MISSION, VISION, PURPOSE, AND DEMAND

The purpose of West Virginia Academy Ltd., as a non-profit charitable organization, is to improve education in West Virginia by: (i) establishing a charter school, (ii) developing and deploying curriculum and scalable college-readiness programs within the school, and (iii) providing training for teachers who seek to improve college-readiness throughout West Virginia. The organization's overall purpose contemplates the establishment of a charter school to provide wraparound services for families in West Virginia. Consistent with this reality, the organization has a separate mission for each of its divisions: nursery, primary, and secondary education programs, respectively, but a shared vision and purpose.

West Virginia Academy Primary School Mission

West Virginia Academy's Primary School mission is to help our scholars from all backgrounds, including, in particular, historically underserved student populations, become academically successful through becoming effective communicators, creative collaborators, dynamic leaders, and promising innovators for the state of West Virginia. We will train, support, and mentor our educators to use evidence-based educational instructions and interventions that promote each scholar's academic success, and well-being.

At West Virginia Academy (WVA) academic success will be built on four target areas: communication, collaboration, leadership, and innovation.

EFFECTIVE COMMUNICATION

According to the National Center for the Improvement of Education Assessment (NCIEA, 2020), "communication is an expressive process demonstrated through production, which includes writing and speaking and comprehension is an interpretive, decoding, and receptive process acquired through reading and listening."[1] It has been found that complex communication skills are a required expectation in the workforce.[2] We know that through our program WVA scholars will experience multiple opportunities to practice, self-assess, and receive constructive feedback in order to become effective communicators.

Communication skills, including writing communication, is essential for academic success and is highly desired by employers.[3] "Mindfulness exercises have been shown to benefit students'

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[1] Thompson, J. (2020). Measuring student success skills: A review of the literature on complex communication. Dover, NH: National Center for the Improvement of Educational Assessment.
[2] National Research Council (2011). Assessing 21st Century Sills: Summary of a workshop. Washington, D.C.: The National Academies Press. https://doi.org/10.17226/13215.
[3] Adams, S. (2014). The 10 skills employers most want in 2015 graduates. Forbes. Retrieved from: http://www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/

communication-related thoughts and feelings."[4] The founder of mindfulness-based stress reduction (MBSR) described it as "paying attention in a particular way" or "paying attention with purpose, in the present moment, and nonjudgmentally."[5] 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."[6]

We know that students are entering the classroom from a variety of home environments. Each comes with their backpacks full of school supplies but also stress, worry, anger, sadness, happiness, excitement, fear, etc. Each scholar at WVA will be taught mindfulness strategies and participate, daily, in our "Mindfulness moments."[7] Home-room teachers will take the necessary time to help our scholars understand their own thoughts, feelings, and sensations, as well as how these can affect their own actions. Mindfulness moments will be conducted throughout the day for the first term to provide multiple opportunities to practice in various settings. During the other three terms, time will only be allotted at the beginning of each day for "Mindfulness Moments" and encouraged throughout the day when needed.

CREATIVE COLLABORATORS

In order for our scholars to be academically successful, they must learn how to work with others. According to the NCIEA (2020), "intellectual gain and increased academic content knowledge and skill could be a bi- or co-product of collaborative activity." The center also found that "students benefit cognitively and non-cognitively from genuine collaborative activities, especially those requiring elaborate explanations, sharing/critiquing of thinking, and opportunities to bring their funds of knowledge to bear on the complex task or problem."[8]

A unique program in our school is the West Virginia Academy Ambassador program, it will help promote meaningful and inclusive participation of all individuals in the school and community. This program focuses on four Ancient Roman Virtues, one for each team. The students complete projects each term in the school and community that apply the knowledge gained by studying their assigned virtue. All students, regardless of ability, are placed in one of four teams. These teams consist of scholars from all grade levels. The teams are organized in such a way that all participate and collaborate to achieve their goals. At the end of the year, they are asked to put their knowledge to the ultimate test by competing as a group in the Field Day Competition.

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[4] Stewart, N.W., Wilson, A.W., Drewery, D.W. (2020) *Innoventions in Education and Teaching Internationall. 57(1). 109-118*

[5] Kabat-Zinn, J. (2003). Mindfulness-Based Stress Reduction (MBSR). *Constructivism in The Human Sciences*, *8*(2), 73–107

[6] Kane, M. (2017). Creating a culture of calm. *Gifted Education International*, *34*(2), 162–172. https://doi.org/10.1177/0261429417716350

[7] 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.

[8] Evans, C. M. (2020). Measuring student success skills: A review of the literature on collaboration. Dover, NH: National Center for the Improvement of Educational Assessment.

DYNAMIC LEADERSHIP

Leadership development is an important part of the educational experience.[9] Thus, it is WVA mission to create meaningful, relevant leadership experiences that will be engaging, impactful, and tied closely to our curriculum and ambassador program. Helping our scholars become dynamic leaders will aid their academic success throughout their lifetime.

Each of our West Virginia Academy Ambassador teams will be led by Student Team Officers. Those wishing to become an officer must fill out an application and be interviewed by the team advisors. Students of all ages will be encouraged to apply to become leaders for their school team. This will give primary students a chance to lead other scholars of all ages.

We will also have a WVA Student Council. Older students will be elected through a ballot system at the end of the previous year. The student council will have a critical role in helping create a more positive school culture as well as help WVA school fulfill its mission.

Individual mini-courses or afterschool clubs/classes will be encouraged to have rotating leaders to give as many students as possible the chance to develop their leadership skills in a variety of settings.

PROMISING INNOVATORS

"The success of the United States in the 21st century – its wealth and welfare – will depend on the ideas and skills of its population and innovation is key to a bright economic future."[10] To develop young professionals who will have the capacity to innovate must be intentional – it will not just happen.[11] Promising innovators are able to come up with various ideas just from thinking about the details in a new way. That is why creative problem solving to produce strong innovators is a mission of West Virginia Academy.

WVA knows that there must be a strong core knowledge background in order to think creatively about the content. Each year at our culminating field day competition, the WVA Ambassador Teams will be assigned a unique problem presented to them using innovative techniques. The teams will have all the materials and supplies provided, and a time limit will be set. The teams will be judged by the WVA Student Council on their creativity, foundational knowledge of the problem, and collaboration within the team members.

EVIDENCE-BASED EDUCATION

We will train, support, and mentor our teachers in how to find and implement evidence-based educational techniques. These are instructional techniques and interventions that have been

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[9] Deal, S. T., & Yarborough, P. (2020). Higher Education Student Leadership Development: 5 Keys to Success. *Center for Creative Leadership,* 1-16.

[10] President's Council of Advisors on Science and Technology. (2010). Prepare and inspire: K-12 Education in Science, Technology, Engineering, and Math (STEM) for America's Futures. Washington, DC.

[11] Roberts, J.L.(2015) Innovation and STEM Schools. NCSS Journal. 28-29.

found effective and reliable using randomized controlled trials or meta-analyses. In other words they are the techniques that are found to work consistently for their intended purpose.[12]

Overall, WVA Primary School will use Direct Instructional (DI) techniques to deliver explicit instruction to our primary scholars in the core subjects (reading, mathematics, and language arts). Explicit instruction is characterized by clear descriptions, demonstrations of a skill, followed by supported practice and timely feedback. This method has been found effective with all students[13] including those that are disabled,[14] english language learners,[15] and gifted.[16] Research has been conducted and found successful of DI techniques in a variety of settings, including rural areas,[17] and suburbia.[18] It has been found to be successful in multiple subjects.[19]

West Virginia Academy Secondary School Mission

West Virginia Academy's Secondary School mission is to build upon the academic success of our scholars from all backgrounds, including, in particular, historically underserved student populations, in becoming an effective communicator, creative collaborator, dynamic leader, and promising innovator by increasing their global awareness through developing intercultural communication skills and a holistic approach to problem solving. We will train, support, and mentor our educators to use evidence-based educational instructions and interventions that promote each scholar's academic success, and well-being.

GLOBAL AWARENESS

Global awareness is a worldview or way of thinking about one's place in an increasingly interconnected world.[20] The International Baccalaureate Middle Years Program focuses on cross-cultural and transnational investigations of modes and motivations of human activities. In

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[12] Kathryn E. Joyce (2019) The key role of representativeness in evidence-based education, Educational Research and Evaluation, 25:1-2, 43-62.

[13] Stockard, J. (2010) Fourth graders' growth in reading comprehension and fluency: A pretest-posttest randomized control study comparing Reading Mastery and Scott Foresman Basal Reading program. *NIFDI Technical Report*

[14] Kanfush, P.M. (2014) Dishing Direct Instruction: Teachers and Parents Tell All! *The Qualitative Report.* 19(1). 1-13; Roux, C., Dion, E., Barrette, A., Dupéré, V., & Fuchs, D. (2015). Efficacy of an intervention to enhance reading comprehension of students with high-functioning autism spectrum disorder. Remedial and Special Education, 36, 131-142.

[15] Gabonada-Gatcho, A.R., Hassan-Hajan, B. (2019) Augmenting Senior Secondary ESL Learners' Reading skills through Explicit Instruction of Metacognitive strategies. Phillippine Normal University, Philippines. 1-24.

[16] Bisland, A. (2004). Using Learning-Strategies Instruction with students who are gifted and learning diabled. *Gifted Child Today*. 27(3). 51 - 58.

[17] 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.

[18] Stockard, J. (2008) Reading Achievement in a Direct Instruction School and a "Three Tier" Curriculum School. *National Institute for Direct Instruction, Technical Report 2008-5*.

[19] Stockard, J., Engelmann, K. (2010) the development of early academic success: The impact of direct instruction's reading mastery. *Journal of Behavioral Assessment and Intervention for Children*. 1(1). 2-24.

[20] Delacruz, Elizabeth, M., Arnold, A, Alice, Kuo, Ann., Parsons, Michael. (Eds). (2009). Globalization, art & education. Washington, D.C.: National Art Education Association.

today's society we recognize that to be successful in the workplace our scholars must develop a greater world view in each of our topics of study.

INTERCULTURAL COMMUNICATION SKILLS

Dual language learning can provide profound global perspective and students with skills across multiple languages can understand how others perceive the world with more acuity than mon-lingual speakers.[21] The learning of other languages has been termed the antidote to cultural intolerance by addressing the specific needs of globalization.

Each of our scholars will learn Latin during their first two years of their middle years program. Latin has been found to be a route to understanding word relationships, linguistics, creative production, modern democratic governments, and it is also known as the key to unlocking our cultural heritage.[22] Latin studies will give our scholars a unique understanding of our cities and infrastructure, pagan history through greek and roman myths, ancient science and medicine, and literature, art, and music with classical roots. After two full years of Latin studies, our scholars will be able to continue their Latin courses or choose from a variety of other romance languages that build on their Latin knowledge.

HOLISTIC APPROACH TO PROBLEM SOLVING

The Holistic Approach to Learning and Teaching Interaction (HALTI) has been around since 1999 and is based on the premise that teaching is a social activity. By using the HALTI approach, we will encourage critical thinking, "in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them."[23] It is unique in that it teaches the learners to develop themselves through critical thinking.

There are five aspects of the HALTI that our teachers will be trained and mentored in, each will know exactly how to implement these interactions within their course of study. These areas include: knowledge generation and acquisition, self-discovering or creation of personal constructs, seeking ways to develop personal improvement, transmission of knowledge from discipline to discipline, and reflection on the learning and teaching in each course.[24]

EVIDENCE-BASED EDUCATION

Not only will our secondary teachers be trained in evidence-based educational strategies that have been found to be valid and reliable, they will also receive training specific to the International Baccalaureate Middle Years Program by a professional educational counselor that

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[21] VanTassel-Baska, J., MacFarlane, B., & Baska, A. (2017) The Need for Secondary Language Learning. *Parenting for High Potential*. 6(5). 4-7.

[22] VanTassel-Baska, J. (2004). Quo vadis? Laboring in the classical vineyards: An optimal challenge for gifted secondary students. The Journal of Secondary Gifted Education 15(2): 56-60.

[23] Paul R and Elder L (2001) Critical Thinking: Tools for taking Charge of Your Learning and Your Life. Saddle River, NJ: Prentice Hall.

[24] Patel, N.V. (2003) A Holistic Approach to Learning and Teaching Interaction: Factors in the Development of Critical Learners. *The International Journal of Educational Management.* 17(6/7) 1-19.

will be assigned to our school. As our teachers learn and grow within the program they will be able to mentor other new teachers who enter our school system.

West Virginia Academy Nursery School Mission

While we note that Nursery school (preschool and Pre-K) is technically not under the purview of the charter system, we include details of the nursery school program because it is supplemental to the charter school, will be on the same property, and will serve the needs of faculty, staff, and families with students enrolled in the school. The nursery school will be self-sufficient and will not rely on the charter school for funding, except to the extent child care is provided at a discount of for free to employees of the charter school as a fringe benefit. The approval process, funding, and enrollment processes for the Nursery school do not follow the charter law, although such approvals and funding may likely be impacted by the status of West Virginia Academy as a public charter school.

West Virginia Academy's Nursery School mission is to use a whole child approach to help our scholars from all backgrounds, including, in particular, historically underserved student populations, achieve essential skills necessary for school readiness in a health, safe and secure environment. These essential skills include a foundation of early development in: social-emotional independence, language and literacy, mathematical and scientific reasoning, and physical coordination.

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.[25]

WVA Nursery has adopted the fundamental principles that guided the Head Start Program's policies and practices. These fundamental principles are: (1) each child is unique and can succeed; (2) learning occurs within the context of relationships; (3) families are the children's first and most important caregivers, teachers, and advocates; (4) children learn best when they are emotionally and physically safe and secure; (5) areas of development are integrated, and children learn many concepts and skills at the same time; (6) teachers must be intentionally and focused on how children learn and grow; and (7) every child has diverse strengths rooted in their family's culture, background, language, and beliefs.

West Virginia Academy's Overall School Vision

WVA has a three-pronged vision that focuses on supporting our scholars and faculty, building a positive school culture, and serving the surrounding community. It states:

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

- Our vision is to create a primary and secondary school culture that fosters each scholar's learning, leadership, strength of character, global awareness, and academic ability.
- We strive to recruit, hire, develop, and retain a diverse faculty and staff that are fully committed to each scholar's academic success and will contribute to our positive school culture with diligence, competence, and professionalism.
- We aspire to develop a strong, positive community relationship that brings educators, parents, and professionals together for the benefit of each scholar's growth and development.

Philosophy Statement and Purpose of Public Education

WVA's philosophy is derived from a combination of the National School Boards Association's purpose of public education with our desire to advance public education through critical innovations.

The purpose of public education is to:

- Help each child achieve their full potential.
- Enable students to become well-rounded individuals, focusing on each child's social-emotional and academic needs.
- Prepare students for higher educational learning in the workforce as currently constituted and as will exist in the coming years including with subsequent technological advances.
- Prepare students to live productive lives and become global citizens, while understanding and obeying the social and legal rules of society.

Our objective as a public charter school aligns with the purpose of public schools more generally, but our organization will improve upon the foundation established by traditional public schools by innovating in several areas identified as needing improvement in West Virginia and Monongalia and Preston Counties. We will help each child, including those who have been historically underserved or disengaged based on socio-economic, racial/ethnic, English Learner status, geographic location, or special needs, with personalized learning, before and after-school programming, and extending learning throughout the year using a balanced calendar. These areas include: improvements to curricular design and delivery, refinement of teacher incentives and expanded classroom resources, and increased learning opportunities beyond the classroom.

These innovations are reflected in our philosophy statement as follows:

1. We value **personalization**. Each scholar comes to school with unique talents, skills and abilities. Therefore, we believe instruction needs to be adapted to accommodate those

with unique learning styles. We also believe 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.

We will have a multi-tiered response to intervention (RtI) system set up to help those scholars that may need instruction in a different way to become successful. This tiered system will personalize interventions and strategies to help with their unique needs. Academic interventions through the RtI can be monitored and evaluated through curriculum-based measurements (CBM). The scholar will move within the tier system to help them get a personalized educational experience they need to succeed.

We also aim to have a working relationship with students that are homeschooled to give them the opportunity to attend specific courses or afterschool programs they deem necessary for their education. We will educate parents in the homeschool community on how to personalize their child's academic offerings by enrolling in a variety of classes that will give their child a blended school experience, currently not available with the public school system here in Monongalia or Preston County.

2. We believe in a **positive learning culture**. Students are entitled to a learning environment that is safe, respectful, and academically rigorous.

   We plan to implement a School-wide Positive Behavioral Support System (SWPBS). WVA is trying to attain high levels of academic engagement and achievement for all students, not just the gifted students, not just the typical students, but also students that sometimes present challenging behavior and those who have special needs. We want to make sure all scholars learn and demonstrate high levels of effective interpersonal social problem solving, conflict resolution, and coping skills and behaviors. We also want to make sure our scholars demonstrate high levels of critical thinking, reasoning, and problem solving relative to interpersonal problem solving, conflict resolution, and coping skills and behaviors.

3. We believe in **self-management skills**. Self-management involves a student's ability to be socially, emotionally, and behaviorally aware of themselves and others. Explicit teaching and focusing on social skills will help provide our scholars with the appropriate social behaviors they need to successfully interact with their peers and adults both in the school setting and beyond.

   At WVA the teaching of social skills is a year-long process in every classroom. A basic factor in teaching social skills is developing relationships. Elements of classroom relationships include teacher-student interactions, peer interaction, and student social and emotional adjustment within the classroom setting. In addition to planning and carrying out lessons that include the teaching of social skills, our faculty will always provide proper modeling of the appropriate and targeted behaviors for our scholars.

Overview of WVA's Educational Program

In order to accomplish our ambitious mission, West Virginia Academy (WVA) will be a wraparound community school, where the whole family can be educated in one location at the same time. We will be divided into a nursery school, a primary school and a secondary school. Our nursery school will include toddlers and preschoolers, ages two through five. Our primary school will consist of kindergarten through fifth grade levels. Our secondary school will include sixth through twelfth grade. We plan to open in the Fall of 2022 with an offering of preschool through tenth grade. Our intention is to add the 11th and 12th grade programs as our school receives approval through the rigorous International Baccalaureate training program.

As a family-oriented institution, we plan for all children within the same family to have the same start and end time for school. This will save on the time and money it costs to make multiple trips for parents and buses. We also plan to have before school programs that start at seven and offer physical activities and mental exercises. We will also be providing enriching after school programs that target academics, the arts, and physical education. These activities will run until six o'clock each evening.

Every Student a Scholar

At West Virginia Academy our students are referred to as scholars. The Webster dictionary definition of student is one who attends school. We want much more than just individuals attending a school, we want them to be scholars. The Webster definition of scholar is a learned person. A scholar typically describes a person who exhibits an accelerated learning competency and/or possesses a high content core knowledge. That is the goal for our students at West Virginia Academy: Every Student here becomes a Scholar.

Nursery School Model

West Virginia Academy Nursery School (WVA Nursery) will follow the Head Start Early Learning Outcomes and Framework. The overall purpose in providing this service on campus is for our faculty and staff. We strive to make them feel appreciated and important. As such, we want them to have peace of mind concerning their younger children by providing a safe and academically nurturing environment as our teachers provide the same environment for older children in the community.

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.

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.

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.

Needs Assessment

The primary motivation for any charter school is to provide parents with an alternative choice within the public education system. Positive effects have been found on student achievement when there is competition generated by school-choice policies.[26] The North Central Region of West Virginia is considered one of the state's healthiest economic regions and continues to post solid job growth over the past couple of years.[27] Due to this continuation of growth, regional demographics trends, and interest in higher academic achievement, the Morgantown Metropolitan Statistical Area (MSA), which is composed of Monongalia and Preston Counties,[28] is the ideal location in West Virginia to start a charter school.

Population and Student Enrollment Growth

Since 1960, West Virginia has seen a general decline in population. As one of the states with the oldest population, and with the number of deaths outweighing the number of births, the

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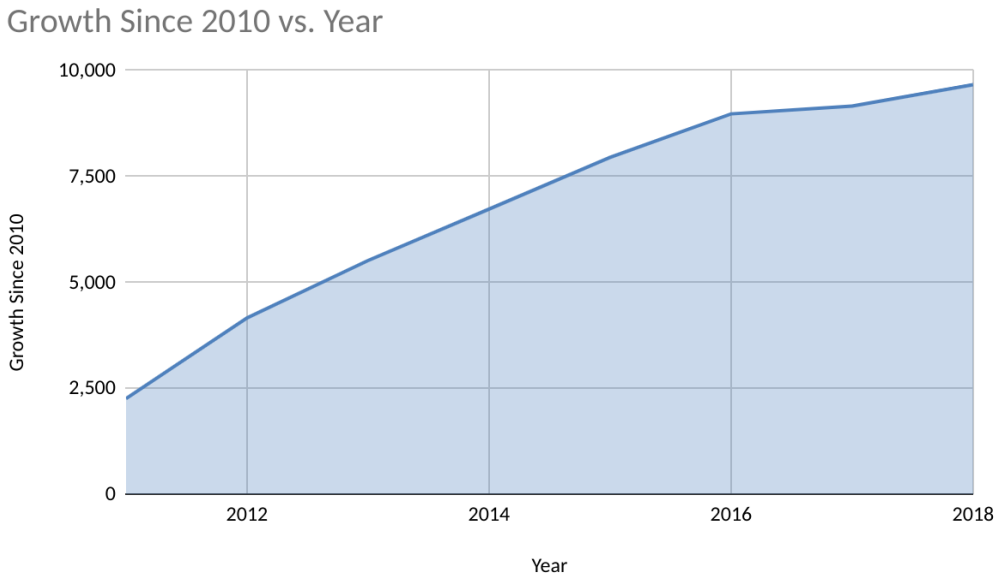
[26] Jabbar, H., Fong, C. J., Germain, E., Li, D., Sanchez, J., Sun, W.-L., & Devall, M. (2019). The Competitive Effects of School Choice on Student Achievement: A Systematic Review. Educational Policy. The Competitive Effects of School Choice on Student Achievement: A Systematic Review - Huriya Jabbar, Carlton J. Fong, Emily Germain, Dongmei Li, Joanna Sanchez, Wei-Ling Sun, Michelle Devall, 2019

[27] Lego, B. and Deskins, J. (2019) "North Central West Virginia Economic Outlook: 2020-2024" Bureau of Business and Economic Research. West Virginia University. Available at NORTH CENTRAL WEST VIRGINIA (last visited 8/16/2021).

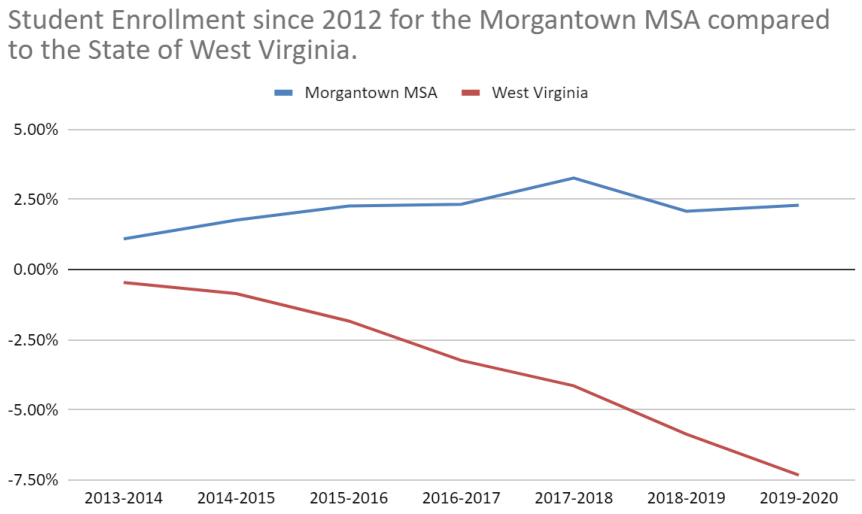
[28] Metropolitan Statistical Areas are designated by the Office of Management and Budget to define a region that consists of a city and surrounding communities linked by social and economic factors. The Morgantown MSA includes Monongalia and Preston Counties. See OMB Bulletin 18-04, p.60 https://www.whitehouse.gov/wp-content/uploads/2018/09/Bulletin-18-04.pdf (last visited 8/16/2021). These areas are commonly used in economic research and guide decisions and statistical reporting in various ways at the federal level including, for example, the census and the Bureau of Labor Statistics. See Metropolitan Statistical Area Definitions, U.S. Bureau of Labor Statistics, available at Metropolitan Statistical Area Definitions : US Bureau of Labor Statistics (last visited 8/16/2021).

future of West Virginia is uncertain. In 2020, the World Population Review noted that there have been a few counties seeing population growth.The publication noted that “[t]he highest rate was observed in Monongalia County” and further noted that this increase was mainly due to people migrating to the area. The overall growth in the past ten years, the population of Monongalia County has grown by 15%.[29]



When specifically looking at public school student enrollment, West Virginia as a whole has also seen a decrease in enrollment (about 7.3%) in the past five years. However, the Morgantown MSA has seen a steady positive growth in enrollment by about 2.3% or about 300 students since 2012.

[29] Monongalia County, West Virginia Population 2020, World Population Review, found at: https://worldpopulationreview.com/us-counties/wv/monongalia-county- population/. (last visited 8/16/2021). Because this calculation shows only the 10 year growth from 2000 to 2010 reflected as 2010 growth, we sum the actual growth numbers shown each year from 2011 to 2018 and then use the average annual growth from 2001 to 2010 to estimate 2.81% annual growth in 2009 and 2010.

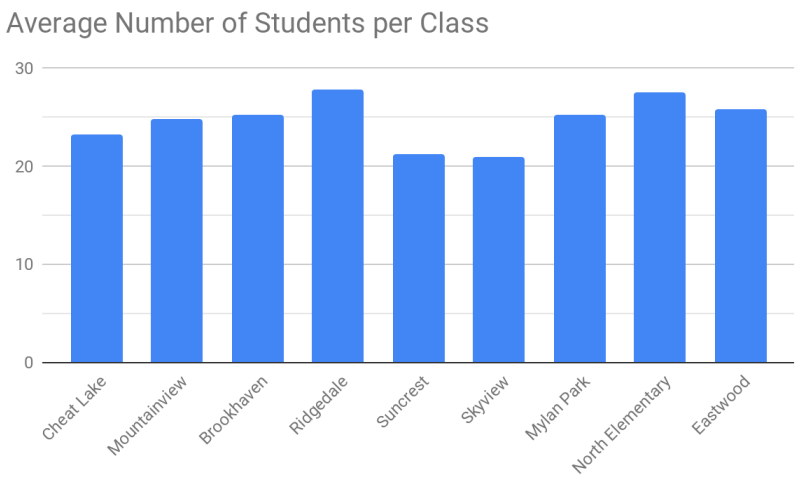


Within Monongalia County, Suncrest Elementary school has seen the largest public school student enrollment increase with 78% growth in the past 5 years.[30] We note that a boundary change occurred during this period and many students that previously were within the boundaries for North were absorbed into Suncrest. In the aggregate, however, it appears that the combined boundaries for Suncrest, North, Skyview, and Eastwood elementary schools is an area of particular enrollment growth within the county.

West Virginia Policy (§18-5-18a.) recommends to have no more than twenty pupils per teacher in a kindergarten classroom and twenty-five pupils per teacher in a second through sixth grade classroom during a given school year. This policy relates to the total number of students in the classroom per teacher (class size), not the student teacher ratio.[31] To calculate the student-teacher ratio, the total number of full time teachers is divided by the total full time students. To calculate the class size, the total number of students enrolled in single grade is then divided by the number of classes offered in that grade. These numbers are averaged across all the grades in a specific school, providing the results below.

[30] Based on calculations using data queried from the West Virginia Department of Education, ZoomWV database. Available at Hoonuit Dashboard (last visited 8/16/2021).

[31] Research has found the student teacher ratio is typically lower than the class size. Lewit, Eugene M.; Baker, Linda Schuurmann, (1997) "Child Indicators: Class Size," Future of Children, v7 n3 p112-21.



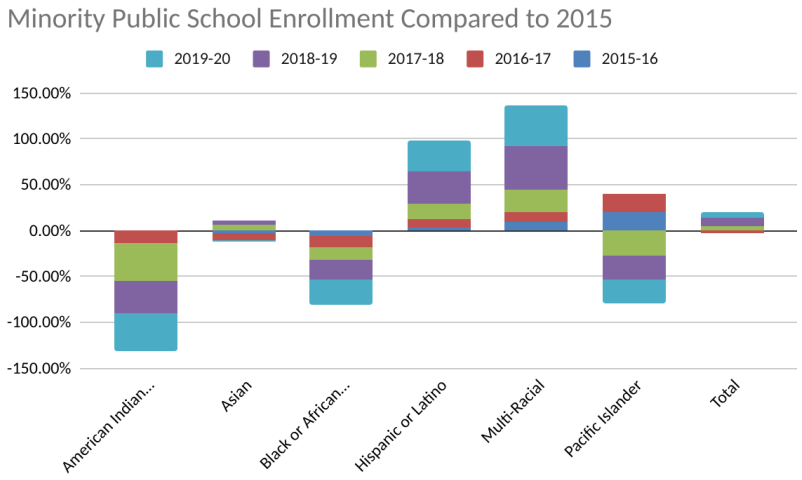
Based on this estimation, in the 2019 - 2020 school year, half of the Monongalia County Elementary schools were operating with average class sizes that were at or above twenty-five students per class including Kindergarten. The majority of Monongalia County schools are either at capacity or overcrowded based on the class size regulations.[32]

Class sizes tell part of the story, but a separate and related issue is overall building capacity and the age of buildings. A simple analysis of the building capacity (square footage) per student indicates that the most over-crowded schools in Monongalia County are North Elementary and Cheat Lake Elementary, as these schools have only 62% of the capacity per student of the other elementary schools in the county, on average.[33] The original builds for these two elementary schools were in 1979 (North), and 1991 (Cheat Lake), which represent the second and third oldest elementary school buildings, respectively, in the county.

Across Monongalia County, the student minority enrollment rate increased by about 5.3% over the last five years. More specifically over that span, there has been a steady increase in the Hispanic and Multi-Racial cohorts.[34] According to the West Virginia Advisory Committee to the U.S. Commission on Civil Rights, West Virginia is experiencing more harassment and violence against minority students by their peers. In addition, educators' have been found to have lower expectations of, or lack of support for, minority students in general.[35] Monongalia County schools also see the largest enrollment rate increases in the multi-racial minority cohort within the last five years. This subgroup has been found to have a lower graduation rate when compared to their peers.[36] These data suggest that minority populations are historically

[32] Based on calculations using data queried from the West Virginia Department of Education, ZoomWV database. Available at Hoonuit Dashboard (last visited 8/16/2021).
[33] Based on square footage and building age as provided by the Monongalia County Comprehensive Education Facilities Plan (March 11, 2020). Available at MONONGALIA COUNTY SCHOOLS (last visited 8/16/2021).
[34] Based on calculations using data queried from the West Virginia Department of Education, ZoomWV database. Available at Hoonuit Dashboard (last visited 8/16/2021).
[35] West Virginia Advisory Committee, (2003) "Civil Rights Issues in West Virginia." Available at: Civil Rights Issues in West Virginia (last visited 8/16/2021).
[36] Based on calculations using data queried from the West Virginia Department of Education, ZoomWV database. Available at Hoonuit Dashboard (last visited 8/16/2021).

underserved groups in West Virginia and within Monongalia County and the recent increases in



minority populations in Monongalia County Schools should foster new approaches to reaching these students.

The percentage of special education students is also growing at a steady rate both at the state level and at the county level. Historically, this group has faced significant barriers to education and even noncompliance with federal and state laws within public systems. In the past, the school system in Monongalia County has been criticized and found to be out of compliance with IDEA in several aspects.[37] The results of the survey we conducted revealed that the adequacy of options for Special Needs students remains a significant concern for parents in the Morgantown MSA (Monongalia and Preston Counties).

Demographic Trends and Preferences for Reforming Public Schools:

The North Central Region of West Virginia has been found to be younger and more highly-educated than other regions of West Virginia. Over 40% of residents over the age of 25 have a bachelor's degree or higher.[38] Rates of higher educational attainment in this area suggest residents place higher importance on education within this region. An independent survey that was conducted in August of 2019 and reported in WV MetroNews found that about half of West Virginia citizens are dissatisfied with the quality of K-12 education.[39] Parents who have children were more likely to state they were dissatisfied than those that have no children in the school system. Moreover, there is a significant group of parents that want the current education system in West Virginia to be reformed. Parents that want reform for the public

[37] West Virginia Advisory Committee, (2003) "Civil Rights Issues in West Virginia." Available at: Civil Rights Issues in West Virginia (last visited 8/16/2021).
[38] Lego, B. and Deskins, J. (2019) "North Central West Virginia Economic Outlook: 2020-2024" Bureau of Business and Economic Research. West Virginia University. Available at NORTH CENTRAL WEST VIRGINIA (last visited 8/16/2021).
[39] B. McElhinny, West Virginia Poll: Concern About Public School Performace But Distrust of Charters, (WV MetroNews, Sept.9, 2019). http://wvmetronews.com/2019/09/09/west-virginia-poll-concern-aboutpublic-school-performance-but-distrust-of-charters/ (last visited 8/16/2021).

education in West Virginia schools were more likely to support a charter school as an alternative. Overall the poll stated 35% of West Virginia voters were in favor of a charter school and, while this does not represent a majority, none of the three groups (in favor of, opposed to, or indifferent to charter schools) represented a majority with respect to the issue.[40] This suggests there are wide ranging opinions with a substantial group of parents interested in pursuing alternatives through the public charter system.

In order to identify parent preferences locally, as well as assess demand and needs, we conducted a survey of residents of the Greater Morgantown Area (Monongalia County, Marion County, and Preston County, respectively).[41] Consistent with the plurality in the 2019 survey reported by WV Metro News, the level of support among parent respondents to our survey in the Morgantown MSA is 36.4%, with opposition at 46.4%, and indifference at 17.3%, respectively. Among Monongalia County parents, 32.6% are in support of charter schools, 49.5% are opposed to them, and 17.9% indicated that they are indifferent.[42] Preston County parents responded with much stronger support (60% in favor) and Marion County indicated much stronger opposition (58.8% opposing), but similar levels of support to Monongalia County (36.3%).

These responses confirmed that local parents share the plurality of opinions among WV citizens more generally with respect to charter schools as there is no clear majority of supporters nor is there a majority in opposition at the state level or the Morgantown MSA level (Monongalia and Preston Counties). Importantly, however, approximately one in three parents in each of these populations are in support of establishing a charter school in our community, which represents a substantial cohort of parents whose preferences should not be ignored. This degree of support is actually optimal for establishing a charter school because there is sufficient support for a viable charter to be established, but not so much support that establishing a charter school would cause a tremendous disruption in the current public school system.

Interest in Higher Academic Achievement:

According to the US News and World Report, West Virginia students are ranked 44th in college readiness, on average. This data suggests that most of our students complete their public school education without being adequately prepared for college. In the same report, West Virginia was placed 46th in our National Math Test Scores and 45th in our National Reading Test Scores. Both the Reading and Math scores fell below the national average. This report gave West Virginia an overall ranking of 47th in the nation, stating it hasn't changed since the prior year.[43] According to the Cato Institute, this ranking is misleading and in turn created a new

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[40] Specifically, the survey found that among all West Virginia citizens that 35% support the establishment of charter schools, 40% are opposed to charter schools, and 25% are indifferent.

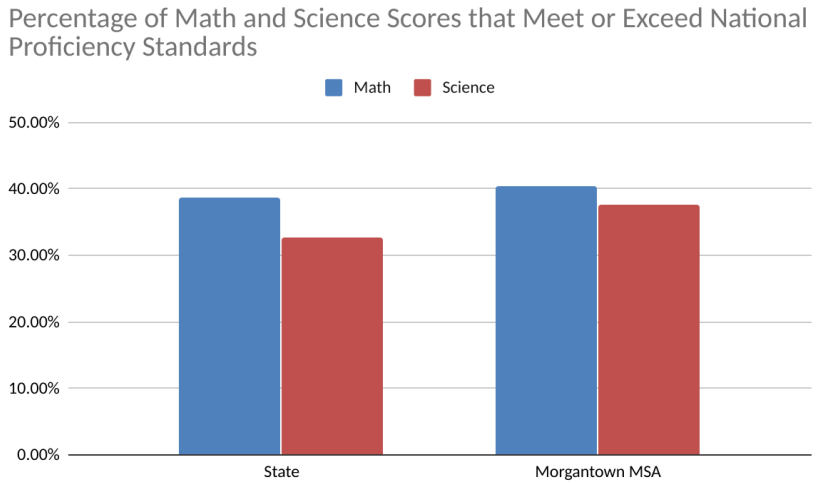
[41] The report on the findings of that survey, which was published on our website on June 26, 2020, is attached hereto as Addendum 1.

[42] See Addendum 1, Table 1.3, page 8.

[43] "Pre-K–12 Education Rankings: Measuring How Well States Are Preparing Students for College," U.S. News & World Report, May 18, 2018, Best States - Rankings, News, Data | US News Best Statesrankings/education/preK–12. Others include those by Wallet Hub, Education Week, and the American Legislative Exchange Council.

ranking of state education systems based on the disaggregated demographic achievement data, as well as efficiency of education spending. This new ranking system places West Virginia last in overall performance and efficient use of education spending as compared to student achievement outcomes.[44]

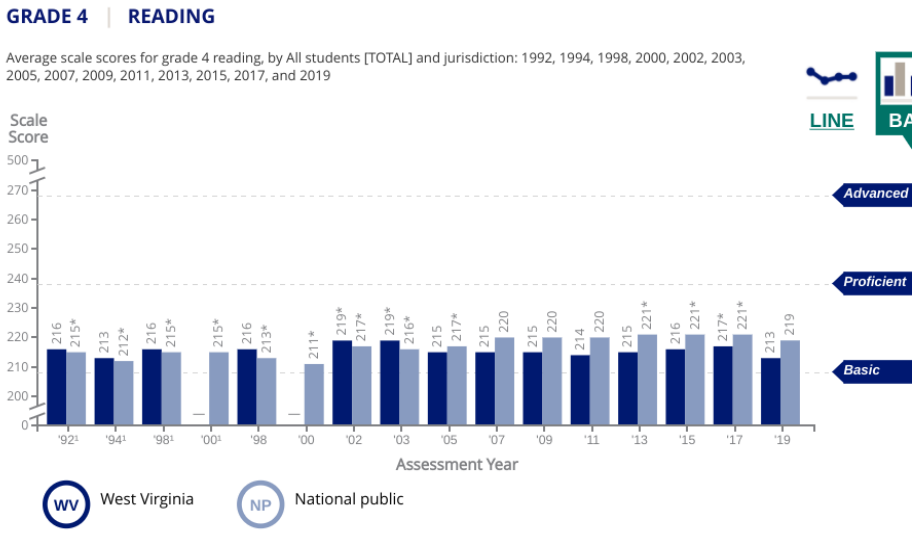
In 2014, Ohio, Pennsylvania, and West Virginia formed the Appalachia Partnership Initiative (API) to ensure the supply of labor in the Science, Technology, Engineering, and Mathematics (STEM) workforce is keeping up with demand in the energy and manufacturing business sectors. API has committed to invest millions to support and increase STEM education for Kindergartners through 12th Graders.[45] Even with this recognition of increased support in the STEM area, West Virginia continues to perform poorly in science and mathematics. While the Morgantown MSA proficiency rates are above the overall State's proficiency rates, both are still looking at less than 50% of West Virginia Students proficient in Math and Science.[46] More specifically in Math, 17.65% of schools fall behind the state average proficiency value.[47] West Virginia Academy recognizes the importance of these subjects and considers them our "foundational topics". These foundational topics include Reading, Language Arts, Mathematics, and Science. Lessons in these topics will be available on the Online-Component (OC) to help students gain proficiency and achieve success.

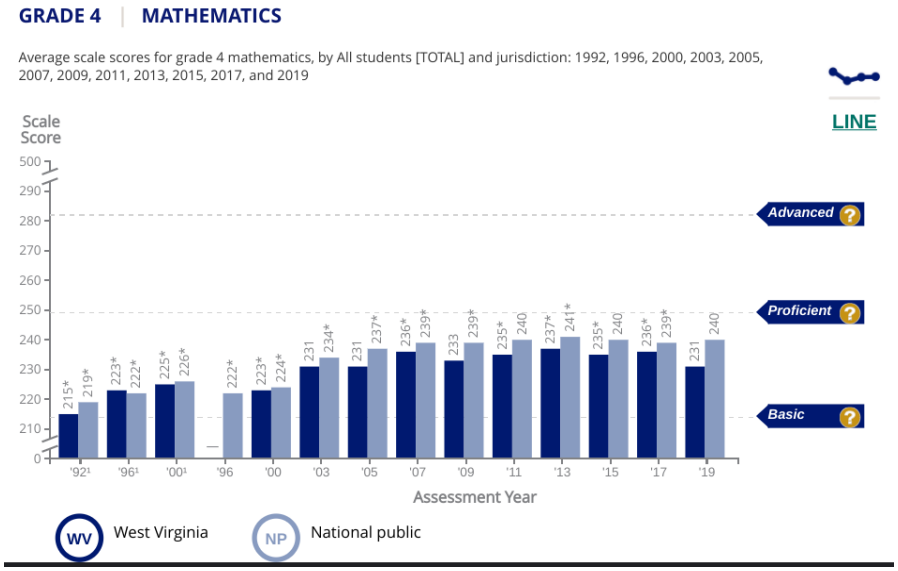


West Virginia has consistently ranked lower than the national test scores in math and reading since 2002 and the gap is getting wider every year. In 2019, West Virginia's math proficiency

[44] Liebowitz, Stan and Matthew Kelly (2018) "Fixing the Bias in Current State K-12 Education Rankings." Cato Institute Policy Analysis No. 854.
[45] Gonzalez, G.C., Siler-Evans, K., Hunter, G.P., Broten, N., (2017) "Wages, Employment and STEM Education in Ohio, Pennsylvania, and West Virginia." RAND Corporation Report #2. Available at Wages, Employment, and STEM Education in Ohio, Pennsylvania, and West Virginia: Report No. 2 (2017) (last visited 8/16/2021).
[46] These calculations are based on the state assessment data available on the ZoomWV data set found at Hoonuit Dashboard (last visited 8/16/2021).
[47] Based on calculations using data queried from the West Virginia Department of Education, WVBalanced Scorecard database. Available at Balanced Scorecard (last visited 8/16/2021).

averaged 9 points lower than the national average. In reading, West Virginia's score was 6 points lower, the largest gap in the past ten years.[48]





Academic Achievement within the English Language Art (ELA) has also seen gaps indicating substantial unmet needs. According to the State's Balanced Scorecard, 52.94% of Monongalia County school's ELA performance is not yet at the expected range set by the State Board of Education and in Preston County the percentage is higher at 61.03%. In math 70.59% of schools do not yet meet the expectations of the State. While Monongalia County is, on average, above the state's proficiency value in English, there are still 23.53% of schools that fall below the state's average. These student outcomes suggest that there is substantial room for improvement within the Morgantown MSA.

[48] Based on Information provided by The Nation's Report Card when West Virginia was queried. Available at https://www.nationsreportcard.gov/profiles/stateprofile/overview/ (last visited 8/16/2021).

The API has determined that in order to encourage steady growth of STEM jobs in the future, the local graduates must have proper skills in fields that can be utilized within the STEM labor market. West Virginia continues to lag behind Pennsylvania and Ohio in the national assessment averages. It is imperative that we implement programs that support student achievement in order to continue West Virginia's future economic prosperity.

Demand and Estimated Enrollments

Based on a combination of survey data from multiple surveys and the first week of pre-enrollment figures, there is moderate to substantial demand for a charter school among parents within the Morgantown MSA and enrollments at a charter school in the Morgantown area will certainly exceed the minimum levels for economic feasibility. Conservative estimates suggest that enrollments at a charter school established in Monongalia County for grades K through 8 would be between a maximum of 1091 and a minimum of 711 students within the Morgantown MSA, before considering any additional demand from students in Marion County who may seek to enroll. In order to assess demand, we conducted an online survey of parents in the Greater Morgantown area in April and May of 2020 that included questions specifically addressing whether they would enroll their child in a charter school if the option were available. The results from this survey were consistent with other surveys conducted on the topic by independent third parties in West Virginia more broadly. Lastly, on August 9, 2021, our school opened its pre-registration process to better identify actual demand and very early indications suggest the school will meet the minimum enrollments for viability. This section first articulates our methodology for our conservative enrollment estimates using survey data and then concludes with a brief discussion of initial pre-registration numbers and student composition estimates.[49]

Our survey of parents and students primarily sought to identify demand as well as areas of need in public education and overall support for charter schools in our community. This section and analysis of demand is primarily based on the demand as expressed by parent respondents in the Morgantown MSA using estimates derived from responses to Tables 1.6, 1.7, and 1.8 in the survey.[50] While our survey also inquired as to preferences of students as required under Rule 3300, we revisit the student survey for purposes of identifying needs of current public schools in other sections in this application and focus primarily on the parent survey for demand. We do this because our proposed charter school will initially open as a K-8 school and so parents will likely be the primary decision-makers with respect to enrollments at this public charter school for most applicants.

We first consider the percentage of parents who indicated they would enroll their child in a charter school. 20% of parents in Monongalia County and 26.7% of parents in Preston County responded that they would seek to enroll their child if a charter school were established in their

[49] See Addendum 1, Tables 1.6-1.8, pp.11-13.
[50] See Addendum 1, pp. 11-13.

community. This would equate to an enrollment of 2076 students from Monongalia County and 1063 students from Preston County based on the levels of enrollments in public schools as of the 2019 academic year.[51] However, we note that a random sample of parents was not possible because both of these countries denied our FOIA request to obtain the parent and student information for purposes of conducting the se surveys. Given these limitations, we conducted our survey through a poll that was made available on our organization's facebook page as well as promoted through targeted random advertisements on social media, sent to website registrants, and posted to various community pages of interest to residents of the Greater Morgantown Area.

The experience of parents with the different levels of public education in K-12 indicates that our survey captured a representative sample of parents.[52] However, because parents opt-in to completing our survey, there is potential for parents with stronger feelings on the topic, on average, to have completed the survey and so the 2076 number represents the upper-bound figure for possible enrollments. In order to address this concern, we use very conservative estimates for projected actual enrollments by adopting the minimum level of enrollment within the margin of error and then further reducing our projection based on travel time considerations using the preferences stated in our survey.

As the survey notes, calculating a precise confidence interval is not possible without the actual populations of households and students (including private school and homeschool students), which is why a confidence interval is not included in the official posted survey report. This data was not available as Monongalia County Schools denied our FOIA request for private and homeschool student information because they do not collect this data. Notwithstanding this limitation, the total households can be roughly estimated for purposes of calculating a confidence interval for the results in Tables 1.6 and we can use the total public school enrollment population to calculate a confidence interval for the results in Table 1.7.[53] While this methodology lacks precision, we estimate these confidence intervals for conservatism in order to utilize the low end of the margin of error as a baseline for projecting enrollments. By first apply this method to the results described in Table 1.7 of the survey for Monongalia County and Preston County respondents. We, then, calculated a confidence interval of 5.81 for Monongalia County (95% confidence level) and 23.68 for Preston County (95% confidence level) using the affirmative response rates and the children of parent respondents represented in the total sample and using the known population of public school students as our total populations. The lower level of the margin of error using this methodology estimates an 18.21% enrollment rate in Monongalia County and a 23.38% enrollment rate from Preston County.

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[51] See Addendum 2. In order to eliminate enrollment fluctuations incident to the unique circumstances arising from COVID in 2020, we base all of our calculations on the October 2019 enrollment figures, which we deem to provide a more accurate picture of typical enrollments in our community over the long term, particularly for younger grades where sharp enrollment declines occurred in the public system in the fall of 2020.
[52] See our more extensive discussion of the survey methodology and the demographics of the sample in Addendum 1, pp. 2-4.
[53] See Addendum 1, pp 11-12.

We next calculate a confidence interval around responses in Table 1.6, which provides an even more conservative estimate of enrollments because this figure assumes all households would enroll at the same rate without regard to the number of children in each household. We estimate the total households in the county by dividing the total enrollment (11,502) by the average number of children per household of respondents in our survey (2.15 for Monongalia County, 1.89 for Preston County), which results in an estimate of 5,356 households with school age children in Monongalia County and 2334 households in Preston County. We calculate a confidence interval of 7.97 (95% confidence level) for Monongalia County and 32.3 (95% confidence level) for Preston County. We use the affirmative response rates, the parent respondents as our samples, and the estimated populations of households as our total populations. We then take the lower level of the margin of error, which estimates a 12.03% enrollment rate in Monongalia County and a 12.07% enrollment rate in Preston County. We use the 18.21% and 23.38% rates calculated using the data in Table 1.7 as our baseline "maximum expected enrollment" rate and the 12.03% and 12.07% rates calculated using the data from Table 1.6 as our "minimum expected enrollment" rate.

We reduce our calculated enrollment rates further by taking the naturally diminishing interest that would arise from increased travel times into account and set this attrition rate based on responses reported in the survey.[54] All respondents who indicated they were unsure whether they would enroll their child in a charter school provided a distance they were willing to travel and even two respondents who indicated they would not enroll their child provided such a distance. The respondents who affirmed that they would enroll their child in a charter school were more willing to drive longer distances, on average, than unsure or opposed respondents, but in a further effort to be conservative in calculations, we combine all responses of respondents that answered this question to estimate attrition due to travel distances.

We identify the attrition in enrollment rates based on distance as reflected in the following tables for Monongalia and Preston Counties:

Monongalia County: Estimated Enrollment Attrition Based on Travel Time				
Distance Parents Are Willing to Travel to Enroll their Child in a Charter School	Net Responses	Attrition rate	Max Expected Enrollment %	Min Expected Enrollment %
0 Miles (only will attend if transportation is provided)	46	0%	18.2%	12.0%
1-5 miles	34	26.1%	13.5%	8.9%
6-10 miles	26	43.5%	10.3%	6.8%
11-15 miles	15	67.4%	5.9%	3.9%
16-20 miles	8	82.6%	3.2%	2.1%
More than 20 miles	3	93.4%	1.2%	0.8%

[54] See Addendum 1, Table 1.8, p.13.

Preston County: Estimated Enrollment Attrition Based on Travel Time				
Distance Parents Are Willing to Travel to Enroll their Child in a Charter School	Net Responses	Attrition rate	Max Expected Enrollment %	Min Expected Enrollment %
0 Miles (only will attend if transportation is provided)	11	0%	23.4%	12.1%
1-5 miles	11	0%	23.4%	12.1%
6-10 miles	10	9.1%	21.3%	11.0%
11-15 miles	9	18.2%	19.1%	9.9%
16-20 miles	3	72.7%	6.4%	3.3%
More than 20 miles	0	100.0%	0%	0%

We next estimate the total students in different areas within the county. Because both school districts in the Morgantown MSA denied our organization's request for student location data, we estimated the location of students in Elementary and Middle schools based on the bus routes for Elementary School students that are publicly available. We then estimate enrollments based on the enrollment attrition rate indicated by parent drivers in the Morgantown MSA in our survey.

While the specific site of our school has not yet been determined, potential locations of interest are in or near Morgantown within our PRA, and so we conduct these estimates based on the distance to the center of our Primary Recruitment area as weighted by student populations. We note that because our Primary Recruitment Area is in the center of Morgantown where the population is relatively dense, moving the school location in Morgantown within our PRA, or even within a couple of miles of it, will not typically impact these estimates as some densely populated neighborhoods would be further away than our estimates reflect, but then other densely populated areas would be closer. The numbers would only be materially different if a rural location in the county were selected for the school site, which is not likely.

Our analysis includes all Monongalia County Schools and the two Preston County schools that are either included in our Primary Recruitment Area or within twenty miles of its center. These schools from Preston County include the Bruceton School and the West Preston School, both of which serve grades K-8. We note that no respondents to our survey from Preston county expressed a willingness to drive further than 20 miles to enroll in a charter school, so we presume student enrollments from other schools in Preston County would likely be nominal. As such, we do not include potential enrollments from other schools in Preston county in our analysis.

We start estimating the distance for families from each Elementary School using the address of the elementary schools, which appears to provide a reasonable estimate for the two Preston county schools in our estimate, but further refinement is needed for Monongalia County schools

where school locations are typically located closer to the center of Morgantown than the center of the school's boundary. Thus, for Monongalia County schools we base our estimate on a combination of the middle location in each Elementary School Boundary and the location of the elementary school. An analysis of bus routes and population density indicates that Elementary School locations in Monongalia County are typically situated close to the population center they serve and are typically in suburban and not rural locations. This suggests that neither the geographic midpoint for most school boundaries nor the school locations are reflexive of the location of students attending that school, as the actual average travel distance is likely between these two points. So we identify the midpoint between the geographic middle of each school boundary and the location of the school and use that midpoint to estimate the average estimated travel distance for students residing in that boundary. Because our school will provide transportation to all students who enroll that reside within the Primary Recruitment Area, we use the "0 mile/transportation provided" enrollment percentage for all students in the PRA.

We estimate the number of students in the PRA and those without using bus route data. In Preston County precise student data per bus stop is provided and so actual student data is used. In Monongalia County, student numbers by bus stops are not provided and so we estimate these numbers based on the number of bus routes. In instances where bus routes include areas that are both inside and outside the PRA, we use the proportion of bus stops for that route within the PRA.

The culmination of these these various estimates and the resulting projected enrollments are presented in the tables below:

Table: Elementary School Enrollments							
Elementary School Data				Maximum Expected Enrollment		Minimum Expected Enrollment	
Name	Elementary Enrollment (2018-19)	Students in PRA	Driving Distance	PRA Enrollment	Non-PRA Enrollment	PRA Enrollment	Non-PRA Enrollment
Brookhaven	572	0	5.8 mi	0	59	0	39
Cheat Lake	827	220	6.8 mi	40	63	26	41
Eastwood	653	223	2.3 mi	80	29	53	19
Mason Dixon	313	0	24.0 mi	0	4	0	2
Mountainview	719	0	6.8 mi	0	74	0	49
Mylan Park	467	0	9.2 mi	0	48	0	32
North	644	644	N/A	117	0	77	0
Ridgedale	484	0	13.2 mi	0	27	0	18

Skyview	484	214	5.7 mi	39	36	26	24
Suncrest	508	79	2.3 mi	14	58	9	38
Bruceton *	382	85	19.7 mi	20	19	10	10
W. Preston *	508	0	17.9 mi	0	32	0	17
Subtotals				311	449	202	289
Total K-5 Enrollment				759		174	
* We note that Bruceton and West Preston provide K-8 instruction and so we estimate their Elementary school enrollments as 6/9ths of their total enrollment and their 6-8 enrollment as 3/9ths of their total enrollment.							

For precision, the middle school enrollments are broken down based on the elementary school boundaries where the middle school enrollments are sourced. In the case of the two Preston county schools, both offer K-8 grade levels and so we estimate the middle school age grades for those schools. We presume the source of students is attributable to the elementary school boundary locations in the same ratio to the total enrollments at those schools.

Table: Middle School Enrollments							
Middle School Data				Maximum Expected Enrollment		Minimum Expected Enrollment	
Name	Enrollment (2018-19)	Students in PRA	Driving Distance	PRA Enrollment	Non-PRA Enrollment	PRA Enrollment	Non-PRA Enrollment
Mountaineer (Cheat Lake)	360	96	6.8 mi	17	27	12	18
Mountaineer (Eastwood)	285	192	2.3 mi	35	12	23	8
Westwood (Mylan Park)	186	0	9.2 mi	0	19	0	13
Westwood (Skyview)	193	85	5.7 mi	15	11	10	7
Suncrest (North)	285	285	N/A	52	0	34	0
Suncest (Suncrest)	224	35	2.3 mi	6	26	4	17
South (Brookhaven)	256	0	5.8 mi	0	26	0	17
South (Ridgedale)	322	0	6.8 mi	0	33	0	22
South (Mountainvie w)	207	0	13.2 mi	0	12	0	14
Clay-Batelle (Mason Dixon)	193	0	24.0 mi	0	2	0	2
Bruceton	191	43	19.7 mi	10	9	5	5
W. Preston	148	0	17.9 mi	0	16	0	8
Subtotals				91	192	60	133
Total 6-8 enrollment				331		220	

Combining elementary school and middle school enrollments predicts a maximum expected total enrollment of 1091 and a minimum expected enrollment of 711 students from Monongalia

County and the average between the two is 901 (900 rounded down). Our estimated enrollment figures for the primary and middle school grades based on the source school are as follows:

Total Estimated Enrollment Grades K-5 by Source Public School		
Source School	Estimated Charter Enrollment (students)	Portion of Total Charter Enrollment Population (%)
Brookhaven Elementary	49	7.8%
Cheat Lake Elementary	85	13.6%
Eastwood Elementary	90	14.4%
Mason Dixon Elementary	3	.5%
Mountainview Elementary	61	9.8%
Mylan Park Elementary	40	6.4%
North Elementary	97	15.5%
Ridgedale Elementary	23	3.7%
Skyview Elementary	63	10.1%
Suncrest Elementary	60	9.6%
Bruceton School (K-5)	29	4.6%
West Preston (K-5)	25	4.0%
	625	

Total Estimated Enrollment Grades 6-8 by Source Public School		
School	Estimated Charter Enrollment (students)	Portion of Total Charter Enrollment Population (%)
Mountaineer Middle	76	27.6%
Westwood Middle	38	13.8%
Suncrest Middle	69	25.1%
South Middle	63	22.9%
Clay Batelle (6-8)	2	0.7%
Bruceton School (6-8)	15	5.5%

West Preston (6-8)	12	4.4%
Total	275	

Because these figures are based on public school enrollments from 2019, we do not include homeschool or private school students who may elect to enroll in a charter option that could increase these numbers by 5-10%. We also do not include figures for students from neighboring Marion County that may seek variances to attend the charter school. Because of the additional barrier to entry presented by the variance process, we assume interest from Marion County will be less than the interest level from within Monongalia County for individuals living over 20 miles away from the school. Applying this ratio to the Marion County population of public school students indicates that fewer than 61 to 93 students would seek variances to attend the charter school, assuming no charter school is established in Marion County. To be conservative, we do not include Marion County students in our estimated numbers.

Our enrollment estimates identify total enrollment numbers using various conservative approaches (i.e. adopting the lower bound of our confidence intervals and disregarding enrollments arising from variances, homeschool children, or children currently enrolled in private school) in order to avoid overestimating enrollment levels. However, in spite of these best efforts, actual enrollments will certainly vary and may be lower than our estimates for a number of reasons. First, it is much easier for a parent to indicate they will enroll their child in a charter school on a survey than it is to actually do so when applications become available and so some parents who indicated they would enroll their child may decide not to do so when applications are live. Second, enrollment numbers may be lumpy where applications exceed maximum enrollments in some grades, but then other grades lack strong demand. For example, students going into grades that would otherwise already be starting at a new school (i.e. Kindergarten, Sixth, and Ninth Grades) may have stronger demand than grades where students would be returning to a school with established friendships and patterns of consistency (i.e. Fifth and Eighth Grades). Because applications may be lumpy, it's possible our organization could receive 900 applications, but only have room to enroll 640 students to avoid drastic changes in student load from grade to grade. We do not need to have perfect consistency in the number of students and classes from grade to grade, but drastic variances such as 150 students in one grade with just 40 students in the grade below it would likely be too disruptive to programming year over year to accommodate. We anticipate at least some variance in class sizes from grade to grade and, as such, we estimate enrollments at 870 for our budgeting purposes.

In an effort to ensure that all children have an equal opportunity to enroll in charter schools in West Virginia, the charter law imposes a rigid formal application and enrollment procedure and timeline, but the law does not preclude organizations from seeking input from interested families so long as all who apply during the application window are given the same opportunity to enroll. We strictly follow the statutory timelines and procedures for formal applications and official enrollment. However, much of the planning for enrollment capacity-including facilities and hiring of faculty and staff-must be well underway prior to the April (or February) preceding each school year when actual enrollments are finally determined. In order to achieve more reliable data on

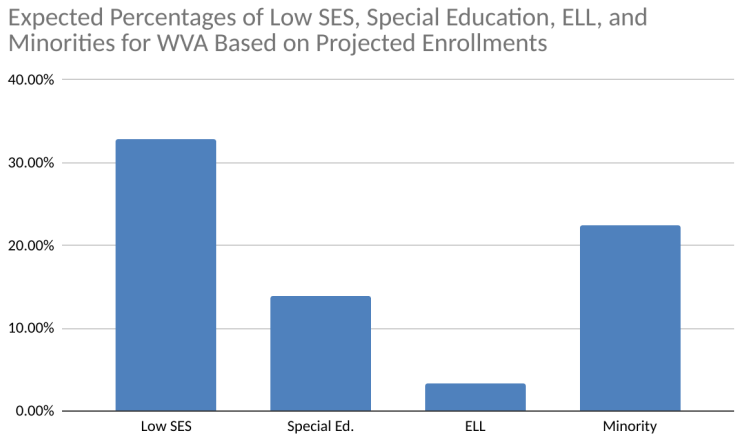
future enrollment demand, we have implemented a pre-registration process so that interested families can provide notice of their intention to apply and enroll before the formal process begins.

Pre-registrants do not receive any preference in the actual application process, but all pre-registrants will be mailed notice when the application period opens. Also, pre-registrant families may be invited to give feedback that will shape programs and offerings at the school. Even though pre-registration is not required prior to filing a formal application, additional capacity will be based on the extent of pre-registrants each year; thus higher levels of pre-registrants increases the likelihood that there will be available space during the enrollment process to meet actual demand. Also, pre-registrations can provide useful information to our Board of Governors ahead of the annual deadline in January for adjusting the PRA. The following diagrams the pre-registration, formal application, and official enrollment timeline ahead of the Fall 2022 school year.

Our pre-registration in the first year runs from the beginning of August through the first of December (in subsequent years it will run from August to October). On August 9, 2021, our organization announced the pre-registration process for our school via our website and shared that announcement to our social media pages. Within the first five days of pre-registration, over 100 children were pre-registered, which is approximately 25% of the minimum number needed for financial viability. It is noteworthy that over these first five days we had not yet conducted any of the paid advertising or other marketing we propose in our recruitment plan, nor had we conducted any other presentations to businesses, promotional events, or other public meetings that might otherwise promote pre-registration. Although, we did conduct some interviews with

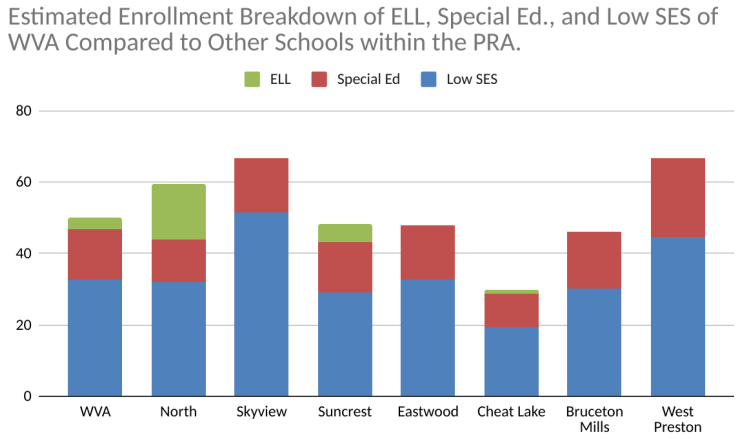
live and print media during that week. While we do, of course, anticipate that the weekly rate of new pre-registrants will be slower over the coming weeks and months, this very early indicator confirms that our survey estimates appear to have validly identified actual demand.

We next consider the overall composition of students within our total estimated enrollment as determined based on the source elementary school data, which is the most granular data we have available for this analysis. Our first chart estimates the composition of low SES, Special Education, ELL, and Minority students among our overall estimated enrollment:



The numbers in this figure arise from a weighted average across all schools in these categories.

When compared to the schools within our primary recruitment area, our estimated percentage of Low SES is equal to the percentage at North and Eastwood Elementary Schools at just over 32%. Our estimated percentage of Special Education students is equal to that of Suncrest Elementary School with about 13%. We estimate approximately 3% ELL students, which is higher than all of the schools in our primary recruitment area other than North that has the largest population of ELL students within both school districts.



Rationale

West Virginia Academy has conducted extensive research with regards to the academic and social-emotional needs of the Morgantown MSA. We have found three specific areas of need that we feel are critical to reducing the achievement gap within this area. We have also pointed out how West Virginia Academy will provide ways to alleviate the need and reduce the achievement gap.

Need #1: Food insecurity and hunger negatively effecting student learning and achievement

Recent research indicates that the most important factor influencing the academic achievement of a student is their socioeconomic status and the achievement gaps between high- and low-income students have widened whereas racial/ethnic achievement gaps have declined (Morgan, PL 2009; Reardon 2011).[55] These trends suggest that socioeconomic status is an increasingly important indicator of low academic achievement even when compared to race or ethnicity and further suggest that traditional means of public schooling are increasingly ineffective at reaching these groups. Given the well documented incidence of poverty within both the state of West Virginia and within the Morgantown MSA, it is imperative that our educational methods evolve to better serve our low income student populations.

Children from families with lower socioeconomic status (SES) start school with fewer resources than other children.[56] According to the Nation's Report Card, 55.19% of West Virginia students qualify for free or reduced price school lunches, placing them in that lower SES.[57] When narrowed to Monongalia County, the nutrition services coordinator has stated 40% or 4,615 of Monongalia County Students qualify for free or reduced lunches and in Preston County 46% qualify.[58] Family structure is a strong indicator of socio-economic status as single-parent families typically have just one earner and the custodial parent is commonly employed part time. Last year, approximately 28% of all children living in Monongalia County are living in single-parent homes. These children who live in single-parent homes tend to face greater disadvantages in

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[55] Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2009). Risk factors for learning-related behavior problems at 24 months of age: Population-based estimates. *Journal of Abnormal Child Psychology, 37,* 401-413. doi:10.1007/s10802-008-9279-8; Reardon S. F. (2011). The widening academic achievement gap between the rich and the poor: new evidence and possible explanations. In R. Murnane & G. Duncan (Eds.), Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children (pp. 91–116). New York: Sage Foundation.
[56] Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. Review of Educaiton Research, 66(3), 227-268. EJ 596 384.
[57] Based on Information provided by The Nation's Report Card when West Virginia was queried. Available at https://www.nationsreportcard.gov/profiles/stateprofile/overview/ (last visited 8/16/2021).
[58]Empty Bowls Monongalia County, "Hunger Statistics." Available at Hunger Statistics – Empty Bowls Monongalia (Last Visited 8/16/2021); Bruceton School Statistics: Bruceton School Free and Reduced Lunch Assistance (elementaryschools.org). Available at Bruceton School in Bruceton Mills, WV (last visited 8/16/2021).

terms of achieving positive outcomes in school. Students who grow up in a single-parent home complete fewer years of education and are less likely to go to college.[59]

The United Way of Monongalia and Preston Counties has reported that nearly 1 in 4 children live in families that cannot provide nutritious food for their family and are considered food-insecure. In the West Virginia Food Desert Summit 2019, the structural factors or barriers that lead to food insecurity that are causing "Food Deserts" in West Virginia were discussed and analyzed. Children are the most vulnerable when it comes to hunger and food access. Dr. Day-Perroots from the West Virginia University Extension Service stated that "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."[60] 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.

West Virginia Academy's Contribution:

1. 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. Providing an option for year-round learning will also benefit these children by giving them shorter, frequent breaks with remediation and enrichment opportunities (See Balanced School Calendar Model). 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.
2. 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.
3. Older students are sometimes required to take jobs to help support the financial needs of their family. For example, working teens ages 16 to 18 who drop out typically contribute 22 percent of their households' income.[61] This helps lift 42 percent of these households above the poverty level and significantly lessens their housing-cost burden. Many of these students need to drop out of school in order to fully help support family members. West Virginia Academy will offer more flexibility within our scheduling once a student reaches 11th and 12th grade. Students will be able to graduate from WVA with an

[59] County Health Rankings and Roadmaps, "How Healthy is Your Community?" data was found after searching West Virginia, then finding Monongalia County. Available at https://www.countyhealthrankings.org/app/west-virginia/2019/measure/factors/82/data (last visited 8/16/2021).
[60] West Virginia Food Desert Summit 2019: Collective Action to Address Food Deserts in West Virginia, Bridgeport Conference Center, December 10, 2019. Available at https://researchrepository.wvu.edu/cgi/viewcontent.cgi?article=1003&context=food-dessert-summit-2019 (last visited: 8/16/2021).
[61] Popkin, S.J., Scott, M., Galvez, M., (2016) "Impossible Choices: Teens and Food Insecurity in America."Urban Institute. Available at Impossible Choices: Teens and Food Insecurity in America (last visited 8/16/2021).

international diploma or a Career-related Certificate in areas that will propel them forward in the job market.

Need #2: Knowledge gaps reflected in poor test scores

Referring back to the Rationale section above, statewide only 38.74% of students met or exceeded the Math standards and 32.75% met or exceeded the standards in Science. The Morgantown MSA numbers were higher with a percentage of 40.51 in Math and 37.55 in Science. These numbers still indicate a large knowledge gap in math and science. The scores in Reading were higher but well below 50% for both the state and Morgantown MSA, suggesting over half of our students in West Virginia are moving on to the next grade without adequate proficiency in all three critical subject areas.

According to the West Virginia Department of Education, nearly 70% of high schoolers are taking college entrance exams, yet the composite score of 20.4 is below the national average at 21. According to the ACT Condition of College and Career Readiness Report, only 11% of West Virginia's ACT test participants met the STEM College Readiness Benchmark for 2017.[62]

In our survey, respondents' overall satisfaction with education options in the Morgantown MSA lags behind the national average and the significant majority of parents and students identified multiple aspects of public education in need of improvement. The top six responses by parents identifying areas of greatest need for improvement were: (i) resources and classroom aids for teachers, (ii) curriculum design and instructional delivery in STEM topics, (iii) experiential learning and field trips, (iv) curriculum design and instructional delivery for classes supporting reading comprehension and writing, (v) facilities including classrooms and school grounds, and (vi) support and options for children with disabilities.[63] Students responses also identified experiential learning and field trips, classroom and teacher resources, and support for students with disabilities as areas in most need of improvement, but did not include curriculum design and instructional delivery or facilities in their top six.[64]

The majority of this burden falls on the shoulders of the teachers; they are often overwhelmed by the amount of required standards to teach and the amount of time they have to get through all the material. In fact, one-third of teachers leave the profession within their first five years.[65] Many times students do not get through all the school materials in their textbook due to lack of time management. Uneven application of curriculum may create learning gaps which translate into gaps in academic performance.[66] The opportunity to learn varies depending on the given teacher's practice. A teacher's interpretation of curriculum, expertise within the given area of

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[62] Nash, B. (2017) Test scores show 'aspiration gap' among WV students. Herald Dispatch. Available at Test scores show 'aspiration gap' among WV students (last visited 8/16/2021).
[63] See Addendum 1, Table 1.2, page 7.
[64] See Addendum 1, Table 2.2, pp. 15-16.
[65] Koch, J. (2018) "State Mentoring Policies Key to Supporting Novice Teachers." National Association of State Boards of Education. Vol 25 (1).
[66] Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum.

content, and the ability to make implementation decisions can cause serious differences in learning material in the time given. Students are passed on to the next grade without complete proficiency of the grade level standards.

West Virginia Academy Solutions:

1. We believe 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 student progress, effective teaching methodologies, individualized supports through our multi-tiered Response to Intervention (RtI) System, and early intervention and targeted 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.
2. Our teaching methodology includes meaningful continuous assessments so that students 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 students and permits real time assessments of student understanding that will guide the pace of class progress. Students will achieve mastery before moving on so they can progress with the tools needed for success in sequential topics.
3. West Virginia Academy has pre-determine the content that is deemed essential for all students to learn in each grade through the 180-day plan for each class (See Addendum 6). Content is specific and based on the West Virginia Career and College Readiness Standards. Teachers will be trained, assisted, and guided in presenting the essential information in an evidence-based way that will help all students understand material. Teachers will have the freedom in homeroom and on experience days to explore supplementary activities, projects, and lessons that will aid in the learning of their students.
4. West Virginia Academy has carefully evaluated the amount of time each class will need and allotted more time in the foundational topics to ensure the teacher can get through all the material assigned for the day. Each specific 180-day plan is organized and sequenced in a way that gives students ample opportunity to learn it. If a teacher gets behind there is a homeroom period that can be used to help students catch up on a subject matter when it is necessary. A curriculum specialist that has experience with teaching the curriculum will mentor teachers and be available to assist when teachers get behind or struggling to get through the material in a timely manner. West Virginia Academy has also divided out academic days and experience days for non-instructional

activities. This gives teachers instruction-focused time with minimal distractions to help get through the material needed to cover.

5. Self-directing learning is a critical skill for a successful academic experience. Effective goal setting can have a significant effect on the improvement of self-directed learning and achievement motivation.[67] Educating students on how to make mastery goals, or personal best (PB) goal setting help our WVA students academically. Since several of our foundational topics are leveled, students may have multiple teachers throughout the day. Each student will be assigned a homeroom advisor to monitor progress in each of these courses and work with the other teachers on the students behalf. Homeroom advisors will teach their students how to make a PB goal, which are (1) specific, (2) challenging, (3) competitively self-referenced, and (4) self-improvement based. Research has shown that academic personal bests predict the degree of achievement and engagement in learners.[68] Once their PB goals are in place they will have daily intention goals to help make progres throughout the term to achieve their overall PB goals.
6. Intentionally organized feedback is essential in achieving goals.[69] At the start of each term, students and homeroom advisors will meet and evaluate their progression toward their PB goals. This will keep these goals in focus, successes and improvements will be praised and acknowledged, keeping with our vision of a positive academic atmosphere. West Virginia Academy teachers will conduct daily summative assessments to determine mastery of concepts within lessons. Team teachers, or teachers that all teach the same age group, will meet every nine weeks to discuss students progress with the material. If a student is progressing faster than the level assigned or slower than the level given, the teachers will analyze and determine specific needs for that student. Options such as Academic Extended Courses after school or placing the student in a different leveled class will be just some of the ways our teachers will help each child succeed in achieving their PB goals.
7. A principle of universal accountability will also be apply to our school as a whole as well as to all who enter, whether as a learner, a teacher, or an administrator. Accountability at the overall school level will be enforced through the charter school structure in West Virginia. The school will face oversight by the State Professional Charter Board 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. Feedback from families will directly impact teacher bonuses and merit pay increases each year, which

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[67] Hematian, F., Rezaei, A. M., Mohammadifar, M. A. (2017). On the effect of goal setting on self-directed learning, achievement motivation, and academic achievement among students. Modern Applied Science, 11(1), 37-47

[68] Martin, A. J., & Liem, G. A. D. (2010). Academic Personal Bests (PBs), Engagement, and Achievement: A Cross-Lagged Panel Analysis. Learning and Individual Differences, 20(3), 265-270.

[69] Bondarenko, I. (2018) "The role of positive emotions and type of feedback in self-regulation of learning goals achievement: Experimental research." Procedia-Social Behavioral Sciences. Available at cyberleninka.org (last visited 7/17/2020).

creates a system of accountability across the key stakeholders with the greatest impact on student outcomes.

8. 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.

Need #3: Providing all students with a safe and supportive school environment

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.[70]

A myriad of research has determined that there is a "direct and symbiotic relationship between school climate and student achievement."[71] 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."[72] 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.[73] 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,

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[70] 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 8/16/2021)

[71] Greenway, G. (2017) The relationship between school climate and student achievement. Doctoral dissertation, Georgia Southern University.

[72] For more information about the National School Climate Center see What is School Climate? - National School Climate Centre (last visited: 8/16/2021).

[73] What is School Climate? - National School Climate Centre

and implement programs/practices that promote positive behaviors and expectations. The WVDE has developed a School Climate Index organized into three main domains: engagement, safety, and environment. Engagement refers to the quality of relationships, level of school participation and involvement of families, and efforts to connect with a larger community. Safety refers to the physical and emotional security of the school setting and school-related activities. Environment refers to the physical and mental health support to the academic environment and disciplinary tone of the school.

West Virginia Academy Solutions:

ENGAGEMENT

1. 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. As West Virginia Academy students 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. 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. If they are struggling, remediation will be immediate, thorough, and personalized. 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.
2. West Virginia Academy recognizes the enormous benefit that parents/guardians have on their child's academic success. We also acknowledge that there is a significant percentage of West Virginia students that have parents/guardians who can't help their child academically. WVA is unique in that it will benefit from the unity of having all school buildings on one property, albeit in a separated primary and secondary schools. It has been found that a strong partnership between individual primary and secondary schools give rise to a less isolated education and 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.[74] In 5 years when WVA has grown to a full K-12 school we will have all curriculum, personnel, and management inextricably woven together. 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 hone their leadership skills in 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.[75]

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[74] 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).
[75] Linder, A.P. (2009)

3. At West Virginia Academy, we want the time we have with our students 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 students as well as give our teachers the flexibility to share their passion for learning in unique settings each week.
4. 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.
5. Additionally, we will foster engagement 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.

SAFETY

1. Students will be taught explicitly each year the school's expectations for student conduct at school, on field trips, and on the school bus. Each student will receive a student contract that will explain the school dress code, disciplinary code, absenteeism and tardiness policy. Students will be expected to sign the contract and abide by the expectations every day.
2. 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.

3. Our campus location and structure will permit a single campus entrance through a security checkpoint that proceeds into a gated outdoor campus quad area that is surrounded by secure classroom buildings. While some recreational areas such as running and mountain biking trails will be on the grounds outside the gates, those areas will be used primarily by the secondary students. We will implement security cameras and alarm systems so that any breaches should be known and can be investigated by our security personnel, which will include a full time security guard and an operations manager. Additionally, a school nurse will be on campus in the manner prescribed by regulation in order to support student safety.

ENVIRONMENT

1. 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.[76] West Virginia Academy will implement the classroom management model called Conversation, Help, Activity, Movement, and Participation (CHAMPs). The CHAMPs model will be utilized in each class. CHAMPs is considered a Positive Behavior System (PBS) and training in this model has been found to help teachers make effective decisions about managing students' behavior.[77] 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.[78]
2. Collegial learning includes staff development training and activities in which teachers collectively and systematically analyze their teaching. This expects teachers to be active learners as well. Grade-level teams will be able to draw on each other's experiences, ideas, and results in teaching creating a trust and collegiality between teachers. Each teacher will be involved in the Faculty Senate and engage in schoolwide decisions and policies that have been established at WVA. West Virginia Academy Teachers will be expected to be professional at all times. WVA Administrators will be on hand to help and assist in the classroom where needed. Our teachers will be given all the support and training necessary for them to succeed in their job. As they are successful, the students will be successful and as students succeed the community will succeed. Successful communities foster successful future generations.

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[76] 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.
[77] 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 8/16/2021).
[78] 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).

3. 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. Our school will also adopt a unique approach to team sports and enrichment classes like art, music and physical education intertwined with our West Virginia Ambassadors program. These features are outlined and reinforced throughout this application and we incorporate those sections in this needs assessment by reference.
4. The purpose of public education could be summarized as giving all students the opportunity to succeed without regard to their family's background, socio-economic status, or ethnicity. All students are welcome at West Virginia Academy, but we recognize that certain groups of students have been historically underserved within the public school system in West Virginia including, in particular, low SES, minority, and ELL students. We designed our Primary Recruitment Area (PRA) to attract as diverse a student body as possible. Specifically, our PRA includes substantial portions of the boundaries of the Monongalia County elementary schools with the highest populations of minority and ELL students (North Elementary), as well as the highest population of SES students (Skyview Elementary). In order to minimize the impact on existing public schools, we also include areas with the highest growth and overcrowding (North Elementary and Cheat Lake Elementary) and the areas in between these schools. Reflexive of the region, our PRA is primarily suburban and so, to provide additional diversity, we also include the urban area of downtown Morgantown as well as the rural area of Bruceton Mills in Preston County. We plan to engage these diverse communities through our outreach efforts so that our actual enrollments reflect the diversity of our PRA.

In conclusion, West Virginia Academy is uniquely positioned to deliver a systematically positive school culture and implement an evidence-based curriculum, avenue for expanded experiential learning opportunities, and universal accountability that will benefit a highly diverse community of students. Our primary recruitment area is designed to recruit and retain historically underserved populations, and our transportation plan will ensure that students from all backgrounds can attend our school. Our school will run on a term schedule that will assist in the nutritional and academic needs of the most at-risk and vulnerable student populations. Serving the students' individual needs at their academic level will be top priority, particularly in the subjects of Math, Reading, and Language Arts. We will adopt a unique approach to team sports, physical education, and enrichment classes like art and music that are not currently offered in any public schools in West Virginia. Lastly, our West Virginia Ambassadors program will provide service learning opportunities, team building, and mentorships that will enrich their experience at our school and create memories that will last a lifetime.