EDUCATIONAL DESIGN

Program Overview

At West Virginia Academy our goal is to improve public education both locally as well as throughout the state of West Virginia by (1) establishing a successful public charter school in the Morgantown area that will serve students within the Morgantown-Fairmont Combined Statistical Area (CSA); and (2) then replicate this successful program at various campuses throughout the state. The overall charter school model empowers “new, innovative, and more flexible ways of educating children” and our school will leverage this flexibility to provide an exceptional and unique educational experience that gives parents and students an alternative to non-charter public schools.[1]

Everything we will do as an organization demonstrates that we are dedicated to educating the whole child in a wraparound community school.

Wraparound Community School

Across the nation, a wide range of programs and activities are being developed and evaluated to address the complex and changing needs of children, youth, and families. West Virginia Academy has researched and adopted an integrated student support system, offering a variety of wraparound services that influence a child’s development and readiness to engage and learn in school. Research has shown that academic outcomes are a result of both non-academic and academic supports.[2] WVA will offer a number of supports that have been found to help in the development of children and youth in hundreds of research studies across multiple disciplines. These include: a child-centered focus, a life-course perspective, the importance of families, positive youth development, and the whole-child approach.

Child-centered Focus
Also as part of our wraparound model, we will provide educational programming and activities from early in the morning until the evening that focus on developing individual needs, interests, and accomplishments. We recognize that and individual’s development includes multiple domains, such as: health, educational achievement, cognitive attainment, social and behavioral outcomes, and behavior. Our programs will also run on a modified year-round schedule with various learning opportunities between terms as well as in the summer (For more information - See School Operations and Culture Section).

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[1] See W. Va. Code § 18-5G-1(b).
[2] Moore, K. A., & Emig, C. (2014) Integrated Student Supports: A Summary of the Evidence Base for Policymakers. *Child Trends*. 1-8.

Life-course Perspective

WVA is unique in that it will benefit from the unity of having all school buildings on one property, albeit in a separated nursery, primary, and secondary schools. Research has found that early educational experiences affect development and well-being in subsequent years. Our school will offer educational opportunities to children starting at age two. In 5 years, when WVA has grown to a full K-12 school we will have all curriculum, personnel, and management inextricably woven together. It has been found that a strong partnership between individual primary and secondary schools give rise to a less isolated education. This is of paramount importance for children that come from disadvantaged backgrounds and often do not have the chances to learn at home and out of school.[3] Our younger grades can serve as an audience for the secondary school presentations. The secondary students who have mastered pickleball, tennis, or soccer, can assist and increase their leadership skills while helping the primary students in their PE class or with an afterschool athletic club. Multiple studies have indicated that students attending K-12 schools in socio-economically disadvantaged areas do as well as or academically better than their peers who attend the traditional elementary, middle and high school.[4]

Importance of Families

We are dedicated to serving the families of our community with a one-stop location for all young people's educational needs. Research has found that family experiences are a strong and continuing influence at every developmental stage.[5] At WVA, we know that relationships matter, the quality and continuity of positive relationships as well as the detrimental effect of negative relationships is well-documented. We will strive to provide opportunities and programs that promote positive relationship development through our WVA Ambassador program as well as our annual school-wide activities that occur throughout the year.

Positive Youth Development

Positive Youth Development (PYD) transitions away from the traditional approaches of solely responding to youth at risk and their negative behaviors toward a more proactive approach. This approach ensures young people have the knowledge, skills, and support they need to thrive as adults, enjoy good health, succeed economically, and make meaningful contributions to their communities. WVA recognizes that all students learn differently and part of the education process is understanding how to learn. We will strive to foster a positive environment that promotes self-knowledge and advocacy to make certain that each scholar knows their most effective learning strategies and how to monitor their progress in achieving their personal goals. One proven way to develop PYD is youth-centered or youth-led activities.[6] Our WVA Ambassador program will be youth-led and an excellent way to promote positive youth development within our school.

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[3] Lindner, A.P., (2009) "The school climate in a K-12 single-campus school as perceived by students, graduates, parents, and teachers. Andrews University. Available at: The School Climate in a K-12 Single-Campus School as Perceived by Students, Graduates, Parents, and Teachers (last visited 8/16/2021).

[4] Linder, A.P. (2009)

[5] Moore, K. A., & Emig, C. (2014) Integrated Student Supports: A Summary of the Evidence Base for Policymakers. *Child Trends*. 1-8.

[6] Alvarado, G., Skinner, M., Plaut, D., Moss, C., Kapungu, C., and Reavley, N. (2017). A Systematic Review of Positive Youth Development Programs in Low-and Middle-Income Countries. Washington, DC: YouthPower Learning, Making Cents International.

Whole Child Approach

According to the Association for Supervision and Curriculum Development (ASCD), the whole child approach "ensures that each students is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success."[7] West Virginia Academy's educational program covers each of these five tenets in a systematic and unique way.

Healthy Lifestyle

According to the ASCD, the whole child approach to education ensures that each student enters school healthy and learns about and practice a healthy lifestyle. As discussed in the earlier section, the United Way of Monongalia and Preston Counties have stated that nearly 1 in 4 children live in families that cannot provide nutritious food for their family and are considered food-insecure. Children are the most vulnerable when it comes to hunger and food access and "summer can be a challenging time for kids, when they aren't in school receiving nutrition and academic assistance that is available during the school year."[8] Government programs, such as WIC and SNAP are in place, however people in low-income situations often face accessibility issues. Charitable programs, such as Feeding America, Conscious Harvest, and Empty Bowls are just a few striving to help with this serious concern. Additional efforts are being made to aggregate food and bring them to accessible locations to help provide healthy food to low-income populations.

WVA will have several key programs to ensure each student is healthy and learns about how to live a healthy lifestyle including: mindfulness techniques, year-round availability, before school options, lunch and recess, after school alternatives, health and physical education, and athletics.

<u>Mindfulness</u>
We know that our scholars are entering the classroom from a variety of home environments. Each come with their backpacks full of school supplies, but also stress, worry, anger, sadness, happiness, excitement, fear, etc. Mindfulness has been found to help students examine their "internal and external stressors" and create "a culture of calm" with some "simple, effective, inexpensive evidence-based strategies that can be implemented in every classroom."[9]

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), mindfulness skills and practices have been found to increase self-awareness and self-management which are among the five core skills of social emotional learning (SEL) education. Research has linked mindfulness-based practices with a more positive school

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[7] See the ASCD Whole Child Approach, available at http://www.ascd.org/whole-child.aspx
[8] West Virginia Food Desert Summit 2019: Collective Action to Address Food Deserts in West Virginia, Bridgeport Conference Center, December 10, 2019. Available at Untitled (last visited: 8/10/2021).
[9] Kane, M. (2017). Creating a culture of calm. *Gifted Education International*, *34*(2), 162–172.

climate.[10] More specifically, Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-based Cognitive Therapy (MBCT) have been found to help with anxiety and stess management.[11] Evidence has been found that MBSR "may produce positive effects on educators' sleep and skills such as self-regulation and self-compassion, as well as on their overal job satisfaction."[12]

Our teachers will be trained in mindfulness practices and encouraged to integrate them into their existing class curriculum and school routines. For example, in physical education class, the teacher can introduce yoga. The combination of mindfulness practices and yoga has been found to reduced perceived anxiety and stress levels as well as improve the overall classroom effectiveness.[13] In music class, "sound and listening can promote mindfulness in children."[14] The music teacher can demonstrate the "Mozart Effect," an effect when one listens to music by Mozart and as a result their brainwaves are slowed down. It has been found to calm individual as well as improve memory and learning abilities.[15]

Year-Round Availability

West Virginia Academy is unique in its year-round school schedule that will give students more access to regular nutritional food without the long summer gap. WVA plans to provide transportation and educational services, including meals and snacks during our term breaks and Summer Mini-Courses to assist students in their education as well as their nutritional needs when school is out of session.

Before School Options

The Breakfast After the Bell program encourages all students to eat breakfast. Options include eating a pre-ordered breakfast before the start of school in our Before School Program or grabbing it to go as they head to their homeroom class and eat it after the start bell. WVA will encourage all students to have a health breakfast and full stomachs to optimize their learning for the day. (For more information regarding the various breakfast options at WVA see Food Services)

Many students require care in the mornings before the 8:00 AM school start time. A before school program will begin at 7:00 AM and run until 7:45 AM (See Before School Schedule). All students participating in the before school program will receive breakfast.

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[10] Birnie, K., Speca, M., & Carlson, L. E. (2010). Exploring self-compassion and empathy in the context of mindfulness-based stress reduction (MBSR). *Stress and Health*, *26*(5), 359–371.

[11] Marchand, M. (2012). Mindfulness-based stress reduction, mindfulness-based cognitive therapy, and Zen meditation for depression, anxiety, pain, and psychological distress. *Journal of Psychiatric Practice*, 18(4), 233–252.

[12] Browning, A. (2020). Mindfulness in education: An approach to cultivating self-awareness that can bolster kids' learning. Center to Improve Social and Emotional Learning and School Safety at WestEd. San Francisco, CA: WestEd.

[13] Stapp, A. C., & Lambert, A. B. (2020). The Impact of Mindfulness-Based Yoga Interventions on Fifth-Grade Students Perceived Stress and Anxiety. *Lnternational Electronic Journal of Elementary Education*, *12*(5), 471–480.

[14] Delport, A. C. (2018). Developing mindfulness in children through participation in music activities. South African Journal of Childhood Education, 8(1).

[15] Campbell, D., 1997, The Mozart effect, Hodder & Stoughton, London

Physical Activity supports child learning. We will provide students with a chance to participate in our BOKS before school program. Participation in physical activity before school has been found to increase student readiness for learning.[16] Students will participate in various BOK Bursts during the morning program. These "bursts" are one to ten minutes and completed sometimes individually, paired, or in a team. Training for these activities will be youth-led with guidance and oversight by faculty and staff, providing kids a health-focused leadership role within the school.

In between the BOK Bursts, students will be engaged in "Wake-up Brain Activities." These activities will provide specific cognitive training to help students become more proficient throughout their school day. Cognitive functions such as memory, attention, and problem-solving will be challenged during these fun wake-up activities.

Lunch and Recess

Lunch often can be the largest meal a student eats during the day or the only one given to them during the day.[17] WVA parents are expected to provide a nutritious lunch option for their student(s) each day. They may do this in one of two ways: (i) send a lunch to school with their student or (ii) sign up for the school lunch program. We provide daily lunches that are similar to bag lunches as a convenience to families through the National School Lunch Program. This program is designed to provide a healthy, mid-day, low-cost meal option for our families.

Research has found that only 24% of US children and youth meet the guideline of 60 minutes of physical activity every day.[18] West Virginia Academy plans to implement BOKS indoor and outdoor recess templates during our morning, lunch and afternoon recess periods. Students in K-3 will have a morning and afternoon recess for fifteen minutes each. Students in 4-5 will have an afternoon recess for fifteen minutes. All students will have thirty minutes of recess during their lunchtime break. Research has shown that high levels of fighting and conflict can occur during recess.[19] Therefore we are utilizing this time to participate in an organized physical activity following the BOKS Functional Movement program and it will be facilitated by a teacher.

The American Academy of Pediatrics (2012) has found that structured recess, one that has games and physical activities led by a trained adult, can increase teamwork and reduce conflicts on the playground.[20] Studies have also shown that because time in physical education is often limited, the best way to organize the recess periods is to increase physical activity behavior by adding structure, such as provision of equipment and/or games with instruction, prompts or

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[16] Hall, Georgia, Kristen Fay Poston, and Stephanie Harris (2015) "Before the School Bell Rings: How a Before-School Physical Activity Program Improves Executive Functions." Afterschool Matters, Fall.
[17] McGuire, S. (2011). Institute of medicine. 2009. school meals: Building blocks for healthy children. Washington, DC: The national academies press. Advances in Nutrition (Bethesda, MD.), 2(1), 64-65
[18] The 2018 United States Report Card on Physical Activity for Children and Youth. Available at NPAP (last visited 8/16/2021)
[19] Massey WV, Stellino MB, Holliday M, Godbersen T, Rodia R, Kucher G, et al. (2017) The impact of a multi-component physical activity programme in low-income elementary schools. Health Educ J.76(5):517–30.
[20] American Academy of Pediatrics. (2012). The Crucial Role of Recess in School. PEDIATRICS, 131(1), 183–188. https://doi.org/10.1542/peds.2012-2993

encouragement from teachers as to how to play these games or use the equipment.[21] Some of the functional movement skills which will be a focus are kicking, catching, throwing, etc.

Research has also found that as children get older there is a significant drop in physical activity and only 3% of US Secondary schools have established and implemented a comprehensive school physical activity program.[22] Our older students will also be encouraged to participate in structured games and activities facilitated by the teachers during the lunch recess time. Functional Fitness skills (squat, push up, plank, etc) will be a focus per week at recess. Secondary students will also have PE class once or twice a week that follow the BOKS Middle School curriculum. This curriculum is set up with adolescent behavior in mind. Fitness concepts are "hidden" within games, relays, or obstacle courses. The PE director can then educate students on specific skills and concepts, but the student doesn't feel singled out or that everyone is watching them.

According to the Afterschool Alliance, 69% of West Virginia parents agree that afterschool programs help give peace of mind about their children when they are at work. About half of parents agree that afterschool programs keep kids out of trouble and reduce the participation in risky behaviors. The time between 2pm and 6pm is the peak time for juvenile crime.[23] About 20% of West Virginia children are unsupervised an average of 6.65 hours per week after school.[24] In response to this area of need, West Virginia Academy will provide after school care until 6:00 PM Monday through Thursday. Following the end of school at 3:35 PM students participating in the WVA afterschool program will sign-in and receive an afterschool snack. The program is then organized into 3 forty-five minutes segments.

A general fitness class will always be available throughout the year based on the BOKS after school program. This fitness club will provide a type of circuit training for all students to utilize after school. It will be overseen by a trained teacher and guidance will be given to students to ensure training is done properly. The idea is to provide real-life GYM training to help young people get into the habit of proper GYM fitness that will benefit them the rest of their lives. Students will be able to sign up for a 45 minute block with a warm-up, upper-body, core and trunk, Lower-body exercises, stretching and cool down at each session.

Health and Physical Education

West Virginia Academy has adopted standards set by the Society of Health and Physical Educators (SHAPE America) for health and physical education. Our health curriculum will be based on the Shape America Health Curriculum Builder. This curriculum covers the National

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[21] P.W. Scruggs, S.K. Beveridge, D.L. Watson. (2003) " Increasing children's school time physical activity using structured fitness break" Pediatr Exerc Sci, 15. pp. 156-169

[22] The 2018 United States Report Card on Physical Activity for Children and Youth. Available at NPAP (last visited 8/10/2021)

[23] Fight Crime: Invest in Kids. (2019). From Risk to Opportunity: Afterschool Programs Keep Kids Safe When Juvenile Crime Peaks. Available at: www.strongnation.org/articles/930-fromrisk-to-opportunity-afterschool-programs-keep-kids-safe (last visited 8/10/2021)

[24] AfterSchool Alliance (2014) "West Virginia after 3PM" Available at WEST VIRGINIA AFTER 3PM (last visited 8/10/2021)

Health Education Standards (NHES) as well as the West Virginia Health Education Standards for 21st Century Learning and focuses on increasing health literacy in K-12 students.

West Virginia Academy will use the physical education and fitness curriculum called BOKS (Build Our Kids' Success) which follows the NHES standards and the West Virginia Heatlh Education Standards for 21st Century Learning. We join the SHAPE America goal in producing physically literate students. Physical literacy is "the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (SHAPE America, 2014)."[25]

Each elementary student will be assigned a weekly physical education class. BOKS is a physical activity program that is focused on the daily health of students. The BOKS Fundamental Fitness curriculum will serve as a guide for our PE teachers throughout the term. The classes will focus on a physical skill of the week and play a variety of games to build that skill. Each lesson will end with a short nutritional tip to help guide student's nutritional choices throughout their life. After a nine-week BOKS program, students were found to have statistically significant improvements in three areas: percent fat, fat weight, and aerobic performance.[26]

Athletics

Childhood and adult obesity rates are a substantial social problem in West Virginia with childhood obesity levels of 20.9% (second highest in the US) and adult obesity levels of 39.5% (highest in the US).[27] Also, despite young childhood obesity rates declining nationwide, this rate is actually on the increase in West Virginia.[28] Lifetime participation in physical activity should be the overall goal of physical education and athletics in primary and secondary education, but most high school athletics programs and team sports devote substantial resources and focus on sports that rarely continue beyond highschool. West Virginia Academy will build its athletics programs around physical activities and team sports that have the greatest carryover into adulthood and will prioritize these sports.

Our athletics programs and budgeting will be guided by our goal to provide students with opportunities to engage in physical activities that are likely to progress into a lifetime of physical exercise beyond primary and secondary school. By way of example, some of the lifetime sports our school will prioritize and compete in include golf, track, volleyball, cross country, basketball, soccer, badminton, biking, tennis, and pickleball. Students will also compete in internal athletic competitions representing their respective teams in the Ambassador Program.

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[25] For more information about SHAPE America see Physical Education and Health Education-Shape America. (last visited 8/10/2021)

[26] Westcott, Wayne, Kim Puhala, Amanda Colligan, Rita Larosa Loud and Robert Cobbett (2015) "How well does Before-School Exercise "Build our Kid's Success"?. Ace Prosource p3.

[27] See State Obesity Data; Flatley, Report: West Virginia continues to lead nation in adult obesity rate (WV MetroNews, Sept. 12, 2020); Report: West Virginia continues to lead nation in adult obesity rate (last visited 8/10/2021)

[28] See Stuck, Childhood Obesity Rates Rising in West Virginia (Charleston Gazette-Mail, Nov. 19, 2019) Childhood obesity rising in West Virginia | Health | wvgazettemail.com (last visited 8/10/2021).

Team sports for competition outside the school will be offered seasonally based on feasibility and student demand. Water sports such as swimming, kayaking, rowing, and canoeing will be offered on occasion as part of field trips. Sports teams representing the school will be offered after school practice time as well as concentrated practice time during the term breaks to get ready for competitions and increase skill levels (See Term Break Schedule). As a public school, our secondary school grade levels will participate in interscholastic sports competitions within the public system at the appropriate division level for sports where our student body expresses a high interest. Programs with reasonable interest among the student body may participate in club sports programs, subject to available funding. This approach ensures that our allocation for resources in athletics will mirror the interests of our student body.

Safety for All

According to the ASCD, the whole child approach to education ensures that each student learns in an environment that is physically and emotionally safe for students and adults. In 2014-2015 there were 22,648 aggressive conduct incidences in West Virginia schools, these included: physical fights without injury; battery against a student or school employee; hazing; sexual misconduct; threats of injury or assault against a student or employee; harassment, intimidation or bullying; and verbal assaults against students or school employees. There were also 3,512 bullying incidents in West Virginia schools. These include incidents that could result in reasonable fear of harm, intimidation, emotional abuse, or conduct that persistently disrupts general operations of the school.[29]

A myriad of research has determined that there is a "direct and symbiotic relationship between school climate and student achievement."[30] According to the National School Climate Center (NSCC), "a sustainable, positive school climate fosters youth development and learning necessary for a productive, contributory, and satisfying life in a democratic society."[31] The NSCC has found that a strong school climate decreases risky behaviors in students, lower rates of student suspensions and discipline problems in general, and provides students with social and emotional benefits.[32] West Virginia Policy 4373 describes essential components of a safe and supportive school. These include establishing a leadership team and a process to gain school-wide input and commitment, use of data to improve decisions based on school climate, and implement programs/practices that promote positive behaviors and expectations.

West Virginia Academy plans to provide a safe environment for all through our social-emotional learning, anti-bully initiatives, and school uniform policy.

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[29] According to the WV Positive Behavioral Interventions and Supports: Capacity-building Efforts to Provide Safe and Supportive School Environments. Available at WV PBIS (last visited 8/10/2021)
[30] Greenway, G. (2017) The relationship between school climate and student achievement. Doctoral dissertation, Georgia Southern University.
[31] For more information about the National School Climate Center see What is School Climate? - National School Climate Centre (last visited: 8/11/2021).
[32] What is School Climate? - National School Climate Centre

Positive School Community

West Virginia Academy will empower students to take responsibility for their personal actions within the learning environment and to learn to self-regulate and self manage their emotions and actions. Scholars will be taught explicitly each year the school's expectations for student conduct at school, on field trips, and on the school bus. Each scholar will receive a student contract that will explain the school dress code, disciplinary code, absenteeism and tardiness policy. Scholars will be expected to sign the contract and abide by the expectations every day.

Each grade will be encouraged to create a behavioral framework, or blueprints that guide the teachers expectations, reinforcement of appropriate behavior, and how to best respond to inappropriate behavior. The framework is taught to the students and applied, so eventually, scholars will understand the expectations, the incentives, and the consequences at a level of automaticity. (For More information regarding this Behavioral Framework see School Operations and Culture)

West Virginia Academy will assist students in keeping up with the high behavior expectations by providing school routines that are structured and the same across all grades and classes. Each school classroom will be organized in a similar manner, students will feel comfortable in each room knowing how it operates and the management style within. Schoolwide teacher expectations and routines build positive relationships among students.[33] West Virginia Academy will implement the classroom management model called Conversation, Help, Activity, Movement, and Participation (CHAMPs). Sprick created the CHAMPS program in 1998, with the understanding that behaviors must first be actively strengthened instead of focusing on correcting bad behaviors. It involves: clarifying routines and expectations, organizing the physical environment, and managing student behavior, based on student strengths and needs and sensitive to cultures, can empower students to achieve academically.[34] This program has been found to help teachers make effective decisions about managing students' behavior.[35]

As new teachers enter our school community, they receive training through a series of DVD's that help them understand CHAMPS and how to implement the program within their classroom. Each teacher will receive the book, "Champs: A Proactive and Positive Approach to Classroom Management" to use as a reference when they have specific classroom management problems. This is there first line of defense, when they encounter a behavioral problem. They can also can discuss behavioral challenges with colleagues as well as our curriculum specialist who will be specially trained on CHAMPS and other classroom management techniques.

WVA knows that the key to managing behavioral problems, whether it is with one student or with the entire student body, is consistency. Consistency provides the students with an emotional

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[33] Sugai, G. & Horner, R. H. (2009). Defining and describing schoolwide positive behavior support. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), Handbook of positive behavior support (pp. 207-326). New York: Springer.

[34] Back, L.T., Polk, E., Keys, C.B. et al. Classroom management, school staff relations, school climate, and academic achievement: testing a model with urban high schools. Learning Environ Res 19, 397–410 (2016). https://doi.org/10.1007/s10984-016-9213-x

[35] Evans, Vernessa, "An Evaluation of CHAMPS for Classroom Management" (2016). *Walden Dissertations and Doctoral Studies*. 2637. Available at "An Evaluation of CHAMPS for Classroom Management" by Vernessa Evans (last visited 8/10/2021).

support that is directly associated with increased academic achievement and desired behaviors.[36] WVA will strive for school-wide consistent expectations including consistent behavioral standards, reinforcement, and correction as needed. With this process in place, both teachers and students can feel safe, valued, and successful at school.

West Virginia Academy will have an empty chair policy, meaning there will always be a space allotted to any visitor that would like to join in the learning of any class at our school. Administrators, parents, and even visiting community members will all be allowed to step inside a classroom and see learning in action. We want our teachers to be proud of their teaching abilities and our students to show what they know to all who want to see. WVA will rely heavily on parent and community volunteers to help run the supplementary activities we have organized. WVA Ambassador program will have students working directly with community agencies to learn and develop projects that cover their team theme for the year. Parent volunteers will be needed to run clubs in our afterschool program, the more participation and help provided by the parents, the more clubs and activities we can offer.

Social-Emotional Learning

Along with a comprehensive positive behavioral support program a well developed social-emotional learning system will be implemented as well. Social, emotional, and behaviorial learning is the development of a set of skills that will help the student self-manage in various situations inside and outside the classroom. These skills vary, but typically include understanding and awareness of one's emotions and those of others, tolerance for differences in others, the ability to control one's own emotions and interpersonal behavior, understanding and accepting of other's values and cultures, and an ability to make and keep relationships with those around them. There is a reason these skills contribute to self-management. A student needs to know how to manage or control their emotions and behaviors. The word managing is important in this context. Managing often refers to adapting, imposing solutions to achieve a specific goal. It often includes commanding and controlling situations. Students need to be able to understand when they need to manage their emotions and behavior to properly develop relationships with their peers and others.

The teacher's role in the classroom is to model appropriate self-management skills as well as facilitate the teaching of these skills in the classroom. Facilitation is different than managing in that it empowers the students to manage themselves. The teacher is responsible for anticipating what the students will need to learn and help bring about solutions or even safe practicing opportunities for the students to gain experience in appropriately manage themselves.

Anti-Bully Initiatives

Bullying is repeated, unwanted aggression perpetrated by a greater power on someone considered weaker. In a bullying situation, research states there are three participants or groups of participants involved: the bully, the victim, and the bystander. WVA has a legal and ethical responsiblity to create a healthy teaching/learning classroom which is characterized by

[36] Curby, T., Brock, L., & Hamre, B. (2013) Teachers' Emotional Support Consistency Predicts Children's Achievement Gains and Social Skills. *Early Education and Development.* 24(3). 292-309.

allowing students to express their thoughts and ideas, by practicing collaboration among students, and following through with consequences.

Awareness on everyone's part will be a top priority by our whole school community, including, teachers, administrators, parents, and students. There are three underlying reasons why children bully: (1) they don't have good relationship skills; (2) they don't have good emotional control skills, and/or (3) they don't have good consequence and response skills.[37] Interventions and prevention strategies need to be in place to ensure that all students are learning in a bully-free environment. We plan to combat bullying at WVA through our strong positive school support program and behavioral framework as well as our social-emotional learning program which emphasizes appropriate social skills. (For more information -See School Culture and Student Code of Conduct)

School Uniforms
West Virginia Academy will require a school dress code. Uniforms in the public school are an excellent way to increase student safety. Not only do uniforms help identify our students when on field trips or other outside events; within the school, uniforms readily identify members of our school community, which can be helpful in situations where an unknown visitor may pose a threat to the safety of our students and staff. Uniforms have also been found to reduce bullying and discourage illegal activity within the school. Because students come from all different socio-economic backgrounds, clothing is a way to distinguish those that are more affluent from those that cannot afford the latest fashion trends. Uniforms takes away the status and places all students on the same levels.

Engaged Learner

According to the ASCD, the whole child approach to education ensures that each student is actively engaged in learning and is connected to the school and broader community. West Virginia Academy plans to actively engage our scholars and connect them to their peers and community in four distinct ways: school uniforms, school-wide positive support system, cooperative learning, and community engagement.

School Uniforms
Not only do our school uniforms help with the safety of our students it also provides a sense of belonging. Uniforms give students a sense of school pride. Just as fans wear their team's colors to a sports event to show their support. Wearing school uniforms increases loyalty to the school and promotes a sense of belonging and school spirit.

Uniforms are also found to reduce distraction and shift the focus to learning. Questions on whether a student will fit in based on their clothing are diminished or eliminated and students will not be concerned about the impact of their clothing on their social lives. This reduces distractions and increases the focus on academics and building positive friendships instead of

[37] Knoff, H. M. (2013). Changing resistant consultees: Functional assessment leading to strategic intervention. Journal of Educational and Psychological Consultation, 23(4), 307-317.

fashion. The education of students is important to all members of the school community and as such needs to be reflected in dress and appearance.

School-Wide Positive Behavioral Support System

The most effective classroom or school behavioral management strategy is to have motivated and engaged students throughout the school day. When teachers are knowledgeable and skilled at creating lessons and experiences that actively involve and are meaningful to students, the non-appropriate behavior decreases or is eliminated. Meidl et al. (2018) found that "when teachers have expectations for student behavior and they are not met, this behavior is categorized as misbehavior." Teachers will feel distracted and unable to instruct when misbehavior occurs. Therefore, in order to be able to keep students engaged and actively learning, teachers must understand that misbehavior is a normative part of the classroom and trained to make a cognitive shift."[38] A School-Wide Positive Behavioral Support program (SWPBS) allows students to become engaged learners by understanding correct behaviors and self-manage their inappropriate behaviors consistently throughout their day.

Climate effects the level at which students achieve.[39] The school climate affects how educators act, including how they treat their colleagues, parents, and their students. The overall school climate, as well as the individual class environment will be assessed throughout the school year and adjusted as needed for scholars to be continually engaged, motivated, and successful. Many people argue that a positive school climate starts at the top. At West Virginia Academy all administrators will be encouraged to be positive and friendly with the faculty, staff, and students. Our overall goal is to ensure our scholars are receiving five positive interactions (collectively, from adults, peers, or themselves) for every negative interaction. In a SWPBS, educators have been found to have more job satisfaction. And when teachers enjoy their job it will be sensed and embraced by the students.

Starting the day on a positive and focused note is an excellent way to prepare students to be engaged and involved throughout the rest of day. It sets a tone of being ready for the learning environment and all the responsibilities that come with it. Our school will start each day with a "Mindfulness Moment." This is where teachers will take time to help students understand their own thoughts, feelings, and sensations, as well as how they can affect their own actions. We will also be explicitly teaching and focusing on social skills through the Stop and Think Social Skills Program to help our scholars understand and manage their emotions, develop positive self-identity and recognize themselves as life long learners, and make responsible choices wile recognizing and connecting to the community at large.

Cooperative Learning

An engaged learner is not just one who is busy, but focused on learning and achieving success. Making connections and building relationships are not only our goal between all the individuals

[38] Meidl, C., & Vanorsdale, C. (2018). Application of PBS through CHAMPS. Educational Foundations, 31(Fall-Win), 3-4, 26-46.
[39] Meidl, C., & Vanorsdale, C. (2018).

at WVA, but we want a connection to the academic content and goals our scholars set and achieve.

Our WVA Ambassador program is an organized and structured way for cooperative learning to take place within our school. Each team will create a series of projects to complete together throughout the year. Each member of the team is important and will be responsible for contributing elements to complete the given task. Members of the team will be of all ages and abilities. A significant benefit to our Ambassador program is the chance scholars have to engage with one another in addition to the course material.

Community Engagement
West Virginia Academy will have greater flexibility to allocate resources to the classroom and teachers with a flatter organizational structure that places more funding in the classroom. Our school is uniquely positioned to innovate with respect to curriculum delivery and expand on experiential learning opportunities and field trips. More specifically, the WVA Ambassador program provides cooperative learning experiences within our community. Community engagement is a way for our scholars to use what they have learned in the classroom to improve their surrounding community. Ambassador teams will have the chance to learn in real-life situations, connect with professional and community members, and improve their ability to demonstrate understanding, problem-solving skills, and critical thinking through their various term projects.

Personalized Learning

According to the ASCD, the whole child approach to education ensures that each student has access to personalized learning and is supported by qualified, caring adults. As stated previously, WVA's school philosophy states that we value personalization. Each scholar comes to school with unique talents, skills and abilities. Therefore, our instruction will be adapted to accommodate those with unique learning styles. As part of this philosophy is the belief that each scholar can learn and master material when taught by highly effective evidence-based education and educators who are empowered through adequate training, support and materials.

West Virginia Academy plans to ensure personalized learning by qualified, caring adults in four distinct ways: universal accountability, response to intervention system, parental support, and professional development.

Universal Accountability
A principle of universal accountability will apply to our school as a whole as well as to all who enter, whether they are a community member, scholar, teacher, or administrator.

The overall environment of accountability applies to every student who enters our school at an individualized level. Students are expected to come to school ready to learn and will be taught in a highly supportive, but also rigorous learning environment. Students who come from backgrounds that have been historically underserved in public schools will receive enhanced support and effective remediation on a continuous basis. West Virginia overall as well as the

school districts in and around Morgantown have very high graduation rates, but student outcomes as measured by competence in STEM and english language arts are poor in the state overall and approximately on par with the national average in the Morgantown area. This suggests that our standards and student accountability are insufficiently low and that students who have failed to adequately grasp critical concepts are being passed on to higher grades with little accountability. Our school will effectively assess the ability of each student, set each student at their proper level, and then set high expectations for each student's academic growth. Students who fall short will complete remediation through our afterschool programs and our term break programming, which will provide early intervention and permit an effective infusion of accountability along the way.

Accountability at the overall school level is enforced through the charter school structure in West Virginia. The school will face oversight to ensure that the school meets high performance standards with respect to student outcomes as well as initial and continued enrollment in the school by family choice rather than by legal obligation. Accountability among teachers and administrators will be achieved by aligning incentives with organizational objectives using a merit pay structure. Student outcomes, professionalism, teacher assessments by administration, and family input will be critical components of teacher evaluations. At the WVA Nursery school, the Early Language and Literacy Classroom Observation Tool, which is specifically designed to evaluate center-based classrooms for children ages 3-5, will be used to evaluate teacher's practices and the classroom environment in order to improve literacy and language issues.[40] Feedback from families will directly impact teacher bonuses and merit pay increases each year, which creates a system of accountability across the key stakeholders with the greatest impact on student outcomes.

Response to Intervention (RtI)

Response to Intervention (RtI) involves academic and behavioral interventions that are early, systematic, and appropriately intensive. In early grades, discrepancy between ability and achievement does not usually appear significant, so children with disabilities could go under the radar. However, with the RtI approach, student who are provided with effective instruction but still struggle with academic progress receive more intensive instruction using research-based interventions. If a student still is not making adequate gains in closing their academic gaps, interventions that augment classroom instruction will be put in place and are intensified as necessary if students continue to fall short of adequate progress.

At WVA every scholar entering the school for the first time will complete a series of screenings to determine if there are any potential problems or conditions that could need specialized attention in the classroom. The students that are found to be academically behind or having potential problems or conditions that could effect their learning will be put on our school's "watch-list" to be discussed within the team-level meetings. Our Student Services Manager will also follow up with the various teachers to keep track of how these students are progressing and if they need additional support.

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[40] Krach, K.S., & Smith, J.K. (2012) Early Language & Literacy Classroom Observation Tool. The Nineteenth Mental Measurements Yearbook. 19.

For our scholars whose data indicate they are not progressing at a pace that will close the academic gap, they will be placed in our Tier 2 or secondary prevention level. Selective strategies that are designed for specific groups and/or situations will be implemented and progress monitored each week. Academic interventions can be monitored through Curriculum Based Measurements and behavioral interventions can be monitored by Behavioral recording sheets. The Tier Three or Tertiary Prevention level consists of scholars that have not made significant progress at the tier two level, are more than a grade and a half behind, or in the lower 10th percentile on universal screenings. Scholars at this level will receive individualized instruction and closely monitored and supported to make progress with their particular needs. Students within the Tertiary Tier will be further evaluated to determine if there is an underlying disability preventing their academic success.

Parental Support

West Virginia Academy recognizes the enormous benefit that parents/guardians have on their child's academic success. A strong correlation has been found between parental involvement and a child's positive social, emotional, and academic growth.[41] Teachers play a significant role in the extent to which parents can become involved in their child's education. Studies have shown that teachers who reach out to parents and encourage participation are more likely to motivate parents to become more involved.[42] This collaboration and communication between the teacher and parents have shown to be a critical factor for predicting successful student outcomes.[43]

Effective communication between parents and teachers is essential for student success. WVA Executive Director will be sending out weekly newsletters to keep parents/guardians up-to-date on school events and needed information for that week. Teachers will be encouraged to give daily communication between home and school through each student's Daily Learning Plans. Daily Learning plans will be used for each student that will contain folders for each subject. Students will be taught how to keep their papers organized and parents will be able to see the student's work as well as communications from teachers as necessary. Our teachers will be trained and provided with the online resources to keep parents as up-to-date as possible with their child's educational progress. As students achieve mastery in lessons, the teachers will convey the achievements to the parents. As our scholars see progress and mastery in their classes, they will gain self confidence and be encouraged to keep progressing. Parents also are encouraged when they see their child progress and thrive in an academic environment.

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[41] Boethel, M. (2003). Diversity: Schools, families, and community connections. Annual Synthesis. Austin, TX: National Center for Family and Community Connections with Schools.

[42] Green, C. L, Walker, K. V., Hoover-Dempsey, K. V., & Sandler, H. M. (2007). Parents' motivation for involvement in children's education: An empirical test of a theoretical model of parent involvement. Jounal of Educational Psychology, 99, 531–544.

[43] McCoach, D. B., Goldstein, J., Behuniak, P., Reis, S. M., Black, A. C., Sullivan, E. E., & Rambo, K. (2010). Examining the unexpected: Outlier analysis of factors affecting student achievement. Journal of Advanced Academics, 21(3), 426–468.

Professional Development
WVA's faculty and staff will also be encouraged to participate in professional development workshops, classes, courses, and trainings. We expect our faculty to be active learners as well. Each summer our staff will receive specific annual training. (See the Human Capital section).

WVA educators will also be encouraged to receive micro-credentials according to their interests, needs and strengths. Kansas State College of Education described micro-credentials as courses that "provide rigorous, self-paced, job-embedded learning opportunities for educators that want to develop and improve as professionals." They continue by stating, "completing a micro-credential requires educators to make connections from promising practices to their own teaching by submitting artifacts to demonstrate evidence of critical reflection on learning and professional growth."[44]

Challenged and Prepared for Success

According to the ASCD, the whole child approach to education ensures that each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment. West Virginia Academy plans to ensure each student is academically challenged and prepared for their future in two specialized ways: teaching to mastery and providing growth experiences.

Teaching to Mastery
We know that every child, regardless of circumstance, can learn when given the proper tools to succeed. Our school will teach to mastery by instructing students at their individualized level of understanding and pace of learning. We will accomplish this by deploying meaningful and timely assessments of each scholar's progress, effective teaching methodologies, individualized support through technology, and early intervention and remediation programs enabled by our term schedule. This individualized approach will improve outcomes for all students, but particularly for historically at-risk student populations, special education students, and exceptionally gifted students.

Our teaching methodology includes meaningful continuous assessments so that scholars and parents are made aware of areas needing improvement and further development along the way. Placement testing will be completed at the beginning of the year to identify the proper level of instruction for each student and summative assessments will be conducted at the end of each year. Formative assessments will be conducted as part of the course delivery through the direct instruction teaching method, which will be the primary method of instruction in early grades. This method provides for greater participation among our scholars and permits real time assessments of their understanding that will guide the pace of class progress. Scholars will achieve mastery before moving on so they can progress with the tools needed for success in sequential topics.

[44] Hughey, J. (2017). KSU College of Education Individual Plan of Study Micro-Credential. Manhattan, KS: KSU College of Education

Achieving mastery means that scholars can apply the principles they have learned in multiple situations and circumstances, which builds skills for a lifetime of learning. Mastery in elementary school is vital so that each scholar has the basic skills to succeed in higher grade levels. Students are taught in evidence-based educational methods to help them gain mastery. At-risk students will benefit greatly from our year-round/term schedule that allows more consistent access to academic remediation, enrichment programming, and nutrition. In instances where students learn at a slower pace or miss classes due to absences, we will provide a multi-modal supplement called the Online Component (or OC) in core sequential topics. Our school will also offer Academic Extended Classes (AEC) during term breaks to provide students with remediation throughout the school year. Lastly, high achieving students will have the opportunity to provide mentoring and tutoring through the ambassadors program.

At the Primary School, we will be a Core Knowledge school that will naturally transition to the International Baccalaureate (IB) program at the secondary level. The Core Knowledge curriculum is highly regarded and used in many of the top public and private schools in the country. This comprehensive curriculum will give our scholars in elementary school the very best foundation for future learning. Once the core knowledge is established, our scholars will be the part of the first public school in West Virginia to offer the International Baccalaureate Middle Years Programme (MYP). This program will give our sixth through tenth grade scholars a unique international perspective of society and provide instruction in a manner that draws clear connections between the real world and their academic studies. The MYP will provide our scholars with the opportunity to discover their own answers to the “why” questions and explore and determine their own values and beliefs with respect to challenging issues facing society. Scholars will then get a chance to put all these skills together in their Junior and Senior years, where they can choose between the IB Diploma Program (DP) and graduate with a significant amount of higher education credit or complete the IB Career-Related Program (CP) and gain significant experience in their choice of future career.

Providing Growth Experiences

At West Virginia Academy, we want the time we have with our scholars to be as fulfilling and effective as possible. We have prioritized our funding, programs, and class schedules to provide growth experiences for our entire school community. Substantial experiential learning opportunities and enrichment programs will provide a foundation our students can build upon to progress toward a lifetime of learning.

One day out of every week of the school year will be a dedicated Experience Day at West Virginia Academy. Student learning will go beyond the classroom through hands-on learning projects, visits to historical sites and museums, intra-mural competitions, specialized assemblies, and community service projects. We want our school community to experience history, science, technology, and other cultures on a consistent and meaningful level both within the classroom on Instruction Days and outside of it on Experience Days. Our Experience Days will reverse the trend of diminishing experiential learning in public education and bring education to life for our scholars as well as give our teachers the flexibility to share their passion for learning in unique settings each week.

Our school will be unique among charter schools in that we will provide transportation to students in our primary recruitment area; during the day these buses will be available to support experiential learning and field trips, particularly on experience days. This feature is also vital in reaching out to historically underserved students who may not have the ability to attend our school without transportation and may not be exposed to culturally enriching experiences unless transportation is provided.

Providing growth experiences for our scholars will not only be on Experience Days, we have also integrated it into our approach to physical education, competition sports, and the arts. Our instructional design in these areas will be focused on establishing foundational skills that lead to a lifetime of learning and development. For example, our athletics and physical education programs will be based on sports and physical activities that are commonly continued into adulthood and will be guided by student preferences. Our visual and performing arts programs will place greater emphasis on technology and exploring creativity using both classic and digital mediums. Our music programs will develop life skills such as rhythm, tone, and note reading in early grades and then progress into vocal training and instruments that are typically played beyond high school. By applying this approach the skills developed at our school in athletics and the arts through these growth experiences will span a lifetime of enrichment and fulfillment.

Additionally, we will foster growth experiences through our service program called West Virginia Ambassadors. This program provides a framework for our students to engage in service, mentorship, and student government within the school. While participating in this program, our primary students will gain respect and a sense of loyalty and belonging to the great state of West Virginia and the wonderful country we live in. Secondary students will gain a unique international and global perspective in all subjects. The Ambassadors program has four areas of focus and students will be assigned to a team based on one of the four areas for the school year. The program will be instrumental in planning and executing culminating events for the community in coordination with our parent association.

Curriculum and Instructional Design

Nursery School Model

West Virginia Academy Nursery School (WVA Nursery) will follow the Head Start Early Learning Outcomes and Framework (ELOF). Scholars as young as two and three can enroll in our Toddlers/Preschool program; children, in the year prior to entering Kindergarten, can enroll in our Pre-K program. Built into our program is elements of both direct instruction and hands-on learning which as been found to benefit all children, despite their backgrounds.[45]

[45] National Association for Education of Young Children. (2015) Learning through Adult- and Child-Guided Play: Classroom Examples. *Spotlight on Young Children: Exploring Play*.

Science-based themes

WVA Nursery will have an overall science-based theme each month. Within that monthly theme, students daily explore specific concepts pertaining to the overall theme. Students then learn facts through dramatic play, storybook readings, music and movement, art, sensory play, manipulatives, and technology. Students will also receive direct instruction in letters, numbers, phonics, and vocabulary. During their daily exploration, scholars are also learning about how items function. While the manipulatives center is time for the students to explore on their own, there will also be an explicit teaching element where the function or intended use of objects will be discussed and modeled; some of these items include scales, rulers, inclined planes, wheels, levers, and pulleys.

Circle of Education Program

WVA Nursery will be using the Circle of Education (COE) program in our toddler and Pre-K classes. COE is a music and literacy-based school readiness program that focuses on social and emotional learning. The program empowers children by addressing their self-esteem, fostering cooperation and friendship, improving emotional regulation, and encouraging self care through exercise and healthy eating. The program provides various lesson plans, using read aloud books and discussions, as well as a DVD collection called tuneTOON. There are also activities that facilitate a home and school connection.[46] Another key component is their music directed toward these little learners. Studies have indicated that music benefits a child's development in multiple domains, such as self-regulation, promotes cooperation, enhances self-confidence, encourages sharing, develops cultural awareness, supports balance and gross/fine motor skills, activates language and literacy skills, and supports phonemic awareness.[47]

Core Knowledge Preschool Sequence

The Core Knoweldge Preschool Sequence provides guidelines covering the fundamental competencies and specific knowledge needed for a strong foundation for further learning. Planning guides are integrated within our monthly themes and daily facts. The guides are explicit, age appropriate, and interesting. Activities and experiences are presented in a logical progression of skills and knowledge. Areas included are movement and coordination, autonomy and social skills, work habits, oral language, nursery rhymes and fingerplays, storybook reading and storytelling, emerging literacy skills in reading and writing, mathematic reasoning and number sense, orientation in time and space, scientific reasoning and the physical world, music, and visual arts. The skills within the sequence are differentiated into critical skills and supplemental skills, where the critical skills are the most important to assess for each child.

Reading Mastery- Classic

Reading Mastery Classic is a systematic instruction in reading for students Pre-K through third grade. The program aims to help beginning readers identify letter sounds, segment words into

[46] Ritblatt, S. N. (2013) Circle of education. Retrieved from Circle of Education. Last visited 8/11/2021

[47] Parlakian, R. (2010). Beyond twinkle, twinkle using music with infants and toddlers. Young Children, 65(2), 14-19.

sounds, blend sounds into words, develop vocabulary, and begin to learn comprehension strategies. This program has been found effective in reading fluency and comprehension.[48]

Primary School Model

West Virginia Academy's Primary School (WVA Primary) will be a Core Knowledge (CK) school that teaches through the explicit teaching of core topics by way of the Direct Instruction Method (DI). In order to fulfill our primary school mission, all of our primary students will participate in the West Virginia Academy Ambassadors program, giving them service learning and self-management opportunities to become respectful and contributing members of our school as well as our surrounding community.

Core Knowledge (CK)

WVA Primary will implement the Core Knowledge Sequence created by the Core Knowledge Foundation. Core Knowledge (CK) refers to the knowledge that is commonly shared between members of society. The CK curriculum follows closely the West Virginia College and Career-Readiness Standards in the subjects of: mathematics, language arts, science, music, visual arts, and social studies. CK greatly emphasizes reading and reading comprehension in the early years. In trial studies, schools that use a knowledge-based curriculum have shown to be effective on increasing reading proficiency in students.[49] Reading has been strongly linked to academic achievement, since reading is incorporated into every subject at higher grade levels.[50] Therefore, higher reading proficiency enables students to better understand other subject areas.

The CK curriculum will provide our students with a broad, solid foundation of knowledge that increases in complexity as each student progresses through their education. CK curriculum not only builds on the previous year, but concepts are presented across subjects in a deliberate, coherent, and effective manner to optimize learning to mastery.

Direct Instruction (DI)

West Virginia Academy teachers will deliver the Core Knowledge Curriculum and Eureka Math primarily using the Direct Instruction (DI) methodology.[51] A meta-analysis of studies on the effectiveness of Direct Instruction showed that over the past 50 years DI continues to be effective in improving skills in multiple academic areas including reading, math, language, and

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[48] Stockard, J. (2010). Fourth graders' growth in reading fluency: A pretest-posttest randomized control study comparing Reading Mastery and Scott Foresman Basal Reading Program. Eugene, OR: National Institute for Direct Instruction; Yu, L., & Rachor, R. (2000, April). The two-year evaluation of the three-year Direct Instruction program, in an urban public school system. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

[49] Vafiadi, Polixeni (2010) The Impact of Core Knowledge Curriculum on Reading Achievement in New York City Primary Public Schools. Available at https://www.proquest.com/docview/889926606/60B35EF4306D4E9EPQ/74 (last visited 8/10/2021)

[50] Caron, C., & Ponder, C. (2014). What's the Best Age to Teach Your Child to Read? Retrieved September 17, 2014, available at What's The Best Age To Teach Your Child To Read? (last visited 8/10/2021).

[51] For more information on the Direct Instruction Method by Englemann, see Basic Philosophy of Direct Instruction (DI) (last visited 8/10/2021).

spelling.[52] The DI method was founded on the belief that all students can learn when the instruction is well-designed and effectively implemented. Teachers will be trained on how to present material in an explicit and systematic way in order for students to achieve mastery. Mastery of prior knowledge is essential in order to move on to learning new concepts and skills.

Engelmann's theory is that a child's mind is entirely logical in the way it learns, and that what or how much it learns depends on how logically it is taught. The mind derives from what the teacher conveys to it. The most important and most difficult aspect of teaching is to figure out what to teach and when. This program is carefully designed to sequential build upon previous knowledge mastered. It has been found to be successful in teaching a variety of students, including those that have disabilities, gifted and english language learners.[53] Direct Instruction offers an effective strategy for both rural and suburban populations as well.[54] Direct Instruction also has been shown to improve student behavior and social skills, including self-esteem/ self-concept, attitudes toward self and school, attribution of success or failure to self or outside, and sense of responsibility.[55]

The purpose of DI is to provide uniformity in terms of instructional design and delivery throughout the school as well as to teach subject matter efficiently so that all the students master the material in the minimum amount of time. In order to achieve consistent positive outcomes across different classes and instructors, the instructional design, organization, and delivery of instruction will be laid out for the instructors so their energy can be focused on individualized student needs.

West Virginia Academy's curriculum will be relying heavily on the DI methodology in reading, math, spelling, and language arts, particularly in the younger grades. As our students progress to higher grade levels, they will be phasing out of the DI method and transition to more logical and analytical approaches.

Secondary School Model

Beginning in sixth grade, our curriculum and methodology will change from knowledge-based to inquiry-based in nature. In each course, students will be evaluated on their performance in four areas: overall work quality, conceptual understanding, thinking skills, and transfer of learning. Student performance based on these criteria will be evaluated throughout the year and reported using a seven-point scale at the completion of the course (see IB MYP). Scholars in the WVA Seconday School will continue to play an active part in the West Virginia Academy Ambassadors program.

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[52] Stockard, J.; Wood, T.; Coughlin, C.; Khoury, C. Rasplica (2018), "The Effectiveness of Direct Instruction Curricula: A Meta-Analysis of a Half Century of Research."Review of Education Research.

[53] Kinder, D., Kubina, R., Marchand-Martella, N. E. (2005), Special education and Direct Instruction: An effective combination. Journal of Direct Instruction, 5, 1–36.

[54] Stockard, J. (2011) Increasing reading skills in rural districts: A case study of three schools. *Journal of Research in Rural Education*. 26(8). 1-19.

[55] American Association of School Administrators (1999), "An Educator's Guide to Schoolwide Reform." http://www.aasa.org. (last visited 8/10/2021).

Core Knowledge (CK)
West Virginia Academy will continue to use the Core Knowledge Curriculum for 6-8 grades. The Core Knowledge curriculum at this level is designed to dive deeper into core content, building upon the knowledge students have gained from previous years of learning.

International Baccalaureate (IB)
West Virginia Academy will be the first to implement the International Baccalaureate Middle Years Programme (MYP) in the state of West Virginia.[56] In Morgantown, there are currently 2,262 international students who represent 114 countries.[57] In 2019, West Virginia University offered 75 courses through their educational abroad programs and were recently recognized as an institution of higher learning that promotes international education and experiences.[58] Why wait until college to gain valuable global awareness and and international communication skills? The International Baccalaureate Middle Years Program focuses on cross-cultural and transnational investigations and been found to increase global awareness in the students who have participated in their program.[59]

The MYP program will begin in 6th grade and culminate with a personal project/assessment in their 10th grade year. In the MYP program, students are presented with many perspectives on key concepts, themes, and issues, and they are taught to find ways to articulate these values and beliefs as well as connect them to their own family and cultural background. Overall, this program gives students an opportunity to learn about other points of view in order to help develop their own core beliefs and values.

Importantly, the MYP is a whole school approach, where teachers work together planning units and assigning similar projects, while also allowing for individual differentiation as appropriate for each topic. The MYP program emphasizes eight subject areas, which include: Language and Literature, Individuals and Societies; Mathematics, Design, Arts, Sciences, Physical and Health Education, Language Acquisition. Classes are offered in each subject area for students to satisfy the requirement for completion of the program.

International Baccalaureate Program for 11th and 12th Grade

As West Virginia Academy expands into the 11th and 12th grade, we will implement the International Baccalaureate Diploma Program (DP) and the International Baccalaureate Career-Related Program (CP). Students can choose which program they would like to complete or participate in elements of both programs in a manner that best suits their needs. International Baccalaureate Programs provide students with significant opportunities to earn college credit that is accepted at Universities throughout the region, the United States, and the World.

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[56] See Addendum 5 for the International Baccalaureate Organization's letter of support.
[57] See statistics by the West Virginia University Global Affairs Department, available at: https://international.wvu.edu/
[58] See President Gee accept the award from the Association of International Educators, available at: https://international.wvu.edu/resources/news/wvu-simon-award
[59] Storz, M. & Hoffman, A. (2018) Becoming an International Baccalaureate Middle Years Program: Perspectives of Teachers, Students, and Administrators. *Journal of Advanced Academics*. 29(3). 216 - 248.

The DP curriculum continues to focus on six of the eight core areas of the MYP program including arts, mathematics, sciences, language and literature, language acquisition, and individuals and societies. In order to receive the full diploma, students are asked to write an extended essay on a topic of choice and complete a community service project. When requirements are completed, students are awarded with an International Baccalaureate Diploma. This diploma is recognized by some of the most renowned international schools. The courses taken during this program will also count toward their counterpart courses in the higher education institution they choose to further their studies.

The CP curriculum will be offered for students that do not want to pursue the full diploma program and are interested in pursuing a career-oriented path. All IB courses offered at the school can be taken individually to satisfy requirements at a higher education institution. Students in this program will also be required to participate in an approved service-learning or internship experience in their chosen field. Students will then be asked to reflect on their career path and identify, analyze, and evaluate various issues that surround their career-related studies in a project at the end of their studies.

Students will take similar classes overall irrespective of whether they pursue the DP or CP program, but some classes will vary including some classes that are specific to each of these programs and the capstone projects will also differ depending on the program selected. For example, students will pursue the same leveling structure in foundational topics like mathematics and english regardless of whether they pursue a DP or CP program.

Online-Component (OC)

As public schools in West Virginia consider a proper response in the event of a community outbreak of COVID-19 coronavirus, the options being considered highlight that the current curricular models are too rigid to accommodate more than occasional missed classes and cancellations. At West Virginia Academy, we plan to utilize online education as a supplement to classroom instruction to mitigate the potential for knowledge gaps from missed classes in sequential core topics. This online supplemental or alternative support system will be called the Online-Component (OC).

Foundational topics, such as mathematics, english language arts, and science courses as well as any other subjects determined by the School Executive Director, will be available on the OC in an online format that can be deployed as a supplement to live instruction any time a child misses class for a major weather event (or in response to a spreading worldwide pandemic). But this approach to curriculum is about more than just addressing the occasional and infrequent school cancellations, it's about addressing the needs of all students who have to miss class for any reason. The OC provides an alternative means of learning for students who fall behind in any foundational topic for any reason.

The current system of assigning alternative homework assignments is simply not meeting the needs of students when classes must be missed. While avoiding absences is ideal for the learning environment in class and any absences should, of course, be discouraged, this ideal is inconsistent with the realities of life and retaining a rigid in-person only delivery model fails to account for opportunities for learning outside the classroom. Children get sick, grandparents pass away, family members get married, and these occurrences typically do not fit neatly into the breaks in the school calendar. The OC permits a multi-modal course delivery structure with greater flexibility to support student outcomes in a way that can accommodate student absences and even different rates of learning among students.

The OC is drastically different from the traditional model as we plan to have all our foundational topics available online, not as the primary method of instruction, but as a supplement that is immediately available to be deployed whenever a class is missed. If a child is absent for any reason from any sequential lesson in a core topic, they and their parents will immediately be given access to the lesson online so that it can be completed and the student will avoid falling behind. For absences that are known in advance, students can be given the lessons ahead of time and complete the core topics when they are able. Of course, not every student has access to a computer with an internet connection at home and students who are out sick are not always able to complete lessons while in recovery. In instances where a student does not complete the core lessons online before returning to school, the student will be directed to the computer lab to complete the lessons upon returning to school so that they are completely caught up prior to continuing with live instruction. This ensures that all students have received instruction on a topic at least once before ever attending a live class that builds on that particular topic. Lastly, the OC will be one of the methods for remediation that can be used by parents to provide supplemental instruction over term breaks when a student falls behind.

Finally, the OC is also particularly effective to help those students that are English Language Learners (ELL)[60], medically fragile, in quarantine, absent due to disability related issues, as well as international students needing to return to their native country for a short period of time, such as for a religious holiday or ceremony that may last several days. While the optimal scenario is for students to be in class learning and the primary method of instructional delivery will be live instruction, the OC provides a shadow program that fills the gaps where live instruction is missed or topics need to be reviewed.

West Virginia Academy Ambassador Program

West Virginia Academy Ambassador Primary School Program

West Virginia Academy is committed to academic excellence. A large part of academic success is built on strong social skills, including: effective communication, collaboration, leadership, and innovention. Learning appropriate social skills, even as early as Kindergarten has been found to affect the academic achievement of students as they get older. When studying the longitudinal relationship between social skills and academic achievement, Gustavsen (2017) found that

[60] Dussling, T. (2020) English Language Learners' and Native English Speakers' Spelling growth after Supplemental Early Reading Instruction. *International Journal of Education and Literacy Studies*. 8(1) 1 - 7.

“Students need social skills to successfully resolve tasks and progress academically. Children who acquire good social skills at an early age more easily adopt the student role, participate in classroom activities and have better academic outcomes later in school.”[61]

Each scholar will be expected to become a West Virginia Academy Ambassador. An ambassador is a representative, an advocate, and a leader, it is also an individual who naturally puts into action the social and professional protocols necessary for success in the business world, educational pursuits, and family relationships. The purpose of our WVA Ambassador program is to teach our scholars interpersonal skills, social problem-solving, conflict resolution, coping and self-control, and self-management skills as well as how to apply these skills during peer and adult interactions. Projects and activities are aligned with West Virginia Policy 4363; West Virginia College- and Career-Readiness Dispositions and Standards for Student Success; and the West Virginia College- and Career-Readiness Standards for Technology and Computer Science.

Meet the Teams

Virtue, or Virtus in Latin is used to describe ideal actions and qualities of a Roman. Pliny was wise when he wrote, “We need example more than we need rule. Fear is an unreliable teacher of what is right. Men learn better from examples, which are particularly good because they prove that what is taught can actually be done.” Through these teams our scholars will learn ideal actions and qualities of men that will enhance their character and self-management skills throughout their lives. We have chosen four specific virtues to represent our teams that we feel will follows and supports WVA’s mission and vision.

Innocentia (Team Color: White)

Latin history tells of a man named Decius Mus. He was a leader during the Latin Revolt. While leading Rome’s forces in battle, a moment occurred when it appeared the tide was about to turn against Rome. Decius Mus, realizing this critical moment, summoned a priest. He took off his armour and put on his consular toga. He then prayed to the gods and devoted his life as a sacrifice if the Romans were to win that day. When the prayer was complete, he charged into the enemy force with his sword unsheathed. He left his armour behind wearing only his purple trimmed toga of a consul as he urged on and inspired his soldiers. The Roman forces did emerge victorious that day, and Decius Mus survived the battle to become a legend.

In Latin, innocentia means selflessness and that is the quality that Decius Mus represented. The Romans believed in a dedication to others, and the greater community in which we belong. The virtue of innocentia also calls us to be generous and charitable to others. It places a sense of duty on how we contribute our time, skills, and resources to the larger community.

[61] Gustavsen, A. M. (2017). Longitudinal relationship between social skills and academic achievement in a gender perspective. *Cogent Education*, *4*(1), 1411035.

Justicia (Team Color: Blue)
Another famous Roman in Latin history was Appius Claudius Caecus. He demonstrated a great degree of fairness and empathy while exercising justice. During the early republic, the plebeians were largely excluded from public life. This proud patrician magistrate used his influence to advance the interests of the poor and landless. He was one of the first in Roman history to take a special interest in assisting this powerless group. He rearranged the electoral tribes, increased political transparency and attempted other reforms despite strong adversity, and the threat of physical harm from the ruling patricians.

Justicia, in Latin, means justice, order, fairness. The Romans believed an essential aspect of keeping order and peace on earth is the virtue of justice. Justice lays the formal rules upon which relationships are governed. For justice to be true laws, they must be applied with fairness and equality. The application of justice must be administered in a manner which is responsible. Excessive justice can lead to abuse of power and create tyranny. Likewise, a lack of justice leads to the breakdown of order, unfairness and the perpetuation of corruption. Justice, when applied correctly, should improve and promote virtuous behaviour throughout all of society. Empathy should always be a strong element of justice. The just individual cares about the lives of others; the just individual strives to promote virtuous behavior through example and by maintaining order.

Constantia (Team Color: Gold)
Roman history tells of the tale of Publius Horatius Cocles, who voluntarily held a bridge against the Etruscan invaders with two of his colleagues. In this feat, he faced an almost certain death in order to protect Rome. Historians tell us that many decades later the survivors of the defeat at Cannae requested the very toughest and most dangerous roles in the next confrontation with the Carthaginians. This request was made not for glory, but to prove their spirit compared to Horatius Cocles. Just as Cicero put it, “The greater the difficulty, the greater the splendor.”

In Latin, Constantia means resolute. Without it, an individual is never committed. Overcoming challenges with perseverance was an essential part of Roman life. Constantia is the virtue that drives an individual to pursue a purpose and realize a goal. Unsurprisingly, this virtue is heavily linked to the virtue of self-control and resilience. Endurance, both of mind and body, are essential to constantia. Physical fitness and therefore endurance were ideals held in high regard. The stronger the mind and body the better one can face daily challenges both mental and physical. The quality of courage also falls within the framework of constantia. Without constantia, courage is impossible.

Salubritas (Team Color: Silver)
A humble inscription found on the wall of an ancient Roman farm describes salubritas elegantly and simply, “Take all this as true advice, whoever wants to live really well and freely… Earn others’ trust. Don’t speak or listen to slander. If you don’t harm or betray anyone, you will lead a pleasant life, uprightly and happily, giving no offense.”

The term, “Salibritas” can be translated into English as, wholesome, healthy or pure. The ancient Romans described wholesomeness within two contexts, the first being whole or healthy in relation to one’s personal values, ethics, and mental mindset. The second relates to being healthy in regards to one’s physical well-being. Uniting these ideas is the concept of overall mental, physical, and spiritual purity and health. In other words, one can only be “whole” if they are fully healthy and have dignity. The value of truthfulness is an important aspect of salubritas. One cannot be morally whole or pure if they are dishonest and deceitful. The ancients were very much aware that obscuring the truth is often done in an attempt to justify unvirtuous actions and perfect, albeit falsely, one’s personal image. Only through being truthful can the other virtues be fully realized and can one live a genuinely happy life.

Four Pillars of Education

During the year, each team will complete a project or activity within each pillar of education. Here is a breakdown of the four pillars of education:

Learn to Know

Learning to know implies learning how to develop values and skills needed to work in a globalized, informational society as well as the tools for learning how to learn and independently acquire knowledge. Each team has their own set of skills, the questions to explore in this section are: how do they use their team’s skills in a globalized, informational society; or how does using these skills help us to acquire knowledge?

Learn to Be

Learning to Be develops creativity, innovation and entrepreneurship. This category embraces the complex role of each person as a member of a family/community, citizen, producer, inventor of techniques and creative dreamer. The question here is: how can each person as a member of the community, citizen, producer, inventor, or creative dreamer use their virtue to contribute something new? Each team will need to be creative and contribute something new to our school, community or society in the form of a product, service, webpage, or a presentation.

Learn to Do

Learning to do involves acquiring skills that are linked to occupational success, this involves finding opportunities for scholars to try out and develop new skills. Each team will pick a skill that enhances their virtue and participate in activities that build that skill. The question to ask our scholars is: what skills are helpful in developing their virtue?

Learn to Live With

Learning to live together involves working together to solve a community project. Scholars will look into problems they see at school, their community, state, nation, or world and come up with ways they can help. The general question to ask under this category is: How does the team’s virtue improve the community, state, nation, or world?

Performance Standards

West Virginia Nursery School's overall goal is to have all their scholars ready for kindergarten. The curriculum aligns with the West Virginia Pre-K Standards, as outlined in policy 2520.15 to ensure a high-quality preschool experience.

WVA's Primary and Secondary curriculum aligns with the West Virginia College and Career Readiness Standards in English language arts, mathematics, social studies, science, and the arts. The Standards for Student Success, Next Generation Content Standards, and Library Media Standards are covered in Homeroom as well as in our West Virginia Academy Ambassador's Program for each student. Our digital literacy class will include the standards outlined in West Virginia's College and Career-Readiness Standards for Technology and Computer Science as well as the International Society for Technology in Education (ISTE) Standards for students. The graph below gives specific detail on the performance standards covered in each academic course.

Primary School Standards and Resources(K-5)	
Homeroom	West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12; Library Media Standards; Daily Learning Plans and Organization, Independent Reading Time; Teacher Read-alouds;
Reading/Literature	West Virginia College- and Career-Readiness Standards for English Language Arts; Reading Mastery Program - Level 1 - 6; MobyMax; Core Knowledge
Physical Education	West Virginia College- and Career-Readiness Standards for Wellness Education; SHAPE America standards;
Mathematics	West Virginia College- and Career-Readiness Standards for Mathematics; SRA Connecting Math Concepts Level A - F; Eureka Math; MobyMax;
English Language Arts	West Virginia College- and Career-Readiness Standards for English Language Arts; Reading Mastery Language Program - Level 1-6; Core Knowledge; MobyMax;
Handwriting/ Spelling	West Virginia College- and Career-Readiness Standards for English Language Arts; Spelling Mastery Level 1 - 6; Core Knowledge
Writing /Reasoning	West Virginia College- and Career-Readiness Standards for English Language Arts; Writing /Reasoning C - E; Core Knowledge
Science	Next Generation Content Standards and Objectives for Science in West Virginia Schools; Core Knowledge, Mystery Science, BrainPop;
History/Geography	West Virginia College- and Career-Readiness Standards for Social Studies; Core Knowledge; BrainPop;

Music	West Virginia College- and Career-Readiness Standards for the Arts; Core Knowledge;
Arts	West Virginia College- and Career-Readiness Standards for the Arts; Core Knowledge;
Digital Literacy	West Virginia College- and Career-Readiness Standards for Technology and Computer Science; ISTE Standards and Curriculum
West Virginia Academy Ambassadors Program	West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12

Secondary School Middle Years Program Standards and Resources (6 - 10)	
Homeroom	West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12; Library Media Standards
Language and Literature	West Virginia College- and Career-Readiness Standards for English Language Arts; IB MYP Language A; Core Knowledge; Wit and Wisdom; Reasoning and Writing
Individuals and Societies	West Virginia College- and Career-Readiness Standards for Social Studies; Core Knowledge
Mathematics	West Virginia College- and Career-Readiness Standards for Mathematics; Eureka Math;
Design	West Virginia College- and Career-Readiness Standards for Technology and Computer Science; IB MYP Design;
Arts	West Virginia College- and Career-Readiness Standards for the Arts; Core Knowledge; IB MYP Arts
Sciences	Next Generation Content Standards and Objectives for Science in West Virginia Schools; PhD Science; Core Knowledge; IB Science
Physical and Health Education	West Virginia College- and Career-Readiness Standards for Wellness Education; SHAPE America Standards;
Language Acquisition	West Virginia College- and Career-Readiness Standards for World Languages; IB MYP Language B; Standards for Classical Language Learning
West Virginia Academy Ambassadors Program	West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12

Resources

Math Curriculum

SRA Connecting Math Concepts: Comprehensive Edition

Connecting Math Concepts will be used in grades K-5. It is an explicit, research-proven instruction that has been found to effectively help students achieve mastery.[62] This curriculum introduces critical concepts at the right time to help students retain information and integrate concepts from previous learning. Ongoing assessments and progress monitoring allows teachers to quickly pinpoint areas of concern and correct errors immediately as the curriculum is being delivered.[63]

Eureka Math

Eureka Math will be used in grades 6-12. This math instruction emphasizes creative problem solving. It was designed specifically to cover all the common core topics. Each lesson includes fluency practice, classwork, exit tickets, and homework problem sets. Topic quizzes, mid-module assessments, and end-of-module assessments all help teachers determine level of master on all given topics.[64]

Our uniform systems of math instruction will permit efficient assessments across classes and levels in order to identify students who need remediation both during and at the end of each term.

English Language Arts Curriculum

Reading Mastery Signature Edition

Reading, spelling, and writing instruction require specific content knowledge.[65] The starting point being sound. Students must learn how to hear the sound then connect the letters to that sound to form words. Writing is a code humans invented to represent speech sounds. Phonic is the key to cracking the code naturally. Surrounding kids with good books is a great idea, but it's not the same as teaching children to read. Reading Mastery will be used in K-5. It is an explicit, systematic approach using direct instruction containing four strands designed to help students learn more efficiently. A large-scale longitudinal study conducted from 1967–1995 called Project Follow Through, evaluated over twenty educational interventions based on different philosophical positions to determine which methods of teaching were most effective for

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[62]Stockard, J., Wood, TW, Coughlin, C., Khoury, C.R. (2018) The effectiveness of direct instruction curricula: A meta-analysis of a half century of research. Review of Educational Research. Vol 88. No 4.p 479 - 507. Przychodzin, AM., Marchand-Martella, NE. et al., (2004) Direct instruction mathematics programs: An overview and research summary. Eastern Washington University. Journal of Direct Instruction.

[63] Nelson, Gena, Kathleen Hughes Pfannensteil and Rebecca Zumeta Edmonds, (2019) “Examining the Alignment of Mathematics Instructional Practices and Mathematics Vocabulary between Core and Intervention Materials.” Learning Disabilities Research and Practice, 35 (1), 14-24.

[64] Zuckerbrod, Nancy and Ainsley Rossitto, (2016), “Eureka Math, the Top Pick of Teachers Nationwide”, RAND Corporation.

[65] Moats, L.C. & Foorman, B.R. (2003). Measuring teachers’ content knowledge of language and reading. Annals of Dyslexia, 53(1), 23–45.

disadvantaged school students.[66] Of those investigated, the DI model through the Reading Mastery Program proved to be the most successful and was the only one to have a positive impact in all domains of english language arts.[67] It has even been proven to be successful in reading failure among adolescents as old as eight grade.[68]

The Reading Mastery Program is divided into four main categories or strands. The Reading Strand addresses all five essential components of reading including, phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. It helps students connect decoding, word recognition, and spelling patterns. The Language Arts Strand teaches oral language skills necessary to understand what is said, written, and read in the classroom. The curriculum helps students communicate ideas and information effectively by using various writing strategies and processes successfully. The Literature Strand supports the reading strand by offering a wide variety of literature in various forms and text structures. It gives students opportunities to practice vocabulary and read at their own independent levels. The final strand is Spelling Mastery that includes vocabulary and spelling words that coordinate with the other strands lessons and literature.[69]

Core Knowledge Language Arts (CKLA)

As previously described, resources and literature from the Core Knowledge Language Arts curriculum will be used in K - 8.[70] The key feature of the CK curriculum is an emphasis on content and information rather than skills and methods. Its Website says, "Core Knowledge is meant to comprise about half of a school's curriculum, thus leaving ample freedom for local requirements and variations."[71] This curriculum will serve as the basic foundational knowledge to which the other curricular components work in tandem.

Wit and Wisdom

West Virginia Academy will introduce the curriculum, Wit and Wisdom, from the Great Minds organization.[72] The Wit and Wisdom curriculum helps students, grades 6 - 8, achieve mastery in writing, speaking, listening, and grammar through the exploration of global topics such as

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[66] Stockard, J., Wood, T.W., Coughlin, C. & Rasplica Khoury, C. (2018). The effectiveness of direct instruction curricula: A meta-analysis of a half century of research. Review of Educational Research, 88 (4), 479–507. doi: 10.3102/0034654317751919

[67] Carnine, D., Silbert, J., Kame'enui, E. & Tarver, S. (2004). Direct instruction reading (4th ed.). Upper Saddle River, NJ: Pearson Hempenstall, K. (2016). Read about it: Scientific evidence for effective teaching of reading (edited by Jennifer Buckingham). St Leonards, NSW, Australia: Centre for Independent Studies. Retrieved from http://www.cis.org.au/publications/research-reports/read-about-it-scientificevidence-for-effective-teaching-of-reading/ Marchand-Martella, N.E., Slocum, T.A. & Martella, R.C. (2004). Introduction to direct instruction. Boston, MA: Pearson.

[68] Main, S., Backhouse, M., Jackson, R., & Hill, S. (2020).Mitigating reading failure in adolescents: Outcomes of a Direct Instruction reading program in one secondary school. Australian Journal of Language and Literature. 43(2). 152-166.

[69] More information on Reading Mastery Signature Edition is available at Literature in Reading Mastery Signature Edition (RMSE). (last visited 8/16/20214).

[70] More Information on Core Knowledge Curriculum is available at https://www.coreknowledge.org/ (last visited 8/16/2021).

[71] Core Knowledge Foundation, "Questions about Core Knowledge," http://coreknowledge.org/CK/about/FAQ/FAQ.htm#4 (last visited 8/16/2021).

[72] For more information on the Wit and Wisdom curriculum see: https://greatminds.org/english

climate change, migration trends, and natural disasters. Wit & Wisdom is built around an integrated type of learning. There are four modules per grade level, with each module comprised of 30 lessons covered in six to eight weeks. Each module includes: explicit writing instruction, text based vocabulary, “Brain Breaks,” and “Deep Dive” sections, and formative assessments to show progress. All grade levels teach simliar learning concepts, but the complexity of the lessons increase as the students progres through the grades.

Reasoning and Writing

Reasoning and Writing will be utilized in our 6th - 8th grades. It introduces higher-order thinking skills as the foundation for writing skills. Students will be guided through the writing process and developing consistent procedures for writing, editing, and revising their work. Learning how to express thoughts and ideas in a clear and consistent manner.[73]

IB MYP Language A and Language B

In the IB MYP program, language A refers to the language of instruction and communication throughout the school. In the case of West Virginia Academy that is English. Curriculum for Language A class focuses on core language skills such as: reading, writing, speaking, listening, viewing and presenting, and the use of language and literature texts. Language A is more of a rigorous course that focuses on linguistic, communicative and analytical skills. Language B emphasizes the importance of practical communication and of gaining competence in a modern language other than the student’s mother tongue, commonly referred to as a second language. The overall goal describes the student who can, “express ideas and information confidently and creatively in more than one language.”[74]

Science Curriculum

Core Knowledge Science (CKSci)

The Core Knowledge Science curriculum will be used in K-8. It has been designed to cover the Next Generation Science Standards. This program helps students cover core ideas in life, physical, and earth/space sciences, as well as engineering design. Scientific learning will be connected to other concepts across various disciplines such as mathematics and literature.[75]

PhD Science

Science is a dynamic field of study that needs curriculum that appeals to a student’s natural curiosity. Our scholars will learn from the PhD Science curriculum provided by the Great Minds Organization.[76] This science curriculum emphasizes observing, questioning, modeling, and investigating through an evidence based curriculum that helps students experience science not just learn science.

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[73] More information on the Reasoning and Writing curriculum can be found at https://www.mheducation.com/prek-12/program/reasoning-writing-2001/MKTSP-USQ05M0.html?page=1&sortby=title&order=asc&bu=seg (last visited 7/2/2020).

[74] IB (2008) Middle Years Programme: Language B Guide. Cardiff: International Baccalaureate.

[75] More Information on Core Knowledge Curriculum is available at https://www.coreknowledge.org/ (last visited 8/16/2021).

[76] For more information on PhD Science see: https://greatminds.org/science

IB MYP Sciences Courses

Through the MYP sciences, students will learn critical and creative thinking skills about research and design. It will teach respect and appreciation for other's ideas, as well as gain ethical reasoning skills. The overall goal of these course is to increase how the student communicates scientific information effectively using scientific language correctly. MYP Science courses cover Biology, Chemistry, and Physics.[77]

Social Studies Curriculum

Core Knowledge History and Geography (CKHG)

Core Knowledge History and Geography curriculum will be followed in K-8. It is a comprehensive program covering world and American history and geography. Other topics covered are civics, diverse civilizations, and cultures. Students will be introduced to informational books that give first-person accounts, little known facts, and others' viewpoints to discuss various sides of historical events.[78]

IB MYP Individuals and Societies Courses

Students participating in the MYP program will study individuals and societies, which incorporates disciplines traditionally studied in humanities and other social sciences. Students will study historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors that have an impact on individuals, societies, and environments.[79]

Latin curriculum

As part of our IB MYP program, students are to learn a second language. For the first two years of the program they will be enrolled in Latin. The American Classical League, in connection with several Classical Associations have created standards for Classical Language Learning. The standards in general have five goal areas: communication, culture, connections, comparison, and communities.

Today, our major source of knowledge from the Greeks and Romans is through written messages, therefore, reading, understanding and interpreting Latin is the key to communicating with this ancient world. While they are learning how to "communicate," our scholars will gain an understanding of their culture through study of their daily lives, education, politics, history, philosophy, and religious practices. Students will then make connections to their other subject areas, such as: vocabulary, government, roman numerals, sciences and technology, art, and music. Goal four, comparison, focuses on developing a greater understanding of the structure and vocabulary of English. And finally, encourages students to apply the knowledge of Latin to

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[77] More information about the IB MYP Sciences Program see Sciences guide (last visited 8/16/2021).

[78] More Information on Core Knowledge Curriculum is available at https://www.coreknowledge.org/ (last visited 8/16/2021).

[79] More information about the IB MYP Individuals and Societies Program see https://www.spps.org/site/handlers/filedownload.ashx?moduleinstanceid=38367&dataid=21204&FileName=individuals_and_societies_guide_2014.pdf (last visited 8/16/2021)

wider, more modern interpretations by linking it to certain professional fields, tools in technology, and telecommunication.

Health and Physical Education Curriculum

West Virginia Academy has adopted standards set by the Society of Health and Physical Educators (SHAPE America) for health and physical education. Our health curriculum will be based on the Shape America Health Curriculum Builder. This curriculum covers the National Health Education Standards (NHES) and focuses on increasing health literacy in K-12 students.

West Virginia Academy will use the physical education and fitness curriculum called BOKS (Build Our Kids' Success) which follows the NHES standards as well. We join the SHAPE America goal in producing physically literate students. Physical literacy is "the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (SHAPE America, 2014)."[80]

Each elementary student will be assigned a weekly physical education class. BOKS is a physical activity program that is focused on the daily health of students. The BOKS Fundamental Fitness curriculum will serve as a guide for our PE teachers throughout the term. The classes will focus on a physical skill of the week and play a variety of games to build that skill. Each lesson will end with a short nutritional tip to help guide student's nutritional choices throughout their life. After a nine-week BOKS program, students were found to have statistically significant improvements in three areas: percent fat, fat weight, and aerobic performance.[81]

Research has found that only 24% of US children and youth meet the guideline of 60 minutes of physical activity every day.[82] West Virginia Academy plans to implement BOKS indoor and outdoor recess templates during our morning, lunch and afternoon recess periods. Students in K-3 will have a morning and afternoon recess for fifteen minutes each. Students in 4-5 will have an afternoon recess for fifteen minutes. All students will have thirty minutes of recess during their lunchtime break. Research has shown that high levels of fighting and conflict can occur during recess.[83] Therefore we are utilizing this time to participate in an organized physical activity following the BOKS Functional Movement program and it will be facilitated by a teacher. Studies have shown that because time in physical education is often limited, the best way to organize the recess periods is to increase physical activity behavior by adding structure, such as provision of equipment and/or games with instruction, prompts or encouragement from teachers as to how to play these games or use the equipment.[84] Some of the functional movement skills which will be a focus are kicking, catching, throwing, etc.

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[80] For more information about SHAPE America see https://www.shapeamerica.org/. (last visited 8/16/2021)
[81] Westcott, Wayne, Kim Puhala, Amanda Colligan, Rita Larosa Loud and Robert Cobbett (2015) "How well does Before-School Exercise "Build our Kid's Success"?. Ace Prosource p3.
[82] The 2018 United States Report Card on Physical Activity for Children and Youth. Available at NPAP (last visited 8/16/2021)
[83] Massey WV, Stellino MB, Holliday M, Godbersen T, Rodia R, Kucher G, et al. (2017) The impact of a multi-component physical activity programme in low-income elementary schools. Health Educ J.76(5):517–30.
[84] P.W. Scruggs, S.K. Beveridge, D.L. Watson. (2003) " Increasing children's school time physical activity using structured fitness break" Pediatr Exerc Sci, 15. pp. 156-169

Research has also found that as children get older there is a significant drop in physical activity and only 3% of US Secondary schools have established and implemented a comprehensive school physical activity program.[85] Our older students will also be encouraged to participate in structured games and activities facilitated by the teachers during the lunch recess time. Functional Fitness skills (squat, push up, plank, etc) will be a focus per week at recess. Secondary students will also have PE class once or twice a week that follow the BOKS Middle School curriculum. This curriculum is set up with adolescent behavior in mind. Fitness concepts are "hidden" within games, relays, or obstacle courses. The PE director can then educate students on specific skills and concepts, but the student doesn't feel singled out or that everyone is watching them.

West Virginia Academy will also provide fitness opportunities in our before- and after-school programs. (See Supplemental Programming)

Elective Courses and Curriculum

Core Knowledge Visual Arts (CKArt)

The Core Knowledge Visual Arts curriculum will be followed in K-8. West Virginia Academy considers the arts as an essential part of knowledge all students should learn. Students will be exposed to fine paintings, great music, and other inspiring examples of visual art. Students will be taught about methods and terminology of the different arts and become familiar with great artists and acknowledged masterpieces.[86]

IB MYP Arts

Artists must be creative. The IB MYP Arts course is designed to enhance creativity by stimulating imaginations, challenging perceptions, and developing analytical skills. MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; and responding. The overall aims of the courses are to encourage and enable students to: create and present art, develop skills specific to the discipline, engage in a process of creative exploration and (self-) discovery, make purposeful connections between investigation and practice, understand the relationship between art and its contexts, respond to and reflect on art, and deepen their understanding of the world.

IB Approaches to Learning Course

All WVA secondary school scholars will be required to take a course called Approaches to Learning (ATL). In this course teachers guide students to identify and assess their own approaches to learning in order to help our students grow in their understanding of their achievements and their skills to improve. Focus questions such as: How do I learn best; how do I know; and how do I communicate my understanding, are all used to help students become better learners within subjects and disciplines.

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[85] The 2018 United States Report Card on Physical Activity for Children and Youth. Available at NPAP (last visited 8/16/2021)

[86] More Information on Core Knowledge Curriculum is available at https://www.coreknowledge.org/ (last visited 8/16/2021).

IB MYP Environments
The purpose of Environments class is for students to be able to deal with issues of both local and global environments. The focus is on five stages: awareness, responsibility, action, reflection, and implementation. Scholars will explore various environments, their characteristics, and their interconnectedness.

IB MYP Design
WVA Secondary Students will be required to take one IB MYP Design course each year. These courses are created to increase a student's Science, Technology, Engineering, and Matematic (STEM) skills with the specific design process in mind. The design process includes four general areas, including: inquiry and analyzing, developing ideas, creating the solution, and evaluating. For each design class, the educator will present a theme that the students will use to get practical experience with the design cycle. Our scholars will learn how to ask, imagine, plan, create, experiment, and improve the designes they come up with throughout the year.

IB MYP Personal Project
The IB MYP Personal Project is designed as an independent learning experience to consolidate their learning throughout the program. This project formally assesses a student's ATL skills for self-management, research, communication, critical and creative thinking, and collaboration.

Assessment

At West Virginia Academy, assessment is defined as the process used to determine a student's specific strengths and needs. Data are key that helps our educators create appropriate learning goals. It allows educators to see where their students excel and where they struggle. This, in turn, informs and shapes targeted instruction. Clear data provide objective talking points for communicating with parents about areas where their children are struggling, growing, and improving. Finally, data clearly marks student progress.

Student Data

West Virginia Academy is a data-driven educational institution. Our student data will come in many formats and from multiple sources including:

- Academic information - includes growth, courses, grades, enrollment, completion, and graduation.
- Demographic data - includes a student's age, race, gender, economic status, and special education need
- Testing data - encompass the results of teacher-designed tests and quizzes along with annual and benchmark assessments
- Student action data - include attendance behavior, behavior data, extracurricular activities, and program participation.

- Teacher-generated data - result from teachers' observation of and engagement with a student.
- Student-generated data - result from information generated from work samples.

Universal Screening Assessments

The purpose of universal screening is to identify, as soon as possible, potential conditions that may exist and to identify those students who may need intervention. A Head Start screening will take place for all students within 45 days of beginning our WVA Nursery School program. Screenings include examining the following: visual/motor, language and cognition, gross motor/body movement, sensory (hearing and vision), and behavioral screening. A universal developmental screening will be conducted annually for all students entering West virginia Academy for the first time; these include: vision, hearing, speech, language, health and dental. Preventative health screening will be conducted for grades two, seven, and twelve, and must show proof of HealthCheck Screenings and Oral Health examination. Visual Acuity will be conducted for all students between the ages on 11 - 13.

Formative Assessments

Research has shown a positive relationship between the use of formative assessments in the classroom and both student motivation and achievement.[87] Araceli Ruiz-Primo and Furtak (2006) found that teachers who used informal formative assessments reported students with higher performance on the embedded assessments.[88] In order to gather accurate data from which to make sound instructional decisions, proper assessment procedures will be followed at WVA. Direct Instruction has formative assessments built into its methodology on a daily basis to adjust the pace the material is delivered and identify areas that need to be re-taught. At the end of each unit, teachers will conduct summative assessments to confirm mastery for each member of their class.

Summative Assessments

West Virginia Academy also understands the valuable feedback that assessments can give to students, parents, teachers, administrators, policy makers, and the community. Assessments provide a means for implementing accountability of the education schools are providing. Therefore, all West Virginia Academy students will be given the West Virginia General Summative Assessment for the grades 3 - 8 with the science component added in 5th and 8th. It will be given during the final weeks of Term 4. Proper accommodations will be provided for any students that qualify for them based on their 504 or IEP plan.

West Virginia Academy wants the standardized test procedure to be a productive and positive experience for our students. Our faculty will be trained in proper protocol and guidance in administering these tests efficiently.

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[87] Cauley, K. M., & McMillan, J. H. (2010). Formative assessment techniques to support student motivation and achievement. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 83*(1), 1-6

[88] Araceli Ruiz-Primo, M., & Furtak, E. M. (2006). Informal formative assessment and scientific inquiry: Exploring teachers' practices and student learning. *Educational Assessment, 11*(3-4)

When West Virginia Academy serves students in 11th grade, we will be administering the SAT School Day during the final weeks of the fourth term. We understand the importance of this test in not only providing data but in qualifying for the Promise Scholarship that would benefit students at West Virginia Academy with furthering their education.

West Virginia Academy will administer the West Virginia Alternative Summative Assessment to students with significant learning disabilities, as needed. It will be administered to students in grades 3 - 8 and 11th (in lieu of the SAT School Day exam). The science portion will be added to the 5th, 8th, and 11th grade tests.

West Virginia Academy will administer the West Virginia English Language Proficiency Assessment for the 21st Century, as needed. This assessment measures the proficiency of English Language students in all public schools in the state. It helps to determine the progress EL students are making in listening, speaking, reading, and writing.

During the grades 4, 8, and 12, West Virginia Academy will administer the National Assessment of Educational Progress (NAEP) for those that are assigned. These tests are more comprehensive, including reading, mathematics, science, writing, US History, civics, geography, and the arts. These tests will be administered at the end of the 4th term and accommodations will be provided to students that qualify.

As part of the IB MYP, West Virginia Academy will be administering the eAssessment. This assessment will cover mathematics, language and literature, science, individuals and societies, and interdisciplinary aspects of learning. These assessments will be given during the final term of a student's 10th grade year.

As West Virginia Academy students participate in the DP and CP curriculum, courses typically end with a comprehensive exam. Passing these exams qualify students for credit at a higher education institution.

Primary School Assessment Criteria

Guaranteed curriculum includes an alignment of what's written (curriculum), what's taught (pedagogy) and what's tested (assessment).[89] Our school will adopt a standards based grading (SBG) system, also known as standards-referenced grading system or proficiency-based grading. The general idea is grading based on separate learning goals and work habits, repurposing homework as practice, and emphasizing more evidence based learning.[90] Generally there is a lack of consistency when implementing grades, some teachers use participation while others emphasize homework and quizzes. SBG flips the focus from scores to skills, with ample time to build them. Our primary educators will begin by defining what they want students to learn and be able to do. All activities, labs, group projects, and assessments

[89] Townsley, Matt and Buckmiller, Tom (2020) "Losing As and Fs: What works for schools implementing standards-based grading?," Educational Considerations: Vol. 46: No. 1. https://doi.org/10.4148/ 0146-9282.2204
[90] Iamarino, D. L. (2014). The benefits of standards-based grading: A critical evaluation of modern grading practices. Current Issues in Education, 17(2), 1-10. Retrieved from http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1234

are then mapped to those objectives, with a rubric outlining what approaching, meeting, or exceeding them entails. This allows our teacher to provide targeted, meaningful feedback while producing a fairer, more transparent grading process that encourages learning, regardless of the class's overall performance.

A	Accomplished	Highest level of understanding or mastery on a specific standard; the student has demonstrated a full understanding of the concepts and steps involved;
B	Proficient	The student has a firm grasp of the standard but shows small errors in implementation.
C	On-Track	The student shows understanding of the standard or concept but lacks consistency.
D	Developing	The student demonstrates little to no understanding of the standard and is working toward progression and development within the concept.
0	No Adequate Data	Student hasn't shown any progression or learning of a specific standard

IB MYP Assessment Criteria

Students in the 6th through 10th grades will participate in the IB MYP. The MYP course objectives are aligned with four equally weighted assessment criteria in each course taken. The general grade descriptors are: overall work quality, conceptual understanding, thinking skills, and transfer of learning. Student performance based on these criteria are evaluated throughout the year and reported based on a seven-point scale at the completion of the course.

IB Grade	Converted Percentage Grade	Description
1	Failing Grade	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	50 - 69	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills

3	70 - 76	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	77 - 82	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	83 - 92	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	93 - 98	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative think-ing, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	99 - 100	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Students must meet minimum criteria for promotion each year. Teachers may automatically recommend a student for promotion only if the student meets the following criteria:

1. Students passed all courses with a 3 or higher
2. Students attended school a minimum of 170 days (less than 10 absences).
3. Students have not been suspended during the year.

Supplemental resources are available to assist students who are not succeeding in their courses. These may include the OC, mentoring services, or mini courses during term breaks.

Reporting Grades

At the end of each term, students and their caregivers will be emailed their interim report card. These will be displayed with IB marks according to IB standardized assessment criteria. Students with a score of a 1 or 2 in any of their courses will be required to complete remediation and thereby receive help through one of our supplemental resources in that course.

Grades will be reported at the end of the school year (4th term), students will receive two transcripts of completion. One will be in the IB format, showing the marks officially recorded for that year. The second transcript will be displaying percentage marks converted from the 1-7 IB scale (see Converted Percentage Grade).

Grades are weighted in the IB MYP as well as the IB DP/CP for an appropriate Grade Point Average (GPA):

IB Grade	Converted Percentage Grade	Letter Grade	Unweighted Grade Point	IB MYP Weighted (9 - 10)	IB DP/CP Weighted (11 - 12)
7	98 - 100	A+	4.3	4.8	5.3
6	93 - 97	A	4.0	4.5	5.0
5	93 - 90	A-	3.7	4.2	4.7
5	87 - 89	B+	3.3	3.8	4.3
5	83 - 86	B	3.0	3.5	4.0
4	80 - 82	B-	2.7	3.2	3.7
4	77 - 79	C+	2.3	2.8	3.3
3	73 - 76	C	2.0	2.5	3.0
3	70 - 72	C-	1.7	2.2	2.7
2	67 - 69	D+	1.3	1.8	2.3
2	63 - 66	D	1.0	1.5	2.0
2	60 - 62	D-	0.7	1.2	1.7
1	59 and below	F	0.0	0.0	0.0

IB MYP Certificate

Students who complete MYP year 5 (10th grade) will be eligible to receive the IB MYP Certificate. This is the highest standard of achievement in the program.

The IB MYP certificate requires participation in at least the year 5 program (with recommended participation for the final two years), and an IB-validated grade of 3 or higher in:

1. Five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
2. One ePortfolio from a course of study in language acquisition

3. One ePortfolio from a course in physical and health education, arts, or design
4. The personal project

Students must achieve at least 28 points across the certificate's 7 components in order to obtain the IB MYP certificate as well as meet the requirements in the West Virginia Academy Ambassador program.

Promotion Requirements

Students must meet minimum criteria for promotion each year. Teachers may recommend a student for promotion only if the student meets the following criteria:

1. Students passed all subjects three quarters of the year with at least a C grade or proficiency in all subjects.
2. Students attended school a minimum of 170 days (less than 11 absences).
3. Students passed at least the lowest level of the skills classes: reading and mathematics for their grade level, and scored proficient for their grade level on the state end-of-level assessment.
4. Students show active participation in the West Virginia Academy Ambassador program.

Teachers may not recommend for promotion any student who does not meet the above criteria. The Student Promotion Advisory board will review all relevant documentation (for each student not recommended for promotion) regarding the student's performance, including but not limited to: grades, attendance, academic achievement records including assessments, work product, and learning plans. The Student Promotion Advisory Board will make a determination if the student qualifies for promotion to the next grade.

In order to recommend promotion, the Student Promotion Advisory Board will ensure that in their estimation, and utilizing concrete data, the student demonstrates sufficient skills and content knowledge to be successful at the next grade level. If, in their best estimation, the student does not demonstrate sufficient skills and content knowledge (as evidenced by grades, test scores and other evaluative measures including but not limited to those listed above) to be successful at the next grade level, the student will not be recommended for promotion and will be offered a seat in the current grade for the subsequent year.

IB Diploma Programme Overview

Students in 11th and 12th grade will be offered the opportunity to enter the IB Diploma Program (DP) and receive an International Baccalaureate Diploma. This diploma is recognized and respected by some of the world's leading universities. Students who complete this program will be well prepared for effective participation in a rapidly evolving and increasingly global society.

Students in the DP will be required to take one course in each of the five academic areas: Literature and Language, Language Acquisition, Individuals and Societies, Sciences, and Mathematics. A sixth course must be taken in an arts subject area or another course in one of

the above academic areas. Each of these courses end in an exam, students who score above a 3 (based on the IB standardized assessment criteria) in any course will receive credit at a higher educational institution for the equivalent course.

There are three other requirements that must be completed in order to qualify for the DP Diploma, they are (1) passing the Theory of Knowledge course (TOK), completing and Extended Essay (EE), and a project completion covering the Creative, Action, and Service (CAS) area.

At least 28 points overall will be needed in order to graduate with the DP Diploma and at least and overall score of at least a 3 for both the TOK course and the EE. Failure to complete or pass either of these courses makes a candidate ineligible for the diploma.

IB Career-Related Programme Overview

Students in 11th and 12th grade will also be offered the opportunity to enter the IB Career-related Programme (CP). This program is recommended for students who have a clear idea of what they would like to pursue as a career and want hands-on learning and experience in that field.

Students are asked to complete at least two courses offered through the DP program. They will then be asked to complete the core CP courses that act as a bridge between the DP courses taken and the career-related study. Career-related courses include:

- **Personal and Professional Skills (PPS**) - a course that aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace and society.
- **Service Learning (SL)** - the practical application of knowledge and skills toward meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions
- **Reflective project (RP)** - an extended piece of reflective work that can be submitted in a variety of formats. It emphasizes the ethical dilemma associated with a particular issue drawn from the student's separately awarded/certified career-related studies. The reflective project will be submitted at the end of the 12th grade and will be an opportunity for the students to draw together the various strands of their studies.
- **Language Development (LD)** - ensures that all CP students have access and exposure to an additional language. The opportunity to learn an additional language is a central tenet of an IB education and increases students' understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, backgrounds and contexts. It develops students' oral, visual and written linguistic and communicative abilities.

Each of these courses can be tailed to the student individual career-related field. These courses provide the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts. West Virginia Academy is looking at working with the National Academies Foundation (NAF)[91] and Project Lead the Way (PLTW)[92] to help provide education in the following areas: Science, Technology, Engineering, Finance, Hospitality, and Healthcare.

WV Forward has found the areas of concentration to help job growth in West Virginia by diversifying industry sectors that are ready for growth.[93] Some of these areas include:

1. Cyber security and IT Sectors
2. Tourism and Livability
3. Finance and Tax
4. Industrial Electricity Options

West Virginia Academy wants to help West Virginia move into the future. We look to join with WV Forward and it's partners in order to increase education offerings for the future workforce.

Instructional Strategies

The lists below are in no way comprehensive, it is just to provide some examples of what strategies our teachers will be trained on and asked to implement in their classes.

The following strategies are built into the Direct Instruction methodology and will be used daily in our core subjects:

- Presentations - presenting information in a clear, explicit way.
- Demonstrations - showing students an example so they can visualize or better understand the concept.
- Practice and Drill - providing ample opportunity to practice the concept.
- Lecture - Teacher gives the information while the students take notes.
- Modeling - providing an example of their work or behavior.
- Whole Group Discussion - asking the whole group a question and the response is given by every student simultaneously.
- Small Group Discussions - asking a smaller group a question and the response is given by every member of the group together.
- Hands-On instruction - students will use physical assignments or activities that engage the student in learning

The following strategies are developed and expanded in our IB program:

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[91] For more information regarding the National Academies Foundation see NAF: Be Future Ready - Transforming High School Education (last visited 8/16/2021)
[92] For more information about Project Lead the Way see PLTW: Homepage (last visited 8/16/2021)
[93] For WV Forward Job Growth Opportunities see WV Forward Work | West Virginia Forward | West Virginia University (last visited 8/16/2021)

- Inquiry - the teacher asks a question and the students discover or create new information by investigating possible answers.
- Problem-based learning - teacher asks questions while the students self-direct their learning to find the solution, at which point they come together in a cooperative group to present their findings in a culminating project.
- Decision-Making - students solve problems by making lists and weighing the various outcomes.
- Discovery - process in which students discover information for themselves through experiments and experiences with little or no help from the teacher.
- Service Learning - students will experience content in real-life situations outside the classroom.
- Literary Circles - Students will read books together and discuss the readings to complete assignments
- Expository - when an expert comes in and explains a concept or gives information. This will typically be a member of the community discussing various topics with the students
- Group Collaborative Learning - when two or more students come together to use their knowledge and experience to solve a given problem.

We will be using the Guided Language Acquisition Design (GLAD) Strategies[94] to help our English Language Learners (ELL). Some of the strategies include:

- Graphic Organizers: where images and words can be organized in a chart style to help with learning.
- Cooperative Strategies: students work together to complete assignments or work on projects.
- Poetry/chants - creating rhymes and jingles help facilitate learning.
- Living Walls - posters and charts where the students fill in missing pieces as they learn or as they discover them.
- Primary language retell - this strategy encourages students to use their native language and discuss with other students or parents to help get the translation they need to complete assignments or tasks.

Graduation Requirements

High School (9th - 12th) Graduation Requirements

The course credits required to graduate from West Virginia Academy include:

- Language Arts: 4 credits (Literature and Language courses; Extended Essay (EE) course)
- Math: 4 credits (Geometry up to Calculus will count for credit)
- Science: 3 credits (Biology, Physics, Chemistry)
- Social Studies: 4 credits (Individuals and Societies courses; Theory of Knowledge (TOK) course)

[94] For more information about GLAD strategies see https://begladtraining.com/about (last visited 8/16/2021)

- Health: 1 credit (Physical and Health Education courses)
- Physical Education: 1 credit (Physical and Health Education courses)
- The Arts: 1 credit (Arts courses)
- Elective Courses: 6 credits

Diplomas and Certificates of Completion

A **Standard Diploma** shall be awarded to students who successfully complete all state and district course requirements for graduation, this is 24 class credits passing with at least a 2 or better.

A **Modified Diploma** shall be awarded to students with significant intellectual disabilities, satisfactorily completing modified graduation requirements as determined by the student's Individualized Education Program (IEP) and Personalized Education Plan (PEP) plan. This alternative diploma follows the regulations specified in WVBE POlicy 2416 as a high school diploma designed for eligible students with disabilities.This diploma will be standards-based, aligned with state requirements for the regular high school diploma, and be obtained within the proper time period. Students who are eligible for this modified diploma are typically those that participate in the alternate assessment based on alternate academic achievement standards.

IB Diploma/Career-Related Program Requirements
When the time comes for any West Virginia Academy scholar to graduate they will choose whether they want to pursue the Diploma Program (DP) or the Career-related program (CP).

For an IB Diploma candidate the IB student must fulfill the following requirements starting in the 11th grade:

- Enroll in six IB subjects over two (2) years. Subjects include: English, World Language, Individuals and Societies, Sciences, Mathematics, and Fine Arts.
- Take IB examinations in each of the six subject area and earn a minimum of 24 total points on the exams (averaging a 4 on all exams)
- Write an original essay (called the Extended Essay) of approximately 4000 words and must receive an A, B, C, or D.
- Take the Theory of Knowledge class for two years and must receive an A, B, C, or D.
- Participate in C.A.S. (Creativity, Action, and Service) and complete a portfolio that shows Learning Outcomes have been met - this is a yes/no requirement.
- No Grades of 0 or 1
- No more than 2 grades of 2
- No more than 4 grades of 3 or less

For a CP candidate the IB student must fulfill the following requirements starting in the 11th grade:

1. Enroll and complete two DP courses with a grade of 3 or more

2. Personal and Professional Skills (PPS) Course - Junior and Senior year
3. Service Learning Programme (SL) - 50 hours minimum
4. Language Development (LD) - 50 hours minimum
5. Reflective Project (RP)

IB Certification

Although we will encourage all students to complete either the DP or CP program. Those students may participate at the certificate level. Course Candidates must take three (3) or more IB subjects and take the IB exams in those subject area.