Plus for incoming kindergartners. This data will be used to generate the PLP, which is created by compiling prior rates of academic progress in order to identify students' current strengths and areas of need to effectively target instruction. The student's home district will provide WJSE, prior to the beginning of each school year and upon request during the school year, all student performance data electronically (in .txt, .csv, mdb, or .xls format) and cumulative records for all incoming students.

WJSE's use of a research-based, data-driven Education Model provides the structure and accountability for the continuous monitoring and analysis of the academic program. Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about the instructional focus and strategies to best meet the needs of each student. The data will be used to develop regularly updated PLPs to monitor progress and ensure students are on track to master the required standards. This data will be analyzed during weekly or bi-weekly data chats (described later in this section) to determine action steps to help students improve or make adjustments in school-wide initiatives. Quarterly data chats will also provide a formal opportunity for parents and teachers to discuss the progress of students.

Throughout the year, teachers use data from state or national assessments, NWEA, and in-class assignments to drive the decision-making process with regard to differentiated instruction. NWEA is especially useful when grouping students for teacher or interventionist-led small groups, tutoring and one on one instruction. Student groupings will change periodically in classes depending on the standard being taught, activity and/or ability level. Teachers will integrate formative assessments throughout their classroom

activities to make real-time instructional decisions. Continuously assessing, reflecting, and adjusting the content, process, and product will enable teachers to best meet the needs of each individual student.

5.

Upon enrollment, we will obtain a student's previous records from the student's previous school or PowerSchool, including past performance on state assessments such as the DRA2 Plus, SCPASS, SC READY, ACT Aspire, and End of Course Assessments. After analyzing baseline data, when needed, teachers will be provided professional development to support the instructional strategies that best meet the needs of each student. This innovative approach to data-driven instruction and ongoing teacher support from within the network will ensure a culture of continuous improvement and increased student achievement.

During the school year, data will be collected primarily through regular assessments, such as CMAs and NWEA. By using WJSE's student information system and analyzing student- and class-level assessment results throughout the school year, teachers have the data-driven support to help create PLPs, effectively adjust instructional focus through spiral teaching, and employ differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content.

Not only will our students be learning, but our teachers and administrators will always be growing their craft. To ensure that our teachers and administrators are using the most current research-based practices and meeting the needs of the students, ongoing professional development will be utilized to improve student learning and academic achievement.

Both school leaders and teachers will receive extensive, rigorous training prior to the start of the school year through professional development sessions tailored to the unique student population's needs.

During the school year, needs and opportunities for training will be identified according to analysis of student performance data, administrator walk-throughs, and teacher requests to ensure teachers have the support and resources necessary to provide effective instruction. Input from administrators, staff, and Quality Education for Students and Teachers (QuEST) visits (peer-to-peer site visits that are described further in the Curriculum and Instructional Model's Educational Structure section), will also provide data to inform professional development opportunities.

Throughout the school year, training sessions will be provided on various professional development topics, such as differentiated instruction, observation and feedback, CMAs, NWEA, cross-curricular instruction, data analysis, and data chats. Curriculum Resource Teachers (CRTs) at WJSE will attend monthly sessions and then disseminate the information they learned to faculty. Each year, the focus of these CRT Curriculum Cadres (described in the Curriculum and Instructional Model's Educational Structure section) will change to meet WJSE's current educational needs. Professional development will be held in various ways, including Professional Development Days, after-school meetings, team meetings, data chats, or team lead meetings. WJSE may also participate in district offerings for professional development as

needed.

The governing board will provide new and returning principals and assistant principals with a professional development institute each summer in preparation for the upcoming year. This institute will include information regarding best practices, new regulations, and any other expectations for school leaders. All principals and assistant principals also attend monthly meetings to receive support within their positions, and to address the needs of their individual schools and region.

Further professional development is available to all new teachers (new to the profession) through Teacher Learning Communities (TLCs), which support teachers throughout the year by focusing on research-based teaching methods. A master teacher leads the TLC, meeting at least once a month with new teachers to provide support and training, sharing best practices, conducting observations, or viewing model lessons. In addition, both the master teacher and new teachers receive support through quarterly training sessions and monthly web-based video training sessions.

6.

Student assessment and progress information will be shared with students and parents in multiple ways. PLPs and/or PMPs are updated quarterly, at a minimum; with students, parents and teachers actively collaborating to develop each child's PLP and set growth goals. Student performance data will also be reflected on student report cards and student progress reports and discussed during student/teacher/parent data chats. Report cards will be distributed quarterly as a formal communication tool, but parents will be able to schedule conferences and communicate with teachers as often as necessary. Progress reports will be sent home mid-quarter for parents to monitor progress as well.

Additionally, parents will have access to the student information system. This online access will inform them, via a controlled access password, about their child's class work, test grades, and weekly progress towards mastering grade-level standards. Parents will have on-demand access to the majority of student information and at any time can ask questions, schedule a conference, or just be aware of their child's academic achievement. Outside of the student information system, NWEA MAP assessment data, in conjunction with students' state assessment scores, are communicated to parents to keep them informed of student progress.

At the conclusion of each testing season and throughout the year (as data becomes available), WJSE will report state and interim assessment results at monthly governing board meetings publically available to the sponsor and community at large. In WJSE's first year, the governing board will view these initial results as a baseline for future goals. A baseline year will also be utilized when the state introduces new state-wide standardized assessments or school accountability calculations.

In lieu of a baseline comparison in Year 1 of the charter, the governing board will monitor WJSE's performance relative to demographically similar area schools and nationally normed NWEA MAP

performance. Benchmark and interim assessment results, such as the NWEA MAP and MPG, are available three times per year for all tested grade levels. Results are presented relative to national normative status and growth performance. Monthly governing board meetings are also an opportunity to report operational and financial updates.

7.

Table 1.8 shows that Mevers School of Excellence far exceeded the Year 1 baseline goals established in its initial charter application.

Since Mevers School of Excellence far exceeded its Year 1 goals, there have yet to be major achievement gaps that need to be addressed.



II. Organizational Plan and Capacity

Completed - Feb 1 2019

II. Organizational Plan and Capacity Form

1. Governing Board

Narrative Requirements:

1. Identify the key members of the founding group/planning committee. Key members are individuals who will play a substantial and ongoing role in the school's development, governance and/or operation, and thus will share responsibility for the school's outcomes. Provide a brief biography of each member, highlighting what experience they will bring to the proposed school and any leadership experience and credentials.
2. Describe how and why the founding group/planning committee decided to form a school in South Carolina.
3. Describe the model or philosophy of governance that will guide the board (*the identified model/philosophy should serve as a guide to the board but this question is not requiring the board to formally adopt a specific model/philosophy*).
4. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board and how it will interact with and evaluate the school leader. Include the nature and extent of involvement by key stakeholder groups. Explain how this structure and composition will ensure that the school will be an educational and operational success and that there will be an active and effective representation of key stakeholders.

Describe the desired size and composition of the future governing board. *Note: The composition of the board must be aligned with the requirements stated in S.C. Code Ann. § 59-40-50 (B)(9).*

5. Describe how governance will transition from the charter committee to the governing board in the

first year of operation.

6. Describe the process to appoint or elect new members of the board, including when and in what manner elections will be held that ensure proper participation of parents and/or employees of the school in voting in a manner that is consistent with the school's by-laws. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members?
7. Describe plans for building the capacity of the governing board and professional development plans. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will the existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and any requirement to participate
8. Describe the relationship of the governing board to the school's administrators, staff, parents, and students.
9. Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe:
 1. Its current and/or planned composition and the strategy for achieving that composition; and
 2. The role of parents, students, and teachers, as applicable, and community members.
10. **Additional requirements for Replication Schools:**
 1. How will the governance structure of the new school relate to the school which is being replicated?

1.

The members of Berkeley Charter Education Association, Inc. are listed below, who will operate as the planning committee/governing board for WJSE (Please see Appendix K for detailed background information):

Dr. Stewart Weinberg - Dr. Weinberg holds the position of President/Board Char. He is a retired school superintendent from the Dallastown Area School District (2012), who spent his career in education, as a leader of several school districts across the country (Ladue, MO; Fairbanks, AK; and Lawrence, NY). Currently, he serves on various non-profit boards throughout Charleston, SC, and surrounding areas, to include the City of Charleston's Resilience and Sustainability Advisory Committee (Community Representative), the Jewish Community Center of Greater Charleston (President), James Island/Folly Beach Democrats (President), and College of Charleston Teacher Leadership Program (Mentor). Dr. Weinberg earned his master's degree and Ph.D. from New York University in New York City.

Cheryl Hollis - Cheryl Hollis holds the position of Vice President. She is currently the Chief Program Officer at Wings for Kids, where she has spent the past 12+ years in education, management, and leading efforts for social and emotional development (youth and adults). Hollis was recently honored as one of the recipients for the Charleston's Forty Under 40 award for her professional success and community involvement. She was also featured as a social and emotional expert within Discovery Education's newest virtual field trip release for educators and their students.

Danielle Statler - Danielle Statler holds the position of Secretary. She is a new resident of Summerville, SC and has worked in the real estate and homeowners' association management industry for more than a decade. Statler's expertise in board meeting operations and working within budgetary constraints allows her to remain engaged in all facets of her own children's education, as she believes that a good education is paramount to leading a successful and fulfilling life. Statler is passionate about helping schools empower students to become successful learners, thinkers, and contributing citizens.

Brian Williams - Brian Williams holds the position of Treasurer. He is a native of Detroit, MI and moved to Summerville, SC in 2018. Williams has secured 20+ years of experience in Information Technology. He currently serves as an IT project manager and lead associate at Booz Allen Hamilton (firm), servicing the Department of Veterans Affairs. In 2016, Williams founded and managed his own non-profit organization, Score One Teach One, prior to his move to the low country.

Alicia Patton - Alicia Patton is currently a 5th grade ELA teacher in Dorchester School District 2. She attained B.A. degree in elementary education from Charleston Southern University, and a M.Ed. in literacy education from The Citadel. Patton has earned certifications as a Literacy Coach and Middle Level ELA and is currently working on a second masters in school leadership and administration. She has been in education for 8 years teaching 3rd grade, 5th grade, and as a Reading coach for a charter school. Patton was also recognized as a 2019 Teacher of the Year for her school. She is passionate about providing the best cultural, social, and academic education to students no matter what it takes.

Brandi VanGorder - Brandi VanGorder is currently an instructor for Berkeley County Adult Education and is an active board member for the South Carolina Association for Adult and Continuing Education. Prior to working in adult education, she served as an ELA teacher at the secondary level for nine (9) years. She attained an M.A. degree in Teaching and is certified to teach ELA (grades 6-12). VanGorder has also earned her Read to Succeed, Gifted and Talented, and AP English Language and Composition endorsements. VanGorder believes that education is "the great equalizer," and is key to providing individuals and their families opportunities to succeed. Through education, she believes that we can continue to build a strong, cohesive community.

2.

The charter committee, BCEA, is an existing non-profit governing board created for the sole purpose of opening and operating high-quality charter schools. BCEA's goal is to make high quality charter schools available to all students throughout the state of South Carolina. With the success of our first school (Meyers School of Excellence), board members discussed spreading opportunities throughout the state and agreed upon Orangeburg County being a perfect target to introduce another charter school option similar to the program at Meyers School of Excellence. In assessing the need for a new charter school in South Carolina, WJSE's governing board members conducted extensive research to determine where the school would be located. As a result, BCEA believes that offering another charter school option similar to Meyers School of Excellence would benefit Orangeburg County and surrounding areas. With the number of students that must be served, BCEA believes that students will benefit from the development of a new charter school to provide additional student

learning opportunities and prepare students to be competitive in life, college, and their futures. By providing students with a quality education, WJSE can help advance students away from poverty and closer to self-sufficiency.

3.

The governing board lead the organization and have ultimate authority and responsibility for all school operations, to include developing and outlining the mission, vision, values, policies, etc. of the school's governance plans and overall leadership management (e.g., maintaining fundamentals, academic progress monitoring, and effectively and properly managing public funds). Please see Appendix L for BCEA's Bylaws and Appendix M for the Articles of Incorporation.

4.

The primary role of the charter committee/governing board is to develop school policies as needed with the support of the principal, school staff, and legal counsel, when necessary. All policies will be created after researching best practices and using proven systems to guide their work. Policies will be presented to the Board to allow for open discussion and collaboration at a public meeting, and then brought to a vote for approval. Policies will be provided to parents via the Student Handbook and made available through the student information system. All of WJSE's policies will be reviewed annually to ensure compliance with federal and state law, as well as local regulations and policies.

All employees will be considered "at will," and upon termination, instructional staff may follow the grievance procedures outlined by the school, in order to request review by the Board. However, it is the responsibility of the Board to ensure teachers meet the position requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline.

Teachers will demonstrate content mastery in the subject area they are teaching through a state exam, as well as demonstrate successful completion of graduate work, and undergraduate academic major or advanced certification/credentialing. WJSE's Student Service Coordinator, as well as consultants hired for occupational therapy, physical therapy, speech language, and other services; will meet licensure or certification requirements for the services that they provide.

The governing board will also ensure that employees function as role models for students and positively represent WJSE in the community. These standards reflect the fundamental principle that anyone who directly or indirectly has contact with children is in a unique position of trust within the community. Criminal dispositions against an applicant or employee may have an impact upon these goals and will be considered in hiring and dismissal decisions.

The Board will adopt a Criminal History Check Policy. Accordingly, a criminal records check will be conducted of applicants and/or newly hired employees, including substitutes. If an applicant is hired prior to the completion of the criminal records check, employment will be considered conditional pending a

review of the results. The Board will determine and preserve the organization's mission and vision by creating and overseeing WJSE's operational policies.

The governing board is responsible for the legal and financial obligations of WJSE and has the ultimate responsibility of ensuring that WJSE's finances are properly managed; ensuring adequate resources, funding, and fiscal propriety, as well as annually adopting WJSE's budget.

The governing board is committed to maintaining a safe, healthy, and orderly school environment in which teaching and learning can take place at an optimum level. Consistent with state law, WJSE will meet the same health and safety requirements, civil rights, and disability rights requirements applicable to all public schools operating in the same school district. School administration, staff, students, and visitors will take reasonable precautions and safety measures to maintain a safe and secure environment on campus and at all school related activities. These precautions and safety measures will include the provisions of the Parent-Student and Employee Handbooks, which guide conduct and care of self, others, and property.

5.

Since BCEA already operates a charter school in the capacity of a governing board, there are no plans to transition. However, once approved, the existing governing board plans to increase in number and add additional board members from Orangeburg County.

6.

We will continue to follow our Bylaws as well as the requirements and process for annual board elections. We will work with the SC Alliance to assist us with our annual election process as well as work with our current authorizer to maintain compliance in this regard.

7.

Governing board training is one of the most critical responsibilities of the charter committee/governing board. Proper orientation will ensure the continuity of WJSE's mission and goals attainment. New governing board members will receive an orientation and a thorough review of the Bylaws, Articles of Incorporation, and other applicable governing documents. Each governing board member will also receive a comprehensive binder containing copies of the charter application, charter contract, management agreement, minutes from previous meetings, contact information, and other pertinent information.

To ensure governing board members are effective in their roles, they will receive governance training and professional development on a variety of topics. Training will be provided by the governing board's legal counsel. Professional development will also include attendance at annual charter school conferences, mandated governing board orientation, and regional workshops offered by the South Carolina Alliance for Public Charter Schools. Below is a timetable covering training and professional development to be provided

by legal counsel:

- April – June: Roles of the Governing Board, Parliamentary Procedure, Drafting Governing Board Policies.
- July – September: Review of Open Meetings Law, Reading a Financial Statement.
- October – December: Charter School Law, Guided Questions for Mission Statement and Strategic Planning.
- January – March: Models of Governance and Leadership, Review of Bylaws.

8.

We will continue to engage parents in the life of WJSE by following the Education Model, which includes a comprehensive parental involvement program and family-school-community partnership model. Parental involvement includes attending school functions; attending conferences; helping children improve their school work through encouragement, providing study time and place, model behavior, and tutoring; serving as advocates for their children and WJSE; volunteering in WJSE and the community; and assuming an active decision-making role in their child's education.

WJSE will utilize the framework of Joyce Epstein, whose model includes six types of cooperation between families, schools, and other community organizations: 1. Parenting; 2. Communicating; 3. Volunteering; 4. Learning at home; 5. Collaborating with the community; and, 6. Decision-making. This framework of involvement helps educators develop more comprehensive programs of school-family-community partnerships. Although WJSE will use the framework of six types of involvement as a guide, the charter committee/governing board, parents, and WJSE staff will choose practices that will help achieve important goals and meet the needs of students and families.

Parent participation is integral to the success of WJSE and will continue to be solicited for the development of school goals and objectives. All parents are asked to volunteer a minimum of 20 hours per school year. When two or more children from the same family are enrolled, parents shall be strongly encouraged to volunteer a total of 30 hours per school year. Parents will be able to track their volunteer hours via the student information system. To ensure that all parents and stakeholders understand the unique programming of the Education Model, parents and students will be given thorough explanations of the curriculum, expectations, and requirements of WJSE prior to enrollment. This information will be delivered through a variety of ways, including open houses, published information, brochures, online applications, and website question/answer modules. After enrollment and the start of school, parents will have the ability to monitor their child's progress online and/or through parent conferences. Because WJSE will follow a continuous improvement model, parents will have real-time access to their child's progress.

The governing board will also strictly adhere to the guidelines outlined in S.C. Code Ann. § 59-40-50 (B) (9). As such, at least 50% of the members of the governing board will be elected by the employees and parents or guardians of students enrolled in the charter school. This allows all stakeholders, including parents, to be involved in the governance of the school.

9.

BCEA does not plan to form any advisory bodies or councils for the operation of WJSE.

10.

The governance structure at WJSE will mirror the structure currently implemented by BCEA at Mevers School of Excellence.

1. Education/Charter Management Contracts

Complete this section only if the proposed charter school intends to contract with an EMO/CMO.

1. WJSE will not be contracting with an EMO/CMO, so this section is not applicable.

2. Administrative Structure/Building Leadership

The application should include a description of the administrative structure/building leadership of the charter school.

Narrative Requirements:

1. Describe the administrative structure of the school.
2. Describe the capacity and experience that will be sought for school leadership and management team members along with job descriptions of the administrative positions, including the school leader and any other administrative staff with a clear delineation of employee classification and who is responsible for employment decisions and oversight at each level. Explain how the capacity of the school's administrative team is tied to the mission, organizational sustainability, and student achievement.
3. Describe how a lead administrator will be hired and how the transition of leadership and charter committee responsibilities will happen.
4. Describe the nature and extent of parental, professional educator, and community involvement in the operation of the charter school.
5. Describe the capacity building plan for leadership and staff development with funding reflected in the budget.
6. Describe the process of evaluating the school leader and management company (if applicable).
7. **Additional Requirement for Replication Schools:**
 - Describe any involvement with the replication of existing successful public charter schools.

1.

WJSE's administration will consist of the principal, assistant principal, dean of students, enrollment manager, and student services coordinator. The administration's powers and responsibilities will include, but not be limited to: planning, organizing, and directing the implementation of all school activities; establishing and

promoting high academic and disciplinary standards and expectations for all students and staff; ensuring compliance with federal, state, and local regulations and policies; operating WJSE within the approved budget; planning and supervising fire drills and emergency readiness programs; frequently monitoring WJSE to ensure safety, security, and effectiveness of school programs; planning and directing building maintenance; recruiting, screening, recommending, assigning, and evaluating school staff; and achieving/sustaining 100% projected student enrollment capacity.

2.

Principal/School Leader

The principal serves as the site-based leader of WJSE and is responsible for implementing and managing the policies, regulations, procedures, and curriculum to ensure all students have a safe learning environment and receive instruction that meets or exceeds SCCR Standards. The principal is also responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling. The principal is the school leader, and as such will participate in all instructional staffing decisions and oversight. The principal's duties include, but are not limited to:

- Developing and coordinating educational programs in accordance with SCCR Standards and guidelines.
- Supervising the guidance program to enhance individual student education and development.
- Leading school-level planning to ensure development, implementation, and evaluation of all school programs and activities.
- Supervising WJSE's instructional programs, ensuring lesson plans are evaluated, and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with the Education Model.

The principal will have, at a minimum, a master's degree from an accredited college or university, a professional certification in educational leadership, and experience in student instruction. In addition, the principal will possess, at a minimum, 2-5 years of relevant experience in school administration. The principal will serve as the school leader, and as such will be expected to demonstrate the ability to lead others and motivate them to reach their full potential. The principal must have the capacity and initiative to think ahead and plan over a 1–2-year timespan, and possess the decisiveness needed to organize and manage priorities while also conducting problem analysis and resolution at both the strategic and functional level.

Assistant Principal

The assistant principal will assist the principal in providing school-wide leadership in order to promote the educational development of each student and to ensure the effective operation of WJSE. The assistant principal reports directly to the principal, and in conjunction with the principal, participates in all instructional staffing decisions and oversight. The assistant principal's duties include, but are not limited to:

- Assisting the principal in establishing and maintaining an effective learning climate.
- Assisting the principal in the overall administration of WJSE.
- Serving as principal in the absence of the principal.
- Assisting the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of WJSE and its students.

- Facilitating and evaluating the instructional program in a manner designed to maximize the progress of each student.

The assistant principal will have, at a minimum, a master's degree from an accredited college or university, a professional certification in educational leadership, and experience in student instruction. In addition, the assistant principal will possess, at a minimum, 2-5 years of relevant experience in school administration. As the "second" school leader, the assistant principal will be expected to have enthusiasm and a commitment toward the job and the mission of WJSE. The assistant principal will demonstrate WJSE's values of academic excellence, operational performance, superior culture, and financial health and growth. As an intermediary between the principal and teachers, the assistant principal must possess excellent interpersonal skills and must be courteous, professional, and helpful by continually exuding poise, tact, and diplomacy.

Enrollment Registrar

The enrollment registrar is responsible for coordinating and performing student registration along with other school-related activities. The enrollment registrar must be customer focused both internally with peers and externally with parents and students. The enrollment registrar's responsibilities include, but are not limited to:

- Managing and administering registration, recommitment, and withdrawal processes and associated reporting for all students.
- Evaluating transcripts of incoming students and taking appropriate action to ensure completeness.
- Maintaining the district student database system with proper coding/master scheduling to effectively monitor and update information for the funding count cycles that impact funding.
- Improving retention rates for existing students.
- Processing free and reduced lunch applications into the district's database.
- Assisting with marketing efforts for student recruiting and hosting WJSE's information sessions, open house, orientation, etc.

The enrollment registrar will have, at a minimum, a 2-year college degree from an accredited college or university. The enrollment registrar will possess, at a minimum, 2 years of previous school enrollment manager, registrar, or equivalent experience. Duties will be highly clerical, and as such, they must demonstrate the ability to prepare comprehensive business reports, write report sections, integrate content, and format business documents. Since the enrollment registrar will be heavily involved in parent interaction, they must also have the capacity for excellent oral, written, and interpersonal communication skills.

Student Services Coordinator (SSC)

The SSC acts as the guidance counselor, and their main function is to help students achieve personal fulfillment by providing them with services to make successful personal, educational, and occupational life

plans. The SSC reports directly to the principal and participates in all student support staffing decisions and oversight. The SSC's responsibilities include, but are not limited to:

- Preparing and conducting parent-student conferencing according to school policy.
- Assisting students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores, and other pertinent data, then working with students in evolving educational and career plans.
- Providing individual counseling sessions for assigned students in dealing with their education, career plans, and personal needs.
- Assisting students in course selections and the scheduling process. Assisting in student drop-out prevention and assisting those that do in finding alternative educational programs.
- Providing emergency support to students as needed during crises.

The SSC will have, at a minimum, a bachelor's degree from an accredited college or university and a valid certification for guidance counseling. They will possess, at a minimum, 3 years of teaching and/or counseling services. As a support role for students, the SSC must be equipped with impeccable communication skills and be able to effectively guide students toward meeting their maximum potential. In performing this function, they must also possess absolute knowledge of federal, state, and local educational requirements and charter school laws.

For a complete list of job descriptions please refer to Appendix P.

3.

Process Used to Select the School Leaders

The primary role of the charter committee/governing board will be responsible for selecting the project director/school leader. The charter committee has outlined a specific process for recruiting, interviewing, hiring, and evaluating prospective school leaders (as applicable). WJSE will be an equal opportunity employer and will recruit quality staff using a progressive and innovative recruiting plan. Recruitment will occur locally, statewide, and nationally through various resources such as the school's website, resume database searches, social network scanning, CERRA job boards, the Public Charter School Alliance of South Carolina's job board, etc. The search for a school leader typically begins in February or March prior to school opening, and the position is typically filled by the end of May.

All candidates for dean, assistant principal, and principal may also participate in the 1-day event, called the Leadership Assessment. Qualifying activities consist of:

Data Analysis Performance Task

Candidates are provided a mock scenario in which they need to analyze school data as part of a charter contract renewal. Data regarding a school's historical academic performance, demographics, staff turnover, and staff survey questions are provided to the candidate. As part of the school's leadership team, the candidate must assist in summarizing the school's past three years of performance and identifying areas of improvement, then help design an action plan to address the identified challenges. During this activity, the

candidate will be required to:

1. Identify two or more areas that require attention and validate their selections
2. Identify possible causes of the shortfalls that are identified
3. Develop an action plan/school improvement plan that will address the identified shortfalls

Candidates are then required to present the information to the mock leadership team via an oral presentation and supplemental handouts during the Phase 2 Interview.

Phase 1 Interview

The Phase 1 Interview is conducted by 2 – 3 high-performing BCEA principals. The questions during this interview phase are focused on the candidate's background, vision, knowledge of data, and their potential fit with BCEA.

While waiting to conduct the Phase 2 Interview, candidates are asked to develop career plans and goals, along with what they perceive as the potential advantages and disadvantages of working with BCEA.

Candidates also complete Character Survey/Essay. The survey is administered online by VIA Survey.

Based on their survey results, candidates are then asked to answer a series of questions:

1. What are your top two strengths according to the survey?
 - a. Do you agree with the results?
 - b. If not, what character strengths do you believe to be your top two?
2. What are your bottom two strengths according to the survey?
 - a. Do you agree with the results?
 - b. If not, what do you believe to be your bottom two character strengths?
3. How have your top character strengths influenced your leadership style?
4. What challenges have you faced as a leader as a result of your bottom two character strengths?

Phase 2 Interview

The Phase 2 interview is conducted by 2 – 3 BCEA lead principals and the BCEA Board. During this interview phase, questions are focused on the candidate's leadership style as well as past challenges and results. The candidate will also present the action plan they developed as part of the Data Analysis Performance Task during the Phase 2 Interview.

Final decisions regarding leadership hiring are made by the BCEA Board. Candidates that participate in the event but do not get hired as a principal may be invited into the pool of approved candidates or be considered for a different administrative position, such as assistant principal or dean. The BCEA Board may remove the principal if they are dissatisfied with his/her performance.

4.

Parental involvement is a combination of commitment and active participation on the part of the parent to WJSE and to the student. A Parent/Teacher Committee (PTC) will be established to provide an opportunity for parent and community input that can be used in the development of new programs. The PTC will be organized each

school year and will participate in and provide input for fundraising, volunteering, and operations. The PTC shall be comprised of parents of enrolled students, administrators, and teachers. Parental participation in WJSE's operations and governance will be fostered by opportunities for parents to volunteer at WJSE, being active in the PTC, and attending charter committee/governing board meetings. In addition, annual surveys will be distributed to parents to receive input for school improvement and satisfaction.

The student information system, which will be provided by PowerSchool, will support continual and meaningful parental involvement in each student's education. Parents will have real-time access to their child's gradebook to monitor progress in class. Daily communication with the teacher will be encouraged through use of the agenda book, by which students track their homework assignments for each day and messages are sent home. Progress reports and report cards will be distributed every quarter, and parents will be encouraged to schedule conferences to discuss student performance and progress toward mastery of grade-level standards. WJSE will offer Curriculum Nights for parents to attend and learn about various educational topics, such as state assessment information or home-reading strategies. Parent involvement in a child's education is crucial for his or her success, so WJSE will make every effort to keep parents engaged and informed.

WJSE has been and will continue to develop community partnerships that are in the best interest of both WJSE and the community. These community partnerships enhance the integration of public entities that are charged with the welfare of our children and increase the quality of services provided at WJSE. Examples of the type of partnerships we'll continue to develop include:

- Law Enforcement Agencies
- Other Public Safety Entities
- Health and Human Services Agencies
- Not-for-Profit Organizations with Child Focused Missions
- Youth Programs / Organizations (e.g. YMCA)
- Chambers of Commerce
- Local Businesses (e.g. United Way)

5.

Professional development is detailed in the Curriculum and Instructional Model's Educational Structure section.

6.

Leader Evaluation System

The Leader Evaluation System (LES) is used for all school administrators and is based on sound educational principles and contemporary research in effective educational practices. The LES contains two components: (1) the Leadership Performance (LPE) instrument (55%) and (2) Student Performance Measures. (45%). Evaluations of administrators are conducted by the school leader, and the school leader will be evaluated by the governing board.

Leader Performance Evaluation (LPE)

The LPE is based on the research of Robert J. Marzano. The LPE is designed to draw on and incorporate educational leadership practices, including the 21 responsibilities of a school leader, the precepts of continuous improvement, and others developed from Marzano's 35 years of research. These educational best practices are the foundation for the 119 elements within the LPE that measure administrator proficiency on the host of skills and tasks necessary to lead a school, its faculty, and students. The LPE's domains are organized according to five strategic priorities: 1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Performance, and 5. World Class Team and Culture. The LPE's evaluation criteria reflect the comprehensive range of instructional leadership practices expected and a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David P. Norton's *The Balanced Scorecard* (1996).

Performance of Students

Forty-five percent of an administrator's overall performance rating is based on data and indicators of student academic performance and learning growth assessed annually by nationally normed NWEA MAP assessments. Three years of nationally normed growth data from NWEA MAP assessments in math and ELA are utilized. Students are monitored and assessed at least two times per year with MAP, which are aligned to the SCPASS and SC READY as well as college and career readiness standards (ACT/SAT). MAP assessments for all grade levels are adaptive and computer-based. They also provide audio support for beginning readers.

Growth ratings are assigned according to normative growth trends across both math and ELA for all students. After each MAP administration, each student receives a RIT (scale score) growth target provided by NWEA. A student's grade and instructional level impact their projected growth target. Each spring, on the Achievement Status and Growth Report, NWEA calculates the total percentage of students meeting their RIT growth targets. Three years of ratings are used when available, with the most recent year carrying the most weight. Growth for students with disabilities and ELLs will be incorporated per the specifications outlined in statute. Preliminary value ratings associated with performance on this metric are presented in Table 2.11. These values are subject to change pending the schools' distribution of growth scores and updates to the normative distributions from NWEA.

BCEA will monitor and evaluate the progress of achieving agreed upon goals using the school's financial, academic, and operational reports, which will be submitted by the school monthly at each board meeting. If there are any recurring shortfalls or perceived distresses in the school's financial, academic, or operational aspects, then the school, along with BCEA, will work collaboratively and proactively to correct the identified shortfalls and ensure that the school is in a position to meet its goals in the future.

7.

1. This will be the first time that BCEA has replicated a public charter school. They have publicly shown their support in providing high quality charter schools across South Carolina, as they have

done with Mevers School of Excellence (Mevers) and Berkeley Preparatory Academy (BPA). As an example, Mevers far exceeded its goals in year one, achieving their mission to close any major achievement gaps that existed prior to its establishment. Since the governance structure at WJSE will mirror the structure currently being implemented by Mevers, the Board is confident that WJSE will also be able to achieve its goals and objectives.

3. Employees

The application must provide an explanation of the relationship that will exist between the charter school and its employees. This must include evidence that the terms and conditions of employment are addressed with affected employees and their recognized representative, if any. In addition, proposed employment policies should be included. If the charter will contract with an EMO, the relationships between the school and the employees must be clearly stated in the application.

As charter schools are, by statute, public schools, employees of charter schools are public employees. Charter schools and their employees can, but are not required to, participate in the state retirement fund. **If a charter contracts with an EMO, then those employees are not considered public employees and therefore do not qualify for state retirement or state benefits.**

Charter school law provides flexibility in hiring teachers, allowing a newly created charter school to hire noncertified teachers, not to exceed 25 percent of its faculty. A converted charter school may hire noncertified teachers, not to exceed 10 percent of its faculty. A noncertified teacher must be appropriately qualified for the subject matter taught, must have completed at least one year of study at an accredited college or university, and must meet the qualifications outlined in S.C. Code Ann. § 59-25-115. Elementary certified teachers may teach in any academic area and in any grades allowable by the status of their certification.

Charter schools must adopt an evaluation program for teachers; charter schools may elect to use the ADEPT Evaluation System, South Carolina TAP or adopt an evaluation program submitted for approval by the Office of Teacher Effectiveness.

The application must include a description of a reasonable grievance and termination procedure, including notice and a hearing before the governing body of the charter school. The application must state whether or not the provisions of Article 5, Chapter 25, Title 59 apply to the employment and dismissal of teachers at the charter school.

Teacher Employment and Dismissal Procedures

1. If the school will adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. § 59-25-410 *et seq.* (2004), include a letter of agreement from the sponsor as

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2. If the school does not adopt the procedures outlined in S.C. Code Ann. § 59-25-410 *et seq.* (2004), explain the school's employment and termination procedures that will provide for notice and a right to a hearing before the governing board.

Narrative Requirements:

1. Describe the criteria that will be used in hiring teachers, administrators, and other school staff.
2. Describe the recruitment strategies that will be employed to achieve the desired quality of staff.
3. Include a statement that the school will ensure that at least one member of the administrative staff holds a current SC certification of administration or has at least one year of experience in the field of school-based administration.
4. Describe the proposed evaluation process for teachers. Charter schools may use the ADEPT Evaluation System, SC TAP, or another evaluation system that has been approved by the Office of Teacher Evaluation.
5. Describe the process the school will use to communicate its employment policies and any policy changes.
6. Describe the grievance and termination procedures for the charter school's employees.

1.

The selection process draws on effective teacher research and is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines. Research-based data on interviewing and the qualities of effective teachers provides the foundation for the teacher selection process.

According to research, six quality indicators of teacher effectiveness ultimately influence student achievement:

1. Pre-requisites of effective teaching
2. The teacher as a person (i.e., personal attributes)
3. Classroom management and organization
4. Planning for instruction
5. Implementing instruction (i.e., instructional delivery)
6. Monitoring student progress and potential (student assessments and expectations)

These quality indicators are explicitly linked to core qualities of effective teachers and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants, as shown in Table 2.12.

Processes are in place to ensure hiring is consistent with all state and federal law and supports WJSE's budget. Approval processes will be followed, which include school requirements, human resources

consistency and financial accountability. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended.

Upon selection, education credentials will be verified by the governing board/school leader. The verification process includes checking for clearance of disciplinary actions. Employees and support staff will be fingerprinted and have background checks conducted as appropriate. The support staff will include cafeteria staff, custodians, paraprofessionals, administrative professionals, substitute teachers, and others approved to support WJSE's programs.

Upon acceptance of the offer, a New-Hire Packet will be presented to the new employee. The packet includes the required human resources and payroll forms, such as I-9 (to be completed within 3 days of employment), W-4, Employee Handbook (and acknowledgement page), and information related to company-offered benefits.

Instructional personnel will be hired "at will." Extensions of employment offers are recommended on an annual basis. All instructional personnel will be considered 10-month employees paid over a 12-month period. WJSE will be an equal opportunity employer and will not unlawfully discriminate in its employment practices. The hiring policy is designed to offer an equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job-related disability, physical or mental handicap, or any other characteristic protected by law. WJSE's hiring policies will comply with all applicable federal and state laws, as amended, including, but not limited to, the Americans with Disabilities Act of 1990, as specifically amended by the ADA Amendments Act of 2008, Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay Act of 1963, Age Discrimination Act of 1967, Titles VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Patsy T. Mink Equal Opportunity in Education Act, Federal Uniformed Services Employment and Reemployment Rights Act (USERRA), Worker's Compensation, and the South Carolina Human Affairs Law.

The charter committee/governing board may employ or contract with skilled, selected, non-certified personnel to provide non-instructional services or to assist faculty members as teacher aides. WJSE's Student Service Coordinator and consultants hired for occupational therapy, physical therapy, speech language, and other services will meet licensure or certification requirements for the services that they provide.

2.

WJSE will be an equal opportunity employer and will recruit quality staff throughout the year using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that will include:

- WJSE's website.
- Resume database searches and social network scanning.

- CERRA and the Public Charter School Alliance of South Carolina job board.
- Job fairs (education job fairs will be held to seek teaching professionals).
- College recruiting (colleges and universities, both locally and nationally, will be identified in order to attract and hire newly graduated teachers).
- Online job posting boards (select educational and job recruitment websites will be utilized to advertise teaching openings).
- Minority organizations (will work in conjunction with minority referring organizations to help ensure that the work force is reflective of the diverse community served).

The governing board/school leader will provide procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused on identifying certified teachers from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

The governing board/school leader will manage job advertising, conduct applicant screening, and refer qualified applicants to the principal and administration to ensure that WJSE's staffing needs are met. A consistent process of screening, interviewing, and selecting employees is essential to WJSE's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

WJSE will employ a systematic approach to screen applicants to ensure that final candidates meet the qualifications for the position. Screeners will ask questions of applicants that focus on their abilities, skills, and experiences in an initial screening interview. Then, as the applicant pool is narrowed, successful applicants will advance toward a more in-depth, building-level interview with the principal and/or interview team.

The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective. The interview process consists of a panel or team interview approach assembled by the principal. Final candidates progress to an interview with the principal. The interview protocol asks teacher applicants about their past performance and experience, and the interviewer or interview team uses an anchored rubric to evaluate responses.

3.

Both the principal and assistant principal will possess, at a minimum, 2 – 5 years of experience in school-based administration.

4.

Instructional Evaluation System (IES)

The purpose of the IES is to increase student learning growth by improving the quality of instructional,

administrative, and supervisory services. The IES is a comprehensive, multi-component assessment of a teacher's instructional practice and professional growth, and the academic growth of their students. Instructional practice has the largest impact on a teacher's score (55%) with student performance (growth) accounting for 45% of the final evaluation. At least one-third of the evaluation is based upon instructional practice. The instructional practice component of the IES is comprised of two tools: (1) the Teacher Feedback and Evaluation Tool (TFET) (35%); and (2) a teacher's Deliberate Practice Plan (DPP) (20%). All teacher evaluations are conducted by the school leader.

The Teacher Feedback Evaluation Tool

The TFET is first organized by the strategies and behaviors observed inside and outside of the classroom. Additionally, it is aligned with five strategic priority areas – 1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Excellence, and 5. World Class Team and Culture. These focuses reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David Norton's *The Balanced Scorecard* (1996). The five strategic priorities address the unique challenges of charter schools, and to ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and the organization are focused on improving the quality of services required to increase student academic performance and foster student learning.

Deliberate Practice Plan

All teachers identify 3 TFET indicators to focus on and develop throughout the year. Each selected element becomes a goal in the teacher's DPP. The DPP is created, reviewed, and monitored collaboratively with the school leadership team.

Student Performance Measures

We base 45% of the overall performance rating on data and indicators of student academic performance and learning growth assessed annually by nationally normed NWEA MAP assessments. For all full-time staff members in instructional roles, including "newly hired" teachers, we utilize three years of nationally normed growth data from NWEA MAP assessments in math and ELA. Students are monitored and assessed at least two times per year with MAP, which are aligned to the SCPASS and SC READY. MAP assessments for all grade levels are adaptive and computer-based. They also provide audio support for beginning readers.

Growth ratings are assigned according to normative growth trends across both math and ELA for a teacher's students. After each MAP administration, each student receives a RIT (scale score) growth target provided by NWEA. A student's grade and instructional level impact their projected growth target. Each spring, on the Achievement Status and Growth Report, NWEA calculates the total percentage of students meeting their RIT growth targets. Three years of ratings are used when available, with the most recent year carrying the most weight. Growth for students with disabilities and ELLs are incorporated per the

specifications outlined in statute. These values are subject to change pending the schools' distribution of growth scores and updates to the normative distributions from NWEA.

For staff members that have a school-wide impact, we utilize the school-wide student growth measure in math and ELA.

5.

Every employee at WJSE will receive a copy of the Employee Handbook. Any policy instituted by the governing board will be communicated directly to the principal via email, who will then communicate the changes to their staff. In addition, any policy changes will be discussed at monthly principal meetings.

6.

WJSE will not adopt the procedures for the employment and dismissal of teachers outline in S.C. Code Ann. § 59-25-410. If an employee feels he or she has been treated unfairly as a result of actions from WJSE's administration, the employee can present a formal grievance to the governing board.

Instructions for Staff Submitting a Grievance

1. Discussion of the problem with the immediate supervisor is encouraged. Requests for an initial meeting to discuss a grievance must be made within 30 calendar days of the event giving rise to the grievance. The school leader will schedule a meeting within 5 days of any such request by an employee and provide a written response within 5 days of the meeting. If the employee does not believe a discussion with the supervisor is appropriate, the employee should proceed directly to Step 2.
2. If the matter is not resolved, the employee should request to meet with the governing board, who will provide the employee with a written response within 5 days of the meeting.
3. If the matter is not resolved, the employee may submit a formal grievance in writing to WJSE's authorizer Employee Services team within 10 days of receiving the state director's written response. The employee is encouraged to request a meeting with the Employee Services, who will conduct an investigation and consider the facts and may review the matter with the aggrieved employee's supervisor.

Termination

WJSE staff will be considered "at-will." Employees voluntarily enter into this agreement and are free to resign at any time, and similarly, WJSE/the governing board may terminate employees at any time. Terminated employees who wish to appeal their termination may do so by utilizing the grievance policy outlined above.

4. Enrollment

The admission policies and procedures must reflect compliance with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

The admission policies and procedures must provide that, subject to space limitations, the charter school admits all students who are eligible to attend public school in the school district where the charter school is operating. For schools sponsored by the SCPCSD and the board of trustees or area commission of a public or independent institution of higher learning, the enrollment is open to all students who are eligible to attend public school in the state. If the number of applications exceeds the capacity of a program, class, grade level, non-graded education groupings, or building, students must be accepted by lottery, as specified in federal or state guidance. There is no appeal to the local school board of trustees.

The policies and procedures must not limit or deny admission or show preference to any individual group, except if the application is to create a single-gender charter school.

Enrollment priorities may include:

- A sibling of a pupil currently enrolled and attending or who, within the last six years, attended the school for at least one complete academic year.
- Children of charter school employees and children of the charter committee (these students may not exceed 20 percent of the enrollment of the charter school).
- For a public conversion school, admission priority must be given to all students enrolled in the school prior to the conversion and those that live in the attendance zone in future years. In the case of a charter school designated as an Alternative Education Campus, pursuant to (S.C. Code Ann. § 59-40-111), mission-aligned preference may be given to educationally disadvantaged students as specifically defined in their charter and charter contract approved by their sponsor and as allowed by the ESSA.

Policies and procedures must include provisions to grant or deny permission for students to attend the charter school if they reside in a school district other than the one where the charter school is located.

This is not applicable to schools sponsored by the SCPCSD or the board of trustees or area commission of a public or independent institution of higher learning.

- If a charter school denies admission to a student for reasons other than the results of a lottery, the student may appeal the denial to the sponsoring district. The decision will be binding on the student and the charter school.
- In-district students will be given priority.
- Out-of-district student enrollment must not exceed 20 percent of the total enrollment of the charter school without the approval of the sponsor's board of trustees. The sending district must be notified immediately of the transferring students. Out-of-district students must be considered on the basis of the order in

which their applications are received.

- If the 20 percent of out-of-district students are from one school district, then the sending district must concur with any additional students transferring from that district to attend the charter school.

The application must describe how the charter school intends to ensure that the enrollment of the school reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter (S.C. Code Ann. § 59-40-50) as differing by no more than twenty percent from that population. The application must demonstrate timely, fair, and realistic procedures for recruiting, registering, and admitting students that reflect the racial composition of the school district or the targeted school population.

If the sponsoring district is under a desegregation order or plan by the U.S. Department of Education's Office of Civil Rights, the applicant must provide assurance that the school will comply with the plan or order. To ensure compliance with a desegregation plan or order, the charter school applicant should request and receive a letter from the sponsor indicating whether the school will be subject to any desegregation plan or order.

For a prospective charter school that is subject to a desegregation plan or order, the application should demonstrate that the charter school's policies and procedures are in compliance with the desegregation plan or order. The school must request and receive an additional letter from the sponsor that indicates whether the charter school's proposed policies and procedures are in compliance with the desegregation plan or order in effect in the district or whether clarification must be received from the U.S. Department of Education's Office for Civil Rights.[AK1]

Narrative Requirements:[AK2]

1. Describe the policies and procedures that will guide the enrollment and withdrawal of students, including the proposed timeline to reach a diverse student population, processing of applications, lottery process if needed, and the appeal process for a student who is denied admission for a reason other than the lottery;
2. Describe the recruitment strategies that will be utilized. Provide a rationale for each one.
3. Explain how the community will receive information about the formation of a new charter school and any upcoming lottery and enrollment deadlines;
4. Explain the notification of placement process and the timeline for parents to accept the placement or not;
5. Describe any enrollment priorities that will be granted by the school consistent with state charter school law.

6. Explain how the school intends to enroll out-of-district students, including estimated percentage of enrollment, notification to sending district, and approval procedures for receiving and sending districts (not applicable if applying with the SCPCSD as sponsor); and
7. Describe how the proposed charter school intends to ensure that enrollment reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than 20 percent from that population.

1.

Understanding that WJSE is a “school of choice” and open to all eligible students in the state, the charter committee/governing board recognizes the importance of marketing and recruiting a wide diversity of parents and students. In order to promote a neighborhood school environment, the marketing strategy begins in the immediate area and then broadens to the mass market.

Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand and create a “wait-list” application pool, marketing will occur to all appropriate populations (i.e. geographic location, age). By utilizing WJSE’s student information system, applicants will be tracked so that all applicants have an opportunity to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels. WJSE will conduct a 3-phase marketing campaign: Identification, Awareness, and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

WJSE’s admission policies and procedures will reflect compliance with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Enrollment is open to all students who are eligible to attend public school in the state. Pursuant to § 59-40-50(B)(7), S.C. Stat., WJSE shall enroll any eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level, or building. In such cases, all applicants shall have an equal chance of being admitted through a lottery. Enrollment will follow § 59-40-50, S.C. Stat., which includes enrolling students according to racial/ethnic balance provisions in § 59-40-50(B)(7), S.C. Stat. and § 59-40-70(D), S.C. Stat.

Student applications will be made available online through the student information system (accessible on WJSE’s website) and in paper form at local distribution sites and WJSE. The student information system will accept student applications and monitor the number of applications submitted for each grade level. The student information system will be used to manage all aspects of the enrollment process, including online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting. Applications will be accepted on an ongoing basis and maintained on a waiting list. In the event that an applicant is denied for reasons other than a lottery, the applicant may appeal to the authorizer.

Upon submission of an application, the information is reviewed for eligibility of attendance. Proof of South Carolina residence and age requirements will be verified. At each phase of the admission process, the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance. At the end of the enrollment period, parents will be notified of acceptance to WJSE or assigned a lottery number. If capacity is not reached after the established enrollment period, subsequent applications will be accepted until capacity is reached. If at the end of the open enrollment period there is an over subscription for any grade level, a lottery will be conducted.

Lottery Rules and Procedures

1. All applicants who applied within the open enrollment window (students not already attending WJSE) participate in the lottery.
2. Only one lottery shall be conducted. The lottery will include all grades in which the number of applicants exceeds the number of expected seats available.
3. All offers of enrollment shall be made in the order of the lottery results and the established waitlist.

Rules: Preferences

All preference categories shall be published prior to conducting the lottery. All applicants entitled to receive a placement preference shall be identified prior to the lottery. WJSE reserves the right to rescind acceptance offers if the preference status is not verified or validated (i.e. proof of residency, proof of legal guardianship). Per S.C. 59-40-50(B)(8), enrollment preference will be given to currently enrolled students at WJSE, subsequently removing them from participating in the lottery. Table 2.13 outlines the timeline for enrollment in Year 1; Table 2.14 provides the timeline for enrollment for Year 2 and beyond:

2.

This has been answered in response to Question 2 of the Evidence of Need and Community Support section.

3.

We will communicate and engage parents and community members through enrollment information sessions, speaking opportunities at local churches and civic organizations, distribution of informational materials to preschools, churches, and local business and service organizations in the community, all of which provide a forum to share our vision and mission for WJSE.

A number of public information sessions will introduce the charter committee/governing board and its vision for WJSE, inform the community of the mission and educational focus, and communicate the enrollment process to parents. These sessions allow an open forum to provide parents an opportunity to ask questions and further engage with the charter committee/governing board. Parents will be able to learn more about WJSE, its educational model, how to apply, deadlines for enrollment, and key dates for the lottery process.

Public information meetings will be advertised through direct mail, email, social media, newspapers, and flyers.

We will continue to look for community events where we can distribute marketing collateral to inform the community about the proposed charter school and how to apply. Once parents submit an application, we are then able to continually update them via email through the student information system. WJSE's website will serve to communicate general information, provide an enrollment tool, issue updates on the progress of WJSE, communicate key dates regarding the lottery process, and offer updated FAQs. The website will also include an informational video for those who are unable to attend an information meeting.

4.

No later than 21 days after the end of the open enrollment period, applicants will be offered (in writing) a seat in WJSE, or assigned a lottery number. The applicant will have 7 days to respond with a decision, then an additional 14 days to register. If an accepted applicant decides not to attend WJSE, the seat will be given to the first applicant on the waiting list. All applications received after the open enrollment period will be placed on the waitlist for the particular program, class, or grade level in the order in which they are received.

5.

In accordance with § 59-40-50(B)(8), S.C. Stat., WJSE may give priority enrollment to the following populations:

- A sibling of a pupil currently enrolled and attending.
- Children of a school employee and children of the charter committee/governing board (not to constitute more than 20% of the enrollment of WJSE).

6.

Since we are applying to the Charter Institute at Erskine, who is a state-wide authorizer, this question is not applicable.

7.

The Charter Institute at Erskine is not under a desegregation order (Appendix S). In compliance with § 59-40-50(B)(7), S.C. Stat., WJSE will endeavor to reflect the racial/ethnic composition of Orangeburg County Schools via the comprehensive marketing plan. WJSE will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community or within the racial/ethnic range of other public schools in the district. This effort will include marketing to under-represented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff. We are committed to enrolling a diverse student population and shall forbid any forms of discrimination.

5. Student Conduct, Rights and Responsibilities

The charter school application must include a description of student rights and responsibilities, including behavior and discipline standards, and a reasonable hearing procedure. The application must set forth an

appeal process for students recommended for expulsion that includes a right to appeal a decision to the charter school board.

The charter school application must include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures. The policy must set forth disciplinary actions to be taken by the administration for breaches of the student conduct policy.

The application must set forth an assurance that the charter school will comply with S.C. Code Ann. § 59-63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to school.

The application must include an assurance that the charter school will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).

The application must contain the explanation of the policies with regard to student conduct, rights, and responsibilities that will be given to parents and students at the beginning of the school year.

Note that under The Individuals with Disabilities Act (IDEA) of 2004, the continued provision of FAPE for a student with a disability who is expelled from a public school remains with the LEA. The sponsor may have a policy or agreement with the charter schools within the LEA that puts the obligation on the school to ensure the continued provisions of a FAPE for expelled students. The SCDE, however, is required to hold the LEA responsible for the education of that student.

Narrative Requirements:

1. Describe the process and timeline for developing a student handbook and related policies; ensure that the discipline policy **complies** with the Family Education Rights and Privacy Act (20 U.S.C. § 1232) (FERPA).
2. Describe the student rights and responsibilities, including behavior and discipline standards and disciplinary actions to be taken by the administration for breaches of student conduct policy.
3. Provide a reasonable appeal process for students recommended for expulsion that includes a right to appeal a decision to the charter school board, including notice and hearing procedures for the board of directors of the charter school.
4. Provide the process for addressing IDEA compliance regarding student discipline, suspension, and expulsion for students with IEPs and the continued provision of FAPE and a description of how the school will identify and address significant behavioral concerns, specifically as it relates to students with disabilities.
5. Discuss how the proposed plan protects students' rights including due process. How will the school ensure that the discipline policy does not disproportionately affect students with disabilities? Include the school's plans for conducting discipline hearings.

1.

The Parent-Student Handbook will be provided to parents and students prior to the start of the school year. The Handbook details school policies as well as student rights and responsibilities to ensure all families are aware of the possible consequences faced if a student chooses to misbehave at school. The Discipline Policy (Appendix T) outlines and defines the infractions that may lead to in-school consequences and/or suspension and expulsion.

2.

Positive Behavioral Interventions and Supports (PBIS)

WJSE will establish a school-wide system of discipline that utilizes positive behavioral supports. WJSE will establish, post, and provide direct instruction on school-wide behavioral expectations to each student at the beginning of each school year and reinforce expectations throughout the school year. School personnel will provide yearly training to all school staff on positive behavioral supports and the school-wide discipline plan. WJSE will establish a school leadership team that meets regularly to review behavioral and related data and guide the positive behavior process.

A well-managed classroom and school is the most proactive approach to maintaining appropriate student behavior. Clearly established rules must be taught to students, reinforced frequently, and enforced consistently by all administration, faculty, and staff. Consequences for violations of the rules should be assigned to students quickly, fairly, and consistently to have the greatest impact on changing the behavior of students. Positive reinforcement of correct behaviors exhibited by students also serves to impact the behaviors of all students.

WJSE will follow a Responsive Classroom system in elementary grades and Developmental Design system in middle grades. These systems are based on fostering a sense of community through good relationships, social skills, and engagement in learning.

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in time out, exclusion from participation in class activities, detention, suspension, or other disciplinary action. Parents who have a conflict with a student other than their own child, and/or another parent, are requested to speak to administration. At no time may parents approach the student or their parent directly. All students and employees will be treated with respect. Slurs, innuendos, hostile treatment, violence, or other verbal or physical conduct against a student or employee will not be tolerated. When necessary, law enforcement will be notified. In addition, WJSE will comply with provisions of the revised Family Education Rights and Privacy Act, which became a Federal law in November, 1974. This law protects the accuracy and privacy of student educational records.

Every teacher shall endeavor to hold each pupil to a strict accountability for any disorderly conduct in school, at school-sponsored activities, on WJSE playgrounds, on the street, while going to or returning from school, and during intermission or recess. The following list of student responsibilities is not all-inclusive:

- Students are expected to respect the authority of school personnel, which includes, but is not limited to administration, teachers, staff, and substitutes.
- Malicious destruction of school property results in the replacement, repair, or payment for damages by either the student or his/her parents. The placement of stickers on school property is forbidden.
- Students shall help keep WJSE clean at all times. There is to be no gum chewing in the school building or on school grounds.
- Items such as water pistols, matches, iPods, skateboards, hand-held game devices, toys, weapons of any sort, etc. are not permitted at school.
- No items will be permitted that carry pictures or slogans referring to drug culture or alcohol. No profane, abusive, or slang language is to be used.
- There will be zero tolerance for aggression, drugs, and alcohol at WJSE. Students that push, hit, bite, kick, harass, bully, or use the internet in a negative way will be assigned an appropriate consequence, up to and including suspension or dismissal from WJSE, and/or referral to law enforcement.

WJSE will comply with S.C. Code Ann. § 59-63-235, which provides for the expulsion of any student who brings a firearm to WJSE. Additionally, we may, upon recommendation of the principal, permanently expel any student from WJSE older than 14 years of age whose behavior indicates that the student's continued presence in WJSE constitutes a clear threat to the safety of other students or employees.

3.

Students will be granted due process rights, including the opportunity for a hearing before the governing board, in accordance with the state law for suspensions and expulsions. A due process hearing will be conducted by the state director, who reviews the students discipline record, allows testimony from the student and school staff, and makes a determination of whether the student is removed from school or if other disciplinary action is taken. The state director will forward expulsion referrals to both the principal and the Erskine. The governing board will notify parent(s)/guardian(s) in writing of the date, time, and place of the hearing. If the hearing is scheduled on short notice (less than four days), the governing board will confirm the date and time of the hearing with the parent(s)/guardian(s) by phone.

In the event that a hearing cannot be granted by the governing board within 10 days of the notice, the student shall be readmitted to WJSE on a probationary status pending the hearing, unless there is probable cause to believe that the student's presence in WJSE would constitute a threat to the safety or education of others. The student has the right to be represented by lay or legal counsel with the right to cross-examine witnesses and present evidence. If the student is represented by legal counsel, notification must be provided to the governing board three days in advance of the hearing. Hearings will be conducted at Erskine's designated location and must be heard in the presence of all parties involved, including, but not limited to the student and parent(s)/guardian(s), the principal, and the state director.

4.

WJSE's philosophy related to student behavior and discipline is to foster a school climate that promotes a safe and orderly environment. The belief is that using positive and proactive approaches to student behavior and discipline will result in fewer disciplinary incidents within WJSE. School staff responsible for overseeing student discipline will receive training on FAPE requirements to ensure that state policies are followed related to the discipline of students with disabilities. Students with disabilities enrolled at WJSE will be expected to follow WJSE's Discipline Policy. However, they do have certain protections when it comes to school discipline.

If a student's behavior is having a negative impact in the school environment, the IEP team will convene a meeting to discuss if a functional behavior assessment is warranted and may obtain necessary consents to conduct such an assessment. As a result of the assessment, a positive behavior intervention plan may be developed to assist the student in working on the targeted behaviors identified by the plan. While it may be necessary for students with disabilities to be suspended or expelled from school, before those students can be suspended for more than ten school days in a given school year, a manifestation determination meeting will be held by the IEP team to decide if the student's disability caused the misbehavior. The outcome may impact any further disciplinary action taken related to the student, as to ensure the student will not be denied FAPE per federal law.

5.

This is answered in response to Questions 3 and 4 above.

6. Transportation

The SC Charter Schools Act of 1996 does not require charter schools to provide transportation for students but does allow for a charter school to enter into a contract with a school district or private provider to provide transportation to the charter school students. ***The law does, however, require an applicant to describe how the charter school plans to meet the transportation needs of its students.***

If the charter school will provide transportation by school bus, the application must include a plan that complies with the state requirements for drivers and training and the state safety requirements for school buses. If the charter school intends to contract with the district or a third party for transportation services, a description of those services and a proposed contract must be provided in the application. A charter school is not required to provide or facilitate transportation for students. If the lack of transportation is preventing students from attending, the charter school should provide a plan to address their transportation needs.

Narrative Requirements:

1. Discuss the plan which will be put in place if the school is planning to provide transportation by school bus (must comply with state regulations for driver and training and the state safety

requirements for school buses).

2. Discuss the proposed transportation service if the school intends to contract with the local school district or a third party.
3. Regardless of the applicant's intention to contract with a third party for transportation services, describe how the proposed charter school plans to address the transportation needs of its students and, in particular, if the lack of transportation is preventing a child from attending school.

1.

The charter committee/governing board recognizes that transportation cannot be a barrier to any child attending WJSE. Therefore, WJSE administration will assist parents with the identification and coordination of transportation options to ensure that WJSE is accessible to all students. The school will encourage parents to carpool and will inform parents about their transportation options at enrollment events and Open House. If carpool options are exhausted, WJSE administration will meet with the parent and make every effort to assist them in locating a means of transportation that works best for parents and the school. If providing transportation via buses, state regulations for drivers, training, and safety requirements will be followed.

The budget includes annual funding (see below) to support possible transportation needs where ridesharing may not be achievable. These funds will also support the cost of transportation for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs. These funds are included as a conservative measure and shall be used to provide transportation to those students requiring such transportation by applicable law.

- Year 1: \$54,000
- Year 2: \$55,080
- Year 3: \$56,182
- Year 4: \$57,305
- Year 5: \$58,451

2.

WJSE may provide transportation through an agreement or contract with a private provider. One bus has been included in the budget for transportation at an average rate of \$300 per day. If necessary, WJSE will contract with a certified and licensed school bus company to provide transportation. The provider shall furnish proof that it meets or exceeds all applicable district, state, and federal rules and regulations governing student transportation.

3.

WJSE's administration shall disseminate a transportation plan prior to the lottery process through publicized information sessions, during open houses, and through the school's main office. All parents will be provided with a link to an electronic survey through which they will be able to express their interest in ride sharing and gain access to a pool of parents residing within the same region.

Carpool and drop-off/pick-up procedures will be in place to ensure that all children can get to and from school. A parent orientation session will be held prior to the beginning of the school year where the administration communicates the procedures outlined for drop-off/pick-up procedures and additional processes to connect the school community for ride sharing.

All transportation related information will be provided to parents via student information system communications as well as published online for all applicants and enrollees.



III. Business Plan

Completed - Feb 1 2019

III. Business Plan Form

1. Budget and Finance

The application should provide evidence that the plan for the charter school is economically sound, a proposed budget for the term of the charter, and a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the sponsor, is to be conducted.

The proposed budget should be based on reasonable estimates that reflect choices made throughout the rest of the charter application. In nearly all cases, the combination of facility costs, insurance, instructional materials, and staff salaries/benefits represents the bulk of spending in charter schools. As such, close attention should be paid to these areas. In addition to these areas, other items that need to be planned for financially include special education, various professional services, classroom supplies and materials, general supplies and materials, liability insurance, and more. The budget must be based on documented State Department of Education estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(C). Please contact Dana Jones, at DNJones@ed.sc.gov to submit a request for a SCDE Per Pupil Estimate Review.

The budget and financial plan for the proposed charter school must include a five-year detailed budget and ten-year budget plan for revenues and expenditures. The plan should demonstrate diligent financial practices, clear alignment to the other components in the application, and strong oversight.

Provide documentation regarding the pupil accounting system, including evidence that the school will adhere to the procedures and regulations that are applied to public schools operating in South Carolina.

The pupil accounting system must comply with the principles included in the *South Carolina Pupil Accounting Manual* and the *South Carolina Student Accountability Manual*, published by the SCDE at <https://ed.sc.gov/finance/financial-services/manual-handbooks-and-guidelines/>.

Include a summary of any negotiated services to be provided by the proposed sponsor (local school district, the SCPCSD, or the institution of higher education/technical college), including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.

In accordance with the South Carolina Charter Schools Act (S.C. Code Ann. § 59-40-50(B) (3)), a charter school must adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools. Also, in accordance with S.C. Code Ann. § 59-40-230(E) (10), a charter school must procure an outside annual certified financial audit on funds and submit it to the SCDE as required. As a charter school is a component unit of the sponsor, the audit report is required to be submitted to the sponsor to incorporate the school's audit report in the sponsor's audit report. Additionally, if a charter school receives more than \$750,000 in federal funding, the school is required to have a single audit.

Narrative Requirements:

Include the following in this section:

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in the following areas: financial management; fundraising and development; and accounting and internal controls.
2. Discuss how the proposed budget will support the mission, vision, and educational program of the school. Describe how the proposed 5-year and 10-year budget support the successful implementation of the school's educational program and increasing student achievement. Highlight any unique instructional strategies or curricular components and how they will be funded. Explain the school's data-driven decision-making process in regards to resource allocations.
3. A detailed description of budget assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.
4. Describe any applicable state and federal money funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's

core operation depends.

5. Provide a summary of any negotiated services to be provided by the proposed sponsor (local school district, the SCPCSD, or the institution of higher education/technical college), including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.
6. Explain how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures.
7. Describe how the school will maintain its books and records according to generally accepted accounting principles and will create an appropriate system of internal control.
8. Discuss planned client subcontracts to outside providers (if applicable).
9. Discuss the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit and to disseminate the results from the audit to the school district and required state agencies.
10. Indicate if the school plan to offer South Carolina Retirement System benefits to its employees? If so, describe the planning committee's understanding of the costs and restrictions associated with such benefits and how the school's budget will absorb applicable costs from year to year.
11. Discuss the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges in the early years of operation.
12. Describe the process of how the annual operating budget will be developed and refined each year based on student achievement data and mission driven priorities. Explain who will be involved in the process and how the budget may be amended during the year.
13. Explain in detail the year one [planning year] cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

1. The charter committee/governing board and the selected school leader/principal will be responsible for developing and executing a secure plan for the financial viability of WJSE. Even if the school is awarded subgrant funds from SCDE, the Board and principal will ensure long-term stability for WJSE. The planning committee is comprised of business professionals that possess a range of experience that will be helpful in maintaining effective internal controls and fiscal management practices. As such, the Board will, in-turn, ensure that the selected principal can aid in the same capacity. Even after a principal is selected and hired, the Board will retain ultimate control of WJSE's finances. WJSE will follow the South Carolina pupil accounting system, auditing, and reporting procedures as mandated in by statute and specified in the Funding Manual, the Financial Accounting Handbook, the Annual Audit Guide, the South Carolina Pupil Accounting Manual, and the South Carolina Student Accountability Manual. The Board will adopt similar processes and procedures as the Charter Institute at Erskine, which adhere to acceptable accounting

principles, to ensure fiscal responsibility and sound internal controls. These processes and procedures are currently being implemented in BCEA's other schools: Mevers School of Excellence and Berkeley Preparatory Academy, of which, are operating at full capacity. Since all three schools will be operating under BCEA, the Board is confident that WJSE will achieve similar success. Additional fiscal operations and best practices will also be derived from The Charter Institute at Erskine to align with their standards. The internal controls that will be implemented include, general governmental accounting policies, financial reporting, budgeting, cash receipts and deposits, purchasing and cash disbursements, capital assets, and payroll. Internal controls are viewed to reduce risk of asset loss and ensure reliability of financial statements, as well as compliance with laws and regulations. There are several components that will be used to establish the policies and procedures for the internal controls, which include: control environment, risk assessment, control activities information and communication, approval processes for expenditures, and monitoring.

2.

The Board will adopt similar processes and procedures as the Charter Institute at Erskine, which adhere to acceptable accounting principles, to ensure fiscal responsibility and sound internal controls. These processes and procedures are currently being implemented in BCEA's other schools: Mevers School of Excellence and Berkeley Preparatory Academy, of which, are operating at full capacity. Since all three schools will be operating under BCEA, the Board is confident that WJSE will achieve similar success. Additionally, other fiscal operations and best practices will also be derived from the Charter Institute at Erskine to align with their standards.

The Board's approach to budget management is a 3-part process, including 1) review of financial statements, 2) review of budget vs. actual variances, and 3) forecasting of future results. The first part of the process is the preparation of WJSE's financial statements, which will be reviewed by the Board and principal using accepted accounting principles specific to governmental entities. Financial statements will also include a comparison of actual results to the approved budget to facilitate the second part of the process. The last step will require the Board to make timely decisions based on their forecast of future results to help ensure the financial health of the school. In addition, WJSE will create quarterly dashboard reports to compare the results to the budget and identify significant variances. As budget variances arise and are managed, new forecasts are developed to ensure WJSE is financially on track throughout each fiscal year. WJSE will adhere to accounting, reporting, and auditing procedures and requirements of The Charter Institute at Erskine (authorizer) and all public schools operating in South Carolina. As such, WJSE will execute, monitor, and adhere to all necessary fiscal management practices to ensure sustainability

3.

- Per pupil funding is assumed at \$7,138 per student in Year 1. This is from the latest funding amounts provided by the SCDOE.
- WJSE expects to receive the charter school Planning and Implementation Grant, amounts for which

have been assumed at \$170,000 in Year 1 and \$161,000 in Year 2. WJSE also expects to receive grant funding for a nurse and assumes \$31,000 in Year 3 and beyond.

- For the first year, WJSE will seek 5-year financing at prevailing interest rates. The amount financed is \$828,323 in Year 1. The financing will be used to cover FF&E and IT capital expenditures.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program (Tables 3.1 and 3.2). Tables 20.1 and 20.2 below show the projected participation and generated revenue based on historical data from schools with similar populations.

Expense Assumptions

- Average teacher wage is assumed at \$40,500.
- Performance-based bonus is included in the budget based upon 1% of Governmental Revenue (Table 3.3).
- Rent is included in the budget and is calculated at 14% of revenue in Year 1 and 15% in all subsequent years. (Table 3.5).
- Transportation is assumed at 5% participation: Daily transportation cost assumed at \$300 with 2% inflation for Year 2 and beyond (Table 3.6).
- Capital expenditures for computers, software, and furnishings are included in the budget. Since Year 1 will be the initial year for these purchases, the amount of \$828,323 is higher than subsequent years for these items, Subsequent years include these items for additional enrollment and replenishment of existing items.
- Cumulative fund balance of at least 3% of total revenue is achieved in Year 1 and a balance of \$572,633 is reached by the end of Year 5 (Table 3.7). These funds will be maintained for WJSE and used at BCEA's discretion.

Please see the budget included as Appendix X for a detailed staffing matrix.

4.

The per-pupil funding rate calculated in the budget is based upon the latest funding amounts (2018-19) provided by the SCDOE. A revenue estimate worksheet along with the email communication from the SCDOE confirming these amounts is available in Appendix W.

Grant funding for the Charter School Planning and Implementation Grant is anticipated at \$170,000 in Year 1 and \$161,000 in Year 2. This amount is anticipated, as BCEA's current school (Mevers School of Excellence) and other charter schools across the state have received this grant historically. In addition, WJSE also anticipates receiving the Student Health and Fitness grant, which assumed \$31,000 in Year 3 and beyond for the hiring of a nurse. Please note that this funding has not yet been secured.

In addition, WJSE is expected seek 5-year financing at prevailing interest rates. The amount financed is assumed at \$828,323 in Year 1 and will be used to cover FF&E and IT capital expenditures.

5.

WJSE is governed by The Berkeley Charter Education Association, Inc. (BCEA), which has an existing relationship with the Institute through its initial school, the Mevers School of Excellence. BCEA and the Institute are both looking forward to expanding their relationship to continue supporting all students. WJSE will adhere to accounting, reporting, and auditing procedures and requirements of The Charter Institute at Erskine (Institute) and all public schools operating in South Carolina. As such, WJSE will derive additional fiscal operations and best practices from the Institute to align with their standards.

6.

The charter committee/governing board will retain ultimate control of WJSE's finances. WJSE will adhere to accounting, reporting, and auditing procedures and requirements of The Charter Institute at Erskine (Institute) and all public schools operating in South Carolina. As such, WJSE will derive additional fiscal operations and best practices from the Institute to align with their standards. Additionally, WJSE will follow the South Carolina pupil accounting system, auditing, and reporting procedures as mandated in by statute and specified in the Funding Manual, the Financial Accounting Handbook, the Annual Audit Guide, the South Carolina Pupil Accounting Manual and the South Carolina Student Accountability Manual.

WJSE will employ a school-based SOA for human resource, payroll, and financial matters relating to cash collection. The SOA will also work with the principal to ensure adherence to the budget approved by the governing board. Below is a summary of the finance and accounting functions that the SOA will perform:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to company policy.
- Submit documentation for all receipts and disbursements made at the school level.
- Follow up and collect returned checks from parents.
- Prepare and submit instructional related purchase orders according to company policy.
- Prepare and submit check requests for certain invoices.
- Review and approve expenditure invoices with the principal.
- Maintain reconciliation of internal funds account.

7.

Internal controls are viewed as a means to reduce risk of asset loss and ensure reliability of financial statements as well as compliance with laws and regulations. The charter committee/governing board will retain ultimate control of WJSE's finances. Additional fiscal operations and best practices will also be derived from The Charter Institute at Erskine to align with their standards. The internal controls that will be implemented include, general governmental accounting policies, financial reporting, budgeting, cash receipts and deposits, purchasing and cash disbursements, capital assets, and payroll. Internal controls are viewed

to reduce risk of asset loss and ensure reliability of financial statements, as well as compliance with laws and regulations. There are several components that will be used to establish the policies and procedures for the internal controls, which include: control environment, risk assessment, control activities information and communication, approval processes for expenditures, and monitoring.

8.

Licensed/certified vendors will be contracted to provide special education and related services. The students' IEPs will determine the specific services that will be contracted for. Vendors will be contracted to provide services including, but not limited to speech and language services, occupational therapy, physical therapy, and school psychology evaluation services. All contracted providers will need to be appropriately certified/licensed based on State Board of Education requirements. In addition, contracted providers will be required to maintain professional liability insurance. During the summer prior to WJSE's opening, IEPs of enrolled students will be reviewed to determine which of these clinical services will be needed and to finalize contracts to allow services to be in place at the start of the school year.

Each year, or as required, an Invitation to Bid (ITB) will be announced for a food service vendor. Once a vendor is selected their contract can be renewed for four additional years. WJSE will require vendors to provide a quality unitized meal program that includes all the "components" of a full service operation. The "component meal system" consists of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; condiments; plastic wear; trays and liners. In addition to providing these items, the chosen vendor shall also provide the following services to WJSE: delivery of all items to WJSE; menu planning; nutritional analysis; all necessary kitchen equipment (ovens, refrigeration, freezers, milk coolers, etc.); equipment maintenance; commodity utilization; food service training; and marketing and promotions.

WJSE may provide transportation through an agreement or contract with a private provider. One bus has been included in the budget for transportation at an average rate of \$312 per day. If necessary, WJSE will contract with a certified and licensed school bus company to provide transportation. The provider shall furnish proof that it meets or exceeds all applicable district, state, and federal rules and regulations governing student transportation.

9.

In accordance with the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-50(B)(3), WJSE will obtain an annual financial audit that is performed by an independent certified public accounting firm. The governing board may select an audit committee to oversee the audit of WJSE. The governing board will use the auditor selection procedures as outlined in South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-230(E)(10). The audit shall be performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and South Carolina Code Section 11-7-10. Audited statements will be submitted to Erskine and all required state agencies as required.

10.

WJSE will not offer South Carolina Retirement System benefits to its employees.

11.

The Berkeley Charter Education Association, Inc. (BCEA) and the school will be responsible for all operating and capital expenditures. As such, the charter committee/governing board will receive WJSE's financial reports on a monthly basis and will approve each budget on an annual basis to ensure that all spending is in line with projections. If a shortfall in federal, state, and/or local revenue or any other unanticipated budget reductions should occur, WJSE will initiate a budget realignment of expenditures to the revised revenue stream to prioritize instructional operations. Variable expenses will be adjusted to achieve balance and align costs with revenue in a manner that is least disruptive to the learning environment. In those situations where projections are not met, WJSE will engage in a mitigation process, entailing reduction of controllable expenses. As a part of the mitigation process, the governing board will closely monitor enrollment to spend appropriately on enrollment-based expenses.

Other previously non-contemplated sources of revenue, such as subgrant funds offered by the U.S. Department of Education (USDE) and/or SCDE or other contributions, will also be exercised to aid in managing any shortfalls/budget reductions. Until WJSE has received official approval of subgrant funds offered by the USDE and/or SCDE, at this the school will not be using subgrant funds in conjunction with funds from any other existing federal programs administered by the USDE. In rare, but possible cases, WJSE may turn to alternate sources of funding, such as the school's construction partner, if absolutely necessary. Additionally, WJSE is in the process of trying to secure public/private partnerships with major corporations in the Orangeburg County area for possible fundraising opportunities.

12.

The charter committee/governing board's approach to budget management is a 3-part process, including: (1) review of financial statements, (2) review of budget vs. actual variances, and (3) forecasting of future results. During this process, the charter committee/governing board and principal will discuss the implementation of any mission-driven priorities that will be established as a result of any deficiencies noted through disaggregated student achievement data. If the charter committee/governing board and principal determine that mission-driven priorities with financial implications need to be implemented to improve student achievement at any time throughout the year, it will be incorporated as part of the budget management process described in detail below.

The first part of the process is the preparation of WJSE's financial statements. These financial statements will be distributed to both school leadership and the governing board. Financial statements will be prepared using Generally Accepted Accounting Principles specific to governmental entities. WJSE will also follow the guidelines in the Funding Manual and the Financial Accounting Handbook. Financial statements will also include a comparison of actual results to the approved budget to facilitate the second part of the process (review of budget vs. actual variances). Through forecasting (the third part of the process), the governing

board will be able to make timely decisions to regarding any changes or additions to the budget while also ensuring the financial health of WJSE.

In addition to the process described above, WJSE will be provided quarterly dashboard reports. The dashboard report summarizes the activity of WJSE, compares the results to the budget, and identifies significant budget variances. As budget variances arise and are managed, new forecasts are developed to ensure WJSE stays on track financially throughout the year. Appendix Y contains a 10-year budget plan.

13.

Conservative assumptions have been made on the financial budget to ensure the financial health of operations, especially during WJSE's first year. As part of the mitigation process, the governing board will closely monitor enrollment during the first year to spend appropriately on enrollment-based expenses. In particular, compensation, which is the biggest expense in the budget. Alternative outcomes will be contemplated before opening WJSE to safeguard against potential shortfalls. In those situations where expectations are not met, WJSE will engage in a mitigation process entailing reduction of controllable expenses while maintaining the basic necessities for the education of the students. In rare, but possible cases, the school may turn to alternate sources of funding, such as the management company or construction partner, if absolutely necessary.

2. Facilities

Charter schools may rent, lease, own, or otherwise finance facility space. In some cases, a school district may have an unused facility; in other cases, a charter school may share space with another tenant. With any facility, building permits, inspections, and a certificate of occupancy are required from the SCDE's Office of School Facilities (OSF) as the building official for all public schools. All facilities must meet applicable building codes, and the OSF is available to review and discuss proposed facilities to evaluate code and other life safety requirements. In addition, contact your community's planning and zoning department for necessary land-use permits and requirements.

Charter schools are required to comply with all traffic management regulations. SC Department of Transportation (SCDOT) School Traffic Engineering will visit and evaluate your site and provide you with traffic requirements for your school traffic. The evaluation may require a traffic study and the charter school is responsible for all costs associated with necessary improvements such as road widening and addition of traffic lanes.

Narrative Requirements:

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
 - Identify any other significant facilities needs not already specified, including: playground,

large common space for assemblies and other large group meetings, athletic facilities, and other special considerations (identify and explain).

2. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities.
3. For virtual schools, provide a plan for maintaining student records and school records, including financial records, at a designated central office of operations.
4. If a facility has been identified, include the address of the facility, a description of the facility, and the name and address of the owner of the facility.
 - If entering into a lease agreement, describe the material terms of the agreement. What specific buildout is required? What are those estimated costs?
 - A description of the planning committee's contingency plan should the lease or planned purchase fall through.
5. If a facility has not been identified, specify a plan for obtaining such a facility and include a description of the facility needs, a statement as to whether an existing facility will be remodeled or a new facility will be built, and a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility.
 - A discussion of the planning committee's process for obtaining facilities.
6. A description how the school's facilities plan is aligned with the projected enrollment growth outlined in the charter application.

1.

1. The facility is expected to be 65,000 – 70,000 square feet in size, occupying one to three floors. The facility layout will accommodate a logical separation of the elementary (K – 5) and middle (6 – 8) school grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for WJSE's administration. WJSE's site will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests. Erskine shall not be responsible for costs in the areas of facility construction or maintenance.

The facility will be designed to integrate technology, giving all students targeted access to curricular resources, assessments, technology-based intervention, and enrichment enhancing differentiation.

Teachers and students will have technology integrated in the classroom through a variety of modalities.

Below are resources that are planned to be implemented in the facility:

- Interactive displays/panels with tablets
- Classroom laptop computers
- Computer labs/Mobile laptop carts
- Document cameras

- Mounted projector and screen
- Production room
- Multi-purpose room outfitted with sufficient audio/video equipment for presentations

The facility will meet all applicable building codes, including the Americans with Disabilities Accessibility Guidelines for new building construction. The facility will comply with all building code standards and regulations adopted by city and county in which the school is located. In addition, WJSE will only contract with reputable vendors for all other equipment and services. Vendor selection is done through a Request for Proposal (RFP), with a vendor selection criteria matrix that includes critical factors such as company reputation and the ability to deliver requested equipment/services in a timely manner.

2. Since this school will not be a virtual school, this question is not applicable.

3. Since we have not identified a site, this question is not applicable.

4. Although the exact location for WJSE's facility has not yet been identified, the school will physically be located at (or within close proximity to) 3000 Five Chop Rd., Orangeburg, SC 29115. The facility is expected to be 65,000 – 70,000 square feet in size, occupying one to three floors. The facility will meet all applicable building codes, including the Americans with Disabilities Accessibility Guidelines for new building construction. The facility will comply with all building code standards and regulations adopted by city and county in which the school is located. In addition, WJSE will only contract with reputable vendors for all other equipment and services. Vendor selection is done through a Request for Proposal (RFP), with a vendor selection criteria matrix that includes critical factors such as company reputation and the ability to deliver requested equipment/services in a timely manner. The number of vendors used will be kept to a minimum in order to maintain manageability and accountability while also leveraging economies of scale for pricing.

Pending approval of this charter application, the proposed facility will be built using one of the following sources of financing: 1) Developer financing that has been bank approved based upon the developer's financial capability and anticipated per pupil funding. This is a traditional financing and development structure that has been reviewed and vetted by several legal teams as well as by the attorneys for the developer/builder, and in their professional opinion, meets all applicable law; 2) Third-party private real estate investor financing; or 3) Tax-exempt bond financing.

WJSE's facility will be developed in accordance with the construction timetable listed in Table 3.8.

5. The facility will be built to serve the student population at full projected enrollment.


3. Insurance Coverage

The application must include a description of the types and amounts of insurance coverage to be obtained by the charter school. The application must address, but is not limited to, the following types of insurance:

workers' compensation, liability, property, indemnity, and automotive. **All requirements should be placed in the support documents.**

Narrative Requirements:

All requirements for this section will be in the support documents.



Appendix Items Information

Incomplete

Appendix Items Information

The table below presents the appendix items that correspond to specific sections of the application. Applicants are encouraged to use this table to ensure that their application includes all required appendix items. Items in the table noted with **, indicate they are required only if applicable.

The first support document is the Signature Certification Page. Print the Signature Certification Page (page 46) and obtain the appropriate signatures from the chair of the charter committee. Note: this form includes certification of the SCDE Statement of Assurances for Charter Schools. Retain the copy of the statement of assurances included in this document (pages 44–45) for your records and ensure that each signatory has a copy of the document. By signing the Signature Certification Page, the signatories assure that they will comply with all the assurances for public charter schools in South Carolina. **The sponsor representative and the charter school committee chair will sign the bottom of this form after the school is approved.**

Once completed, include a copy per the instructions on page 5. **Applications that do not include the signed Signature Certification Page will not be reviewed or considered for approval.**

Application Section	Appendix Item
<i>Section I</i>	<i>Educational Plan and Capacity</i>
Executive Summary	<i>No appendix items in this section</i>
1. Evidence of Need and Community Support	A. Signature Certification Page B. **Evidence of Notification C. Evidence of Support D. **Conversion School Support E. **Private School Support

2. Curriculum and Instructional Model	F. School Calendar and Daily Schedule G. Supporting Documents for Educational Plan H. List of Teaching Positions I. **Virtual School List of Courses
3. Serving Students with Disabilities	J. **Agreement with Sponsoring District
4. Goals, Objectives, and Assessment Plan	<i>No appendix items in this section</i>
Section II	Organizational Plan and Capacity
1. Governing Board	K. Charter Committee L. Bylaws M. Articles of Incorporation N. Organizational Chart
2. Education/Charter Management Contracts	O. **EMO/CMO Documentation
3. Administrative Structure/Building Leadership	P. Sample Job Descriptions Q. School Start-Up Plan
4. Employees	R. **Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 <i>et seq.</i> (2004)
5. Enrollment	S. **Letter(s) from Sponsor regarding Desegregation Plan or Order
6. Student Conduct, Rights, and Responsibilities	T. Draft Discipline Policy
7. Transportation	U. **Transportation Services Contract
Section III	Business Plan and Capacity
1. Budget and Finance	V. Student Enrollment Projection Form W. SCDE Per Pupil Estimate Review X. Five-Year Budget Y. Ten-Year Budget

	<p>Z. **Memorandum of Agreement for Negotiated Services</p> <p>AA. Documentation of any "Soft Funds"</p>
2. Facilities	<p>BB. **Floor Plan of Identified Facility</p> <p>CC. **Proposed Lease or Rental Agreement</p> <p>DD. **Documentation from SCDE's Office of School Facilities</p> <p>**Documentation from SCDOT School Traffic Engineering</p>
3. Insurance Coverage	FF. Applicable Insurance Documents

Willie Jeffries School of Excellence
Executive Summary

Describe the following:

- Begin the executive summary with a mission statement that is clear and supports the principles of the South Carolina Charter Schools Act (S.C. Code Ann. § 59-40-10 *et seq.*)
- The proposed mission (fundamental purpose) of the proposed school and how it aligns with the purpose of state charter school law outlined in § 59-40-20;
- The targeted student population and the community the school will be designed to serve, including anticipated academic and nonacademic needs of the students and any non- academic challenges the school is likely to encounter;

The mission of Willie Jeffries School of Excellence (WJSE) is to develop well-rounded, global citizens by establishing a positive and healthy school culture, promoting student achievement, and providing a school of choice for communities, parents, and professionals that fosters educational excellence and prepares students to be competitive in life, college, and their futures.

In assessing the need for a new charter school in South Carolina, WJSE's governing board members conducted extensive research to determine where the school would be located. According to data derived from the South Carolina Revenue and Fiscal Affairs Office, Orangeburg County is among the top 30% in the state with 19.10% of its population living in poverty. The median household income (\$41,335) is in the bottom 20% of all counties in the state, which is 63.4% less than the national median household income of \$67,521. Of those statistics, it has been determined that as a result, Orangeburg County is also in the top 30% of counties across the state with 28.1% of children between the ages of 5 and 17 living in poverty. With the Orangeburg County School District's student population at 11,321 across its elementary, middle and high schools, this area lands in the top 25% of school districts in terms of enrollment. With the number of students that must be served in this area, WJSE believes that students will benefit from the development of a new charter school to provide additional student learning opportunities and prepare students to be competitive in life, college, and their futures. By providing students with a quality education, WJSE can help advance students away from poverty and closer to self-sufficiency.

While WJSE will not be the first charter school to break ground in the Orangeburg County, it will be the only traditional public charter school currently operating in the area, serving students in grades K-8. South Carolina Connections Academy is a virtual charter school, and the Orangeburg High School for Health Professions only serves grades 9-12. In setting a solid foundation for students in grades K-8, when students are ready to advance to the ninth grade, they will have developed the necessary drive and skills needed to graduate. By doing so, we can aid in closing achievement gaps in terms of poverty, academically, and more.

Based on the assessed need for additional student learning opportunities in Orangeburg County area, the establishment of WJSE will target the same grade levels as the schools in this area that were listed as Priority Schools in 2018 (performing at or below the 10th percentile among all schools in the state). WJSE will serve grades K-6 in its opening year and expand to grades K-8, adding one grade level at a time in each of the subsequent two (2) years. In year one, there will be four (4) classrooms per grade level for all kindergarten through fifth grade students, and three (3) classrooms for sixth grade students. In year two, three (3) classrooms will be added to accommodate the school's

seventh grade students. In year three, an additional three (3) classrooms will be added to accommodate the eighth-grade students. At capacity, WJSE will enroll a total of 765 students. This projection includes 20 in each Kindergarten classroom; 23 students per classroom in the first through fifth grade; and 25 students per classroom in the sixth through eighth grade. Most elementary grades (K-5) will be self-contained, in which all subjects (except for remediation, enrichment, and specials periods) will be taught by the same teacher within the classroom. In middle grades (6-8), departmentalization is important, as the content students are expected to learn increases in each grade level, which requires subject-focused teachers to be able to effectively instruct the rigorous levels required for ideal comprehension. The principal will also be able to departmentalize other grade levels at his/her discretion, depending on the needs of students.

WJSE has chosen to implement Dr. Robert J. Marzano's The Education Model, which was developed after extensive study of instructional practice, grounded in over 35 years of research, and is rooted in the philosophy that every student can learn. Its purpose is to facilitate each student's mastery of South Carolina College and Career Ready (SCCCR) standards, and its structure enables administrators and teachers to better understand, explain, and predict elements needed to facilitate each student's academic success.

The charter committee for WJSE is governed by members of The Berkeley Charter Education Association, Inc. (BCEA), which has an existing relationship with the Institute through its initial school, the Mevers School of Excellence. BCEA is an existing non-profit governing board created for the sole purpose of opening and operating high-quality charter schools. BCEA's goal is to make high quality charter schools available to all students throughout the state of South Carolina. With the success of its first school (Mevers School of Excellence), the Board of Directors discussed spreading opportunities throughout the state and agreed upon Orangeburg County being a perfect target to introduce another charter school option similar to the program at Mevers School of Excellence. As such, the governing board plans to replicate Mevers School of Excellence at WJSE. BCEA believes that offering another charter school option similar to Mevers School of Excellence would be a benefit to the community.

The Board possesses ample educational, leadership, and business management experience for successful implementation. Each committee member is actively engaged in serving their communities, which provides numerous opportunities for them to not only share information about the proposed charter school, but to effectively manage key operations as well. As they are considered the founding members of WJSE, and until such time when a school leader is selected, the charter committee/governing board will assume all responsibility for managing the charter school.