

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Charter Schools Program (CSP); Grants to Non-SEAs; Planning, Program Design, Implementation

CFDA # 84.282B

PR/Award # U282B160040

Grants.gov Tracking#: GRANT12011617

OMB No. , Expiration Date:

Closing Date: Oct 06, 2015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/06/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="47-3156745"/>	* c. Organizational DUNS: <input type="text" value="0799223820000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Charter School

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-082115-001

* Title:

CSP Grants to Non-SEA Eligible Applicants for Planning, Program Design, and Initial Implementation
CFDA Number 84.282B

13. Competition Identification Number:

84-282B2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Willow Public School, Charter School Start-up and Implementation Project.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="602,875.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="602,875.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Daniel Calzaretta</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Innovation Schools (dba Willow Public School)</p>	<p>DATE SUBMITTED</p> <p>10/06/2015</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Innovation Schools (dba Willow Public School)

* Street 1: 14 E. Main Street, Suite 204 * Street 2: _____

* City: Walla Walla * State: WA: Washington * Zip: 99362-4327

Congressional District, if known: WA-005

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Daniel Calzaretta

* Name: Prefix Mr. * First Name Daniel Middle Name _____
* Last Name Calzaretta Suffix _____

Title: Executive Director Telephone No.: 509-593-0821 Date: 10/06/2015

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B160040

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPastatement.pdf	Add Attachment	Delete Attachment	View Attachment
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Willow Public School: GEPA Section 427 Statement

The idea behind the creation of the Willow Public School is to provide another educational option for the students and families in Walla Walla and surrounding communities in the Walla Walla Valley. As such, every effort will be made to recruit students from all districts, with equal opportunity to participate for all students. A lottery system will be utilized to equalize access. Recruitment will be aggressive, and provided in both English and Spanish to overcome language barriers. There will be no grade point average or other academic requirements, students from all ethnicities will be welcomed, and students with disabilities will also be recruited. Teachers will also be recruited aggressively, and selected from the highest-qualified candidates to mirror the ethnic diversity of the student population.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input type="text" value="Innovation Schools (dba Willow Public School)"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Daniel"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Calzaretta"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Executive Director"/>	
* SIGNATURE: <input type="text" value="Daniel Calzaretta"/>	* DATE: <input type="text" value="10/06/2015"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Willow Public School

Opening in August 2016, Willow Public School will serve students in grades 6-8 in Walla Walla, Washington. By providing a strong foundation in middle school, our mission is to ensure that all students will excel in college preparatory classes in high school, thus giving them the skills to be successful in college and career.

The project funded by this grant will allow the school to plan, design, and implement our program specifically designed to meet the needs of students. Our anticipated population will be:

- living in poverty: 80%
- English language learners: 37%
- special education: 15%
- highly impacted by adverse childhood trauma: 70%

The Willow Public School program is built around the following core concepts:

Project-based Learning: students work for an extended period of time to investigate engaging and complex questions built upon the 21st century skills needed to be successful in college and the workplace. Classes are interdisciplinary.

Restorative Discipline: restorative practices emphasize personal accountability with the goal of drastically reducing the number of suspensions, thereby keeping a student in school.

Trauma-informed Practices: negative student behavior is often the result of traumatic stress. Trauma-informed practices are designed to mitigate the effects of this stress in the school setting, thereby increasing the chances of student success.

Interventions: each student is provided with the necessary support to meet the goals of their Personalized Education Plan (PEP). The school has created an intervention “learning lab” where students receive the services they need based on their PEP.

Community Connections: the school plan was designed with input from families and community members. The school meets the needs of students and families through a wrap-around services model that taps the resources available in the community.

This grant will assist the school to:

- hire a Director of Finance to ensure that the financial operation and management of the school is strong, and help plan for the long-term viability of the school
- hire a Social Worker to create and oversee the restorative discipline and trauma-informed systems, train the staff, and coordinate wrap-around services.
- purchase equipment and technology to support 21st century skill acquisition and project-based learning.

The school has developed a plan so that at the end of the grant cycle of all of the above positions and equipment purchases can be sustained and have been incorporated into the operating budget and education model.

Willow Public School is led by 25-year education veteran Daniel Calzaretta, who founded and directed an award-winning school in Portland, Oregon based on the same model as Willow. With Mr. Calzaretta’s leadership and the commitment of a dedicated staff and community-connected board, Willow Public School will be able to implement its vision of **Equity and Excellence for All Students**.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

WILLOW PUBLIC SCHOOL PROJECT NARRATIVE (CDFA 84.282)

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Invitational Priority	48

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C	1, 3, 6
D	7
E	4
F	6, 7
G	7, 8
H	6
I	4
J	2, 8
K	N/A

Selection Criteria 1: Quality of the proposed curriculum and instructional practices.

Learning Environment

Willow's middle school program (6th-8th grades) is aligned to the school's mission and vision: to prepare our diverse student population to excel in high school, college, and career; and reflects Willow's core values of Equity, Excellence, Passion, and Community. The teacher-student ratio will be 1:20. The school day and year will be longer than the local public schools in order to allow students to reach and exceed required state academic standards. The expected population for Willow Public School is: 72% low income; 60% Latino; 32% English Language Learners; 15% special needs (these are all above the state and district averages).

Willow teachers create innovative project-based learning (PBL) experiences that will engage our diverse student population in complex, real-world projects. Students will develop and apply the 21st Century Skills of communication, collaboration, creativity, and critical thinking.

Willow uses a block schedule that allows for integration of programs (English-language arts/social studies; math/science). This allows more time for teachers and students to dive deep into subject matter, and highlight the cross-disciplinary nature of the subjects. In addition, all students will have instruction in Spanish language, art, music, digital media, and health/physical education.

Each quarter all students will participate in a project Exhibition Night, where their work will be on display for the community.

Personalization is also a core value of Willow Public School. Each student will have a personalized education plan (PEP) that is created by the student, advisor, and parent. The

PEP includes setting goals in academic improvement, academic enrichment.

personal/social needs and high school, college, and career plans. In addition, the school will provide wrap-around services for students using a trauma-informed model.

Overview of Planned Curriculum and Standards Alignment

Curriculum choices emphasize learning standards. Each curriculum horizontally aligns with core subjects at grade level and vertically aligns for consistency between grade levels.

For the core subject areas of English/language arts and math, Willow will use the Common Core State Standards (CCSS). These standards prepare students for the Smarter Balanced Assessment Consortium required state testing. For science, the school will use the Next Generation Science Standards (NGSS).

The curricular choices are directly related to the needs of our anticipated student population. Each choice is based on a rigorous set of standards that place an emphasis not only on content, but also building skills in: critical thinking and use of evidence to defend an argument; deep conceptual understanding, particularly in math; writing to explicit standards and to communicate reasoning; applying learning to real-world situations; using informational texts to build content knowledge and literacy.

Curriculum examples are CCSS and PBL aligned. They include: Engage NY for English/language arts and math; TCI *History Alive* for social studies; *It's About Time* for science (aligned to NGSS); and *Realidades* for Spanish (aligned with the American Council on the Teaching of Foreign Language standards).

Curriculum Interventions

For students to successfully access the core curriculum, they must be proficient in reading, English, and math. Short of this, students will struggle in all other content areas. The school has chosen research-based interventions including i-Ready, Wilson Reading, Middlebury Interactive, and Assessment and Learning in Knowledge Spaces (ALEKS) for students below grade level.

21st Century Skill Integration

The Partnership for 21st Century Skills (P21) identified the following critical college and career ready skills: work ethic, communication, collaboration, creativity, and critical thinking (the 4 Cs). They found that students in the United States were woefully underprepared in all of these areas.¹ To ensure our students are prepared for college and career, we are incorporating 21st century skills in our model, specifically prioritizing the 4 Cs.

The Washington State Office of Superintendent of Public Instruction (OSPI) adopted a comprehensive set of standards based on the work of P21. Willow teachers will use the templates and resources available from OSPI when creating projects. Willow will integrate these standards into its interdisciplinary classes using project-based learning (PBL). All projects meet the required academic standards (CCSS, NGSS, etc.) and 21st century skills. In addition, teachers will use the project-planning tool from the Buck Institute for Education, a national leader in PBL. This tool helps teachers align all aspects of a project with CCSS and other standards used by the school.

¹ Lotto, J., & Barrington, L. (2006). *Are they really ready to work?* United States: Conference Board, Inc., the Partnership for 21st Century Skills.

Course Outcomes

The outcome of each core curricular area is to prepare students for college preparatory classes in the district high school, and to be college and career ready through acquisition of 21st century skills.

Course Overview

Humanities Block

The humanities program encourages students to have a critical but open-minded view of the world, provides the necessary supports for students to become strong readers and writers, and creates opportunities for students to complete relevant projects.

6th grade humanities:

Social studies: Study ancient civilizations by studying the people and events of Western and non-Western civilizations.

English/language arts: Build skills in the fields of literary response and analysis, reading comprehension, and vocabulary development.

7th grade humanities:

Social studies: Study the history and geography of great civilizations throughout the world during medieval and early modern times.

English/language arts: Analyze novels, short stories, poetry, and primary source documents as well as read works that reflect their cultural identity.

8th grade humanities:

Social studies: Study U.S. and Washington state history with an emphasis on social justice and equity.

English/language arts: Study argumentative, informational, and narrative writing; and engage in simulations such as mock trials and debates.

Math and Science Block (Inquiry)

Math and science instruction are combined in a block called “inquiry.” The math program ensures students complete algebra by the end of 8th grade, putting students on course to take AP calculus in high school. The science program prepares students for the 8th grade state assessment exam, and advanced and AP courses in high school.

6th grade inquiry:

Math: Use concepts of ratio and rate to solve problems; divide fractions; write, interpret, and use expressions and equations; and develop understanding of statistical thinking.

Science: Study molecules to organisms (structures and processes); heredity and genetics; Earth’s systems; Earth and human activity; energy; engineering; and design.

7th grade inquiry:

Math: Study proportional relationships; rational numbers and linear equations; area, surface area, and volume; and draw inferences about populations based on samples.

Science: Study advanced molecules to organisms (structures and processes); ecosystems; Earth’s systems (advanced); and matter and its interactions.

8th grade inquiry:

Math: Solve linear equations; use functions to describe quantitative relationships; analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence; and understand and apply the Pythagorean Theorem.

Science: Study biological evolution; Earth’s place in the universe; forces and interactions; and technologies for information transfer.

Spanish Language

All students will take Spanish. The school will use the Washington State world languages standards and design the Spanish program so that students will take advanced Spanish in their freshman year and AP Spanish as sophomores.

Crew

Providing a safe, structured, and relationship-driven advisory program will reap benefits, including improved academics and health.² Each student at Willow will be assigned to a Crew that promotes long-lasting relationships and tailored support. Students remain in the same Crew (with the same advisor) for all three years of middle school.

Art Enrichment

Research shows the benefits of arts instruction, including increased academic performance, especially for at-risk students.³ The arts enrichment program at Willow School will include: visual arts; performing arts; and digital arts (film, computer, audio). The school will work with local artists and digital specialists to provide a rotating series of enrichment opportunities for students. The school will use the media lab at Walla Walla Public Library.

² Blum, R. W. (2004). School connectedness. *Journal of School Health*, 74(7), 231–235.

³ 11 Facts About Arts in Education. Do Something.org website:
<https://www.dosomething.org/facts/11-facts-about-arts-education>

Fitness Enrichment

Enrichment includes a fitness program consisting of three components: exercise, sports, and healthy living.

Instructional Methods

The instructional methods used by Willow teachers are research-based and have proven effective in schools with similar student populations.⁴ PBL is the overarching instructional method, teaching 21st Century Skills and aligning with the school's core values.

Project-Based Learning

Units of instruction are designed around projects, and projects are designed around standards, rather than as “add-ons” at the end of a unit. PBL emphasizes interactive teaching and learning over the “drill and kill” method that is often used in schools that serve low-achieving and economically disadvantaged students (a large percentage of our anticipated student population). Students who were required to use higher-order thinking skills required by the PBL method scored higher on standardized assessments compared with their peers in traditional classrooms.⁵

Socratic Method

⁴ Knowledge in Action Research: Results to Date. Edutopia website.

<http://www.edutopia.org/knowledge-in-action-PBL-research-results>

⁵ Newmann, F. (2001). *Authentic intellectual work and standardized tests*. Chicago, IL: Consortium on Chicago School Research.

In the Socratic method, teachers ask probing questions that require students to formulate complex answers. Willow teachers will use Socratic seminar, emphasizing close reading, note-taking, speaking, and listening skills, especially important in English/language arts and science. Students will learn successful techniques to participate in Socratic seminar, improving their reading, listening, and speaking skills. This method is ideal for differentiation,⁶ which helps improve the skill levels of our anticipated student population.

Blended Learning

“Blended” means combining classroom with computer-based learning. Willow School will focus blended learning in math and English/language arts. The school will use high-quality, adaptive resources such as ALEKS and i-Ready to address gaps in foundational skills. Both programs have shown success with our anticipated student population.^{7,8}

Blended learning is part of the school’s core value of Equity. All Willow students will have access to and instruction in 21st century tools, regardless of economic circumstances.

Integrated Learning/Block Scheduling

⁶ Copeland, M. (2005). *Socratic circles fostering critical and creative thinking in middle and high school*. Portland, ME: Stenhouse.

⁷ *I-Ready works for all students*, http://www.casamples.com/downloads/i-Ready_Bronx_PS1.pdf

⁸ Association of Latino Administrators & Superintendents. (2012). Using technology to prepare ELLs in math for college and career.

The school has chosen to use block scheduling because it supports PBL, fosters connections, improves achievement, enhances motivation, improves problem-solving skills, and increases content knowledge.

Selection Criteria 2: The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards

Intervention is key to Willow's model. In order for interventions to meet the needs of all students, but especially those who are educationally disadvantaged, is in the Multi-tiered System of Supports. Universal screenings provide the data necessary to identify students who need specific support. The three-tiered intervention system provides a structure to meet the needs of all students, including ELLs, academically at-risk students, advanced learners, students with disabilities, and students who need behavior supports.

In addition, a licensed social worker is key to the success of this program. This person will organize home visits, coordinate wrap-around services, and provide counseling to students and families. The social worker will also be the liaison between the school and family on matters of social/emotional support. Ideally, this person will be bilingual in Spanish/English in order to meet the needs of our expected student and family population.

Mental, Emotional, Social Development and Health

Trauma-Informed Model

Childhood trauma impacts nearly all youth (up to 85% in some studies⁹). Our anticipated population will be heavily impacted by poverty and associated negative effects such as hunger, violence, and neglect. Working with community based partners and health providers (including an on-site school based health center), the school will help students and families address these needs so that students have a better chance for academic success. The staff will be trained by Jim Sporleder, a national expert in trauma-informed teaching and learning (see letter of support).

Home Visits

Staff from the school will visit the home of each student at least once during the year. This will provide a foundation of trust and emotional safety for students and their families. The social worker will coordinate home visits.

Wrap-Around Services

The school social worker will oversee this program. Students and families will be connected with resources in the community as appropriate (such as the food bank, local shelters, and the like). The school will partner with the Health Center in Walla Walla (see letter of support). This will bring physical and mental health services onto the school site.

Restorative Discipline

In addition, the restorative discipline model used by the school fosters an environment of trust, mutual respect, and responsibility. Discipline does not just happen to students.

⁹ Children and Trauma: Update for Mental Health Professionals. (2008). American Psychological Association website. <http://www.apa.org/pi/families/resources/children-trauma-update.aspx>

Instead, it is a process that involves taking responsibility and repairing harm. This builds an environment where students feel emotionally and physically secure. The aim of restorative discipline (RD) is the peaceful resolution of conflict, repairing harm, restoring relationships, determining the cause for the behavior, and developing an intervention plan. Most importantly, whenever possible, the student is kept in the learning environment rather than being suspended or expelled.

Need

The traditional approach to school discipline is broken. In his “Dear Colleague” letter U.S. Secretary of Education Arne Duncan said that “The widespread overuse of suspensions and expulsions has tremendous costs... such practices can erode trust between students and school staff, and undermine efforts to create the positive school climates needed to engage students in a well-rounded and rigorous curriculum.”¹⁰ Willow Public School plans to address this problem with a restorative discipline model.

Traditional discipline widens the achievement gap. Students who are repeatedly disciplined through suspensions and expulsions are held back or drop out of school at a higher rate than their peers. Students of color and poverty receive a disproportionately large percentage of school discipline.¹¹

Benefit

¹⁰ <http://www2.ed.gov/policy/elsec/guid/secletter/140108.html>

¹¹ Rudd, T. (2014). *Racial disproportionality in school discipline: Implicit bias is heavily implicated*. Kirwan Institute website. <http://kirwaninstitute.osu.edu/racial-disproportionality-in-school-discipline-implicit-bias-is-heavily-implicated/>

A recent study found that schools using restorative discipline have shown dramatic improvements in reading achievement, reduction in chronic absences, improved graduation rates, and reduction in racial disparities in the discipline process.¹²

Parent Engagement

Parent engagement in the discipline process is crucial to the success of any corrective plan. Families will receive instruction in the restorative discipline model during school orientation. The discipline policies will also be detailed in the family handbook in both English and Spanish.

Crew Advisory Program

Each student will have a designated faculty “Crew” advisor. Crews will meet daily to offer academic, emotional, and social support through the three years of middle school. Crew helps students build strong relationships, fosters a strong middle school culture, builds community, and provides the mentoring needed for students to excel academically and socially. In addition, Crew advisors are advocates and mentors for their advisees. This personal relationship improves the chances for student success.

The curriculum for Crew is based on the following core concepts: *6th grade*: Transition to middle school and identity; *7th grade*: Community stewardship and social justice; *8th grade*: Transition to high school, college, and career planning.

Other Activities

Student Clubs

¹² Jain, S., Bassey, H., Brown, M. A., & Preety, K. (2014). *Restorative justice in Oakland schools: Implementation and impacts*. Oakland Unified School District.

Optional clubs meet after the required school schedule ends. These clubs will be based on student interest, but they will also be leveraged to provide additional intervention support (such as book, debate, and model United Nations clubs). Student interest may exceed capacity. If so, the school offers programs on a quarterly rotating basis so all interested students can take part. The school plans to operate this program in conjunction with the YMCA and YWCA (see letters of support).

Boost Camp

The first week of school is called Boost Camp. The goal is to build culture, learn routines, administer academic diagnostics, and meet Crew advisors.

Summer Academy

The school will provide 80 hours of instruction during a four-week summer program for incoming students lacking foundational literacy and math skills and returning students who are significantly below grade level.

Selection Criteria 3: Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives

The mission of Willow Public School is to prepare our diverse and traditionally underserved student population (low income, English language learners, and special needs students) to be successful in high school college preparatory classes, thereby putting them on track for success in college and career.

In order to do this, the school has identified the following key middle school indicators that lead to college success (based on the work of the University of Chicago and others):

attendance, grade point average in all classes, completing Algebra I by the end of 8th grade, and being at or above grade level in reading by the end of 8th grade. The school has set the following goals:

- 90% will pass Algebra I (a high school level course) by the end of 8th grade
- 90% will be at or above grade level in reading by the end of 8th grade
- no expulsions (other than what is mandated by state law for certain drastic offenses)
- a suspension rate less than that of the local public school district (all suspensions will be done in school so students still have access to educational and social/emotional interventions and services)

In order to reach these goals, Willow Public School has established the following benchmarks for the 6th grade cohort. This shows our longitudinal approach to tracking success of our program.

Grant Year 1: 6th Grade

Math and reading end of the year assessment: NWEA MAP test: 70% at or above grade level; 70% proficient or above on SBAC (Common Core) assessment.

Academic interventions: Learning lab (Chromebooks based interventions): iReady and ALEKS adaptive software (math and reading for all students below grade level); Middlebury Reading adaptive software ELL students.

Social/Emotional interventions: Social worker: use Adverse Childhood Experiences assessment tool to determine social/emotional reasons for below grade level performance; connect student/family with community wrap around services within 72 hours of

identification of need; provide two parent trainings per year (topics such as “how to de-escalate an angry teenager” and “how to set limits”); set up restorative discipline structure.

Suspensions: no out of school; fewer than 50% the rate of Walla Walla Public Schools.

Grant Year 2: 7th Grade

Math and reading end of the year assessment: NWEA MAP test: 80% at or above grade level; 80% proficient or above on SBAC assessment.

Academic interventions: same as previous year (Chromebook based).

Social/Emotional interventions: Social worker: connect student/family with community wrap around services within 48 hours of identification of need; provide three parent trainings per year.

Suspensions: no out of school; fewer than 30% the rate of Walla Walla Public Schools.

Grant Year 3: 8th Grade

Math and reading end of the year assessment: NWEA MAP test: 90% at or above grade level; 90% proficient or above on SBAC assessment.

Academic interventions: same as previous year (Chromebook based).

Social/Emotional interventions: Social worker: connect student/family with community wrap around services within 24 hours of identification of need; provide four parent trainings per year.

Suspensions: no out of school; fewer than 10% the rate of Walla Walla Public Schools.

In order to meet the above goals, Willow Public School has identified three objectives for this grant.

Objective One: Create a trauma-informed model that includes school supports, wrap-around services, and a restorative discipline system.

A trauma-informed model with a restorative discipline system is a crucial to the success of our model. Based on the work of our partner The Health Center of Walla Walla, we know that the vast majority of our anticipated student population will come to us impacted by varying degrees of trauma.¹³ To mitigate these effects so that students have the best chance for success, the school will hire a social worker and arrange for that person to receive training in trauma informed teaching and learning and restorative discipline. The staff will also receive training in both areas.

Year 1 of the Grant:

Need	Social worker	Trauma informed model	Restorative discipline model
Milestones/ Measures	Hire by Jan. 15, 2016	<ul style="list-style-type: none"> • Initial trauma-informed training for social worker by Feb., 2016, Sporleder Consulting at no cost (a community-based partner). • Initial training of staff, 	<ul style="list-style-type: none"> • Initial restorative training by May, 2016, International Institute for Restorative Practices. • Develop restorative discipline system • Training of staff during

¹³ The Health Center 2014 report (http://thehealthcenterww.org/?page_id=1621)

		<p>August 2016 (Sporleder Consulting).</p> <ul style="list-style-type: none"> • Develop list of wrap-around services and make contact with all providers 	<p>summer professional development, August 2016 (by social worker).</p>
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Year 2 of the Grant:

Need	Social worker	Trauma informed model	Restorative discipline model
Milestones/ Measures	Retain social worker	<ul style="list-style-type: none"> • Advanced Trauma-informed training for social worker by July 2017, Sporleder Consulting. • Advanced training of staff, August 2017 (Sporleder Consulting). • Request feedback from wrap-around services agencies and implement changes as necessary (social worker) 	<ul style="list-style-type: none"> • Advanced restorative training by July 2017, International Institute for Restorative Practices. • Evaluate and modify as necessary restorative discipline system • Advanced training of staff August 2017 (by social worker).

Year 3 of the Grant:

Need	Social worker	Trauma informed model	Restorative discipline model
Milestones/ Measures	Retain social worker	<ul style="list-style-type: none"> • Audit of trauma informed system, June 2018 (Sporleder Consulting). Make changes as necessary by August 2018. • Request feedback from wrap-around services agencies and implement changes as necessary (social worker). 	<ul style="list-style-type: none"> • Train the Trainer training by July 2018, International Institute for Restorative Practices. • Evaluate and modify as necessary restorative discipline system • Train two staff members to assume responsibilities for program August 2018 (by social worker).

The goals of the grant will be met when a trauma-informed system that meets the academic, social, and emotional needs of our students has been created, and students and families are directed to the wrap-around services within 24 hours of an identified need. In addition, the restorative discipline system results in at least 50% fewer out-of-school suspensions and expulsions when compared to Walla Walla Public Schools. Finally, the school will have at least three trained staff persons who can run the restorative discipline system by the third year of the grant. The social worker position is built into the school’s budget in year two of the school, when the school has built out to near capacity.

Objective two: Provide for the strong financial operations of the school.

Of charter schools that fail, 42% do so for financial reasons.¹⁴ In order to have a strong financial system, the school will hire a Director of Finance (DOF). The DOF will play a key role on the leadership team and work closely with the school’s Board of Trustees to lead key financial and operational functions for Willow Public School. The DOF will ensure that all financial operations are conducted in compliance with state, governmental and tax code rules and requirements, with an objective of achieving a successful annual audit.

Year 1 of the Grant:

Need	DOF	Charter school finances
Milestones/ Measures	Hire by Jan. 15, 2016	<ul style="list-style-type: none"> • Financial trainings conducted by Washington State Charter School Association, Office of Superintendent of Public Instruction (OSPI), and the Washington State Charter School Commission. • Develop financial procedures and systems by March 2016. • Cross-train Director of Operations to provide continuity of services by August 2016. • Develop financial plan and school budget for year one by May 2016.

Year 2 of the Grant:

Need	DOF	Charter school finances
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¹⁴ Consoletti, A. (2011). The State of Charter Schools.

Milestones/ Measures	Retain DOF	<ul style="list-style-type: none"> • Have no major audit findings from year one of school operation. • Analyze success of financial procedures and systems; modify as necessary by July 2017. • Develop financial plan for year two of the school by May 2017.
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Year 3 of the Grant:

Need	DOF	Charter school finances
Milestones/ Measures	Retain DOF	<ul style="list-style-type: none"> • Have no major audit findings from year two of school operation. • Analyze success of financial procedures and systems; modify as necessary by July 2018. • Develop financial plan for year three of the school by May 2018.

The goals of the grant will be met when the school meets or exceeds all standards on the financial operations framework provided by National Association of Charter School Authorizers. In addition, the school will meet all the financial requirements of the Washington State Charter School Commission framework.¹⁵ This position is sustainable post-grant funding as the DFO position is built into the school’s budget in year two of the school, when the school has built out to near capacity.

¹⁵ Core Performance Framework. (March 2013).

Objective 3: Provide the technology necessary for interventions, project-based learning, teaching of 21st century skills, equitable access to technology, and teacher collaboration and professional development.

Technology has the power to truly transform education, and in many ways has already done so. Without equitable access, however, low-income students will continue to fall behind their more affluent peers. In April 2015 Secretary of Education Arne Duncan wrote that “If the technology revolution only happens for families that already have money and education, then it’s not really a revolution.”¹⁶ The use of technology at Willow Public School has two main purposes: first, to reduce the technology gap and provide equitable access to all students; and second, to improve instruction.

Willow Public School will use technology to improve instruction by: (1) allowing students and teachers to be creators, not just receivers of information. This is crucial to a project-based learning system. Students must have access to the most current research, and be able to use that information to solve real-world problems; (2) allowing for personalization. Whether through differentiation in the classroom, or working on intensive interventions, technology allows students to work at a pace that meets their individual needs; and (3) allows teachers to collaborate more efficiently. With technology, teachers can now access high-quality professional development from a laptop or smart phone. Teachers can connect directly with colleagues across the hall and around the world.

¹⁶ Duncan, Arne. "What Can Technology Do for Tomorrow's Children." Web log post. *Medium*, Apr. 2015. Web.

Willow Public School will provide a Chromebook for each student (a 1-to-1 program). This allows students and teachers to have access whenever it is needed without having to wait for an opening in a computer lab.

Year 1 of the Grant:

Need	Equipment	Training
Milestones/ Measures	<ul style="list-style-type: none"> • Install wireless network, January 2016 • Chromebooks for 120 students and 10 staff, July 2016 • Classroom projectors (6), July 2016 • Desks on wheels for 120 students (allows for multiple classroom configurations and collaboration), July 2016 	<ul style="list-style-type: none"> • Google Apps for Education training for staff, August 2016 and throughout school year (Executive Director)

Year 2 of the Grant:

Need	Equipment	Training
Milestones/ Measures	<ul style="list-style-type: none"> • Chromebooks for 75 students and 4 staff, July 2017 • Classroom projectors (4), 	<ul style="list-style-type: none"> • Training 3 teachers (one teacher per grade level) to become Google experts (training provided on-line by Google, free/very minimal cost).

	<p>July 2017</p> <ul style="list-style-type: none"> • Desks on wheels for 75 students, July 2017 	<p>These teachers, in turn, plan staff professional development by August 2017.</p> <ul style="list-style-type: none"> • Send three teachers to Northwest Council for Computer Education conference, Feb. 2017
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Year 3 of the Grant:

Need	Equipment	Training
<p>Milestones/ Measures</p>	<ul style="list-style-type: none"> • Chromebooks for 75 students and 4 staff, July 2018 • Classroom projectors (4), July 2018 • Desks on wheels for 75 students, July 2018 	<ul style="list-style-type: none"> • Training 3 teachers (one teacher per grade level) to become Google experts. These teachers, in turn, plan staff professional development by August 2018. • Send three teachers to Northwest Council for Computer Education conference, Feb. 2018.

The goals of the grant will be met when the school provides a 1-to-1 Chromebook program for all students; all staff have received Google training and can effectively use all Google Apps for Education in their classrooms; all students can effectively use Google Apps for Education to conduct research, collaborate with peers and teachers, and complete projects; all classrooms have the infrastructure to support technology and collaboration (wireless network, projectors, and furniture); and teachers are able to use technology for professional development.

This program is self-sustaining because the grant allows for training of teachers, who will then be able to pass this knowledge to others post-grant funding. In addition, the school has built into its budget starting in year 3 of the school to purchase technology for incoming students.

Selection Criteria 4: The extent of community support and parental and community involvement

Family and community engagement is an essential part of the school's plan for student success. There would be no reason for the school to exist without student, parent, and community support.

Community engagement starts with being a **part** of the community. The executive director, Daniel Calzaretta, has lived in Walla Walla for 15 years. He taught at Pioneer Middle School (for the last seven years), which gives him a unique perspective from inside the public school system on the needs of our target population. In addition, both of his children attended Walla Walla Public Schools (WWPS) for their entire K-12 experience. Furthermore, the entire design team is made up of long-time residents of Walla Walla. The founders know the community and the needs that are unique to Walla Walla, and have made the connections needed to support Willow School.

Community-Informed Model

The school's community engagement strategy has been twofold. The first is our community meeting approach whereby we engage larger groups of parents and students to learn about their wants and needs for a new middle school and solicit input on our model. The school held five meetings during our design phase, attracting over 100

participants. These were bilingual meetings facilitated by our community-based organization partner, Commitment to Community (C2C). Second is our individual and small group approach to engage individuals, community-based organizations, and other groups to share our school's vision and attempt to find ways to work together to support our students (see letters of support).

Willow School will incorporate ideas from our community meetings that fit with the mission and vision of the school and can be funded in our budget. The following suggestions came from parents, students, and community members:

- Wide variety of extracurricular activities.
- Hands-on approach.
- School located close to neighborhood.
- Projects that involve the students in the community.
- Uniforms.
- Peer support groups.
- Mentorship and guidance for first-generation college students.
- Use of technology.
- Local field trips.
- Spanish language.

The school will continue with this engagement strategy during the planning year before opening. After opening, the school will continue to engage the community through project exhibition evenings, open houses, and guest speaker opportunities.

Ongoing Family Engagement

There is a large body of research that shows how important family engagement is to a student's success.¹⁷ Consider the following. Family engagement:

- Leads to increased student achievement.
- Can reduce absenteeism.
- Leads to higher expectations.
- Helps improve trust in the school.
- Leads to fewer discipline problems.
- Leads to more cultural competence.

Willow School will encourage family engagement in three main ways, following the model outlined in *The Parent Engagement Continuum in High Performing Charter Schools*:¹⁸

System level: Our approach will be culturally and linguistically responsive. Materials will be available in English and Spanish and the school will have a bilingual office manager and parent outreach coordinator.

School level: The school will form a parent organization that will be directed and run by parents. One of the tasks for this group will be to create expectations for parent volunteering (this idea is used by Rocketship Education in San Jose).

Individual level: In order for parents to advocate for their children, they must first feel that the school is open to their active participation. One way to accomplish this is through

¹⁷ *Research on why family engagement matters*. (2011). Flamboyan Foundation website. http://flamboyanfoundation.org/resources_and_publications/family-engagement-matter/

¹⁸ Kisner, R. (2013). Parent Engagement. Donnell-Kay Foundation website. <http://dkfoundation.org/reports/parent-engagement>

home visits by the school staff. Moreover, it will be made clear that the school language and citizenship documentation are not barriers to volunteering in the school.

Community Resources

Willow School is already fostering relationships with community-based organizations and other groups. These include:

C2C: This grassroots organization empowers residents to improve their neighborhoods through community building activities. The school has partnered with C2C because of their work in the neighborhoods where many of our prospective students live. The school also plans on partnering with C2C to run an after-school tutoring program.

Walla Walla Public Library: The school will use the CrewSpace media lab as part of the digital arts program (see the memorandum of understanding).

In addition, the school will work with the following organizations:

- YMCA, YWCA: After-school programs for at-risk youth.
- The Moms' Network: Programs for parents.
- The Health Center in Walla Walla (school-based health centers): Work to bring a health center to Willow.
- Community Center for Youth: After-school programs for middle and high school youth.

The school will work with these and other organizations to connect students and families with “wrap-around” services, ranging from mental health, health care, food assistance, and more.

Selection Criteria 5: Quality of Project Personnel

Great schools have three traits in common when it comes to personnel: a strong leader, passionate and qualified teachers, and a board dedicated to the mission of the school.

Willow Public School has all three of these.

Key Members of the Leadership Team

Executive Director Daniel Calzaretta is a seasoned educator and has been teaching since 1990. In 1993, he co-founded and directed Pacific Crest Community School (PCCS), a project-based learning school in Oregon. PCCS has been recognized for its innovative and personalized approach, including receiving an Exemplary Alternative Educational Program award from the Oregon Small Schools Association.

Mr. Calzaretta moved to Walla Walla in 2000 to work in the Alternative Education Program at Walla Walla Community College. He has taught in the Whitman College Department of Education, and most recently taught at Walla Walla's Pioneer Middle School from 2007-2015, where he has used project-based instruction exclusively.

Since October 2014, Mr. Calzaretta has worked closely with Washington State Charter Schools Association as a Senior Fellow in the Leadership Center. As such, he has received training and continues to receive on-going support from organizations such as:

The New Teacher Project (personnel); EdTec (budget and finance); Seneca Family Agencies (special education); and Charter Board Partners (board governance)

In addition, Mr. Calzaretta completed a residency at the New Los Angeles School, a middle school that uses project-based learning and serves a population similar to that anticipated at Willow Public School. He also visited schools and interviewed their leadership teams, teachers, and operations staff in New Orleans, San Jose, Oakland, McAllen (Texas), and Boston.

The Founding Team

In addition to Mr. Calzaretta, the founding team consisted of Joe Cooke, Katie Christianson, and James Winchell. Mr. Cooke is a CPA with a master's degree in taxation and a juris doctor. He has extensive background in creating, managing, and monitoring nonprofit institutions, including audits of local governments and school districts with federal, state, and local funding. He has extensive background in real estate and trust and endowment fund management. He has implemented complex financial management systems such as an Oracle 8i grants management module in Clark County, Washington. Cooke will assist the Willow leadership team in creating financial and compliance systems. He will assist in locating a facility and in the related project management and commensurate financial and logistical issues. He is a graduate of the Cascade Executive Program of the Evans School of Public Affairs of University of Washington. He is currently an instructor at Walla Walla Community College. He has been identified as a Sector Leader by the Washington Charter School Association.

Ms. Christianson has been accepted into the 501 Commons personnel management and policy development program sponsored by the Sherwood Trust in Walla Walla and, as dean of students, will assist and advise the board in developing the human resource policies and procedures with the assistance of nonprofit experts. She has also been identified as a Sector Leader by the Washington Charter School Association. Ms. Christianson is a community activist, business owner, and educator in Walla Walla. She founded Safe Travels Alliance, a collaborative effort between the city of Walla Walla, the public school district, parents, and other agencies to improve safety for children walking to and from school. She has volunteered extensively with the local school district,

including chairing a successful levy and participating in several other facilities bonds and program levies.

Mr. Winchell, recently retired professor of French Language and Literature at Whitman College, created and refined the four-year curriculum in English/humanities at the Northwest Academy—a new, independent, arts- and project-based secondary school in downtown Portland, Oregon—where he co-chaired the self-study committee for the school’s first full-fledged accreditation with the Pacific Northwest Association of Independent Schools.

Board of Directors

- Joe Cooke, CPA, MT, JD. Serves as board chair. He has a background in law; A-133 auditing including school district audits; budgeting; teaching finance; social services; and board leadership.
- Nelly Pilares Manrique, PhD, Whitman College Spanish professor. In addition to being multilingual and multicultural, Nelly has experience in nonprofit management, K-12 education, higher education, theatrical performance, project-based learning, and community outreach. Nelly is a native of Peru.
- Jen Beckmeyer, Commitment to Community (C2C). Jen is bilingual and has developed strong ties to local low-income and Hispanic communities through her work as a neighborhood organizer. She also has nonprofit and grant coordination experience and helped start a rural school in Costa Rica.
- James Winchell, PhD. Serves as vice chair. He brings a background in teaching, research and writing, and curriculum development and implementation. He created

and refined the four-year curriculum in English/humanities at the Northwest Academy in Portland, Oregon.

- Kevin Michelson, CEO of Walla Walla Clinic (one of the largest physician-owned clinics in Washington State). Kevin provides leadership and management of operations, fiscal affairs, strategic planning and policy formulation to promote and achieve the Clinic's mission. Kevin also serves on the board of the Blue Mountain Community Foundation.
- Dennis Ledford, owner of Coldwell Banker Real Estate. Dennis graduated from Walla Walla High School graduate in 1966 and earned a B.A. in Economics at Central Washington University in 1970. As a member of the Shakespeare Walla Walla board, Dennis was instrumental in creating the annual Dia de Los Muertos street fair that attracts hundreds of families from diverse cultures and ethnic and economic backgrounds.

Staff Recruiting

Willow Public School is committed providing equal employment opportunity/ affirmative action to all persons without regard to race, color, religious creed, age, sex, marital status, national origin, ancestry, disability, pregnancy, sexual orientation, gender identity or expression, ethnicity, citizenship, genetic information, veteran status, or any other basis prohibited by Washington state and/or federal nondiscrimination laws. Our staffing plan will reduce racial, ethnic, and economic isolation in access and in accordance with all local, state, and federal statutes.

It is also important to note that many researchers have found that there is a connection between student success and that student having a teacher who is of the same ethnic and

cultural background.¹⁹ In order to address this issue, Willow Public School will develop contacts with local minority community organizations to publicize job openings within the charter school community and to solicit referrals. In addition, Willow's advertising will include web and broadcast media such as Spanish language radio where the target market is local Latinos and Hispanics.

Selection Criteria 6: Quality of the Management Plan

Willow Public School was incorporated as a non-profit corporation (Innovation Schools, dba Willow Public School). The school's 501(c)(3) status was received in September 2015.

Management

During the first year of operations, there will be four administrative and support staff: Executive Director Daniel Calzaretta, Dean of Students Katie Christianson, a director of finance and operations, and a receptionist (categorized as non-instructional). Non-instructional staff also includes a social worker. The instructional staff consists of seven full-time teachers and three aides. The Executive Director directly supervises teachers who in turn supervise teacher aides. The dean of students supervises the social worker and the receptionist.

The Executive Director will also be responsible for hiring, firing, and training of the staff, and will also be held accountable by the Board of Directors for all management decisions. In addition, the Executive Director will be responsible for curriculum, instruction, and assessment and all elements related to student learning.

¹⁹ Dee, T. (2006, July 6). The Race Connection - Education Next, from <http://educationnext.org/the-race-connection/>

The Director of Finance will manage all aspects of the school related to financial operations.

The Dean of Students will manage all things related to students' experience outside the classroom, including student support services such as enrichment and family outreach, as well as culture-building events including community meetings and family nights.

The school has set milestones toward meeting the objectives listed in Selection Criteria 3. Please refer to that section for specific dates. The Executive Director and the Dean of Students will manage initial oversight of the grant. Once the Director of Finance is hired, s/he will insure that the grant is properly managed, on-time, and within budget.

The school has also cultivated **relationships with key partners** necessary for the success of the objectives as set forth in this grant.

Grant Objective 1: Trauma informed model

Commitment to Community, The Health Centers, YMCA, YWCA, Sporleder Consulting, Children's Resiliency Initiative.

Grant Objective 2: Director of Finance

Washington State Charter Schools Association, Office of the Superintendent of Public Instruction, Washington State Charter School Commission. All provide assistance through the "Strong Start" initiative. This provides training on school operations, including an emphasis on finances.

Grant Objective 3: Technology

Walla Walla Public Library (use of Crew Space media lab), Buck Institute for Education and Edutopia (project-based learning and technology).

Selection Criteria 7: Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency

In November 2013 Washington State became the 42nd state to allow charter schools, and the first to do so through a direct vote of the people through an initiative process. Since then, the Washington State law has been ranked one of the strongest in the country by the National Alliance for Public Charter Schools.²⁰ The focus of the law is to address the needs of underserved and “at-risk” students (see Competitive Priority 1).

The Washington State Charter School Commission approved Willow Public School on August 13, 2015. The school’s Board of Directors reports directly to the state Commission (which is the oversight and regulatory body).

As this grant proposal is being written, Willow Public School is in the process of finalizing the contract with the Commission, and will do so no later than November 11.

The contract does include student performance measures, as developed by the Commission. Student achievement is measured by: (1) state Achievement Index, which compares schools based on proficiency, academic growth, and college and career readiness; (2) federal accountability through Adequate Yearly Progress (AYP); (3) proficiency comparisons to the local school district; (4) subgroup proficiency comparisons to schools serving similar populations; (5) growth comparisons to the local district and schools serving similar populations; and (6) mission specific goals as identified by the school (project-based learning; algebra; trauma informed model; Spanish language for all students).

²⁰ <http://www.publiccharters.org/get-the-facts/law-database/states/WA/>

The contract also has measures for financial accountability and school governance.

Selection Criteria 8: The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school

Washington’s law exempts charter schools from most statutes and rules that apply to traditional public schools, “for the purpose of allowing flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs in order to improve student outcomes and academic achievement.” [RCW 28A.710.040(3)]. Exceptions include local, state, and federal laws covering health, safety, civil rights, student accountability, employee criminal history checks, open meetings, freedom of information requirements, and generally accepted accounting principles. Charter schools are not exempt from the state teacher certification requirements, except they may hire non-certificated instructional staff of unusual competence and in exceptional cases. [RCW 28A.710.040(2)].

Washington’s law defines charter schools as independently managed public schools operated by qualified nonprofit organizations. It provides that such schools function as a local education agency and are governed by a board of directors appointed or selected under the terms of their charter application. The law grants such boards clear statutory authority to operate a fiscally and legally autonomous school, including things like hiring and firing employees, receiving and disbursing funds, entering into contracts, and issuing debt. [RCW 28A.710.030].

Absolute Priority:

Willow Public School will prepare our diverse middle school population to excel in high school, college, and careers – and inspire students to improve their community and the world.

In order to accomplish this, we must prepare all students, including our most historically underserved, to graduate from high school. Currently in Walla Walla, 30% of Hispanic students, 40% of limited English students, 30% of low-income students, and 40% of special education students drop out.²¹ The Willow Public School goal is to prepare these students in **middle school** so that they will be on a path not only to graduate from high school on-time, but also to complete a rigorous college-preparatory high school curriculum.

Walla Walla is a community of contrasts. In some neighborhoods, the unemployment rate is 4% and the poverty rate is 1%, whereas in other areas the numbers are 14% and over 40%, respectively.²² One family in five is enrolled in the Supplemental Nutrition Assistance Program, a rate double the state average.²³ The ethnic and socioeconomic makeup of Walla Walla Public Schools is changing. Between 2000 and 2013, the Hispanic student population grew, from 26% to 37%,²⁴ as did the Free and Reduced-Price

²¹<http://reportcard.ospi.k12.wa.us/AYPParticipationDetail.aspx?schoolId=1&reportLevel=State&yrs=2014-15&year=2014-15&domain=AYP>

²² Walla Walla, Washington. City-Data website. <http://www.city-data.com/city/Walla-Walla-Washington.html>

²³ American FactFinder. United States Census Bureau, <http://factfinder.census.gov>

²⁴ Walla Walla Public Schools: Student Demographics: 2000–2013. Office of Superintendent of Public Instruction (OSPI) Washington State Report Card.

Meals (FRPM) population, from 43% to 55%. The number of English language learners (ELLs) grew by 3% during that same period. At the school from which Willow Public School anticipates to draw most of its students (Blue Ridge Elementary) the FRPM rate is 89%, 42% of Blue Ridge students are English Language Learners, and 25% are special education students (all well above district and state averages).²⁵

Walla Walla's students have diverse needs, leading to opportunity gaps that fall along lines of race and class.²⁶ These gaps are clearly seen in passing rates on state Measurement of Academic Progress (MAP) tests and Algebra I courses. For example, 82% of non-low income students passed the 6th grade MAP test, while only 53% of low income students did so. The racial disparity is even more glaring in Algebra I passing rates. While 82% of the students who passed the course in middle school were white, only 13 were Hispanic.²⁷

Disparities are magnified at the high school level, where far fewer Hispanic students are enrolled in advanced placement (AP) math courses (9%) compared to their white peers

²⁵<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=3004&reportLevel=School&year=2014-15>

²⁶ Walla Walla Public Schools: Adequate Yearly Progress Proficiency Detail: 2013. OSPI Washington State Report Card.

²⁷ Walla Walla Public Schools: Students Who Passed Algebra I in Grade 7 or 8: 2011. Civil Rights Data Collection.

(81)²⁸ In 2011, 83% of white students passed all AP exams that they took, whereas only 13% of Hispanic students did so.²⁹

College-going rates reflect these trends. Of students who graduate and enroll in a 4-year college, 37% were white and 12% were Hispanic.³⁰ The numbers for students in poverty compared with their more affluent peers is almost exactly the same.

Willow focuses on middle school because of the link between middle school success and high school graduation rates. Sixth graders who have academic, attendance, or behavior problems have less than a 20% chance of graduating from high school on time.³¹ Based on the work of The Health Center in Walla Walla, we know that many of our students will arrive with non-academic issues that will affect attendance and behavior.³² Willow School is designed to meet the academic and non-academic needs of our students.

²⁸ Walla Walla Public Schools: Advanced Placement Overview: 2011. Civil Rights Data Collection website. <http://ocrdata.ed.gov/Page?t=d&eid=31381&syk=6&pid=742>

²⁹ Walla Walla Public Schools: AP Test Passing: 2011. Civil Rights Data Collection website. <http://ocrdata.ed.gov/Page?t=d&eid=31381&syk=6&pid=936>

³⁰ Walla Walla, Washington P-20 Report: 2013: Education Research and Data Center (ERDC) website. <http://www.erdcddata.wa.gov/hsfb.aspx>

³¹ Balfanz, R. (2009). *Putting middle grade students on the graduation path: A policy and practice brief*. Westerville, OH: National Middle School Association.
https://www.amle.org/portals/0/pdf/articles/policy_brief_balfanz.pdf

³² Infographic: Blue Ridge Elementary and Lincoln High School: 2014. The Health Center website. http://thehealthcenterww.org/?page_id=1621

Educational Model: How to Meet the a Diverse Student Population (including students living in poverty, English Language Learners, and special needs students)

Willow will serve our student population by providing personalization through a multi-tiered system of supports (MTSS) and interventions, including a longer school day and school year³³, daily learning lab, Crew advisory program, and homework help. Each student will have a personalized education plan (PEP). Personalized plans increase student engagement, motivation, and learning.³⁴ PEPs ensure students who are below grade level in reading and/or math access interventions such as targeted support, as well as blended, adaptive resources.³⁵ Willow will use an inclusion model of instruction, to the extent possible and appropriate based on student needs, while maintaining a robust continuum of options for students who require additional support. ELLs receive interventions such as Guided Language Acquisition Design (GLAD) to improve their ability to access core classes at grade level. Willow will also use a restorative discipline (RD) model. RD shifts the focus from punishment and retribution to repairing harm and building character. Schools that use the RD model show improvements in reading achievement, reduction in chronic absences, improved graduation rates, and reduction in

³³ 30 minutes longer than Walla Walla Public Schools; 10 days longer.

³⁴ Yonezawa, S., McClure, L., & Jones, M. (2012). *Personalization in schools*. The Students at the Center series. Washington, DC: Jobs for the Future.

³⁵ Examples include Khan Academy and ALEKS (math) and i-Ready and Newsela (reading).

racial disparities in the discipline process.³⁶ All of these methods are shown to increase success for students impacted by poverty, ELL students, and students with special needs. Community partnerships and cultural responsiveness are priorities for Willow Public School. Willow has partnered with Commitment to Community (C2C), an organization that works in the neighborhoods where most of our anticipated student population lives. Between January and March 2015, C2C facilitated public, bilingual forums to learn about the wants and needs of parents and students for a new middle school. These forums yielded nearly 100 ideas from the community, which helped the school focus on specific needs. At our final forum we reported back to the community on how we are incorporating the ideas into our school plan. For example, Spanish language instruction is a priority for the community. All students will take Spanish with the goal of preparing students for advanced Spanish classes in high school. In addition, Willow is forming partnerships with the Walla Walla Public Library, YWCA, YMCA, and others so that students can access a wide array of resources and services in the community. The school model is culturally responsive. The structure, based on the work of the Equity Alliance, has four parts: High expectations; Understanding families; Curriculum reflects the students; Professional development. Willow staff will receive professional development so that all aspects of the school (curriculum, discipline, and community outreach) are culturally and linguistically responsive.

³⁶ Jain, S., Bassey, H., Brown, M. A., Kalra, P. (2014). *Restorative justice in Oakland schools: Implementation and impacts*. Oakland, CA: Oakland Unified School District.

Instruction is driven by data. Willow uses multiple assessments; including daily work, teacher-created and aligned interim assessments, portfolios, nationally normed tools (i.e. Measures of Academic Progress assessment), and pre-college assessment tools (i.e. ACT Aspire). Data will be used to ensure that all students are reaching the rigorous expectations at each grade level, in keeping with the school's core values of equity and excellence.

Competitive Preference Priority 1

A. Students Served by Rural Local Education Agencies

Not applicable.

B. Students with Disabilities

Willow Public School believes that a full-inclusion model and a structure that supports a least-restrictive environment is the most successful for accelerating students with disabilities. In fact, many special education practices benefit **all** students.³⁷ The school, therefore, has adopted a structure to meet the needs of all students, but will be particularly effective for students with disabilities (anticipated to be 15% of our student population) and English Language Learners (anticipated to be 32% of our student population).

Willow uses a multi-tiered system of supports (MTSS) approach to intervention.

Universal screenings provide the data necessary to identify students who need specific support. These include Measures of Academic Progress (MAP), Washington English

³⁷ Sailor, W., & Roger, B. (2005). Rethinking inclusion: Schoolwide applications. Phi Delta Kappan, 86 (7), 503-509.

Language Proficiency Assessment (WELPA) for English language learners (ELLs), and STAR. The three-tiered intervention system provides a structure to meet the needs of all students, including ELLs, academically at-risk students, advanced learners, students with disabilities, and students who need behavior supports. Interventions are detailed later in this section. At the core of the MTSS framework is its student support team (SST) structure, which is responsible for monitoring the progress of students, especially those considered for or actively receiving Tier 2 (below grade level) or 3 (far below grade level) supports. The SST is made up of administrators, general education teachers, the school social worker, and the special education teacher. The team makes sure that the student's needs are properly assessed, interventions are put in place to address specific needs, and those interventions are monitored for effectiveness. The school social worker leads this team and acts as the liaison between the school, family, and outside services. The team meets weekly to monitor and adjust plans as necessary.

Coordination of Services

The three tiers of Willow's MTSS framework are bolstered by its work in creating teaming and data analysis structures that enable comprehensive decision-making regarding school- and student-level needs. The coordination of service efforts are led by the SST and include: universal screening sessions in September, January, and June to identify academic needs; review of existing data, including teacher/parent SST referrals, attendance, discipline, and academic data; and ongoing collaboration with school staff and external partners to ensure services are aligned, measure growth, and adapt plans as appropriate.

In addition, the school will follow the recommendations of the National Alliance for Public Charter Schools to ensure that it is successful in meeting the needs of students with disabilities, including:³⁸ adopt key instructional strategies, including integrated co-teaching, learning lab, and common planning for special education and general education teachers; identify key partners, including The Health Center in Walla Walla, Seneca Family of Agencies (special education services), Walla Walla Public Schools (WWPS) and Education Service District 123 (psychological, speech, occupational, and physical therapy); and collect and analyze data to structure appropriate interventions. The Individuals with Disabilities in Education Act (IDEA) requires extensive data collection. Through its commitment to the education of all students; Willow will work to instill confidence in parents and the public, and will quickly address program shortcomings.

Ensuring a Robust Program for Students with Disabilities

It is incumbent upon the school to ensure that the program for all students, particularly students with disabilities, is designed to meet their individual needs. The school does this by:

Outreach/Recruitment: In order to implement IDEA Child Find best practices, our recruitment materials will highlight our commitment to and plan for delivering services to meet the needs of all students, including those with disabilities.

³⁸ Rhim, L., & O’Neil, P. (2013). *Improving access and creating exceptional opportunities for students with disabilities in public charter schools*. National Alliance for Public Charter Schools website. http://www.publiccharters.org/wp-content/uploads/2014/01/Special-Education-in-Charter-Schools_20131021T154812.pdf

Parent Contact: From parents' initial contact with the school, our staff clarifies that, as a public school, all students are eligible to attend and receive services in compliance with IDEA and Section 504 of the Rehabilitation Act, a step endorsed by the National Disability Rights Network.

Identification: Timely and accurate identification is crucial to providing students with appropriate services. The school will review and implement individualized educational programs (IEPs) for all incoming students quickly and accurately. Special education staff will train all teachers and administrators to carefully monitor individual student performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of student-level performance data.

In addition, the Student Support Team (SST) meets weekly. This team is composed of the executive director, an academic intervention specialist, a classroom teacher, and the dean of students. At this meeting, the team will discuss students who are identified as requiring Tier 2 and 3 services. The team suggests interventions and coordinates them with classroom and learning lab teachers.

C. English Language Learners

Walla Walla has a large and growing ELL population. The elementary school from which Willow Public School anticipates drawing most of its students has an ELL population of 42%, four times the state average.³⁹ In addition, ELL students drop out of high school at a rate higher (40%) than the general population in Walla Walla Public School (20%).

³⁹<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=3004&reportLevel=School&year=2014-15>

Willow Public School, therefore, has developed an aggressive plan to address the needs of ELL students. The school will develop, implement, and maintain policies and procedures for the provision of services to ELLs in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education and regulations presented in WAC 392-160.

Identification

When students enroll, families will fill out the home language survey (in accordance with WAC 392-160-015) and let us know if they believe their child qualified as an ELL at their last school. Staff members will refer any student who they think may need services to the lead ELL specialist who is trained to assess language skill. Students who are identified will take the Washington English Language Proficiency Assessment (WELPA) so that the school can provide the appropriate services.

Programs, Practices, and Strategies

The school will serve ELLs through a sheltered English immersion program. Under this program, ELLs participate in the general education classroom and receive differentiated instruction that supports their English language development.

Teachers will receive ongoing professional development and support in implementing best practices in English language development methods in their classroom. Teachers adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELLs to participate fully in the educational program. During independent and small group time, teachers differentiate tasks, readings, and assignments specifically for ELLs, using research-based practices. Students will be explicitly taught vocabulary through

formal instruction, as well as through authentic use in language-rich settings in and out of the classroom.

Students who need extra support in literacy, including ELLs, may access the learning lab or extended day opportunities to receive more individualized, intensive support, including adaptive software programs such as i-Ready. ELLs will also receive paraeducator assistance and primary language support. In addition, the school will provide ELL newcomer support, whereby students will be matched with another student or staff member who speaks the same language, whenever possible, to help adjust to and build their sense of belonging and engagement with the school community.

Evaluating Progress

Ongoing progress monitoring efforts, in accordance with the school's data-driven MTSS framework, allow for regular feedback regarding the efficacy of offered interventions on students' language development. Adjustments are made as necessary to ensure all students receive the levels of support needed to attain success. Additionally, Willow will adhere to state regulations outlined in WAC 392-160-015 and reassess all eligible students on an annual basis. This evaluation includes completion of the WELPA annual test. Reclassification procedures use multiple criteria to determine whether to classify a student as English proficient and include (a) results from the annual WELPA, (b) teachers' assessment of student's curriculum mastery, and (c) parental opinion.

Means for Providing Qualified Staffing for ELL Students

Given our large anticipated ELL student population, Willow will actively seek out teachers with an endorsement in teaching ELLs, ones who are willing to pursue such an

endorsement, as well as teachers who have a proven track record with ELL students, or who are fluent speakers of the primary languages spoken by our student population. Bicultural staff will also be recruited in alignment with the school’s priority to create a culturally responsive learning environment. The school will support teachers by providing professional development on structured immersion instruction such as Specially Designed Academic Instruction in English or Guided Language Acquisition Design.

Competitive Preference Priority 2: Federally Recognized Indian Tribes

Not applicable.

Competitive Preference Priority 3: Improving Early Learning and Development

Outcomes

Not applicable.

Invitational Priority: Promoting Diversity

Willow Public School is committed to providing services to a diverse and traditionally underserved population, specifically Hispanic students, English Language Learners, and students with disabilities. This commitment is guided by our vision of *Equity and Excellence for All Students*, as well as our mission to prepare our diverse middle school population to excel in high school, college, and careers—and inspire students to improve their community and the world. This goal to serve traditionally underserved populations is embedded in the Washington charter school law, which was designed, in part, to address “students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.”

Willow leaders understand that it will take effort and dedication to reach historically underserved families. This starts by making community connections. The school has partnered with Commitment to Community (C2C), a local organization that works to improve the lives of people in the high-poverty neighborhoods of Walla Walla.⁴⁰ C2C has already helped to organize community meetings in our target neighborhoods: Edith-Carrie, Washington Park, Jefferson Park, and Blue Ridge. The school is also fostering partnerships with other community-based organizations, such as the YMCA, the YWCA, the Children's Home Society, the Moms' Network, The Health Center in Walla Walla, and others.

Community Visits

Working in bilingual teams, representatives of the school engaged residents in discussions about the school and informed them about upcoming community meetings in the Edith-Carrie and Washington Park neighborhoods. The school will take the same approach during our enrollment period, bringing enrollment materials to the homes of potential students, as well as holding enrollment help sessions in our target neighborhoods.

We understand that some families will need extra assistance with the enrollment process. Some will face language barriers and others will not be available during normal business hours due to work schedules. Willow School is committed to reaching the families and students who will benefit most from our program.

Events

⁴⁰ See the Commitment to Community website, <http://www.c2cwallawalla.org/>

Informational meetings will give the school leaders an opportunity to share the school model, answer any questions, and give information and assistance on the registration process. While Willow meetings are public and anyone may attend, our approach is to target specific neighborhoods for meetings and tailor them to the specific population of those neighborhoods. Our meetings are bilingual and all participants are given equal opportunity to share their thoughts on the meeting topic.

Communications

Willow will also provide information about our school, community visits, and events (in both English and Spanish): youth sporting events; cultural events (concerts, dances, festivals); businesses that cater to our target population; health care providers (including mental health) who serve our target population; school administrators and counselors.

The school has also created a web page as well as Twitter and Facebook accounts.

Research shows that the parents of our anticipated population use social media as a primary method of news and information.⁴¹

The school will use free advertising opportunities, for example, being guests on local news and events shows, such as those on KUJ (English) and KVAN (Spanish). The school will also advertise in the *Union-Bulletin* (English) and *La Voz* (Spanish) newspapers.

⁴¹ Popescu, A. (2013, April 12). Just who uses social media? A demographic breakdown. <http://mashable.com/2013/04/12/social-media-demographic-breakdown/>

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

Appendix A: Charter Schools Program Assurances

Willow Public School

CHARTER SCHOOLS PROGRAM ASSURANCES – NON-STATE EDUCATIONAL AGENCIES

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit the following to the Secretary:

A. Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

B. As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

C. All items described in the application requirements;

All application requirements and selection criteria are met and provided within this application.

D. An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;

Willow Public School will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA.

E. An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;

Willow Public School will cooperate with the Secretary in evaluating the program assisted under this subpart.

F. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

Willow Public School is considered a local education agency under Washington State law and will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

G. Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;

The Washington State Charter School Commission approved Willow Public School's application on August 13, 2015. The complete application is attached.

H. A copy of proof of applicant's non-profit status;

The approval of non-profit status was received on is attached.

I. The applicants' DUNS and TIN numbers;

Willow Public School's DUNS number is: 0799223820000; TIN number is: 47-3156745

J. A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;

Willow Public School has never received federal funding.

K. Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Willow Public School is not applying for any waivers at this time.

Daniel Calzaretta _____

NAME OF AUTHORIZED OFFICIAL

Executive Director _____

TITLE



SIGNATURE OF AUTHORIZED
OFFICIAL

October 5, 2015

DATE

Willow Public School _____

APPLICANT ORGANIZATION

October 5, 2015

DATE SUBMITTED

Appendix B: Resumes Curriculum Vitae Founding Board Members

Joe Cooke

1557 Ruth St.
Walla Walla, WA 99362
509.301.0053
joecookecpa@yahoo.com

Qualifications

B.S. Accounting, Portland State University 1987

1986 Beta Alpha Psi Regional Convention - First Place
Manuscript/Debate (Big GAAP v. Little GAAP)

Master of Taxation, Portland State University 1990

Juris Doctor, Northwestern School of Law of Lewis & Clark College
1997

First Place Appellate Brief - 1996 National Tax Moot Court;
Moot Court Honor Board 1997

Experience

Walla Walla Community College - January 2010 to present

Accounting Instructor - Tenure Track - September 2014 to
present

- Teaching Economics, Communications, Accounting, Bookkeeping, Business Law, Tax and other related businesses classes as part of the accounting certificate and entrepreneurial programs

Adjunct Faculty - January 2010 to August 2014

- Teaching Economics, Communications, Political Science/History, Accounting, Bookkeeping, Business Math and Integrated Computer Applications for Accounting at the Coyote Ridge satellite campus (CRCC) in Connell and the Washington State Prison (WSP) in Walla Walla.
- Created Loud Pipes, Inc. QuickBooks™ and Accounting Principles Practicum (grant funded).
- Holiday Gift Shop. QuickBooks™ and Accounting Principles Practicum (grant funded).
- Taught workshops on creating engaging curriculum and project based learning at 2014 National On Course Conference in Costa Mesa, CA and WCEA conference in Union, WA. Scheduled speaker and panel member at 2015 National On Course conference.
- Updated and implemented new curriculum for Computer Skills class; updated and implemented curriculum for Bookkeeping Certificate course at Coyote Ridge.
- Participated in implementation of Debate and Dialogue in CRCC curriculum (grant funded)
- Member of the Business Advisory Committee.

- WSP Debate club advisor/coach - organized intra-collegiate debate inside the walls of WSP with mixed teams from Walla Walla Community College (inmates) and Whitman College.

Self-Employed - March 2002 to present

Freelance Writer, Business Trainer, Consultant

- Participated in Federal grant review in Washington D.C. as part of a team that reviewed 100 grants in order to recommend 24 to the National Advisory Council.
- Supervised implementation of Grants and Projects Module of Oracle Financial Management System for the Clark County Department of Community Services.
- Performed copy writing, ghost writing, and freelance writing of articles and marketing materials
 - o Recent publications include -
 - "Everything I Know I Learned in Prison" Chronicle of Higher Education
 - INSIDE JOB - a memoir of teaching inside the walls of the Washington State Penitentiary
 - DEBATE AND DIALOGUE IN CORRECTIONAL SETTINGS: MAPS, MODELS, AND MATERIALS (co-author) ISBN 978-1-61770-070-5
 - "Mapping Out a Clear Message: A Three-Step Process to Organizing Your Thoughts" Toastmaster Magazine, October 2013
- Taught on-line and live training classes and seminars for real estate agents.
- Subcontract audit and accounting services, including governmental and non-profit audits in compliance with the single audit act and OBM Circ. A-133

Clark County Department of Community Services - January 1999 to February 2002

Administrative Services Manager

- Managed five accountants, five management analysts and five support staff
- Represented the department before the Board of County Commissioners, System of Care Policy Council, and other oversight and legislative bodies.
- Reduced operating budgets by \$1 million by making strategic reductions in non-essential services and inefficient programs (department revenue budget increased from \$30 million to \$40 million through mergers and new funding sources).
- Re-engineered web page, cost allocation plan, grant management systems, accounting systems, training programs, performance measures, budgets and budget process.
- Re-designed the flow of the subcontracting process, from RFP to completed contract, including a new sub-recipient monitoring process based on generally accepted auditing practices according to OMB Circular A-133 and the government yellow book.

- Served as county-wide team lead for implementation of Grants and Projects Module of Oracle Financial Management System.
- Managed the organization and launch of the Clark County System of Care Policy Council.

Lewis & Clark College – August 1994 to December 1998

Director of Budgets, Trusts and Investments

- Supervised one investment accountant and one trust accountant.
- Oversight responsibility for managed investments of approximately \$100 million.
- Direct fiduciary responsibility for charitable remainder trusts of approximately \$50 million.
- Coordinated annual operating budget process and created budget documents for college management and board of trustees (\$70 million annual budget).
- Managed \$15 million operating cash balance.
- Improved cash handling procedures and bank reconciliation process.
- Implemented computerized trust and endowment accounting systems.
- Served as on-staff advisor to development officers, especially in regard to planned giving.

Fellner and Kuhn, P.C. – February 1987 to November 1992

Senior Accountant

- General business consulting, not-for-profit accounting and A-133 audits, and tax preparation for businesses with up to \$100 million in annual sales.
- Accounting issues and tax research – once saved a client \$1 million in taxes by discovering a valid investment tax credit claim.
- Business Services, consulting, accounting services

Other

President of the Board/Founding Member of Innovation Schools – chartering NPO of Willow School in Walla Walla, member of Washington State Charter Association Sector Leaders Program; **Past Vice-President of Walla Walla Association of Realtors** and past Chair of Government Relations Committee; **Past President of Portland Jaycees**, also served as Treasurer, Director-at-large and Co-Chair of the 1995 Portland/Toyama 7th grade summer exchange program; Successful real estate agent for **Windermere Real Estate** 2003-2006; **CFO** and participating member of professional music ensemble Bizarre Love Triangle (www.blove3.com) 2011-present (appeared on AMC's unscripted performance series "Showville"); **Advanced Toastmaster** – Bronze Level; **Graduate of the Cascade Public Executive Program**, sponsored by the Dan Evans School of Public Affairs of the University of Washington; **Adjunct Instructor** – Portland Community College, 1987 – 1994: ACCT 211, 212, 213 – Accounting I, II and III; Portland State University, spring term 1998: Introduction to Accounting.

JENNIFER LYNN BECKMEYER

Home: 509-525-1088

E-mail: beckmej@gmail.com

Cell: 509-520-2557

HIGHLIGHTS OF QUALIFICATIONS:

- 100% speaking, listening, reading, and writing skills in Spanish, as well as culturally bilingual.
- Master's Degree in Human Rights and Peace Education from the National University (Costa Rica)
- Four years experience teaching Master's Level courses at the National University in Costa Rica.
- Advanced technology skills including: Microsoft Office programs, Windows, Internet, Blogs, etc.
- Washington State DSHS Certified Social Services Interpreter and Document Translator (Spanish)

PROFESSIONAL EXPERIENCE:

7/14-Present Neighborhood Outreach Organizer, Commitment to Community, BMAC; Walla Walla, WA

- Meet with Neighbors in the Edith Carrie Neighborhood to discuss changes and improvements they would like to see in their neighborhood.
- Provide after-school tutoring and recreational activities for Elementary and Middle school-aged children.
- Partner with different stakeholders around the community interested in the health and well-being of low income families in Edith and Carrie Neighborhood.

6/06-Present Interpreter/Translator, Independent Contractor; United States and Costa Rica

- Provide interpreting and translating services in Costa Rica.
- Expand experience through continuous education classes offered by private and state interpreter/translator agencies.

1/11-6/14 Adjunct Professor, National Autonomous University; Heredia, Costa Rica

- Human Rights Professor for the School of Administration, Human Resources Master's Program.
- Develop presence-based and online classes through the use of PowerPoint presentations, blogs, chat discussions, on-line readings, and other interactive teaching techniques.

2/08-1/14 English Coordinator & Teacher, Santa Cecilia Bilingual School; Heredia, Costa Rica

- Coordinator in the English Department in early primary school and preschool. Responsible for developing and implementing the English curriculum, teacher training, organizing English Department activities, and attending to individual needs of students and teachers.
- Working with Microsoft Office programs to digitally organize all English Department documents from preschool through third grade.
- Post class activities and assignments on an on-line learning platform, Woot-It.
- Meet with parents in order to assess and communicate individual student needs.

1/09-7/09 Research Assistant, Program to Improve the Quality of Education, Ministry of Education, Indigenous Territories in Costa Rica

- Develop research methodology and qualitative research strategies; create instruments, systematizing and analyzing information gathered during community visits.
- Travel to Conte Burica and Bajo Chirripó Indigenous Territories to facilitate participative diagnostics to develop projects to better community education systems
- Systematize information and write reports based on the community diagnosis and life plan.

- 2/08-2/09** **Remote Interpreter**, Language Services Associates; Costa Rica and United States.
- Telephone interpreting English-Spanish-English over the computer.
 - Receive calls from major insurance companies (medical and vehicle) and housing loan companies needing to communicate with their Spanish speaking clients all via Internet.
 - File appropriate paperwork for each call to improve quality control.
 - Receive continuing education training in Social and Medical fields.
- 9/08-12/08** **English Teacher**, Universidad Interamericana, Heredia, Costa Rica
- Teach English using the Interchange series to College students.
 - Supplement classes with Internet-based practices and the Rosetta Stone program.
- 1/07-11/07** **Assistant English Professor**; Dr. Jaim Weizman Institute; San José, Costa Rica
- Assisted in lesson planning, individual tutoring, and with special needs students in Preschool, Elementary, and High School levels.
 - Taught after-school English classes to preschool students.
- 10/06-1/07** **English Profesor**; Instituto Pacifico del Aprendizaje de Idiomas; Heredia, Costa Rica
- Taught Advanced and Basic level classes.
 - Created the Advanced English curriculum, working with dynamic and constructivist models to create higher learning retention levels.
- 1/06-6/06** **Tutor/Mentor**; Northwest Indian College Educational Talent Search (TRIO program); Bellingham, WA, USA.
- Advisor of the Movimiento Estudiantil Chicano de Atzlán (M.E.Ch.A.) club at Ferndale High School.
 - Tutored and mentored students weekly at Reservation Schools.
 - Provided individual tutoring in Spanish on an as-needed basis.
- 9/03-6/04** **Volunteer Coordinator**; Hispano/a American Student Tutoring for Achievement (H.A.S.T.A.); Bellingham, WA, USA.
- Recruited and trained Western Washington University students to provide tutoring services to elementary schools in the Bellingham School District.
 - Arranged tutor placements based on teacher and student needs.
- 6/03-8/03 & 6/04-8/04** **Summer Camp Counselor**; YMCA Camp Orkila; Orcas Island, WA, USA.
- Supervised, mentored, and entertained children from 3rd to 10th grades for 10 weeks during the summer.
 - Focused on Marine Biology and Outdoor Living skills.
- 9/02-6/03** **Lifeguard/Swim Instructor and Mentor**. Walla Walla YMCA; Walla Walla WA, USA
- Oversaw the recreational activities in and around the pool area
 - Maintained a safe and friendly environment for pool patrons
 - Provided swimming lessons for adults and disabled children.
 - Assisted in after-school child care provided by the YMCA for elementary and high school-age children
- 8/99-9/02** **Lifeguard/Swim Instructor** (15-20 hrs/week); Boise Family YMCA (Boise, ID)
- Oversaw the recreational activities in and around the pool area
 - Maintained a safe and friendly environment for patrons
 - Provided swimming lessons for children ages 6 months to 12 years

EDUCATION:

- 1/07-9/08** National University (Heredia, Costa Rica)
- Graduated *Cum laude* with an M.A. in Human Rights and Peace Education, with emphasis in Environmental Education.
 - Ranked second in class.
- 9/02-6/06** Western Washington University (Bellingham, WA, USA)
- Bachelor of Arts in Spanish Language and Literature
 - Minor in Environmental Education
 - Graduated in the University Honors Program, on President's List in 2003-04

- Member of National Society of Collegiate Scholars since 2003
 - 3.68 GPA
- 1/05-11/05** National University (Heredia, Costa Rica)
- Completed two semesters of study abroad work towards Bachelor's degree.
 - Subjects studied include Natural Resources Development and Management, Environmental Ethics, Ecology, Alternative Healing Therapies, Central American History, and Spanish.
 - 3.8 GPA

VOLUNTEER AND PRACTICAL EXPERIENCE:

- 10/14** Pomegranate Center Fellow, Leadership and Community Organizing Training
- 1/13-Present** Editorial Board Member for the publication Revista Latinoamericana de Derechos Humanos, National University, Costa Rica.
- 4/13** Organized donation of 3000 books for use in preschools, elementary, and high schools in Bajo Chirripo Indigenous Territory, Limon, Costa Rica.
- 12/09** Student at the University for Peace Centre for Executive Education course "Non-Profit Leadership Skills"
- 9/07** Participant in the First International Symposium on Inclusive Education Politics: Education for Citizenship and Peace (University of Costa Rica and UNICEF)
- 11/06** Attended the First Annual Human Rights Education Conference put on by the Institute of Latin American Studies (IDELA) (National University, Heredia)
- 8/05** Attended the seventh annual National Congress of Science: Explorations outside and within the classroom (INBioparque, Heredia)
- 24 hour conference about Science Education in Costa Rica and Latin America
- 2005** Participant in three trips to the Talamanca Indian Reserve in Talamanca, Costa Rica
- Delivered school and work supplies to remote communities and learned more about the indigenous culture of Costa Rica
 - Painted the Amubri high school and celebrated Children's Day with the local community

JAMES WINCHELL, Ph.D.

411 North Tukannon St.
 Walla Walla, WA 99362
 Home Phone (509) 529-7996 Cell: (503) 432-0124
 wincheja@whitman.edu

EMPLOYMENT

2008-present, Adjunct Assistant Professor, Foreign Languages & General Studies, Whitman College.

345 Boyer Avenue, Walla Walla, WA 99362

Courses Taught: French (100-300 levels); Encounters (Freshman-requirement, year-long humanities overview seminar).

1998-2008, Teacher and Curriculum Coordinator, English/Humanities, The Northwest Academy, Portland, Oregon

Accomplishments: Designed, organized, implemented and taught four-year, proficiency-based curriculum in English/Humanities for arts-based, independent secondary school; assisted with hiring new faculty; shared supervisory responsibility for academic programs; and directed senior theses. After 2000, taught all 11th and 12th grade English/Humanities courses. Also taught numerous French-language courses as needed, including 1st, 2nd & 3rd-year grammar, using immersion method.

1993-1998, Associate Professor of French, Dept. of Foreign Languages, U. of Alabama-Huntsville, Huntsville, Alabama
Specialty: 19th-Century French Literature and History.
Teaching Duties: Undergraduate courses in French and The Honors Program. Special Interests: Comparative and aesthetic theory, cultural studies, cinema (history and the medium), urbanism and the city of Paris.

1988-1993, Assistant Professor of French, Department of French and Italian, Stanford University, Stanford, California

Teaching Duties: Graduate and Undergraduate courses in French and in the Honors Program. Service: Director, Stanford-in-Paris Program of Study Abroad, 1991-92. Member, Admissions Committee for Graduate Studies in French (1988-93); Graduate Student Advisor in French (1989-91); Admissions and Advisory Committee in Stanford Honors program (1989-92).

EDUCATION

Doctor of Philosophy, Comparative Literature, University of Washington, Seattle, Washington, March 1988.

Dissertation: "Murdered Sleep: Aesthetics of Crime in France and England, 1850-1910"; Director: Jean Dornbush.

Diplôme d'Etudes Approfondies (D.E.A.) (first stage, French doctorate), Littérature Comparée, Université de Paris IV (Sorbonne), Paris, France, June 1982. Thèse: "Le masque comme métaphore de la décadence"; Directeur: Jean de Palacio.

EDUCATION (cont.)

Master of Arts, Comparative Literature, University of Washington, Seattle, Washington, June 1980, Major Literature: French; second literature: English.

Bachelor of Arts, French (cum laude), University of Washington, Seattle, Washington, June 1978.

TEACHING AWARDS

Outstanding Instructor, College of Liberal Arts, University of Alabama in Huntsville (UAH), 1995-96

Outstanding Instructor, College of Liberal Arts, University of Alabama in Huntsville (UAH), 1994-95

TEACHING EXPERIENCE**At Walla walla community College (Concurrently):**

Fall 2014: Victor Hugo and the Soul of Paris
 Spring 2014: Oscar Wilde: Victim of Hypocrisy
 Winter 2014: Jorge Luis Borges: Parables and paradoxes
 (all in: Quest/Extension Program,
 50+)

At Whitman College:

Fall 2014: French 100: First-Year French, First semester
 Fall 2013: French 323: Intro. to French Lit.: Genres & Beauty
 French 150: First-year French, second semester
 Spring 2013: French 150: First-year French, second semester
 Fall 2012: French 150: First-year French, second semester
 Spring 2012: French 150: First-year French, second semester
 Fall 2011: French 100: First-Year French, First Semester
 French 150: First-year French, second semester
 Fall 2010: Encounters 145: First-Year Humanities (required)
 French 105: First-Year French, Second Semester
 French 205: Second-Year French, Second Semester
 Fall 2009: French 305: Third-Year French: composition
 French 105-A: First-Year French, Second Semester
 French 105-B: "
 Spring 2009: Core 146: Modernity (First-Year Humanities (required)
 Fall 2008: Core 145: Antiquity First-Year Humanities (required)

At the Northwest Academy (Portland, Oregon):

See sample Syllabi in 11th & 12th grade English/Humanities
(available upon request)

TEACHING EXPERIENCE (cont.)**At the University of Alabama in Huntsville:**Courses taught in English:

Honors 490: Interdisciplinary Seminar: Rhetoric and
Knowledge

Honors 399: Interdisciplinary Seminar: Literature and the
Humanities: Metamorphosis and its Discontents

FLL 450: The Bhagavad-Gita in Context (w/Lajpat Utreja)

Courses taught in French:

French 406: Paris & the Mirror of History
French 405: Author & Culture: Molière
French 403: Texts and Contexts: Romanticism
French 306: Survey of French Literature II
French 305: Survey of French Literature I
French 201: Intermediate French
French 102: Beginning French II
French 101: Beginning French I

At Stanford University:Courses taught in English:

Honors 194: Literature and Humanities: Metamorphosis and
its Discontents (Humanities Honors Program)

International Relations 174: Projecting Post-War
Psychology into Myth in Film

French 127: French Films: Politics and Place

French 62: French Films: Eric Rohmer – Fables of Love and
Light

French 62: French Films: History and Medium, 1900-55

French 62: French Films: The "New Wave" & After (1950-85)

Courses taught in French:

French 355: Victor Hugo: History, Politics, Writing

French 259: The Conte fantastique and Modernity: The
Hypothetical Unconscious from Balzac to Borges

French 256: Baudelaire: L'Architecture secrète

French 254: Flaubert: Allegories of Form

French 252: Balzac: Social Energy and Individual Will

French 194: Education & the Novel: Travel & Metamorphoses

French 189: Urbanism à la Parisienne: Utopias and Realities

French 179: Paris and Modernity: Realism, Surrealism,
Phantasmagoria

French 179: Life on the Margins of French Society During
the Second Empire and the Third Republic

French 174: French Romantic Theatre: From Melodrama to
Naturalism

French 173: Le Fantastique: Madness and the Power of Evil

French 172: 19th Century French Novels: Romance, Realism,
Decadence

DIRECTOR OF RESEARCH PROJECTS**At University of Alabama Huntsville:**Senior Honors Thesis Director

"Baudelaire's Criminality and its Consequences," Jessaka Bailey, Honors Program, Spring 1996

"Group and Individual: Paradoxes of Organization in Rousseau, Freud and Taylor," Alex Tonus, Honors Program, Spring 1995

At Stanford University:Doctoral Thesis Director

"Illusion and the Absent Other in Les Lettres de mistriss Fanni Butlerd," Wendy Carvalho Doucette, Department of French and Italian, December 1994.

"Mothers and Others: Maternal Desire and the Stendhalian Subject," Lisa Gray Algazi, Department of French and Italian, June 1992.

Senior Honors Thesis Director

"Romanticism, Autonomy and Desire Formation: The Heroines of Stendhal's Red and Black," Karen Walter, June 1996.

"Immanent Transcendence: The Fate of Narrative, Time and Closure in Marguerite Duras' Le Marin de Gibraltar," Perrin Wright, September 1991.

"Jules Roy: The Conceptual Other and the Colonization of the Female Image in Literature"; Robert M. Golden Medal Recipient in the Humanities Honors Program for Outstanding Essay, Claire Bender, June 1991.

"The Mass Sacrificial Spectacle: The Doors in Poetry and History"; Robert M. Golden Medal Recipient in the Humanities Honors Program for Outstanding Essay, Christopher Balz, June 1990.

PUBLICATIONS

"A Great Thinker Rediscovered His Judaism On the Day of Atonement," in Tablet Magazine: A New Read on Jewish Life (online), 10 September 2013. <http://www.tabletmag.com/jewish-life-and-religion/143410/rosenzweig-yom-kippur-conversion>

"'Speed' Levitch, Neo-Hasid," in Tablet Magazine: A New Read on Jewish Life (online), 4 January 2013. <http://www.tabletmag.com/jewish-arts-and-culture/120684/speed-levitch-neo-hasid>

"Kafka's Yom Kippur Appeal," in Tablet Magazine: A New Read on Jewish Life (online), 20 September 2012. <http://www.tabletmag.com/jewish-arts-and-culture/books/112429/kafka-yom-kippur-appeal>

"The Healing Power of Jew-Love," in Tablet Magazine: A New Read on Jewish Life (online), 9 July 2012.

<http://www.tabletmag.com/jewish-arts-and-culture/books/105262/the-healing-power-of-jew-love>

PUBLICATIONS (Cont.)

"Indirect Object: A Review of Robert Lance Snyder's The Art of Indirection in British Espionage Fiction: A Critical Study of Six Novelists (Jefferson, North Carolina and London: McFarland & Company, 2011), 217 pp.), in Paradoxa: Studies in World Literary Genres, V. 24, 2012; David Willingham, ed. & publisher.

"Semantics of the Unspeakable: Six Sentences by Simone Weil," in Trajectories of Mysticism in Theory and Literature (Philip Leonard, ed.; London: Macmillan), March 2000.

"The Divinely Human Comedy of James Morrow," Special Issue of Paradoxa: Studies in World Literary Genres (David Willingham, Managing Ed.); Vol. 5, No. 12: Fall 1999; served as editor and wrote introduction for the issue.

"La Double Vie de Krzysztof Kieslowski," in Contemporary French Civilization (Florianne Wild, guest ed.); Fall 1998.

"Holocaust Memorials in France: A Walking Tour for the Body-at-Risk," in Contemporary French Civilization (Bernard Quinn, ed.); Fall 1996.

"Fictions of Science: Hoax-as-Method in Social Cognition," in Paradoxa: Studies in World Literary Genres (Lauric Guillaud, ed.); Vol. 2, Nos. 3-4: Fall 1996

"Overdetermined Indeterminacy," in Paradoxa: Studies in World Literary Genres (Lauric Guillaud, ed.); Vol. 2, No. 1: Spring 1996.

"Reading (in) Madame Bovary," in Laurence M. Porter and Eugene Gray, eds., Approaches to Teaching Flaubert's Madame Bovary (New York: Modern Language Association, 1995).

"The Oldest Trick in the Book: Borges and the 'Rhetoric of Immediacy'," Studies in Twentieth Century Literature (Marshall Olds, ed.); 17, 2: Summer 1993.

"French Film as Narrative: Gender, Culture and Camera," Collection Management (Peter Gellatly, ed.); 17, 1: Spring 1993.

"Wilde & Huysmans: Autonomy, Reference and the Myth of Expiation," in Regenia Gagnier, ed. Critical Essays on Oscar Wilde (Boston: G.K. Hall, 1991).

CONFERENCES, PANELS AND SCHOLARLY PAPERS PRESENTED

Presenter (with Amy Archer), "Capstone and Interdisciplinary Curricula," Pacific Northwest Association of Interdisciplinary Schools (PNAIS) Annual Conference, Bothell, Washington, October 2005.

Presenter (with student Ben Morse), writing workshop for secondary-school teachers, Pacific Northwest Association of

Independent Schools (PNAIS) Annual Conference, Portland, Oregon, October 2001.

CONFERENCES, PANELS AND SCHOLARLY PAPERS PRESENTED (cont.)

Chair, Panel on "Jewish Identity in Nineteenth-Century France," at the Colloquium in Nineteenth-Century Studies, University of Georgia (T. Raser, Chair), October 1997.

Panelist (as Associate Editor of Paradoxa: Studies in World Literary Genres), "Science Fiction, Utopia and the Fantastic," at the Modern Language Association Convention, Washington, D.C. (Tom Moylan, Moderator), December 1996.

Speaker, "Balzac: Episteconomies," at the Colloquium in Nineteenth-Century French Studies, University of California, Santa Barbara (Catherine Nesci, Chair), October 1994.

Speaker, "Terror as an Epistemological Category," at the Twenty-Fourth Consortium on Revolutionary Europe, University of Alabama in Huntsville (John Severn, Coordinator), March 1994

Invited speaker, "The Site of Symbolic Economies: Reflexive Urbanism in Nineteenth-Century Paris"; at the colloquium "Re-reading the French Experience: New Approaches to Cultural Studies" at the University of South Dakota (Renée Marion, Roger Hagedorn & Ione Crummy, Organizers), October 1993.

Chair, "Writing Terror," a panel at "Terror & Terrorism," the Colloquium in Nineteenth-Century French Studies, University of Kansas (Allan H. Pasco, Organizer), October 1993.

Speaker, "Semantics of the Unspeakable: Six Sentences from Simone Weil's La Pesanteur et la grâce"; in the session "Trajectories of Mysticism" at the 10th Annual International Colloquium on 20th-Century French Studies, University of Colorado at Boulder (Bernard McGuirk, Session Leader), March 1993.

Speaker, "Monstrosity and Self-Reference: Mirrors of Modernity in the fin de siècle"; Organizer and panelist, special Session at the Modern Language Association Convention, New York, December 1992.

PUBLIC LECTURES

"Holocaust Memorials in France: A Walking Tour for the Body-at-Risk," Continuing Education, University of Alabama in Huntsville, October 1996.

"The Mockingbird and the Scapegoat: Harper Lee's Alabama," sponsored by the Alabama Humanities Foundation Speaker's Bureau, delivered state-wide, August 1996 – July 1997.

"Paradise Misplaced: Hollywood and the New South," sponsored by the Alabama Humanities Foundation Speaker's Bureau, delivered state-wide, August 1995 – July 1996.

"Monuments: How Society Mourns and Remembers," sponsored by the Alabama Humanities Foundation Speaker's Bureau, delivered state-wide, August 1994 – July 1996.

PROFESSIONAL ACTIVITIES

Member, American Association of Teachers of French, current.

Founding Member, Board of Editors, and Associate Editor, Paradoxa: Studies in World Literary Genres (Lauric Guillaud, Université de Nantes, Editor) 1994 to present.

Member, Editorial Board, Stanford French Review: International Journal of Interdisciplinary Research (Jean-Pierre Dupuy, Editor) 1991-1994.

Founder and Moderator, Interdisciplinary Round-Tables, College of Science and the College of Liberal Arts, University of Alabama Huntsville, 1993.

Undergraduate Student Advisor, Department of Comparative Literature, Stanford University, 1992-1993.

Co-Director and Professor of French Literature, Stanford-in-Paris Program; posted in Paris, September 1991 – March 1992.

Graduate Student Advisor for French, Department of French and Italian, Stanford University, 1990-1991.

Researcher, Bibliothèque de l'Arsenal, Paris; funded by a grant from the Dean of Humanities & Sciences, Stanford University, July – August 1989 & July-August 1990.

Member, Committee in Charge of Humanities Honors Program, Stanford University, 1989-1991.

FOREIGN LANGUAGES

French (speaking, writing and near-native fluency)

Latin (reading knowledge)

Italian (reading knowledge)

References

Jack Iverson, Associate Professor of Foreign Languages and Literatures (Chair, French): iversojr@whitman.edu

Mary Vinton Folberg, Head of School, The Northwest Academy, Portland, OR 97205: folberg@nwacademy.org

Mary Anne O'Neil, Professor of Foreign Languages and Literatures (French, retired): oneilma@whitman.edu

Patrick Henry, Cushing Eells Professor of Philosophy and Literature and Foreign Languages and Literatures, Emeritus: henrypg@whitman.edu

Appendix C: Letters of Support



Washington State Legislature

January 19, 2015

To Whom It May Concern,

We are honored to write in support of the charter school application for the Willow School of Walla Walla. There is certain need for our community to be given another option for families and students in the Walla Walla Valley.

We know that not all students fit into large, traditional schools. The Willow School provides a smaller environment, personalized learning, and a focus on the 21st Century Skills of collaboration, communication, critical thinking, and creativity. All of these are needed for our students to be successful in both higher education and the workforce.

We respectfully recommend that the commission approve the charter school application for the Willow School of Walla Walla.

Sincerely,

A handwritten signature in black ink that reads "Mike Hewitt".

Senator Mike Hewitt
16th Legislative District

A handwritten signature in black ink that reads "Maureen Walsh".

Representative Maureen Walsh
16th Legislative District

A handwritten signature in black ink that reads "Terry R. Nealey".

Representative Terry Nealey
16th Legislative District



Superintendent

364 South Park Street, Walla Walla WA 99362-3293 * (509) 527-3000 * FAX (509) 529-7713

May 15, 2015

Mr. Dan Calzaretta
Willow Charter School
330 S. Palouse St.
Walla Walla, WA 99362

Dear Dan,

The Walla Walla School District is committed to providing a quality educational experience to all our community's children. The District has developed successful partnerships with our neighboring schools and districts. These partnerships have resulted in providing our students a richer academic, fine arts, athletic and activities experience.

If Innovation Schools is authorized by the Washington State Charter School Commission to open Willow Charter School, the Walla Walla School District will begin a conversation regarding a formal partnership that benefits all public school students. A resulting partnership may include:

- The establishment of a vendor relationship to provide such services as food service or transportation;
- Form shared personnel such as nurses, substitutes or specialists;
- Collaborate to offer shared professional development.

Please keep us informed of the progress of your application to the Washington State Charter School Commission. I look forward to hearing from you.

Sincerely,


Dr. Bill Jordan
Superintendent

BJ/ba

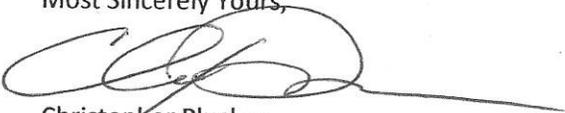
April 30, 2015

Washington State Charter School Commission,

Earlier this year, Dan Calzaretta shared his vision of the Willow Public School with City of Walla Walla officials. I am writing, as a Council Member, to confirm that I see great opportunities for the City to partner with the Willow school. I believe our community's children would benefit greatly from working with local government in educational endeavors. It is my understanding that Mr. Calzaretta will pursue such partnerships with local governments as a part of the Willow School's curriculum. As such, I will do what I can in my capacity to support such a partnership with the City of Walla Walla.

Civics is an area I feel should be prioritized in our country's educational system, and so I am happy to lend support to educational undertakings that wish to better address the subject. Like Dan, I too am a middle school teacher, and can attest to the fact that a variety of educational options for students is a positive thing. I think that the Willow School will be appealing to a certain niche of learners who would benefit from an alternative model of schooling. Based upon Mr. Calzaretta's vision for what this school might offer our community, I am pleased to recommend you move forward with establishing this additional educational resource for our youth.

Most Sincerely Yours,

Christopher Plucker
Mayor Pro-Tem, Walla Walla City Council



BLUE MOUNTAIN ACTION COUNCIL

BMAC: A nonprofit community action partnership serving Walla Walla, Columbia and Garfield counties

MEMORANDUM

TO: Washington State Charter Commission

FROM: Nancy Jacobsen, Commitment to Community Program Director
Nancy Jacobsen

RE: Willow Charter Middle School

DATE: May 1, 2015

I am pleased to write an endorsement for Willow Charter Middle School. As someone who worked in an alternative high school setting for nearly 20 years, I often thought that we really needed an alternative for middle school when so many students have difficulty thriving in the traditional school setting. Today I work in neighborhood organizing and still see the same need.

Mr. Calzaretta initially contacted Commitment to Community (C2C) because he was interested in reaching the population we serve, primarily low-income and about 50% Latino. Willow School Board members paired with C2C Organizers to canvass approximately 1500 homes in four neighborhoods. We co-facilitated 2 community meetings to receive input from residents and another to report findings and gather further input.

The neighbors responded enthusiastically, suggesting many ideas that were already on the Willow list and offering some very good ideas that had not been previously considered. It was gratifying to see so many Latinos involved as lack of responsiveness from these parents is a commonly cited issue for local schools. There is particular excitement about the possibility of locating the school in one of the neighborhoods that currently does not have a school. Willow could potentially serve as a natural hub for interaction and bringing diverse people together. C2C would continue to work with Willow and the families which will support both educational progress and neighborhood revitalization.



**FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

April 20, 2015

Washington State Charter School Commission:

It is with great enthusiasm that I recommend the Willow Public School for approval.

Part of the mission of the Walla Walla YMCA is that everyone, regardless of age, income or background, has the opportunity to learn, grow and thrive. We also believe in nurturing the potential of every child and teen, and that all kids deserve the opportunity to discover who they are and what they can achieve. This fits perfectly with the mission and vision of Willow Public School.

As the director of the Walla Walla YMCA, I have seen first-hand the struggles that many children in our community face. That is why our organization has emphasized the development of programs for youth.

To that end, I have already had discussions with Willow School on how we might partner to support students. This ultimately might include after-school tutoring programs, fitness classes, and other opportunities for kids.

The Willow Public School will help students thrive and excel. We look forward to being a partner with them, and wholeheartedly support their approval by the Commission.

Please feel free to contact me if you have further questions.

Sincerely,

Dondi Cortinas

Executive Director, Walla Walla YMCA

**Walla Walla YMCA
340 S. Park
P.O. Box 1637
Walla Walla, WA 99362**

**509.525.8863
WWYMCA.org**

Letter of Support

April 20, 2015

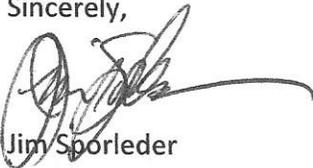
Dear Washington State Charter School Commission:

I would like to write a letter of support for Willow Public School. I truly believe under the leadership of Dan Calzaretta, Willow Public School will become a school of distinction. I have had the pleasure of knowing Dan for the past eight years and I have always been inspired by his passion, and vision to impact the students that are under his care. With Dan's expertise in Project-based Learning, I am excited to see the significant impact it is going to have on student achievement and engagement. Willow Public School will not only be known for their experiential approach to learning, but Willow Public School will be one of the only middle schools in the country to embrace and embed a trauma-informed model into their daily practice.

I am committed to training Dan and his staff in trauma-informed strategies and a more effective way to look at school discipline. The training will be based on the most current neuroscience and brain research. Willow Public School will begin a journey that I believe will bring them national recognition for their approach to discipline, student achievement, and the results they will see on state assessments.

It is without reservation that I support the concept and the model in which Willow Public School will become a state and national model for other schools to learn from.

Sincerely,



Jim Sporleder

April 28, 2015

Washington State Charter School Commission:

I am writing in support of the Willow Public School, the proposed charter school in Walla Walla. I am offering this support as a citizen of Walla Walla who has observed the need for options in the education of middle school aged young people in our community.

I am aware that the curriculum will be project-based. This is especially appealing to me as the director of Walla Walla's public library, which houses a state-of-the-art media lab constructed with project based learning in mind. I am interested in working with Willow's faculty and administration to provide the venue for their instruction in media based technology such as filmmaking, music production, photography, graphic design and sound recording. The flexibility of a smaller school will mean that this important skill acquisition can be offered to a larger number of students through meaningful projects. While the library has formed invaluable partnerships with our local public school system, we know that the single campus configuration of Willow will offer us a chance for more expedient and efficient planning and will ultimately include more students in the programs they need and desire.

The public library's media lab, CrewSpace, focuses on teens and what they need to pursue their dreams. So does Willow School. The goals of Willow synch with our library's: we both want to provide students with the skills they need in order to pursue careers or higher education paths which engage their interest, their creativity and their passion, making them resilient, problem solving, lifelong learners who are more likely to pick the right path when faced with choices. When that happens we've made important gains for individuals and for the community.

I believe that Willow Public School will prove to be an important choice in our community and that its impact will be positive.

Sincerely,



Beth H. Hudson
158 Locust St
Walla Walla, WA 99362

April 30, 2015

Steve Sunquist, Chair
Washington State Charter School Commission
PO Box 40996
Olympia, WA 98504-0996

Dear Mr. Sunquist:

Please accept this letter in support of the Willow Public School's application to be authorized as a charter school in the Walla Walla School District.

When the charter school law was enacted in Washington State, I was serving as superintendent of Walla Walla Public Schools and there was a great deal of interest in starting a charter school in the district. While the school board did not wish to be an authorizer, one director had significant interest in the development of such a school. Further, the community had a number of factors that could lead to such a school being a very positive alternative for kids in the community.

Among those factors is leadership. Dan Calzaratta, who would be the school's executive director, has earned a reputation as an outstanding educator in Walla Walla Public Schools. For the past eight years, he has served in the district's highly capable program as an "explorer" teacher at the middle school level. Dan has a proven track record of success in the development of project-based curricula and has the ability to provide significant professional learning opportunities for staff. In addition, Dan has started and successfully operated schools in the past. His unique skill set qualifies him for this opportunity.

I once heard in Walla Walla that there are actually two "Wallas" present in the community. One "Walla" is white, English speaking and relatively affluent. The second "Walla" is Hispanic, Spanish speaking and poor. The school system in Walla Walla is working hard to bring the two "Wallas" together. Dan, and his group, have the experience and ability to understand the issues and barriers faced by low-income and Hispanic students. Understanding the need for culturally competent staff, as well as using project-based pedagogy, this school will provide an outstanding learning environment for all students.

When a small group of parents first approached me two years ago with concerns about kids potentially falling through the cracks in middle school or not reaching their academic and social potential, I put them in touch with Dan, as I knew he had a vision for a school that would meet students' needs. He has run a project-based classroom and has been very successful. Parents know and support him, as does the school administration and board. Dan's vision includes the blending of instructional technology with a student's own imagination and creativity to create a project or product around which they are both proud and which shows evidence of student learning.



Dan Calzaretta <dcalzaretta@wwps.org>

Update

Bill Jordan <bjordan@wwps.org>

Mon, May 4, 2015 at 8:00 AM

To: Dan Calzaretta <dcalzaretta@wwps.org>

Good morning, Dan.

We are in support of district-charter partnerships. Please share the information you receive as that may help me with a letter.

Bill

[Quoted text hidden]

--

Dr. Bill Jordan, Superintendent
Walla Walla Public Schools
364 South Park
Walla Walla, WA 99362

O - [509-526-6715](tel:509-526-6715)

C - [509-520-8069](tel:509-520-8069)

F - [509-529-7713](tel:509-529-7713)

bjordan@wwps.org



Pioneer Middle School

450 Bridge Street Walla Walla, WA 99362 (509)527-3050 FAX (509) 522-4484

Principal: Mira Gobel

Assistant Principal: Ron Higgins

May 12, 2015

To Whom It May Concern

It is my pleasure to write this letter of support on behalf of Dan Calzaretta. Mr. Calzaretta is an outstanding and competent school leader. I had the opportunity to work closely with Dan for the past four years at Pioneer Middle School.

First and foremost, Dan is a student advocate, and he will go above and beyond to meet the needs of any student. His passion for equity and access to education for all students is evident in his instruction, as well as, professional goals he has set for himself. It is important to Dan that student voice is heard and addressed. He has advocated for broadening the access to the Highly Capable program at our district. Dan carefully analyzes data for student achievement for his advocacy for student learning. His decision making is always based on what is best for the student; his understanding of how to create systems to meet the needs of all students is deep and others seek his out for guidance and advice.

Dan has been an active member of the Building Leadership Team for the past four years at Pioneer. As the leadership team, we have been examining the achievement data, specifically the achievement gap of our second language learners and the students of poverty. We have been reading the book Leverage Leadership in effort to systemize the concepts in the book into our school framework. We also have been analyzing the achievement gap data of students of poverty and plan to do implement strategies from the book Engaging Students with Poverty in Mind. Dan has been a critical team member who has helped us move forward with these initiatives. He is a forward thinker who is innovative in his problem solving skills.

I strongly support Dan's vision for Willow Charter School. He is an excellent leader and an educator who will prepare students for their future.

Sincerely

Mira Gobel
Principal
Pioneer Middle School
Walla Walla, WA 99362
(509)526-1958

May 13, 2015

To: Washington State Charter School Commission
From: Anne-Marie Zell Schwerin, Executive Director
Re: Willow Public School

At the YWCA in Walla Walla, we envision a community where:

- All women and families have a safe, stable place to live
- All community members can live in dignity, free from violence, racism and discrimination
- All children and youth develop the skills they need to succeed in live
- All adults have the opportunity to be economically self-sufficient

I recently met with Dan Calzaretta to learn about the proposed Willow School. The school's mission and targeted service population are in alignment with the YWCA's mission and goals, and I look forward to the school's existence. As the provider of domestic violence and sexual assault services for two counties, the YWCA works daily with people in trauma. Half of those we serve in our residence and shelter are children struggling to rebuild lives after family violence. We approach all of our youth programming from an empowerment standpoint and the mantra that every child we reach in a preventive capacity means one less adult needing our crisis response services.

I am very excited about many opportunities for the YWCA to partner with Willow School. In less than five minutes, Dan and I discussed the YWCA providing Mariposa, our after school leadership development group for young Latinas; providing domestic violence and sexual assault training to Willow School staff; providing a healthy relationship curriculum to Willow students; and developing service learning opportunities for students and staff. Having worked with Dan before when the Palouse Community School was based in the YWCA building, I know we will come up with even more ideas to work together.

Onward,



Anne-Marie Zell Schwerin
Executive Director

for every woman



April 30, 2015

Washington State Charter School Commission

Letter of Support for Willow Public Charter School

Greetings,

This letter is to offer enthusiastic support of Willow Public Charter School and its mission to educate traditionally underserved students in the Walla Walla Valley. Our goals are closely aligned in addressing the needs of students who are often overlooked by traditional systems, and we are embarking on a partnership to help serve those needs.

The Health Center advances the success of students in Walla Walla by addressing their physical, emotional and social needs, providing integrated, holistic health services without charge in our two school based health centers. The Health Center is a 501(c)3 non-profit organization supported with funding from Washington Women's Foundation, Sherwood Trust, Bill & Melinda Gates Foundation, Providence St. Mary Medical Center, Adventist Health, multiple local family foundations, individual and business donors.

Our Primary Care and Mental Health Providers have built trusting and effective relationships with the students, families, and staff in the high school and the elementary school we serve, as well as with providers in the community. We embrace the opportunity to serve the students of Willow Public Charter School as well. During the years we have served students at Lincoln High School, truancy and discipline referrals have fallen while graduation rates and test scores have dramatically improved. Our vision is that, in partnership with Willow Public Charter School, our school-based health clinic would continue to address these students' physical, emotional and social needs, enhancing their academic and life development.

The Health Center Board of Directors and staff strongly support and anticipate the success of Willow Public Charter School in Walla Walla, and look forward to its positive impact in this community.

A handwritten signature in black ink that reads "Stan Ledington DrPH". The signature is written in a cursive style.

Stan Ledington DrPH
Executive Director



Beth Swanson, President
(509) 301-7471
beth@themomsnetworkww.com
www.themomsnetworkww.com
1540 Gray Lynn Drive
Walla Walla, WA 99362

April 10, 2015

To Whom It May Concern:

This is a letter in support of Willow Public School in Walla Walla, Washington.

The Moms' Network of Walla Walla is a grassroots organization that provides an opportunity for parents to communicate, receive and exchange valuable community and parenting information, network with each other and be actively involved in the community. As the president of a non-profit that supports families and a mother of four, I believe it is very important to have choice in our community.

Willow School will provide a smaller more personalized setting for learning that will target youth that need extra support and individual attention.

The Moms' Network currently works closely with the local schools to get information to parents and provide a parent education events. We will include Willow School in our parent education programs, parent outreach and membership opportunities. The Moms' Network will also promote Willow School community events through our social media and communication.

For Walla Walla adding a new charter school, such as Willow School, will strengthen our community and our families.

Sincerely,

Beth Swanson

President, The Moms' Network

May 7, 2015

Washington State Charter School Commission
1068 Washington Street
Olympia, Washington 98501

Dear Commission:

Thank you for your commitment to the students of the great state of Washington and for the courage to authorize great new charter schools to serve those students with excellence. I would like to share my thoughts, insights and optimism with you about the Willow School and its leader, Mr. Dan Calzaretta, a proposed charter school that, if approved, would serve middle school students in Walla Walla with a rigorous project-based program delivered by skilled and passionate educators.

As Vice President of the National Charter Schools Institute, a non-profit organization located in Michigan, I lead our team's initiatives focused on new school development, excellence in charter school authorizing and support of teams in achieving breakthrough results in the areas of teaching and learning. As a former senior leader in statewide authorizing agencies in New York and Michigan, I know firsthand the opportunities and risks associated with making difficult decisions to approve new charter schools. As a former charter school founder, I've lived the school start-up experience and am intimately aware of the many obstacles that must be overcome in order to bring the charter school idea to reality. It is with this perspective that I strongly recommend you approve the application before you to establish the Willow School for the benefit of the students and community of Walla Walla.

During the development of the Willow School application, I was asked by the Washington State Charter Schools Association to provide Mr. Calzaretta with feedback and advice regarding the development of his plan to open and operate a great school. I found the applicant team to be ambitious, humble and receptive to critical feedback, all necessary attributes of a founding team focused on the success of students. In particular, the team is deeply knowledgeable about the students that the Willow School would serve, their assets and challenges alike, as well as the communities they reside in. The relationships they have forged within these communities will undoubtedly support a successful school launch. In addition, the educational model is carefully and consistently articulated throughout the application and guided by a set of core values, a project-based instructional design and effective data-driven practices. The Willow School founding team is well-rounded, embodies a focus on excellence and represents the diverse backgrounds and expertise necessary to create lasting endurance.

Should Mr. Calzaretta and his team earn your approval, I stand willing and ready to informally support the school in any way that I can. Please accept my greatest thanks for your consideration of the Willow School application. Don't not hesitate to contact me should I be of assistance in any way.

Sincerely,

Jason Sarsfield
Vice President
Mobile: 586.214.7794
Office: 989.317.3510
jsarsfield@charterinstitute.org



May 11, 2015

Dear Chair Sundquist and Members of the Washington State Charter School Commission:

On behalf of the Washington State Charter Schools Association (WA Charters), I am writing to pledge my full support for The Willow School and the leadership of Dan Calzaretta, one of our state's most talented educators and promising charter school leaders. WA Charters is a statewide nonprofit organization that supports the startup of high-quality public charter schools, with a focus on serving academically and economically disadvantaged communities. Through the School Leadership Program, WA Charters is honored to work with Mr. Calzaretta and the rest of The Willow School's design team as they develop a high-quality 6th – 8th grade public charter school in Walla Walla, Washington.

Since October 2014, Mr. Calzaretta has been formally involved with the WA Charters Leadership Center through the School Leadership Program. The School Leadership Program is a highly selective, eleven-month program (October 2014 – August 2015) in which leaders explore diverse educational models, visit high-performing schools, and engage with stakeholders to understand a particular local context in order to inform the school design.

Additionally, Mr. Calzaretta has been awarded WA Charters' Strong Start Initiative Fellowship and will continue to receive intensive academic, organizational, and financial support over the course of his start-up year (September 2015 – June 2016) in order to prepare for a successful school opening. Mr. Calzaretta will attend monthly retreats, get personalized coaching, and will receive funding for charter school residencies across the country. Support will focus on best practices in a number of specific areas: charter instructional leadership, operations, data and assessment systems, board governance, human capital management, community engagement, serving students with disability and English Language Learners, facilities, budgeting, and school finance. WA Charters will partner with national experts to develop these trainings, including, but not limited to: Charter Board Partners, Charter School Business Management, the Office of the Superintendent for Public Instruction, and Seneca Family of Services. On behalf of WA Charters, I have the utmost confidence in Mr. Calzaretta's abilities. WA Charters Leadership Center is committed to continuing to work with The Willow School, Dan Calzaretta and other members of its design team, as well as its board of directors throughout the start-up phase and beyond.

Providing a high quality public education to all children is critical to a just society that affords every child the full range of opportunities for life. I urge you to give the families and students of Walla Walla the option and opportunity to attend Willow Public School.

Sincerely,

A handwritten signature in black ink, appearing to read 'Thomas Franta', written over a white background.

Thomas Franta,
Chief Executive Officer
Washington State Charter Schools Association



Business and Development Specialists
for Charter Schools

May 5, 2015

Washington State Charter School Commission
Olympia, Washington

re: Willow Public School

Dear Charter School Commission:

I am writing to express my support for Willow Public School, a 6-8 school that will provide a college prep curriculum to Walla Walla's most underserved students. With its sound educational model and strong leadership team, I believe it is well positioned to meet that challenge. I urge you to approve the charter application for Willow Public School.

I am a Senior Vice President with EdTec Inc., a leading charter school finance, operations, and technology support organization. Our mission is to drive quality in the charter school movement, and we have progressed towards fulfilling this mission by providing our comprehensive range of support services to more than 300 charter schools and charter developers in multiple states. We are currently working with many of the charter schools set to open in Washington in fall 2015.

We have had the opportunity to review the application budget for the Willow Public School. We feel that this budget is sound and will position the school well to become a sustainable organization and lasting presence in the Walla Walla community.

Based on Willow Public School's charter application, I have every confidence that it will deliver on its educational mission and operate in a sound manner. I urge you to approve the charter application to provide Walla Walla families with a new high quality education option.

Sincerely,

A handwritten signature in black ink that reads "Adam Miller". The signature is stylized and fluid.

Adam Miller
Sr. Vice President

CharterBoardPartners

great boards for great schools

Monday, May 11, 2015

Dear Washington State Charter School Commission,

On behalf of Charter Board Partners, it is with great pleasure that I write this letter to give our full support for Willow School and Dan Calzaretta's leadership. We have been honored to work with Willow School in the development of a 6-8 public charter school in Walla Walla, Washington.

Charter Board Partners is a nonprofit working to build strong public charter school boards that ensure that schools and students succeed. Public charter schools are governed by independent boards, an unusual and innovative leadership structure for public education. Unfortunately, too often these boards don't have the know-how, people, or tools to govern effectively, support schools in providing an excellent education, and insist on results. CBP, launched in 2010, helps public charter schools fill these gaps. CBP works with over half of the 60+ public charter schools in Washington D.C., and has begun to expand to serve charter school boards in other states. Its first full expansion site is in Washington state, where CBP is working with the state's first charter school leaders and their boards to help ensure that the sector gets off to a strong start.

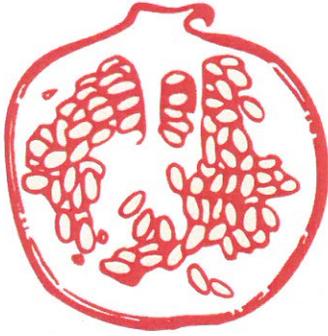
As Charter Board Partner's Executive Director of Washington state, I have worked closely with the Willow School's founding team, and I am confident in their abilities and commitment. Charter Board Partners plans to continue our work with Willow School and its board throughout the startup phase and beyond. In partnership with the Washington Charter School Association, Charter Board Partners will continue to assist with pre-authorization and post-authorization start-up trainings for Willow School's full board and the school leader on issues such as legal training, setting goals, strategic planning, establishing committee structures, fiduciary responsibilities, and fundraising. We will also continue to provide recruitment support and board candidate training. I admire Willow School's mission to prepare students to excel in high school, college, and career, and also to inspire students to improve their community and the world. I thus respectfully and strongly encourage you to grant a charter to Willow School.

Thank you for your time and consideration of my request.

Sincerely,



Libuse Binder
Executive Director, Washington State
Charter Board Partners



May 6, 1015

Milenko Matanovic
Pomegranate Center
P.O.Box 486
Issaquah, WA 98027

To Washington State Charter School Commission:

I am writing to support the application for the Willow Public School.

I run Pomegranate Center, a non-profit organization focusing on community engagement through arts and creativity. Pomegranate Center has an ongoing relationship with Walla Walla and conducted projects in Edith Carrie and Washington Park, two of the target neighborhoods for future Willow Public School students. These neighborhoods have experienced strong divisions along the cultural lines and the school's focus on community and languages is a much-needed remedy to unify these communities.

I had the privilege to spend a few hours with Daniel Calzaretta and was impressed with his desire to engage the community in the planning and running of the school. At Pomegranate Center we strongly support his commitment because when it comes to community, together we always know more. Mr. Calzaretta understands that student to prosper they need to be connected to their community.

Thank you for your time and consideration of my request.

A handwritten signature in black ink that reads "Milenko Matanovic". The signature is fluid and cursive, with the first name being particularly prominent.

Milenko Matanovic
Executive Director

Comments

Name	Location	Date	Comment
Justin Lincoln	Walla Walla, WA	2015-02-15	I think that project-based learning is the right direction for students. The current standardized testing and curriculum is creating citizens that are less autonomous, free, self-motivated and creative. Willow School would be a welcome addition to Walla Walla.
amber burke	Walla Walla, WA	2015-02-15	we need to educate better here instead of traveling outside.
Jim Sporleder	Walla Walla,, WA	2015-02-15	Dan's vision for Willow Middle School is a reflection of his knowledge and expertise in Project Based Learning . PBL is an effective evidenced based instructional model that is grounded in hands on experiential learning. Dan sees the value of integrating a trauma-informed model into the school culture which will be one of the first middle schools in the country to do so. I am excited to be working with Dan and his staff through the implementation process. I see Willow Middle School gaining national attention for it's holistic approach to academic learning. I am excited to train and to support the trauma-informed implementation at Willow.
Janis Barton	Walla Walla, WA	2015-02-15	Having worked with Dan Calzaretta at the end of my 44 year career in the field of education, I fully support his passion and desire to provide quality, personalized, meaningful educational opportunities in an environment that truly focuses on the needs of all students!
Sonia Calzaretta	Walla Walla, WA	2015-02-16	I was part of the Explorers program all the way from the middle of elementary school to the end of middle school, and I wouldn't be the student I am today without all of the help they gave me. Mr. Calzaretta is an excellent teacher and I have no doubt in my mind that Willow School will help hundreds of other kids just like Explorers helped me.
tammy scott	Walla Walla, WA	2015-02-16	We need more educational options
Nicole Novak Doherty	Waitsburg, WA	2015-02-16	we alternative secular options to public school in the area.
Marta Lucia Rodriguez	n/a, WA	2015-02-16	Every student deserves a good education
Rebekah Kin	Mercer Island, WA	2015-02-16	I believe that families need choice in public schools
Seamus Duffy	Walla Walla, WA	2015-02-16	Mr. C is a great person and a great teacher.
Mary Ann Duffy	Walla Walla, WA	2015-02-16	I believe in the mission set forth by Willow School. Dan Calzerreta is an exceptional educator and leader.
Bow Timothy	Walla Walla, WA	2015-02-16	Provide educational quality and options for at risk students.
Kim Lawbaugh	Walla Walla, WA	2015-02-16	I am a middle school teacher in Walla Walla and recognize the need for such a school in our area. Dan Calzaretta has the experience and vision to develop and run such a school. Our students need options and this will be an incredible option to offer them.
Thomas Meyer	Alexandria, VA	2015-02-16	I'm signing because Dan Calzaretta is an excellent teacher/educator who has provided high quality education in his community for over 25 years.
Rekha Bhatt	Seattle, WA	2015-02-16	I believe in great schools for all kids, and Dan and his team have the expertise and determination to provide a high-quality option.
TERRI CANTRELL	walla walla, WA	2015-02-16	Families in Walla Walla need more choices for their kids schools. The schools here are getting too big and crowded. My kids thrived in smaller schools some transferred out to Touches 20 miles from our home .
Natalie Funk	Walla Walla, WA	2015-02-16	We need a new school. seriously though.

Name	Location	Date	Comment
Tigerin Peare	Portland, OR	2015-02-16	This will be an amazing school!!!!
Rebecca Gradwohl	Bend, OR	2015-02-16	Walla Walla needs another option for middle school.
Olga Tkachev	Walla Walla, WA	2015-02-16	I believe that charter school is a very great and appropriate idea, for Walla Walla Valley. We are in great need for such a school in our area.
Jeremy Gradwohl	Walla Walla, WA	2015-02-16	Middle school needs to be smaller and more attentive to young adolescent lives.
Britt Adkins	Walla Walla, WA	2015-02-16	I believe in this school
Alison Kirby MD	Walla Walla, WA	2015-02-16	I'm a supporter of project based learning
James Winchell	Walla Walla, WA	2015-02-16	As a public school with equal access, Willow's "charter" commitment targets financially disadvantaged students and bilingual families. Smaller class sizes and project-based learning benefit all.
Ann Anonsen	Walla Walla, WA	2015-02-17	I would like see my daughter attend this school.
Katherine Kleitsch	Kent, WA	2015-02-17	I believe in the leadership and capacity of Dan Calzaretta and his team to provide a high quality school option.
Marcus Harden	Bloomington, IN	2015-02-17	I believe in Willow Public School and it's mission.
Bill Kiobasa	Seattle, WA	2015-02-17	I've gotten to know Dan and his leadership team and I strongly believe they will create an excellent school.
sarah sisk	Walla Walla, WA	2015-02-18	I'm signing because I want my child (Evi) to have better learning environment so she can work to reach her highest goals in life.
Katie Christianson	Walla Walla, WA	2015-02-18	There is a clear need for a different kind of middle school experience that is not being currently met in Walla Walla. Willow School will address the alarming achievement gap for low-income and english language learner students, and offer a place for creative learners to thrive.
denise slattery	Walla Walla, WA	2015-02-18	I believe in the mission and values of the Willow School and think the community will be enriched by offering middle school learning that is project based. Mr. C is an excellent teacher and leader.
Jennifer Klefner	Walla Walla, WA	2015-02-18	Walla Walla NEEDS this option for their students.
Erin Griffin	Walla Walla, WA	2015-02-19	Walla walla needs this! There are no alternative options here. This is very exciting.
becky betts	Walla Walla, WA	2015-02-19	Educational freedom and choice is important to me!
Melissa Christy	Portland, OR	2015-02-19	Walla Walla desperately needs alternative schooling options
Nicola cattlin	Walla Walla, WA	2015-02-19	i feel like our community is in desperate need of an additional option for schooling.
Lydia McDermott	Athens, OH	2015-02-19	I would want this option for my sons.
Jo Anna Gogl	Walla Walla, WA	2015-02-20	Walla Walla really needs this schooling option!
Dana Smith	Golden, CO	2015-02-20	I am a proponent for charter schools.
Joe Cooke	Walla Walla, WA	2015-02-20	The community supports this and acknowledges a deep need for innovation in our public schools.
Becky schwartz	Walla Walla, WA	2015-02-21	I want to see project based learning in walla walla
Mirna Bobadilla	Walla Walla, WA	2015-03-04	Willow School will be beneficial for any culture.
Karen Binder	Walla Walla, WA	2015-05-01	There should be more options for parents!
Richard Ashford	Walla Walla, WA	2015-05-01	Great Idea

Name	Location	Date	Comment
Jeanne Voelker	Seattle, WA	2015-05-01	I know two of the highly respected brilliant teachers involved in this project. As an educator, I know also that middle school is a sensitive time for early adolescents, a time when they can be highly inspired or gravely disappointed.
Ben Tompkins	Walla Walla, WA	2015-05-02	I believe that this is an endeavor that could really help people succeed.
Harrison Davis	Walla Walla, WA	2015-05-02	I believe this gives our youth a better chance at success with the desire for higher education.
Brooke Bouchey	Walla Walla, WA	2015-05-02	I believe in it's mission and it's much needed in our area.
Travis Franklin	Colbert, WA	2015-05-03	I'm signing because I believe that students all over the state of Washington should get the opportunity to have high quality options for their education. We need schools like Willow to push to envelope of innovation to not only greatly impact their students, but to infuse the education system in Washington with proof points of what's possible when a community comes together to build something.
Sara Burch	Walla Walla, WA	2015-05-03	i support Dan Calzaretta
megan gibbard	walla walla, WA	2015-05-09	I feel that we need more options for our children when it comes to school. Not every child learns in the traditional school setting.

Appendix D: Proprietary Information

None.

CHARTER SCHOOL APPLICATION

Willow Public School

Submitted To:

Washington State
Washington State Charter School Commission
1068 Washington St. SE
Olympia, WA 98501

Phone: 360-515-0802

Submitted By:

Daniel Calzaretta
330 S. Palouse St Walla Walla, Washington 99362

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GENERAL

A. School Information

Open Date: August 22, 2016
Proposed Name: Willow Public School
School Type: Middle
Grade Levels: [6, 7, 8]
School District: Walla Walla Public Schools
Neighborhood / Community: Walla Walla
Organization Type: Non-profit Corporation
Sponsoring Entity: Non-profit Organization
Address: 330 S. Palouse St. Walla Walla, Washington 99362
Phone: 509-386-7536
Fax:
Web Site: www.willowschoolwallawalla.org
Calendar Type: Extended School Year - 190 instructional days
Educational Service Provider: Innovation Schools (None)

B. Primary Contact Person

Name: Daniel Calzaretta
Mailing Address: 330 S. Palouse St Walla Walla, Washington 99362
Mobile Phone: 509-386-7536
Alternate Phone: 509-526-7788
Email: dan@willowpublicschool.org
Current Employer: Walla Walla Public Schools

C. Attendance Projections

Grade Level	2016-17 Enrollment		2017-18 Enrollment		2018-19 Enrollment		2019-20 Enrollment		2020-21 Enrollment		At Capacity 2021-22	
	Min.	Max.	Min.	Max.								
6	60	70	65	75	70	80	75	85	75	85	75	85
7	60	70	60	70	65	75	70	85	75	85	75	85
8			60	70	60	70	65	85	70	85	75	85
Total	120	140	185	215	195	225	210	255	220	255	225	255

D. Board Members

Name	Title	Contact Information	Current Employer
Beckmeyer, Jennifer	Board Member	P: M: 509-520-2557 E: jbeckmeyer@willowpublicschool.org	Commitment to Community

Calzaretta, Daniel	Executive Director	P: M: 509-386-7536 E: dan@willowpublicschool.org	Walla Walla Public Schools
Christianson, Katie	Board Secretary	P: M: 509-301-5143 E: katie@willowpublicschool.org	Self-employed
Cooke, Joe	Board Chairperson	P: M: 509-301-0053 E: jcooke@willowpublicschool.org	Walla Walla Community College
Pilares-Manrique, Nelly	Board Member	P: M: 712-202-5545 E: npilares@willowpublicschool.org	Whitman College
Winchell, James	Board Vice Chairperson	P: 509-529-7996 M: E: jwinchell@willowpublicschool.org	Whitman College

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Calzaretta, Daniel	Founder and Chief Executive Officer	P: 509-526-7788 M: 509-386-7536 E: dan@willowpublicschool.org	Walla Walla Public Schools
Christianson, Katie	Chief Academic Officer	P: M: 509-301-5143 E: katie@willowpublicschool.org	Self-employed
Cooke, Joe	Accountant / Financial Advisor	P: M: 509-301-0053 E: jcooke@willowpublicschool.org	Walla Walla Community College

EXECUTIVE SUMMARY

1. Executive Summary

Vision

Equity and Excellence for all students.

Mission

Prepare our diverse middle school population to excel in high school, college, and careers—and inspire students to improve their community and the world.

Core Values

1. **Equity:** Offer a rigorous, personalized education to all students.
2. **Excellence:** Ensure that all students graduate with the necessary skills to excel in high school college preparatory classes.
3. **Passion:** Create an engaging, innovative school where all students find joy and purpose.
4. **Community:** Reflect the values and needs of our community.

Educational Need

Walla Walla is a community of contrasts. In some neighborhoods, the unemployment rate is 4% and the poverty rate is 1%, whereas in other areas the numbers are 14% and over 40%, respectively.^[i] One family in five is enrolled in the Supplemental Nutrition Assistance Program, a rate double the state average.^[ii]

The ethnic and socioeconomic makeup of Walla Walla Public Schools is changing. Between 2000 and 2013, the Hispanic student population grew, from 26% to 37%,^[iii] as did the Free and Reduced-Price Meals (FRPM) population, from 43% to 55%. The number of English language learners (ELLs) grew by 3% during that same period. Walla Walla’s students have diverse needs, leading to opportunity gaps that fall along lines of race and class.^[iv] These gaps are clearly seen in passing rates on state Measurement of Academic Progress (MAP) tests (Table 1.1) and Algebra I courses (Table 1.2).^[v]

Table 1.1

Grade (2013)	% FRPM passing reading	% Non-FRPM passing reading	% Hispanic passing reading	% White passing reading	% FRPM passing math	% Non-FRPM passing math	% Hispanic passing math	% White passing math
5	64	83	56	73	43	75	46	62

6	53	82	48	74	35	72	32	63
10	72	94	70	92	18	49	Not reported	Not reported

Table 1.2

Grade (2013)	% White Passing Algebra 1	% Hispanic passing Algebra 1
7-8	82	13
9-10	55	39
11-12	87	13

Disparities are magnified at the high school level, where far fewer Hispanic students are enrolled in advanced placement (AP) courses compared to their white peers (Table 1.3).[\[vi\]](#) In 2011, 83% of white students passed all AP exams that they took, whereas only 13% of Hispanic students did so.[\[vii\]](#)

Table 1.3

AP exam	% White enrolled	% Hispanic enrolled
Math	81	9
Science	82	13
Other AP exams	74	20

College-going rates reflect these trends (Table 1.4).[\[viii\]](#)

Table 1.4

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College Enrollment	White	Hispanic	Non-free/reduced lunch	Free/reduced lunch
% Enrolled in a 2-year college	38	45	35	45
% Enrolled in a 4-year college	37	12	39	12

Due to the town’s size, the school will recruit students from across Walla Walla. However, we will focus our efforts where opportunity gaps reflected by race and class are magnified: Edith-Carrie, Washington Park, and Blue Ridge neighborhoods.

Willow focuses on middle school because of the link between middle school success and high school graduation rates. Sixth graders who have academic, attendance, or behavior problems have less than a 20% chance of graduating from high school on time.^[ix] Based on the work of The Health Center in Walla Walla, we know that many of our students will arrive with non-academic issues that will affect attendance and behavior.^[x] Willow School is designed to meet the academic and non-academic needs of our students.

Educational Model and Non-Negotiables

Project-Based Learning

Core Value: Passion

Project-based learning (PBL) is a teaching method that allows students to work for an extended period to investigate a complex problem. Projects are built to ensure mastery of standards and key academic concepts.

Students learn best when they are engaged^[xi] and the curriculum is relevant.^[xii] Willow uses a PBL approach so that students can access core content, build 21st century skills, engage in authentic inquiry, and find relevance in school.

The PBL model is very effective, including among students living in poverty and students of color.^[xiii]^[xiv]^[xv]^[xvi]

Students will also engage in community-based projects based on their interests.

College Preparation

Core Values: Equity and Excellence

Excellence begins with a rigorous, standards-based (CCSS, NGSS,^[xvii] Washington State Standards, 21st Century Skills^[xviii]), culturally responsive curriculum. High expectations combined with a personalized, relationship-based approach results in exceptional achievement.

All students at Willow take courses in humanities (English/social studies), inquiry (math/science), and Spanish. In addition, all students have enrichment opportunities (arts and fitness/health) and

Crew advisors.

Instruction is driven by data. Willow uses multiple assessments; including daily work, teacher-created and aligned interim assessments, portfolios, nationally normed tools (i.e. Measures of Academic Progress assessment), and pre-college assessment tools (i.e. ACT Aspire). Data will be used to ensure that students are reaching the rigorous expectations at each grade level.

Personalization

Core Value: Equity

Willow serves our student population by providing a multi-tiered system of supports (MTSS) and interventions, including a longer school day, [\[xix\]](#) longer school year, [\[xx\]](#) daily learning lab, Crew advisory program, and homework help.

Each student will have a personalized education plan (PEP). Personalized plans increase student engagement, motivation, and learning. [\[xxi\]](#) PEPs ensure students who are below grade level in reading and/or math access interventions such as targeted support, as well as blended, adaptive resources. [\[xxii\]](#)

Willow uses an inclusion model of instruction, to the extent possible and appropriate based on student needs, while maintaining a robust continuum of options for students who require additional support. ELLs receive interventions such as Guided Language Acquisition Design (GLAD) to improve their ability to access core classes at grade level.

Willow will use a restorative discipline (RD) model. RD shifts the focus from punishment and retribution to repairing harm and building character. Schools that use the RD model show improvements in reading achievement, reduction in chronic absences, improved graduation rates, and reduction in racial disparities in the discipline process. [\[xxiii\]](#)

Community and Cultural Responsiveness

Core Value: Community

Community partnership is a priority for Willow (Section 13). Willow has partnered with Commitment to Community (C2C), an organization that works in the neighborhoods where most of our anticipated student population lives. Between January and March 2015, C2C facilitated public, bilingual forums to learn about the wants and needs of parents and students for a new middle school. [\[xxiv\]](#)

These forums yielded nearly 100 ideas from the community, which helped the school focus on specific needs. [\[xxv\]](#) At our final forum we reported back to the community on how we are incorporating the ideas into our school plan. For example, Spanish language instruction is a priority for the community. All students will take Spanish with the goal of preparing students for advanced Spanish classes in high school.

In addition, Willow is forming partnerships with the Walla Walla Public Library, YWCA, YMCA, and others so that students can access a wide array of resources and services in the community.

The school model is culturally responsive. The structure, based on the work of the Equity Alliance, [\[xxvi\]](#) has four parts:

- High expectations.

- Understanding families.
- Curriculum reflects the students.
- Professional development.

Willow staff will receive professional development so that all aspects of the school (curriculum, discipline, and community outreach) are culturally and linguistically responsive.

Enrollment Projection

Willow School will open with 6th and 7th grade classes in 2016 and add 8th grade in 2017 (Table 1.5). Slow growth allows the school to focus on building, practicing, monitoring, and modifying cultural practices.[\[xxvii\]](#)

Table 1.5

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
6	60	65	70	75	75
7	60	60	65	70	75
8	0	60	60	65	70
Total	120	185	195	210	220

Opening with both 6th and 7th grade classes allows for increased financial viability and avoids doubling the size of the school and staff in Year 2.[\[xxviii\]](#)

The teacher-student ratio is 1:17 in Year 1 and 1:20 in Year 5.

Leadership and Governance

Willow has a diverse board of directors (Attachment 2) and an experienced executive director. Executive Director Daniel Calzaretta has had a career dedicated to providing high-quality schools and programs to all students.

Daniel Calzaretta has extensive experience implementing PBL programs. He co-founded and co-directed a PBL model school called the Pacific Crest Community School (PCCS) in Portland, Oregon. The Oregon Small Schools Association recognized PCCS with an award for excellence for the school's outstanding education program. In Walla Walla, Daniel Calzaretta has practiced and refined the PBL model for the past seven years. His students have won numerous awards for their project work, including national medals in the Scholastic Art and Writing Awards.

Daniel Calzaretta is uniquely prepared as both an instructional and organizational leader. In addition to previously directing an independent school, he earned his administrator credential,

served as a principal intern in a district middle school, and currently serves on his building's leadership team. He has led school-wide leadership and staff professional development around creating PBL units specifically designed to improve the academic performance of ELL students. He also served on the AVID (Advancement Via Individual Determination) site team for two years and understands the needs of and challenges faced by the students Willow School will serve.

Attachments

1.1	Attachment 2: Background Check Verification for Each Board Member and School Leader	Daniel Calzaretta, 5/14/15 7:47 PM	PDF / 4.621 MB
1.2	Attachment 1: Pending Authorization and School Opening form	Daniel Calzaretta, 5/13/15 11:31 PM	PDF / 202.668 KB
1.3	Endnotes	Daniel Calzaretta, 5/13/15 6:16 PM	PDF / 76.781 KB

EDUCATIONAL PROGRAM DESIGN AND CAPACITY

2. Program Overview

Project-Based Learning

Project-based learning (PBL) is the umbrella under which all teaching and learning occurs at Willow. At the center of all PBL programs are core skills and college and career readiness standards. These are taught through projects that connect academic disciplines, provide diverse learning experiences, scaffold knowledge and skills to personalize instruction, and use authentic assessment. This approach is supported by hundreds of studies. Findings show that PBL:

- Raised achievement scores, including for low-performing students.
- Increased core content knowledge.
- Improved student engagement.
- Required use of higher-order thinking skills.[\[i\]](#)

Students in high-poverty PBL schools scored higher than their non-PBL peers on advanced placement exams and complex scenario tests.[\[ii\]](#) In addition, over 1,000 schools nationwide practice PBL.[\[iii\]](#) Willow founders researched many of these schools and found that several stood out as models, including the New Los Angeles Charter School (where the executive director conducted a case study). These are among the highest-performing schools in their geographic regions, as measured by the California Department of Education academic performance index.[\[iv\]](#) In addition, the schools serve communities that are highly diverse and affected by poverty, similar to Walla Walla. They also provide high-quality models for design and implementation of a PBL program.

Projects serve as an assessment of mastery of core content standards: Common Core State Standards, Next Generation Science Standards, and Washington State Office of Superintendent of Public Instruction (OSPI) standards. Projects are built around the aforementioned standards, as well as the OSPI 21st century skills standards.[\[v\]](#) Teachers build projects using the Buck Institute for Education project building tools. [\[vi\]](#)

Personalized Learning

Personalization can produce significant student achievement gains. A 2014 study found that students made gains in mathematics and reading that were significantly greater than a comparison group made up of similar students selected from comparable schools. Also, relative growth rates were higher for students with lower starting achievement.[\[vii\]](#) Willow has chosen personalized learning knowing that many of our students will arrive significantly behind in these core subjects.

The school implements personalized learning in three ways:

- Personalized education plans (PEPs).
- Crew advisory program.
- Interventions.

Personalized Education Plans

The purpose of the PEP is to help students plan for their future under the guidance of adults who know and care about them. Students are more likely to excel in school and careers when they learn to make and implement strong plans.^[viii] A personalized approach also improves student achievement, including in schools with a high percentage of students living in poverty.^[ix]

At Willow each student will have a PEP. The student, parent, and the student's Crew advisor will develop this plan during Boost Camp (the week before school starts). The plan will include the following goal-setting areas:

- Academic improvement (from baseline assessments).
- Academic enrichment.
- Personal and social.
- High school, college, and career.

The PEP will be reviewed at each student conference and updated as necessary.

Crew Advisory Program

Effective advisory programs improve student academic achievement, increase attendance, reduce dropout rates, and increase student engagement with school.^[x]

The Crew advisory program is structured so that one adult and a small group of students have the opportunity to interact on a daily basis in order to provide a caring environment for academic guidance and support, recognition, and activities to promote the core values of the school. To do this, each student will be assigned to a Crew during Boost Camp. Students stay with the same Crew until they graduate from Willow.

The advisory curriculum is specific to the needs of students at different grade levels. Therefore, the following guide will be used to create the advisory curriculum:

- *6th grade*: Transition to middle school and identity.
- *7th grade*: Community stewardship and social justice.

- *8th grade*: Transition to high school, college, and career planning.

Interventions

Specific interventions can lead to dramatic improvement in student achievement and success. [\[xi\]](#)
At Willow these interventions take the form of:

- Learning lab (school-wide tutoring block staffed by all teachers, specialists, and aides): All students will have 50 minutes of daily, targeted interventions based on academic need.
- English language learner (ELL) strategies: All staff will be trained in and use Guided Language Acquisition Design (GLAD) strategies to help ELL students successfully access core instruction.
- Blended learning: Adaptive programs such as Khan Academy and ALEKS (math) [\[xii\]](#) and i-Ready (reading) [\[xiii\]](#) will be used to allow students to reach and exceed their grade levels in math and reading.
- Homework help: All students will have 40 minutes daily of teacher-supervised time to get assistance with homework and project work.

Restorative Discipline

Restorative discipline (RD) shifts the discipline paradigm from punishment and retribution to repairing harm and building character, which connects to the school's emphasis on personalization. Students have the obligation to:

- Become aware of the impact of their behavior.
- Understand the obligation to take responsibility for their actions.
- Take steps toward repairing damage and making things right.

RD aligns with the Willow core value of Equity by ensuring that all students are treated fairly, regardless of ethnicity, gender identity, socioeconomic status, or special education status. Behavior supports are culturally competent and family friendly (a key component of effective discipline systems [\[xiv\]](#)).

Willow will use a three-tier RD model:

- **Tier 1:** School-wide preventive practices, including strong relationship-building, having a common set of values that are reflected in the school's culture, and using the Crew advisory program to foster communication between all members of the school community. Attending to school culture, setting positive and clear expectations for behavior, and practicing procedures and routines will prevent most discipline problems.
- **Tier 2:** Deals with disruptions and emerging conflicts that do not require intensive intervention, yet without response, could develop into Tier 3 crises. Behavior issues provide students with teachable moments. This approach will make it possible for a student to take responsibility. Asking restorative questions (for example: *Can you explain what happened? Who do you think was affected? What was the harm? What needs to happen to make things*

right?) provides students with an opportunity to understand the harm and facilitates reflection and self-discipline.

- **Tier 3:** Behavior is so severe that the entire school community is affected. The focus at this level is threefold: repairing the damage done to the community, rebuilding relationships, and reintegrating a student back into the community. Other programs and processes bring together people involved in a student’s life—school personnel, the student, and family—to review strengths and problem areas, plan strategies, and organize resources to address academic and behavioral problems and concerns.

One measure of the effectiveness of the RD program is to have fewer out-of-school suspensions and expulsions than the average in Walla Walla Public School District middle schools.

Attachments

2.1 [Endnotes](#)

Daniel Calzaretta, 5/13/15 6:18 PM

PDF / 71.791 KB

3. Curriculum and Instructional Design

Learning Environment

Willow’s classroom-based program is aligned to the school’s mission and vision: to prepare students to excel in high school, college, and career; and reflects Willow’s core values of Equity, Excellence, Passion, and Community (Table 3.1). The teacher-student ratio is 1:20.

Table 3.1

Essential design element	Core value	Rationale
Project-based learning (PBL)	Passion	Umbrella under which all teaching and learning occurs
		Superior pedagogy for long-term retention, skill development, teacher/student satisfaction [i]
Block class structure	Excellence	Students assessed on standards in a “real-world” way
		More time for lessons and activities
		Longer blocks of time for projects

		More time for “push-in” interventions
Interdisciplinary core classes (Humanities; Inquiry)	Excellence, Community	<p>Increased problem-solving skills</p> <p>Increased understanding, retention, general concept application</p> <p>Promotion of cooperative learning and increased self-esteem</p> <p>Increased motivation</p>
Low teacher-to-student ratio	Equity	<p>Improved achievement, attendance, school culture [ii]</p> <p>Teachers form relationships with students and families, leading to greater achievement [iii]</p>
Personalized education plans (PEPs)	Equity	<p>Improves motivation, engagement, achievement [iv]</p> <p>Supports inclusion and interventions</p>
Crew advisory program	Community	<p>Each student part of a small advisory cohort</p> <p>Increases students’ sense of community and improves achievement [v]</p>
Learning lab	Excellence, Equity	<p>Quickly brings students to grade level</p> <p>Personalization and differentiation</p> <p>School-wide block staffed by all teachers and instructional aides</p>
Homework/project lab	Excellence, Equity	<p>Helps students with daily practice and organizational skills</p> <p>Provides project time outside of block structure</p>

Culturally responsive teaching “acknowledges, responds to, and celebrates fundamental cultures [and] offers full, equitable access to education for students from all cultures.” [\[vi\]](#) Willow will develop a strong, culturally responsive teaching and learning program (Table 3.2). [\[vii\]](#)

Table 3.2

Culturally responsive feature	Rationale	Examples
High expectations	All students know they need to perform and achieve at a high level	Teachers emphasize high expectations and offer support to overcome challenges
Understand families	Understanding family cultures leads to a more inclusive environment where students and families feel valued	Home visits to all families at least once per year and small group instruction to help ELLs develop academic language skills
Curriculum reflects students	When students see themselves reflected in the curriculum in authentic ways, they are more likely to understand the material	Works of Hispanic authors, coming-of-age stories with main characters in middle school, and Spanish taught to all students
Professional development	When teachers learn about the lives and experiences of other groups, they begin to see the differences between their own values and those of others	Guest speakers, book studies, workshops, and conferences

Childhood trauma impacts nearly all youth (up to 85% in some studies [\[viii\]](#)), regardless of class, ethnicity, and family status. [\[ix\]](#)

Willow incorporates trauma-informed teaching and learning into the learning environment by:

- Differentiating instruction in all classes to allow trauma-impacted students to achieve skills consistent with their peers.
- Using interventions to address skill deficiencies.
- Using a variety of teaching methods.
- Giving frequent and varied opportunities to demonstrate mastery.

Overview of Planned Curriculum and Standards Alignment

Curriculum choices emphasize learning standards. Each curriculum horizontally aligns with core subjects at grade level and vertically aligns for consistency between grade levels (Attachment 3).

For core subject areas English/language arts and math, Willow will use the Common Core State Standards (CCSS). These standards prepare students for the Smarter Balanced Assessment Consortium required state testing. For science, the school uses the Next Generation Science Standards (NGSS). These standards prepare students for the required state Measurement of Student Progress (MSP) exam. This is important because the majority of our students will come to us from Walla Walla Public Schools and will move into Walla Walla High School after Willow.

The curricular choices (Table 3.3) are directly related to the needs of our anticipated student population. Each choice is based on a rigorous set of standards that place an emphasis not only on content, but also building skills in:

- Critical thinking and use of evidence to defend an argument.
- Deeper conceptual understanding, particularly in math.
- Writing to explicit standards and to communicate reasoning.
- Applying learning to real-world situations.
- Informational texts build content knowledge and literacy.

Table 3.3

Curricular area	Standards used	Curriculum choice	Rationale
English/ language arts	Common Core State Standards (CCSS)	<i>Engage NY</i> (or similar)	Horizontally and vertically aligned with CCSS, with opportunities for PBL Successful with anticipated student population
Social studies	Washington State Office of Superintendent of Public Instruction (OSPI) social studies standards	<i>TCI History Alive!</i> (or similar)	Aligned with CCSS for reading Reflects Washington state standards Online blended features Emphasizes PBL Aligned horizontally and vertically

Math	CCSS	<i>Engage NY</i> (or similar)	Horizontally and vertically aligned with CCSS with opportunities for PBL Prepares students to take algebra in 8th grade Successful with anticipated student population
Science	Next Generation Science Standards (NGSS) and OSPI science standards	<i>It's About Time</i> (or similar)	Aligned horizontally and vertically with NGSS Sponsored by the National Science Foundation Emphasizes PBL Online blended opportunities
Spanish	OSPI world languages standards	<i>Realidades</i> (or similar)	Tied to CCSS for literacy Aligned with American Council on the Teaching of Foreign Languages standards Used by Walla Walla High School (seamless transition)
Arts	OSPI arts standards	Curriculum will be developed post-authorization	
Health and fitness	OSPI health and fitness standards	Curriculum will be developed post-authorization <i>Get Real</i> sex education curriculum (or similar)	<i>Get Real</i> delivers accurate, age-appropriate information Emphasizes healthy relationship skills and family involvement

Curriculum Interventions

For students to successfully access the core curriculum, they must be proficient in reading, English (for ELLs), and math. Short of this, students will struggle in all other content areas. The school has chosen research-based interventions including i-Ready,^[xi] Wilson Reading,^[xi] Middlebury Interactive,^[xii] and Assessment and Learning in Knowledge Spaces (ALEKS)^[xiii] for Tier 2 and 3 students according to the multi-tiered system of supports (Table 3.4).

Table 3.4

Curricular area	Intervention	Rationale
Reading	i-Ready	<p>Successful with ELLs</p> <p>Adaptive</p> <p>Rapidly raises student achievement</p> <p>Personalized</p> <p>Aligned with CCSS</p>
Reading (for students in the lowest 30th percentile in reading and who have not mastered basic decoding skills)	Wilson Reading System	<p>Successful with ELLs</p> <p>Highly structured</p> <p>Instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension</p>
English instruction for ELLs	Middlebury Interactive Language	<p>Adaptive</p> <p>Online and classroom activities</p> <p>Focus on academic English</p> <p>Aligned with CCSS</p> <p>Aligned with ELPA21 (English Language Proficiency Assessments for the 21st Century)</p>
	Assessment and	<p>Successful with ELLs</p> <p>Adaptive</p>

Math	Learning in Knowledge Spaces (ALEKS)	Currently used in Walla Walla Public Schools Supports concurrent acquisition of English and mathematics language
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21st Century Skill Integration

The Partnership for 21st Century Skills (P21) identified the following critical college and career ready skills: work ethic, communication, collaboration, creativity, and critical thinking (the 4 Cs). They found that students in the United States were woefully underprepared in all of these areas. [\[xiv\]](#) To ensure our students are prepared for college and career, we are incorporating 21st century skills in our model, specifically prioritizing the 4 Cs.

The Washington State Office of Superintendent of Public Instruction (OSPI) adopted a comprehensive set of standards based on the work of P21. Willow teachers use the templates and resources available from OSPI when creating projects.

Willow integrates these standards into its interdisciplinary classes using project-based learning (PBL). All projects meet the required academic standards (CCSS, NGSS, etc.) and 21st century skills.

In addition, teachers will use the project-planning tool from the Buck Institute for Education, a national leader in PBL. This tool helps teachers align all aspects of a project with CCSS and other standards used by the school.

Course Outcomes

The outcome of each core curricular area is to prepare students for college preparatory classes in the district high school, and to be college and career ready through acquisition of 21st century skills (Table 3.6).

Table 3.6

Core curricular area	High school course preparation	21st century skills emphasized

English/language arts	Honors English, college preparatory American literature	Communication, critical thinking, and creativity
Math	Honors Algebra 2, honors geometry	Critical thinking
Science	Honors freshman science, college preparatory biology	Critical thinking, collaboration, and creativity
Spanish	Spanish 1–2, honors Spanish 3, AP Spanish 4	Communication

Course Overview

Humanities Block

The humanities program encourages students to have a critical but open-minded view of the world, provides the necessary supports for students to become strong readers and writers, and creates opportunities for students to complete relevant projects.

6th grade humanities:

- Social studies: Study ancient civilizations by studying the people and events of Western and non-Western civilizations.
- English/language arts: Build skills in the fields of literary response and analysis, reading comprehension, and vocabulary development.

7th grade humanities:

- Social studies: Study the history and geography of great civilizations throughout the world during medieval and early modern times.
- English/language arts: Analyze novels, short stories, poetry, and primary source documents as well as read works that reflect their cultural identity.

8th grade humanities:

- Social studies: Study U.S. and Washington state history with an emphasis on social justice and equity.
- English/language arts: Study argumentative, informational, and narrative writing; and engage in simulations such as mock trials and debates.

Math and Science Block (Inquiry)

Math and science instruction are combined in a block called “inquiry.” The math ensures students complete algebra by the end of 8th grade (the school will use *Engage NY* or similar, as it is aligned to CCSS and Washington state standards), putting students on course to take AP calculus in high school. The science program prepares students for the 8th grade MSP science exam, and advanced and AP courses in high school. The state is transitioning to NGSS; however, the MSP exam still reflects the old state learning standards. Willow science teachers will use NGSS while ensuring that the content includes the necessary components for students to meet proficiency on the science MSP exam.

6th grade inquiry:

- **Math:** Use concepts of ratio and rate to solve problems; divide fractions; write, interpret, and use expressions and equations; and develop understanding of statistical thinking.
- **Science:** Study molecules to organisms (structures and processes); heredity and genetics; Earth’s systems; Earth and human activity; energy; engineering; and design.

7th grade inquiry:

- **Math:** Study proportional relationships; rational numbers and linear equations; area, surface area, and volume; and draw inferences about populations based on samples.
- **Science:** Study advanced molecules to organisms (structures and processes); ecosystems; Earth’s systems (advanced); and matter and its interactions.

8th grade inquiry:

- **Math:** Solve linear equations; use functions to describe quantitative relationships; analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence; and understand and apply the Pythagorean Theorem.
- **Science:** Study biological evolution; Earth’s place in the universe; forces and interactions; and technologies for information transfer.

Spanish Language

All students will take Spanish. The school will use the OSPI world languages standards and design the Spanish program so that students can take advanced Spanish in their freshman year and AP Spanish as sophomores.

Crew

Providing a safe, structured, and relationship-driven advisory program will reap benefits, including improved academics and health.[\[xv\]](#) Each student at Willow will be assigned to a Crew that promotes long-lasting relationships and tailored support. Students remain in the same Crew (with the same advisor) during their time at Willow. Every staff member, including administrators, will lead a Crew of about 15 students.

The curriculum for Crew will be developed post-authorization (see Attachment 4). The core concepts are:

- 6th grade: Transition to middle school and identity.
- 7th grade: Community stewardship and social justice.
- 8th grade: Transition to high school, college, and career planning.

Art Enrichment

Research shows the benefits of arts instruction, including increased academic performance, especially for at-risk students.[\[xvi\]](#)

The arts enrichment program at Willow School includes the following areas:

- Visual arts
- Performing arts
- Digital arts (film, computer, audio)

The school will work with local artists and digital specialists to provide a rotating series of enrichment opportunities for students. The school will use the media lab at Walla Walla Public Library (Attachment 10). The arts enrichment program will be designed post-authorization (Attachment 4).

Fitness Enrichment

Enrichment includes a fitness program consisting of three components: exercise, sports, and healthy living. The fitness enrichment program will be designed post-authorization (Attachment 4).

Instructional Methods

The instructional methods used by Willow teachers are research-based and have proven effective in schools with similar student populations.[\[xvii\]](#) PBL is the overarching instructional method, teaching 21st Century Skills and aligning with the school's core values.

Project-Based Learning

Willow School will use the *Understanding by Design* (UBD) framework to create its projects.[\[xviii\]](#) UBD is a “backwards design” method that starts with the end in mind: what students need to know (based on standards[\[xix\]](#)), how students will be assessed, and what constitutes appropriate evidence to show understanding.

This approach is crucial to PBL—units of instruction are designed around projects, and projects are designed around standards, rather than as “add-ons” at the end of a unit. UBD emphasizes interactive teaching and learning over the “drill and kill” method that is often used in schools that serve low-achieving and economically disadvantaged students (a large percentage of our anticipated student population). Students who were required to use higher-order thinking skills required by the UBD method scored higher on standardized assessments compared with their peers in traditional classrooms. The conclusion of the researchers: “to elevate mastery of basic skills, interactive instruction should be increased.”[\[xx\]](#)

Cooperative Learning

Working in teams is crucial to the success of PBL and must be explicitly taught and practiced. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Cooperative learning methods substantially improve student achievement in most subjects and grade levels.[\[xxi\]](#)

Cooperative learning encourages positive interdependence, face-to-face interaction (to promote each other’s success), individual and group accountability, interpersonal and small group skills, and group processing.

Socratic Method

In the Socratic method, teachers ask probing questions that require students to formulate complex answers.[\[xxii\]](#) Willow teachers will use Socratic seminar, emphasizing close reading, note-taking, speaking, and listening skills, especially important in English/language arts and science.

Students will learn successful techniques to participate in Socratic seminar, improving their reading, listening, and speaking skills. This method is ideal for differentiation,[\[xxiii\]](#) which helps improve the skill levels of our anticipated student population.

Blended Learning

“Blended” means combining classroom with computer-based learning. Researchers predict that blended learning will become the “new normal” within a few years.[\[xxiv\]](#) The executive director researched several high-performing schools that incorporate blended learning, including Alpha Public Schools in California.[\[xxv\]](#)

Willow School will focus blended learning in math and English/language arts. The school will use

high-quality, adaptive resources such as ALEKS and i-Ready to address gaps in foundational skills. Both programs have shown success with our anticipated student population. [xxvi]:[xxvii]

Blended learning is part of the school’s core value of Equity. Students who have little or no access to technology are at a significant disadvantage. All Willow students will have access to and instruction in 21st century tools.

Integrated Learning/Block Scheduling

- **Supports PBL:** Students have more uninterrupted time that allows for in-depth study and work on projects.
- **Fosters connections:** Teachers can emphasize connections between subjects. NGSS performance tasks also integrate math skills based on CCSS math standards. [xxviii] The rationale for humanities block ties directly to CCSS. [xxix]
- **Improves achievement:** An integrated approach gets students more involved in school, enhances motivation, improves problem-solving skills, increases content knowledge, and promotes deeper understanding of connections across disciplines. [xxx] In addition, math and science performance improves by combining these courses. [xxxi]

Intervention is key to Willow’s model. See Section 9. Methods and curriculum summarized below (Table 3.7).

Table 3.7

Tier	Intervention	Personnel responsible for intervention	Parent communication
Tier 1 At and above (80%)	Reading: Literature circles, self-choice books, and i-Ready adaptive program Math: ALEKS and Khan Academy Classroom differentiation	Core classroom teacher Instructional aide	Online grades Conferences Quarterly grade reports

<p>Tier 2 Below (15%)</p>	<p>Tier 1 plus: ELL: Middlebury Interactive Language program Classroom support of learning lab interventions Small group instruction based on specific standards and skills</p>	<p>Core classroom teacher Instructional aide Spanish teacher or literacy coach Social worker</p>	<p>Online grades Conferences Quarterly grade reports Progress reports every two weeks</p>
<p>Tier 3 Significantly below (5%)</p>	<p>Tiers 1 and 2 plus: One-on-one instruction based on specific standards and skills Further diagnostics to determine other barriers to learning</p>	<p>Core classroom teacher Instructional aide Spanish teacher or literacy coach Special education teacher Social worker</p>	<p>Online grades Conferences Quarterly grade reports Progress reports mailed/emailed every week</p>

Attachments

3.1 Attachment 3: Course Scope and Sequence	Daniel Calzaretta, 5/14/15 7:49 PM	PDF / 398.123 KB
3.2 Attachment 4: Curriculum Development Plan	Daniel Calzaretta, 5/13/15 11:34 PM	PDF / 193.936 KB
3.3 Endnotes	Daniel Calzaretta, 5/13/15 6:20 PM	PDF / 94.611 KB

4. Student Performance Standards

Willow uses the Common Core State Standards (CCSS) for English/language arts and math; the Next Generation Science Standards (NGSS); and Washington State Office of Superintendent Public Instruction (OSPI) standards for Spanish, the arts, health and fitness, and 21st century skills.

Assessment Plan

Willow uses assessments to gauge student progress and inform instructional practices. The data collected helps students, parents, and teachers collaborate on a personalized education plan (PEP) for each student. Parents can also monitor student progress online (using system such as PowerSchool or Illuminate).

The executive director will train staff to design effective internal assessments, and data analysis. Professional development will continue throughout the year on using data to inform instruction and improve student performance. The data cycle will follow that advocated in *Leverage Leadership*.[\[i\]](#)

Baseline Assessments

Each year students take a reading diagnostic (Northwest Evaluation Association Measures of Academic Progress [NWEA MAP] or similar) to gauge Lexile[\[ii\]](#) levels and an adaptive reading comprehension and math diagnostic (Assessment and Learning in Knowledge Spaces [ALEKS] or similar) during summer Boost Camp. Any students who qualify for the Washington English Language Proficiency Assessment (WELPA) will take a placement exam within 10 days of enrolling at Willow and an annual exam in the winter to monitor their progress.

Formative Assessments

Willow teachers constantly assess student learning using techniques such as checks for understanding, exit tickets, and quizzes. This data helps inform intervention plans for use in learning lab and homework lab. Willow also administers internal interim assessments three times per year (as well as the summative end-of-year assessments). Interim assessments are aligned to course standards and are created using resources such as the Smarter Balanced Assessment Consortium (SBAC) online library and Illuminate's assessment system.

Immediately following interim assessments there is a "data day" (students do not attend school), so that the staff can analyze the results. This data is used to inform teaching and monitor each student's progress. The staff also uses data days to create learning lab tutoring cohorts based on assessment data. These tutoring cohorts remain in place until the next quarterly interim assessment. On the following data day, the staff decides whether the interventions are working or if a student needs to be placed in a different intervention cohort.

Summative Assessments

These include internal final summative assessments, NWEA MAP tests, and internal quarterly project evaluations (using OSPI 21st century skills standards). These assessments are used as both growth and summative measures.

State Assessments

These include the SBAC and the 8th grade science Measurement of Student Progress (MSP). In addition to providing data on student achievement, these results are also used to evaluate the effectiveness of the educational program (annually) and adjust the curricular scope and sequence.

The assessment cycle (Table 4.1) is aligned to the school calendar (Attachment 5).

Table 4.1

Date	Assessment	Purpose
August	Reading/math/Spanish language; (WELPA) diagnostic; MAP (or other nationally normed test)	Diagnose student needs and placement; create baseline to measure student growth
October	Interim Assessment 1 (math, reading, Spanish)	Measure student progress; identify gaps; adjust instruction
October	Project Evaluation 1 (OSPI 21st century skills)	Measure progress on 21st century skills (tied to Project Exhibition)
January	Interim Assessment 2 (math, reading, Spanish)	Measure student progress; identify gaps; adjust instruction
January	Project Evaluation 2 (OSPI 21st century skills)	Measure progress on 21st century skills (tied to Project Exhibition)
March	Interim Assessment 3 (math, reading, Spanish)	Measure student progress; identify gaps; adjust instruction
April	Project Evaluation 3 (OSPI 21st century skills)	Measure progress on 21st century skills (tied to Project Exhibition)
May	Smarter Balanced Assessment, final internal assessment (math,	State assessment Measure student progress; identify gaps; distribute final

	reading, Spanish)	report card data
June	MAP (or other nationally-normed test)	Measure student growth in reading and math
June	Project Evaluation 4 (OSPI 21st century skills)	Measure progress on 21st century skills (tied to Project Exhibition)
June	Culminating Project Presentation	All 8th graders develop a project and present to a panel of community members and experts

Promoting Students

Grades should be a reflection of what a student understands based on clearly communicated standards. Willow, therefore, uses a standards-based grading system. Grades should be accurate, consistent, and meaningful, and support learning.^[iii] In a standards-based grading system, students are evaluated on what they know and can show based on where they should be for their grade level.

Standards-based grades will not be new for most of our students and parents since Walla Walla School District use standards-based reporting at all elementary schools.

At Willow, students will not receive traditional letter grades. Based on the work by the National Assessment of Educational Progress,^[iv] the school uses the designators outlined in Table 4.2.

Table 4.2

Indicator	Description
Advanced	Superior performance.
Proficient	Solid academic performance for each grade assessed: Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge, application of

	such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Below basic	No mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

In order to move from one grade level to the next, Willow students will need to earn a mark of “proficient” or higher in reading, math, science, Spanish, and enrichment classes.

Teachers will determine proficiency based on common assessments. Teachers will create and grade these assessments as a team to ensure consistent scoring. These assessments are based on CCSS, NGSS, and OSPI standards.

To graduate from 8th grade, students must also meet individually determined grade level or growth measures on the SBAC assessment, MAP (or other nationally normed assessment), or ACT Aspire (or similar pre-college assessment tool). These individualized goals are determined at the end of their 7th grade year with their Crew advisor, become part of their PEP, and are stored in the student information system. An alternative form of assessment will be available for students who do not meet these requirements (such as a portfolio process, which is separate from the 8th grade portfolio defense). In addition, each 8th grader must successfully complete a portfolio defense, which demonstrates readiness for a high school (Attachment 5).

Schools do a disservice to students to pass them on to the next grade without the skills necessary to excel. At the same time, retention has little positive long-term effect on student achievement. [\[v\]](#) Many schools struggle with this issue. At Willow the answer is in our intervention system.

Willow uses a multi-tiered system of supports strategy. [\[vi\]](#) The goal is to catch struggling students early and support them with personalized interventions. Progress is closely monitored to determine if the interventions are successful and what adaptations need to be made. Willow divides interventions into three areas:

- **School:** The use of assessment data, student support teams, extended school year, learning lab, homework lab, and summer academy.
- **Classroom:** Culturally responsive curriculum, systematic assessment strategies, differentiated instruction, and assistance from specialists.
- **Home and community:** Frequent communication with families, materials and education for parents on how to support a struggling child, parent involvement in the school, and outside

tutoring opportunities.[\[vii\]](#)

At any time a student’s promotion is in doubt based on quarterly interim assessments, the school (through the dean of students) will issue a “promotion in doubt” letter to the student and parents. A required meeting will be held with the student, parents, executive director, dean of students, the Crew advisor, and other school staff as necessary. At that meeting a plan will be created to address the issues raised in the letter.

Formal reporting on student progress happens quarterly at student conferences. In addition, teachers will contact parents when students are struggling to reach proficiency. Teachers will also contact parents with positive academic news. Parents will be able to monitor student progress via the online student information system.

Attachments

4.1	Attachment 5: Exit Standards for Graduation	Daniel Calzaretta, 5/13/15 11:35 PM	PDF / 209.626 KB
4.2	Endnotes	Daniel Calzaretta, 5/13/15 6:21 PM	PDF / 57.82 KB

5. High School Graduation Requirements (High Schools Only)

Willow School is not proposing a high school at this time.

Attachments

--- No Attachments ---

6. School Calendar and Schedule

Overview

Willow School has 190 school days each year for a total of 1,223 instructional hours. In comparison, Walla Walla Public Schools (WWPS) have 180 school days for a total of 1,091 instructional hours. Willow students will have the equivalent of 21 more school days each year. This provides an opportunity to address the needs of our projected student population, many of whom will arrive below grade level in core subject areas.

Highlights of the school year calendar include:

- Dedicated time for the administrative team and staff to make home visits and get to know students and families before school starts.
- Student orientation and baseline testing to build school culture and understand the needs of each student before school starts.
- “Data days” for interim assessment analysis. These days are scheduled after interim assessments so staff can analyze data and adjust instruction as necessary.
- Student-led conferences to discuss each student’s progress on their personalized education plan.
- Project exhibition evenings to celebrate student work with families and the community at the end of each quarter.

Daily Instruction

The school day runs from 8:30 a.m. to 4:00 p.m. on Monday, Tuesday, Thursday, and Friday. On Wednesdays students are released early at 2:00 p.m. to enable staff to engage in professional development. Willow uses the same early-release day as WWPS so that parents can more easily coordinate schedules. It also allows an opportunity for staff to collaborate on professional development with WWPS.

The daily schedule (Table 6.1) has been built to optimize student learning through:

- Later start time, which research shows can be beneficial to student learning.[\[i\]](#)
- Block schedules for teachers to delve into a subject and for students to get more intensive help when necessary.[\[ii\]](#)
- Relationship-driven Crew advisory program.
- Spanish/English language learner support for second-language acquisition and additional transitional bilingual support.
- Learning lab for Tier 1 academic interventions.
- Homework and project lab time for students to manage their own time and get support as necessary on their own projects.

Table 6.1

Subject area (grades 6–8)	Number of minutes (in full day)
Humanities block (English/social studies)	100
Inquiry block (math/science)	100
Spanish	50

Enrichment (the arts; health and fitness)	50
Learning lab (intervention)	50
Crew advisory program	30
Homework and project lab	40
TOTAL MINUTES:	420

Attachments

6.1	Endnotes	Daniel Calzaretta, 5/14/15 3:47 AM	PDF / 39.155 KB
6.2	Attachment 6: School Calendar and Schedule	Daniel Calzaretta, 5/14/15 3:42 AM	PDF / 269.731 KB

7. School Culture

Overview and Rationale

A strong school culture that promotes learning, acceptance, excellence, and passion is the vehicle to prepare all students to excel in high school, college, career, and community. [\[i\]](#)

Additionally, strong schools embrace and celebrate diversity through inclusion and culturally and linguistically responsive practices, which are particularly effective among Hispanic students. [\[ii\]](#) Willow has aligned and embedded its values with the school's culture (Table 7.1).

Table 7.1

School value	Link to school culture	Examples of enactment	Teacher actions	Student outcomes
	Cultural/linguistic responsiveness	Materials translated to home languages	Students encouraged to speak native	Students engage in curriculum that is

Equity	Inclusion of all students	Special needs students provided appropriate accommodations to foster full inclusion	language Curriculum represents diverse cultures (Section 3)	culturally and linguistically responsive Students help each other by using native language
Excellence	High expectations for all students	Standards based Students strive to reach high levels of achievement	Teachers use clearly defined standards/rubrics Teachers give students choice in projects	Students take responsibility for their own learning
Passion	Students find joy in learning	Students are happy to be at school Students strive to overcome challenges, as shown through participation in learning lab and enrichment activities	Teachers show passion for their work and are happy and joyful Teachers volunteer to be club advisors	Students show joy and passion through daily interactions and student surveys Students create clubs
Community	Students care for and support each other Students contribute to the community outside of the school	Students are kind to each other Students honor and value the different talents, interests, abilities, languages, and backgrounds of others	Teachers assist students in finding volunteer opportunities Teachers instruct students on how to collaborate on projects and assignments	Students complete 10 hours of community service yearly Students help each other on projects and assignments

Staff Implementation

A robust staff culture starts with a strong, clear, and tangible vision and a solid staffing plan (Section 23). Our hiring process reflects our commitment to creating a staff that embodies Willow's mission, vision, and values.

Another key component of staff culture is the staff's Boost Camp, which has three main goals: team, instructional skill, and procedures/routines building (Section 24).

Staff will lead students throughout the year in maintaining school culture with school-wide meetings and Crew activities such as core values discussions

Student Implementation

Family Connection

Building family connections has already begun. Before each of our community meetings, we canvassed our target neighborhoods and spoke with residents, inviting them to attend and give their input. These conversations have helped us calibrate the school design to the needs of the community. We will continue to foster these community connections throughout the year and cultivate families during recruitment.

Crew will also help build bridges with families who have felt disenfranchised from school. Crew advisors will make frequent contact with parents and be an advocate for all of their advisees. Special education students are also members of a Crew and are not segregated. Crew is a way to build a strong culture of acceptance at Willow.

The next step in building a positive student culture starts immediately upon enrollment. Families receive a letter from the executive director, as well as some school swag, such as a school sticker for their car, a water bottle with the school logo, or a T-shirt.

Upon enrollment students are assigned to a Crew based on grade level. Crew leaders are full-time teachers, full-time paraprofessionals, the executive director, and the dean of students. During staff Boost Camp, each Crew leader will visit with the families of their "Crewbies" in their homes. The school will prioritize visits during Boost Camp to our most academically at-risk students. All families will receive a home visit within the first two months of school. Parents are given contact information for the Crew leader so they have a direct connection at Willow when they have a question about their child.

Building family connections continues throughout the year. To help provide families with the tools they need to support their children to excel in school, and to bolster the partnership between school and home, Willow offers a series of coffee meetings and family education evenings monthly. Topics might include bullying, promoting literacy at home, and college planning.

In addition to holding high expectations for our students, Willow also asks that parents commit to the education of their child through:

- Attendance at four student conferences; two project evenings; two parent workshops.
- Timely responses to teacher contacts.
- Supporting the rules and regulations set forth in our family handbook.

Student Connection

Student connections are built long before the first day of school. Upon enrollment, students are welcomed into the Willow family. They, too, receive a letter from the executive director, as well as a Willow T-shirt.

The student connection is further built by offering several opportunities for social development before the school year starts where students can come together for fun events that focus on building the school's core values of Equity, Excellence, Passion, and Community. These events might include an outdoor game and family cookout night, a group outing to see our local independent baseball team, a community service day, and the like.

The week before the start of the school year is reserved for student orientation. These half-days are dedicated to building school culture, routines, and learning how to be a Willow student. They are also fun, as the advisory Crews compete in events that are designed to build teamwork and respect for others.

Crew Advisory Program – Social Development

The building and maintenance of school culture continues during the school year through the Crew advisory program. Each day begins with Crew.

Crew incorporates many aspects of the successful program from the New Los Angeles Charter School [\[iii\]](#) (where the Willow executive director conducted a case study). Crew has a different focus at each grade level (Attachment 3):

- 6th: Transition to middle school
- 7th: Program leadership
- 8th: Transition to high school and beyond

The Crew advisor facilitates activities during class time and acts as the primary advocate for the students in their Crew. In addition, Crew advisors:

- Review the advisory curriculum with their grade-level team during the two-week staff Boost Camp.

- Communicate regularly with student families.
- Build positive relationships with students.
- Report on student progress during reporting deadlines.
- Eighth grade advisors coach advisees during the portfolio defense process.

Plan for Mid-Year Arrivals

It is important that students and families who enter mid-year have a clear understanding of the school culture as quickly as possible. Willow does this by:

- Providing tours to students and families.
- Administering core content diagnostics.
- Assigning a Crew.
- Requiring new students to shadow a current student (who is trained by the Willow staff to be a school ambassador) for a day.
- Arranging a home visit within a week of enrolling.

The Crew advisor will also contact the student's family after the first week to see if the parents have any questions or concerns, or need any additional information.

Serving Special Populations

Willow identifies students that require additional support through an in-depth analysis of prior student performance, student IEPs (individualized educational programs), Washington English Language Proficiency Assessment testing results, and academic diagnostic testing during the student enrollment and Boost Camp period. However, Willow maintains a comprehensive inclusion model that is culturally responsive in order to serve all students. Interventions are based on data, with no judgment or exclusion.

Students With Disabilities

According to the school-wide integrated framework for transformation (SWIFT) Center, *all* students benefit from a strong school culture based on inclusion. Our approach to students with disabilities is based on research that academic achievement increases for all students when students with disabilities are served in the general education environment. In particular, time spent engaged in the general education curriculum is strongly and positively correlated with math and reading achievement for students with disabilities. [\[iv\]](#)

English Language Learners

ELLs also benefit from our culturally and linguistically responsive approach. A recent report commissioned by the Southern Poverty Law Center stated that “an effective multicultural curriculum not only provides students opportunities to learn about different cultures but uses learning resources that are ‘culturally familiar’ to diverse students.”[\[v\]](#)

The school will also foster cultural competence by using methods adopted by other high-performing schools, including:

- Crew advisory designed to help students get along.
- Encouraging native language oral and written communication.
- Student clubs that help large groups of students retain cultural identity.
- Parents acting as liaisons between the community and the school to work with families not otherwise traditionally involved with the school.
- Home visits by parent liaisons.
- A parent committee that organizes evenings for parents to come to school in smaller groups and learn about the college admissions process, SAT preparatory classes, and scholarship and grant opportunities.
- Letters sent home and phone contact with parents from culturally and linguistically diverse backgrounds to ensure a good turnout at parent meetings. [\[vi\]](#)

At-Risk Students

Students at risk of academic failure benefit from the relationship-building aspect of our Crew program. One study of academically at-risk middle school students in a program similar to the Willow Crew advisory program found that grade point averages and attendance rates increased significantly, and discipline referrals were greatly reduced.[\[vii\]](#)

Tables 7.2 and 7.3 outline a day in the life of a Willow student and teacher.

Table 7.2—Day in the Life of Student Sonia

Time	Activity
7:45 a.m.	Arrive at school, greeted by ED.
8:00	Breakfast with Crewbies.
8:30	Crew: Answers identity question: “If you could take only one thing with you to a deserted

	island, what would it be and why?"
9:00	Humanities: Works with team on documentary about local blind piano teacher. Prepares pitch for class presentation.
10:40	Learning lab: Meets in small group with instructional aide for math intervention. Works on adaptive math program.
11:30	Lunch on the patio. Participates in cleanup crew.
Noon	Enrichment: Local professional artist teaches watercolor painting.
12:50 p.m.	Spanish: Team works on "Mi pueblo Walla Walla" podcast to publish on iTunes.
1:40	Inquiry block (math/science): Explores driving question "Should we ban certain types of electrical generation?" Discusses field trip to community college, wind farm, and Snake River dam.
3:20	Homework help/Project time: Completes math homework with teacher assistance. Organizes binder.
4:00	Walks to YMCA with other Willow students for after-school program.

Table 7.3—Day in the Life of Teacher Robert Dillon

Time	Activity
7:00 a.m.	<p>Prepares for a restorative discipline (RD) meeting with two Crewbies, parents, and ED.</p> <p>Prepares for “pitch day” in humanities.</p> <p>Reviews notes from other teachers on learning lab students.</p>
7:45	<p>RD meeting:</p> <p>Summarizes events leading to meeting (shoving match). Each boy is asked: What happened? What harm resulted? What needs to be done to make things right? The boys understand that some students are afraid to be around them in the lunchroom. They decide to make a public apology during lunch and to work together for a week to help clean up after lunch. Robert agrees to monitor them for the week during lunch.</p>
8:30	<p>Crew:</p> <p>Greets students at door.</p> <p>Advisory question: “If you could take one thing with you to a deserted island, what would it be?” The theme is “identity.”</p>
9:00	<p>Humanities:</p> <p>Students make documentary pitches.</p> <p>Students give feedback on all pitches.</p> <p>In final 10 minutes, students complete “exit ticket”.</p> <p>Teacher monitors responses on Google Docs, makes note to work with struggling students.</p>
10:40	<p>Learning lab:</p> <p>Works with students who are below the standard level in argument writing.</p> <p>Provides time to practice finding claims in nonfiction text.</p> <p>Whitman College tutor works with students on math intervention.</p>

11:30	<p>Lunch:</p> <p>Checks in with boys from RD meeting.</p> <p>Boys issue apologies.</p>
Noon	<p>Planning:</p> <p>Works with Spanish teacher, helps group of ELL students make a Spanish documentary on local migrant farm workers.</p>
12:50 p.m.	<p>Enrichment:</p> <p>Helps students with website design for digital portfolios.</p>
1:40	<p>Humanities:</p> <p>Reteaches short documentary pitch.</p> <p>Works with students to complete pitches.</p>
3:20	<p>Homework help/Project time:</p> <p>Ends the day with students in homework/project lab.</p>
4:00	<p>Meets with staff and ED.</p> <p>Receives instruction on analyzing interim assessment data and implements changes.</p>

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Attachments

7.1	Endnotes	Daniel Calzaretta, 5/13/15 6:28 PM	PDF / 60.608 KB
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8. Supplemental Programming

Boost Camp

The first week of school is called Boost Camp. The goal is to build culture, learn routines, administer academic diagnostics, and meet Crew advisors.

Summer Academy (Starts Summer 2017)

The school provides 80 hours of instruction during a four-week summer program for incoming students lacking foundational literacy and math skills (based on post-enrollment assessments) and returning students who are significantly below grade level. Based on schools with a similar population and size, Willow anticipates needing two teachers to staff the program.

Extracurricular Activities

Daily Enrichment

The school has a period built into all student schedules focusing on the visual, performing, and digital arts as well as health and fitness. Willow teachers and professionals from the community teach the classes. Enrichment classes reflect the diverse cultures and interests of Willow students. These might include a mariachi music course, Day of the Dead artwork, and cooking from around the world. Another focus is on technology. Offerings might include website design, LEGO robotics, and computer programming. The school will apply for a 21st Century Community Learning Centers Program grant through the State of Washington Office of Superintendent Public Instruction, as well as seek funding from other sources. The school will use the media lab at the Walla Walla Public Library (see letter from the library director).

The school will also work with the Whitman College student volunteer program for additional capacity support. The executive director has built a relationship with the Imaginative Writing Partnership to supplement programming at his current school (see letter of support).

Student Clubs

Optional clubs meet after the required school schedule ends. These clubs will be based on student interest, but they will also be leveraged to provide additional intervention support (such as book, debate, and model United Nations clubs). Student interest may exceed capacity. If so, the school offers programs on a quarterly rotating basis so all interested students can take part. The school plans to operate this program in conjunction with the YMCA (see letter from the YMCA executive director).

Mental, Emotional, Social Development and Health

Home Visits

Staff from the school will visit the home of each student at least once during the year. This will

provide a foundation of trust and emotional safety for students and their families. The dean of students will coordinate home visits. In most cases, the Crew advisor will visit the homes.

Wrap-Around Services

The social, emotional, and physical health of a child is crucial to academic success. The dean of students and the school social worker oversee this program. Students are connected with resources in the community when needed. The school will partner with the Health Center in Walla Walla, a school-based program currently operating at Lincoln High School and Blue Ridge Elementary (see letter of support). This would bring physical and mental health services onto the school site.

Trauma-Informed Model and Restorative Discipline

Students must feel emotionally and physically safe in order to excel academically. Our trauma-informed approach allows us to take into account the experiences of each child to build individualized emotional, social, and academic supports. In addition, the restorative discipline model used by the school fosters an environment of trust, mutual respect, and responsibility. Discipline does not just happen to students. Instead, it is a process that involves taking responsibility and repairing harm. This builds an environment where students feel emotionally and physically secure. The staff will be trained by Jim Sporleder, an expert in trauma-informed teaching and learning (see letter of support).

Crew Advisory Program

Upon enrollment, each student is assigned to a Crew that meets each morning. Students stay with the same Crew for all of middle school. Crew helps students build strong relationships, fosters a strong middle school culture, builds community, and provides the mentoring needed for students to excel academically and socially. Crew curriculum is designed to meet the social, emotional, and academic support needs of all students. In addition, Crew advisors are advocates and mentors for their advisees. This personal relationship improves the chances for student success.

Parent Notification

Parents are notified of all supplemental programming activities through the Willow School bilingual monthly newsletter (which gets mailed home), Crew leader phone calls, social media, and the school website.

Attachments

--- No Attachments ---

9. Special Populations and At-Risk Students

Multi-Tiered System of Supports

Willow uses a multi-tiered system of supports (MTSS) approach to intervention. Universal screenings provide the data necessary to identify students who need specific support. These include Measures of Academic Progress (MAP), Washington English Language Proficiency Assessment (WELPA) for English language learners (ELLs), and STAR. The three-tiered intervention system provides a structure to meet the needs of all students, including ELLs, academically at-risk students, advanced learners, students with disabilities, and students who need behavior supports. Interventions are detailed later in this section.

At the core of the MTSS framework is its student support team (SST) structure, which is responsible for monitoring the progress of students, especially those considered for or actively receiving Tier 2 or 3 supports. The SST is made up of administrators, general education teachers, the school social worker, and the special education teacher. The team makes sure that the student's needs are properly assessed, interventions are put in place to address specific needs, and those interventions are monitored for effectiveness. The school social worker leads this team and acts as the liaison between the school, family, and outside services. The team meets weekly to monitor and adjust plans as necessary.

Tier 1: Universal (All Students)

The foundation of the MTSS approach is that high-quality programs and good teaching come first and benefit all students, and is research based. This approach helps prevent the need for more intensive interventions. Tier 1 techniques include:

- Differentiated instruction
- Experience-based reading and writing
- Demonstration and modeling
- Strong relationships between teachers, students, and families
- Consistent and predictable routines
- Culturally relevant pedagogy and environment
- Multiple opportunities to practice
- Immediate corrective feedback

Tier 2: Targeted (Some Students)

Tier 2 instruction and intervention is provided in small groups based on common areas of need, with thresholds for interventions set through the SST process in response to student achievement data. Tier 2 interventions, such as learning lab and summer academy, are time-limited and targeted to address a narrow need. At Willow, Tier 2 techniques include:

- Forums for remediating skill deficits
- English language development sessions
- Small group literacy and math intervention, with research-based intervention curriculum

- Social skills groups
- Mentoring
- Enrichment and extension opportunities for advanced learners

The school also uses pull-out and push-in opportunities facilitated by the special education teacher in the general education setting. Examples include literacy pull-out during Spanish class for ELL and native Spanish speakers and push-in support during the humanities block.

Tier 3: Intensive (Few Students)

Tier 3 interventions are intensive and highly individualized. They are designed with specific student needs in mind and often continue throughout a school year. Frequent progress monitoring and the use of student achievement data guide the school to monitor and adjust plans for these students. At Willow, Tier 3 techniques include:

- Data-informed, research-based, one-on-one or small group instruction by content experts or special educators
- Supports in the classroom, through co-teaching or inclusion support, or in the learning lab
- Implementing individualized behavior intervention plans guided by functional behavioral assessments
- Therapy services related to students' areas of need, including mental health therapy, speech and language therapy, occupational therapy, and others
- A focus on high-priority skill deficiencies and lesson pace
- Extensive opportunities for practice and immediate feedback

Coordination of Services

The three tiers of Willow's MTSS framework are bolstered by its work in creating teaming and data analysis structures that enable comprehensive decision-making regarding school- and student-level needs. The coordination of service efforts are led by the SST and include:

- Universal screening sessions in September, January, and June to identify academic needs.
- Review of existing data, including teacher/parent SST referrals, attendance, discipline, and academic data.
- Ongoing collaboration with school staff and external partners to ensure services are aligned, measure growth, and adapt plans as appropriate.

Expected Special Populations

The anticipated special population will reflect that of our target communities of Edith-Carrie, Washington Park, Jefferson Park, and Blue Ridge (Table 9.1). [\[i\]](#)

Table 9.1

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Population	Willow	State
Students in poverty (measured by Free and Reduced-Price Meals rate)	72%	46%
Latino students	60%	21%
ELL students	32%	10%
Special education students	13%	12.5%

The academic performance of this population, as measured by the passing rates on the 2013–2014 Measurement of Student Progress (MSP) exam, indicates a wide gap between the anticipated student population and the statewide comparison group (Table 9.2).

Table 9.2

Target population grades	% FRPM passing reading	% Hispanic passing reading	% State passing reading	% FRPM passing math	% Hispanic passing math	% State passing math
Incoming 6th graders	46	42	72	42	42	64
Incoming 7th graders	42	38	73	29	26	64
Incoming 8th graders	52	47	68	34	31	58

Meeting the Diverse Needs of Students

The school will use the MTSS framework to actualize the belief that all students benefit the most when their general learning environment is responsive to their unique and changing needs. [\[ii\]](#)

A robust MTSS system starts with proper identification of a student's needs. This helps the school build additional supports needed. In addition, the school's overall schedule supports all students, including those identified for Tier 2 or 3, through:

- Extended day and year (21 more days than the local school district)
- Daily learning lab, Crew advisory, homework/tutoring help
- Interventions and support for English language learners

Embedded in the school's project-based learning model are differentiation and inclusion, which support students with the greatest intervention need. For more information on this model, see Section 3.

To target the needs of students with disabilities, the school will employ one full-time certified special education teacher in Year 1. This teacher will work closely with the core and enrichment teachers to ensure students with individualized education programs (IEPs) receive an appropriate education in their least restrictive environment. To ensure that all staff understand the school's commitment and approach to meeting the diverse needs of its students, staff will receive ongoing professional development, beginning with our summer Boost Camp (Section 24).

Students will come to us with a range of adverse childhood experiences that impact their educational experience and learning.^[iii] Therefore, Willow uses a trauma-informed model to guide our school culture and discipline policies (Section 7).

Students With Disabilities

The school will follow the recommendations of the National Alliance for Public Charter Schools to ensure that it is successful in meeting the needs of students with disabilities, including:^[iv]

- Adopt key instructional strategies, including integrated co-teaching, learning lab, and common planning for special education and general education teachers.
- Identify key partners, including The Health Center in Walla Walla, Seneca Family of Agencies (special education services), Walla Walla Public Schools and Education Service District 123 (psychological, speech, occupational, and physical therapy).
- Collect and analyze data to structure appropriate interventions. The Individuals with Disabilities in Education Act (IDEA) requires extensive data collection. Willow will do this with fidelity.
- Address shortcomings: Through its commitment to the education of all students, Willow will work to instill confidence in parents and the public, and will quickly address program shortcomings.

Willow has created the following steps to ensure a robust program for addressing students' needs.

Outreach/Recruitment

Willow is for everyone. In order to implement IDEA Child Find best practices, our recruitment materials will highlight our commitment to and plan for delivering services to meet the needs of all students, including those with disabilities.

Parent Contact

From parents' initial contact with the school, our staff clarifies that, as a public school, all students are eligible to attend and receive services in compliance with IDEA and Section 504 of the Rehabilitation Act, a step endorsed by the National Disability Rights Network.

Identification

Timely and accurate identification is crucial to providing students with appropriate services. The school will review and implement individualized educational programs (IEPs) for all incoming students quickly and accurately. In addition, the school will follow IDEA Child Find mandates to locate, evaluate, and identify students who may qualify for special education services (Washington Administrative Code [WAC] 392-172A-04005). Willow uses an MTSS framework that may facilitate the identification of students with disabilities in compliance with the IDEA Child Find requirements. Yet, as required by the Ofce of Special Education Programs Memo 11-07, [\[v\]](#) the school's MTSS framework does not delay or otherwise inhibit evaluation for special education services and all staff are trained at least yearly on addressing parent requests for special education referrals.

Special education staff will train all teachers and administrators to carefully monitor individual student performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of student-level performance data.

In addition, the SST meets weekly. This team is composed of the executive director, an academic intervention specialist, a classroom teacher, and the dean of students. At this meeting, the team will discuss students who are identified as requiring Tier 2 and 3 services. The team considers student performance data including curriculum and classroom-based assessments, classroom behavior and general discipline data, attendance data, and the intervention plan currently in place. The team suggests interventions and coordinates them with classroom and learning lab teachers.

Referral and Evaluation

Willow will comply with all applicable federal and state laws in the referral and evaluation of students with suspected disabilities, as delineated in Section 504 of the Rehabilitation Act, IDEA, the Revised Code of Washington (RCW 28A.155), and WAC 392-172A. Regardless of the results of evaluations, all children have access to the school and no student will be denied admission or counseled out due to the nature, extent, or severity of their disability or due to the student's request for, or need for, special education services. The school recognizes its legal responsibility

to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Willow. Any student who objectively identifies with a disability that substantially limits a major life activity, including learning, is eligible for accommodation by the school.

At any point in this process, the school may decide to refer the student for a special education assessment. A copy of such referral along with the procedural safeguards notice described in WAC 392-172A-03000 will be sent to the student's parents. The special education teacher will convene a meeting with the student's parents to discuss evaluation options to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Once the tests have been conducted and the results are received, an eligibility meeting will be convened. At that time, a decision will be made as to the student's eligibility for special education services. In compliance with WAC 392-172A-03005, evaluations and decisions about eligibility will be made within 35 school days after the date that written consent for the evaluation is provided by the parent. If the student is eligible for special education services, an IEP team will be formed that includes the members outlined in WAC 392-172A-03095, and an IEP for that student will be developed within 30 school days.

Parents may also request an assessment for special education at any point throughout the school year. This request shall be in writing, unless the parent is unable to write. The school will have 25 school days from the date that a request is submitted to determine whether to evaluate the student. If the decision is made to assess the student, the appropriate consents will be obtained from the parent and the process will proceed (in adherence to all relevant timelines) as described above.

Individualized Educational Programs

Willow is committed to serving students with IEPs immediately upon their entry into the school. For all newly enrolled students, the school's academic intervention specialists will review previous records to determine whether the student has previously been evaluated for or classified as a student with a disability. For students who enroll from another school with a current IEP, Willow will conduct a transitional IEP meeting within 30 days. Prior to such a meeting and pending agreement on the new IEP, Willow shall implement the existing IEP to the extent practicable or as otherwise agreed between the school and the parent WAC 392-172A-03105(4)(5).

Section 504 of the Rehabilitation Act

Willow will efficiently identify all students protected under Section 504 including any student determined to (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. For any such student, the school will comply with regulations outlined in the Section 504 regulatory provision at 34 C.F.R. 104.35(b) in individually evaluating a student before making a determination regarding their disability status. The school will adhere to regulations outlined in Section 504 by securing the proper parental consents before carrying out any evaluation of the student. A multidisciplinary team—including persons knowledgeable about the student, the

meaning of the evaluation data, and the placement options —will determine if there is sufficient information to make a knowledgeable decision as to whether the student has a disability. In compliance with the Section 504 regulatory provision at 34 C.F.R. 104.35(c), the committee will draw from a variety of sources in the course of this evaluation.

Once a student has been classified as eligible to receive 504 services, the team will determine what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. The 504 plan will be made available to team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors. As required by Section 504, periodic reevaluation of students' 504 plans will occur at least every three years, but no more than once a year, unless the parent and school agree otherwise.

Programs, Practices, and Strategies

The school's programs, practices, and strategies for meeting the educational needs of students with disabilities will be guided by six main strategies:

- **Equal access:** high-quality, rigorous, personalized curriculum regardless of whether the student has an identified disability.
- **Integration:** To the greatest extent possible, students with disabilities are integrated in the general student population, educated in the least restrictive environment, and included in every part of the school's culture and expectations.
- **Independence:** Willow will equip students with strategies for independence and, to the extent possible, exit students from special education services when they no longer need them.
- **Inviting:** The school will actively seek students of all learning profiles, including students with disabilities, to be a part of the engaging academic environment. School staff will treat students' disabilities as an integral part of the school vision of equity and excellence.
- **Procedure:** The school will strictly adhere to state and federal regulations and the school's 2161P Superintendent Policies and Procedures, as these ensure that students and parents are given due process in decisions regarding special education evaluations and services.
- **Stakeholders:** Beyond the extent required by law, the school's staff will include parents, classroom teachers, administrators, and others in decisions involving a student's disability and/or accommodations.

School services for students with disabilities are based on an inclusion model of instruction and are appropriate for student needs. Several options are available for students who require more support, such as specially designed instruction and services related to IEPs, as identified in WAC 392-172A-01155. All students are included in a general education classroom and a tailored plan is created through their IEP or 504 teams that may include small group and individual work, scaffolding, and the support of a special education teacher and/or therapist.

Exceptions to the school's inclusion model will be made in rare cases, based on IEP team decisions in cases where the student's disability necessitates placement or services outside of the general education setting. For all students with IEPs, plans will be developed in deep collaboration

with their IEP team, which includes the special educator and the parent or guardian, to ensure that strategies and accommodations provided during core instruction in the classroom facilitate progress toward IEP goals. From there, academic intervention specialists will provide team teaching and push-in and pull-out assistance as needed.

Evaluating Progress

For all students receiving special education services, the IEP team will meet at least annually, in adherence with IDEA and WAC 392-172A-03110, to determine whether the annual goals for the student are being achieved and to revise the IEP as appropriate to address any lack of expected progress toward annual goals and in the general education curriculum. In compliance with federal and state law, at least every three years or when conditions warrant, each student with a disability will be considered for a reevaluation. The evaluation can be conducted more often, if requested by the parents or school, and will be used as the measure for exiting students from services when appropriate. In addition, academic intervention specialists will report progress on IEP goals concurrently with the general education grade reporting schedule.

Means for Providing Qualified Staffing

All special education services at the school will be delivered by individuals or agencies qualified to provide special education services as required by IDEA and WAC. Willow intends to work with the Washington Charter Schools Association Special Education Collaborative, ESD 123, and/or WWPS to secure itinerant staff and services for students with disabilities, including speech therapists, occupational therapists, behavioral therapists, school psychologists, and transportation.

English Language Learners

The school will develop, implement, and maintain policies and procedures for the provision of services to ELLs in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education and regulations presented in WAC 392-160.

Identification

When students enroll, families will fill out the home language survey and let us know if they believe their child qualified as an ELL at their last school. The office staff will contact the student's previous school if the family is unsure. All necessary paperwork will be followed with translation whenever possible. Staff members will refer any student who they think may need services to the lead ELL specialist who is trained to assess language skill. Willow will avoid misidentification by following the law and best practices, and by training all staff on how to work with students who speak more than one language.

In accordance with WAC 392-160-015, the school will employ a home language survey to all

families registering new students. The survey will ask two questions: (1) Is a language other than English spoken in your home? (2) Is your child's first language a language other than English? If the answer to Question 2 is yes, the student must be tested for eligibility for the transitional bilingual instructional program (TBIP). Students will complete the WELPA placement test to determine their eligibility for TBIP services. Willow will notify all parents of its responsibility to implement the WELPA and report the results within 30 days of receiving them from the publisher.

Programs, Practices, and Strategies

The school will serve ELLs through a sheltered English immersion program. Under this program, ELLs participate in the general education classroom and receive differentiated instruction that supports their English language development. Teachers will receive ongoing professional development and support in implementing best practices in English language development methods in their classroom. Teachers adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELLs to participate fully in the educational program. During independent and small group time, teachers differentiate tasks, readings, and assignments specifically for ELLs, using research-based practices. Students will be explicitly taught vocabulary through formal instruction, as well as through authentic use in language-rich settings in and out of the classroom. Students who need extra support in literacy, including ELLs, may access the learning lab or extended day opportunities to receive more individualized, intensive support, including adaptive software programs such as i-Ready. ELLs will also receive paraeducator assistance and primary language support. In addition, the school will provide ELL newcomer support, whereby students will be matched with another student or staff member who speaks the same language, whenever possible, to help adjust to and build their sense of belonging and engagement with the school community.

Evaluating Progress

Ongoing progress monitoring efforts, in accordance with the school's data-driven MTSS framework, allow for regular feedback regarding the efficacy of offered interventions on students' language development. Adjustments are made as necessary to ensure all students receive the levels of support needed to attain success. Additionally, Willow will adhere to state regulations outlined in WAC 392-160-015 and reassess all eligible students on an annual basis. This evaluation includes completion of the WELPA annual test. Reclassification procedures use multiple criteria to determine whether to classify a student as English proficient and include (a) results from the annual WELPA, (b) teachers' assessment of student's curriculum mastery, and (d) parental opinion.

Means for Providing Qualified Staffing for ELL Students

Given our large anticipated ELL student population, Willow will actively seek out teachers with an endorsement in teaching ELLs, ones who are willing to pursue such an endorsement, as well as teachers who have a proven track record with ELL students, or who are fluent speakers of the primary languages spoken by our student population. Bicultural staff will also be recruited in alignment with the school's priority to create a culturally responsive learning environment. The

school will support teachers by providing professional development on structured immersion instruction such as Specially Designed Academic Instruction in English or Guided Language Acquisition Design.

At-Risk Students

Identification and Programs, Practices, and Strategies

As detailed earlier in this section, Willow anticipates a high percentage of students who meet the definition of “at-risk” in RCW 28A.710.010(2). To fulfill our mission, it is incumbent upon the school to address the needs of our at-risk population. Successful intervention begins with appropriate identification (Table 9.3).

Table 9.3

At-risk category	Means of identification
Low academic proficiency	Prior year state assessments; diagnostics, classroom-based, interim, and nationally normed assessments; teacher or parent referral
Discipline/self-management	Discipline referral data; teacher/parent referral; existing functional behavioral assessments; classroom observations
Gifted learners	CogAT test (or similar); teacher/parent recommendations; portfolio of work. Assessments must be language neutral so that a student's English proficiency does not preclude identification

The school uses the MTSS approach because it has been shown to support academic success for students with diverse needs, including those categorized as at-risk. Tables 9.4 to 9.7 align with Figure 9.1 and provide information regarding interventions for academic at-risk students, students

who face disciplinary sanctions (labeled “self-management”), ELLs, and gifted learners. Willow leans heavily on the work of Utah’s Iron County School District MTSS program,[\[vi\]](#) as well as the work of the RTI Action Network.

All students, but especially those identified as at-risk, will benefit from the universal interventions in place at the school, including the longer school day, longer school year, daily learning lab time, Crew advisory program, and daily homework help.

In addition, the following tables specify the teacher qualifications necessary to meet the needs of each at-risk category. The school will include these qualifications on job postings. The school will also ask applicants to demonstrate their success with students identified as at-risk.

Evaluating Progress

As with other special populations, Willow uses ongoing progress monitoring, in accordance with the school’s data-driven MTSS framework, which will allow for regular feedback regarding the efficacy of offered interventions on students’ academic and behavior development. Adjustments will be made to ensure all students receive the levels of support needed to attain success.

This progress monitoring may take the form of formative and summative evaluations, interim assessments, restorative discipline referrals, and suspensions.

Table 9.4

RCW category: Academic at-risk	Intervention
Tier 1: All students Teachers at this level use differentiation strategies	Research-based universal academic interventions Differentiated instruction Rigorous, CCSS-aligned instruction Increased school day/year opportunities Data-based decision-making

<p>Tier 2: Some students</p> <p>Teachers at this level are trained in intervention approaches, progress monitoring, and data analysis</p>	<p>Targeted small-group instruction</p> <p>Cluster grouping</p> <p>Learning lab instruction</p> <p>Increased school day/year opportunities</p>
<p>Tier 3: Few students</p> <p>Teachers at this level are trained in intensive Tier 3 instruction</p>	<p>Intensive individual instruction</p> <p>Support services (inside and outside of the school)</p> <p>Increased school day/year opportunities</p> <p>Learning lab instruction</p>

Table 9.5

<p>RCW category:</p> <p>Discipline/self-management</p>	<p>Intervention</p>
<p>Tier 1: All students</p>	<p>Effective classroom management techniques</p> <p>Consistent implementation of classroom procedures, routines, rules</p> <p>Positive teacher-student and student-student relationships</p> <p>Use of restorative discipline methods (Section 11)</p> <p>Trauma-informed approach (Section 11)</p>
<p>Tier 2: Some students</p>	<p>Use of a step approach, including: (1) meeting with the student; (2) holding a parent-teacher conference; (3)</p>

<p>(~20%)</p>	<p>implementing a behavior contract</p> <p>Check-in/check-out</p>
<p>Tier 3: Few students (~5%)</p>	<p>Referral to the student support team for plan development and weekly review</p> <p>Functional behavioral assessment/behavior intervention plan</p> <p>Resource matching, including mental health/social-emotional counseling</p>

Table 9.6

<p>RCW category:</p> <p>English language learners</p>	<p>Intervention</p>
<p>Tier 1: All students</p> <p>Teachers explicitly teach the language of their discipline</p>	<p>Research-based ELL instruction</p> <p>Differentiated instruction focusing on language development and academic vocabulary</p>
<p>Tier 2: Some students</p> <p>Teachers are trained in SDAIE and/or GLAD strategies</p>	<p>Targeted small group instruction</p> <p>Scaffolding strategies</p> <p>Advanced organizers, preteaching, graphic organizers, reteaching</p> <p>Learning lab instruction</p> <p>Adaptive software programs</p>
<p>Tier 3: Few students</p>	<p>Intensive individual instruction</p> <p>Extended time in English instruction</p>

Teachers should be endorsed in ESL	Paraeducator assistance Primary language support Newcomer program
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Table 9.7

RCW category:	Intervention
Gifted learners	
Tier 1: All students Teachers should use differentiated instruction	Research-based, challenging content Instruction in knowledge, skills, tools for self-directed learning Enrichment experiences Field trips
Tier 2: Some students Teachers should receive training in working with advanced learners	Individual exploration in areas of strength Additional enrichment and inquiry experiences
Tier 3: Few students Teachers should hold a Highly Capable/Gifted credential and/or have advanced training and experience	Individualized instruction through high-level services involving educational settings in the community Mentorships, internships

Highly Capable Students

In Washington state, highly capable programs are part of basic education and all K-12 schools must have programs to address the needs of gifted learners, per RCW 28A.185.010-030. [\[vii\]](#)

Identification

Identification assessments must be culturally and linguistically responsive so that students from underrepresented groups have a chance of being identified properly. These assessments might include the Cognitive Abilities Test (CogAT), TerraNova, and portfolio-based screening.

Programs, Practices, Strategies, and Opportunities

The school's project-based learning approach benefits all students. As current research indicates, it is particularly effective for gifted students because content is conceptual, pace is self-directed, and it is collaborative. [\[viii\]](#)

Evaluating Progress

The school uses the Washington state definition of highly capable, which is a student who has been assessed to have superior intellectual ability (WAC 392-170-035). Gifted students are assessed using the same schedule as other students in the school. The results will guide the school in meeting the needs of these students through means such as adaptive software, self-guided book clubs during homework time, and extended learning opportunities embedded in assigned class projects.

Means for Providing Qualified Staffing

All teachers will participate in extensive professional development that will enable them to identify needs and strengths, provide challenging curriculum and instruction, and evaluate progress for all students, including those identified as highly capable. The school will seek to hire a teacher with experience in gifted education, or who holds a certificate in the Education for the Gifted and Talented.

Attachments

9.1 [Endnotes](#)

Daniel Calzaretta, 5/13/15 6:31 PM

PDF / 64.013 KB

10. Student Recruitment and Enrollment

Willow School's values of *equity* and *community* guide our recruitment plan and efforts to recruit our target population. Willow leaders understand that it will take effort and dedication to reach historically underserved families. Our approach to recruitment gives us the greatest chance of reaching these families and students.

This starts by making community connections. The school has partnered with Commitment to Community (C2C), a local organization that works to improve the lives of people in the

high-poverty neighborhoods of Walla Walla. [1] C2C has already helped to organize community meetings in our target neighborhoods: Edith-Carrie, Washington Park, Jefferson Park, and Blue Ridge. The school is also fostering partnerships with other community-based organizations, such as the YMCA, the YWCA, the Children's Home Society, the Moms' Network, The Health Center in Walla Walla, and others.

Community Visits

Working in bilingual teams, representatives of the school engaged residents in discussions about the school and informed them about upcoming community meetings in the Edith-Carrie and Washington Park neighborhoods. The school will take the same approach during our enrollment period, bringing enrollment materials to the homes of potential students, as well as holding enrollment help sessions in our target neighborhoods.

We understand that some families will need extra assistance with the enrollment process. Some will face language barriers and others will not be available during normal business hours due to work schedules. Willow School is committed to reaching the families and students who will benefit most from our program.

Events

Informational meetings will give the school leaders an opportunity to share the school model, answer any questions, and give information and assistance on the registration process. While Willow meetings are public and anyone may attend, our approach is to target specific neighborhoods for meetings and tailor them to the specific population of those neighborhoods. Our meetings follow a protocol that is culturally and linguistically responsive. They are bilingual (as opposed to simply translated meetings) and all participants are given equal opportunity to share their thoughts on the meeting topic.

In addition, the year before the school opens we will hold "pop-up" events where students and families can get a taste of our project-based approach. These might include projects like egg drop competitions, filmmaking to tell a personal story, and poetry slams.

Communications

Willow will also provide information about our school, community visits, and events (in both English and Spanish):

- Youth sporting events.
- Cultural events (concerts, dances, festivals).
- Businesses that cater to our target population.
- Health care providers (including mental health) who serve our target population.

- School administrators and counselors.

The school has also created a web page as well as Twitter and Facebook accounts. Research shows that the parents of our anticipated population use social media as a primary method of news and information.^[ii] Therefore, it will be a powerful tool to get the word out about upcoming events, as well as information about the school and our program.

The school will use free advertising opportunities, for example, being guests on local news and events shows, such as those on KUJ (English) and KVAN (Spanish). The school will also advertise in the *Union-Bulletin* (English) and *La Voz* (Spanish) newspapers.

Lottery

If the number of applications exceeds the spots available for students, Willow School will select students via a random, public lottery. See Attachment 7 for specifics.

Attachments

10.1	Attachment 7: Enrollment Policy	Daniel Calzaretta, 5/13/15 11:40 PM	PDF / 276.33 KB
10.2	Endnotes	Daniel Calzaretta, 5/13/15 6:32 PM	PDF / 39.023 KB

11. Student Discipline Policy and Plan

Overview

The Willow discipline model is rooted in our mission of *equity and excellence for all students*, and is based on two core beliefs:

- To change a behavior, we must understand the *cause* of the behavior.
- Actions have an impact on individuals and on the school community.

With this in mind, the school uses a trauma-informed model to understand the causes of discipline problems and restorative discipline to repair the damage of negative behavior and to correct it for the future.

Trauma-Informed Model

The negative effect of emotional and physical trauma on a child's brain is undeniable.^[i] Students

will come to us with a range of trauma effects, called adverse childhood experiences (ACEs), such as physical/mental abuse, drug and alcohol use, witness to or victim of violence, and others. Understanding that nearly all of our students will arrive with at least one ACE, Willow uses a trauma-informed model to guide discipline.

A trauma-informed school creates structures that address:

- **Timing:** Teachers enhance predictability when they clearly communicate the schedule their lessons and activities will follow.
- **Transitions:** Traumatized children are often particularly sensitive to transitions.
- **Safety.** Traumatized children benefit from classrooms that they know are physically and psychologically safe and secure.
- **Instruction:** Among the essential approaches for teaching traumatized children is the use of multiple modes of presenting instructions and expectations. [\[ii\]](#)

Restorative Discipline

The aim of restorative discipline (RD) is the peaceful resolution of conflict, repairing harm, restoring relationships, determining the cause for the behavior, and developing an intervention plan.

Willow School will use a three-tier model of restorative discipline:

- **Tier 1:** School-wide preventive practices.
- **Tier 2:** Disruptions and emerging conflicts that do not require intensive intervention. These become teachable moments.
- **Tier 3:** Behavior so severe that the entire school community is affected. The focus is to repair damage to the community, rebuild relationships, and reintegrate the student into the community.

Need

The traditional approach to school discipline is broken. Traditional discipline widens the achievement gap. Students who are repeatedly disciplined through suspensions and expulsions are held back or drop out of school at a higher rate than their peers. [\[iii\]](#) Students of color and poverty receive a disproportionately large percentage of school discipline. [\[iv\]](#)

Benefit

A recent study found that schools using RD have shown dramatic improvements in reading achievement, reduction in chronic absences, improved graduation rates, and reduction in racial disparities in the discipline process. [\[v\]](#)

Parent Engagement

Parent engagement in the discipline process is crucial to the success of any corrective plan. Families will receive instruction in the RD model during school orientation. The discipline policies will also be detailed in the family handbook in both English and Spanish.

Attachments

11.1	Attachment 8: Discipline Policy	Daniel Calzaretta, 5/14/15 12:08 AM	PDF / 393.229 KB
11.2	Endnotes	Daniel Calzaretta, 5/13/15 6:33 PM	PDF / 59.958 KB

12. Conversion Schools

Not applicable: Willow School is not proposing a conversion school.

Attachments

12.1	Attachment 9: Conversation Support Petitions	Daniel Calzaretta, 5/14/15 12:12 AM	PDF / 168.478 KB
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13. Family and Community Involvement

Family and community engagement is an essential part of the school’s plan for student success. There would be no reason for the school to exist without student, parent, and community support.

Community engagement starts with being a **part** of the community. The executive director, Daniel Calzaretta, has lived in Walla Walla for 15 years. He teaches at Pioneer Middle School (for the last seven years), which gives him a unique perspective from inside the public school system on the needs of our target population. In addition, both of his children attended Walla Walla Public Schools (WWPS) for their entire K-12 experience. Furthermore, the entire design team is made up of long-time residents of Walla Walla. The founders know the community and the needs that are unique to Walla Walla, and have made the connections needed to support Willow School.

Community-Informed Model

The school’s community engagement strategy has been twofold. The first is our community meeting approach whereby we engage larger groups of parents and students to learn about their wants and needs for a new middle school and solicit input on our model (Table 13.1). These are bilingual meetings facilitated by our community-based organization partner, Commitment to Community (C2C). Second is our individual and small group approach to engage individuals,

community-based organizations, and other groups to share our school's vision and attempt to find ways to work together to support our students (Table 13.2).

Table 13.1

Date	Community meeting or event	Purpose	Attendance
1/11/2015	Canvassing in Washington Park/Edith-Carrie neighborhoods	Have one-on-one discussions; invite to community meeting	Unknown (handed out 500 flyers)
1/13/2015	Community meeting, Washington Park Housing Authority	Gather community input: What would you want in a new middle school for your child?	Over 50
2/8/2015	Canvassing in Blue Ridge and Jefferson Park neighborhoods	Have one-on-one discussions; invite to community meeting	Unknown (handed out 1,000 flyers)
2/17/2015	Community meeting	Gather community input: What would you want in a new middle school for your child?	Over 25
3/2/2015	Report-back session to community	Report to community how their ideas were	Over 30

		incorporated into charter proposal	
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Table 13.2

Date	Person or group
10/31/2014	Walla Walla Public Schools (WWPS) assistant superintendent, personnel
11/4/2014	Potential board members
11/6/2014	WWPS superintendent
11/7/2014	WWPS board members
11/9/2014	Grant coordinator for 21st Century Community Learning Centers (21st CCLC), Lincoln High School
11/9/2014	Blue Mountain Action Council (community-based organization [CBO])
11/9/2014	Walla Walla Community College Early Learning Center
11/9/2014	Breakthrough Collaborative
11/9/2014	Youth Alliance
11/17/2014	College Place Public Schools superintendent
11/21/2014	Farm to School Program

Application Notes for Willow Public School

11/21/2014	Grant coordinator for 21st CCLC, Walla Walla High School
12/1/2014	The Moms' Network
12/3/2014	Commitment to Community (CBO)
12/4/2014	City Council Member Chris Plucker
12/5/2014	WWPS board members
12/10/2014	City manager for Walla Walla
12/15/2014	Walla Walla Valley Education Association president
1/17/2015	Juvenile Justice
1/30/2015	Jim Sporleder, trauma-informed expert
2/9/2015	Presentation to Walla Walla city council
3/6/2015	Dondi Cortinas, executive director Walla Walla YMCA
3/9/2015	Discussion with WWPS district leadership team re: charter-district collaboration
3/17/2015	WWPS administrative council (directors and principals) re: curriculum
5/12/2015	Anne-Marie Schwerin, executive director Walla Walla YWCA

Willow School will incorporate ideas from our community meetings that fit with the mission and vision of the school and can be funded in our budget. The following suggestions came from parents, students, and community members:

- Wide variety of extracurricular activities.
- Hands-on approach.
- School located close to neighborhood.
- Projects that involve the students in the community.
- Learning should be fun and there should be joy in the school.
- Healthy lunches.
- Student empowerment beyond academics.
- Peer learning and teaching.
- Meaningful and creative projects.
- Cultural awareness.
- Uniforms.
- Peer support groups.
- Mentorship and guidance for first-generation college students.
- Use of technology.
- Local field trips.
- Spanish language.
- Advanced academic options.
- Art and music across the curriculum.
- Parent involvement.

The school will continue with this engagement strategy during the planning year before opening. After opening, the school will continue to engage the community through project exhibition evenings, open houses, and guest speaker opportunities.

Ongoing Family Engagement

There is a large body of research that shows how important family engagement is to a student's success.^[i] Consider the following. Family engagement:

- Leads to increased student achievement.
- Can reduce absenteeism.
- Is associated with higher expectations.
- Helps improve trust in the school.
- Leads to fewer discipline problems.
- Leads to more cultural competence.

Willow School will encourage family engagement in three main ways, following the model outlined in *The Parent Engagement Continuum in High Performing Charter Schools*:^[ii]

- **System level:** Empowering parent leaders. The school will have a position on the board of directors for a parent. This provides parents with a voice in the direction of the school and

helps build leadership capacity in the parent body. In addition, our approach will be culturally and linguistically responsive. Materials will be available in English and Spanish and the school will have a bilingual office manager and parent outreach coordinator.

- **School level:** Building a culture of community and engagement. The school will form a parent organization that will be directed and run by parents. One of the tasks for this group will be to create expectations for parent volunteering (this idea is used by Rocketship Education in San Jose). This group will also select a bilingual parent outreach team that will work with the dean of students to facilitate parent engagement in the school. The school will also hold quarterly curriculum evenings for parents, during which a teacher will discuss in detail the curriculum, subject matter, and learning strategies. This is an interactive event. Parents will engage with the material and learn ways to support their child. In addition, the school will hold monthly coffees with the executive director, dean of students, and the social worker. We will vary the times of this event to accommodate the schedules of working parents.
- **Individual level:** Raising expectations and setting a new standard. In order for parents to advocate for their children, they must first feel that the school is open to their active participation. One way to accomplish this is through home visits by the school staff. Heidi Rosenberg of the Harvard Family Research Project states that when reaching out to families, especially those in poverty, the initial home visits can “make the difference between a family engaging or retreating.”^[iii] In addition, the school will conduct these visits in culturally and linguistically competent ways (a translator will be present when necessary). Moreover, it will be made clear that the school language and citizenship documentation are not barriers to volunteering in the school.

Many successful charter schools employ this three-tiered approach.^[iv] It takes work and vigilance, however, to maintain healthy and vibrant parent engagement. Willow School is dedicated to this goal.

Community Resources

Willow School is already fostering relationships with community-based organizations and other groups. These include:

- C2C: This grassroots organization empowers residents to improve their neighborhoods through community building activities. The school has partnered with C2C because of their work in the neighborhoods where many of our prospective students live. The school also plans on partnering with C2C to run an after-school tutoring program.
- Walla Walla Public Library: The school will use the CrewSpace media lab as part of the digital arts program (see the memorandum of understanding).
- YMCA/YWCA: After-school programs for at-risk youth.
- The Health Center in Walla Walla (school-based health centers): Work to bring a health center to Willow.

In addition, the school anticipates working with the following organizations (more formal agreements will be made once the school is authorized):

- Children’s Home Society: Mental/emotional health services for children.
- The Moms’ Network: Programs for parents.
- Blue Mountain Action Council: Community-based programs in our target neighborhoods.

- Community Center for Youth: After-school programs for middle and high school youth.

The school will work with these and other organizations to connect students and families with “wrap-around” services, ranging from mental health, health care, food assistance, and more.

Attachments

13.1	Cover Sheet	Daniel Calzaretta, 5/15/15 1:21 PM	PDF / 194.307 KB
13.2	Attachment 10 Part 1	Daniel Calzaretta, 5/15/15 1:00 PM	PDF / 7.18 MB
13.3	Attachment 10 Part 2	Daniel Calzaretta, 5/15/15 12:59 PM	PDF / 8.08 MB
13.4	Attachment 10 Part 3	Daniel Calzaretta, 5/15/15 12:59 PM	PDF / 3.413 MB
13.5	Attachment 10 Part 4 (photos from community meetings)	Daniel Calzaretta, 5/15/15 12:58 PM	PDF / 6.679 MB
13.6	Endnotes	Daniel Calzaretta, 5/15/15 12:57 PM	PDF / 49.612 KB

14. Educational Program Capacity

Leadership Team

Executive Director Daniel Calzaretta (see description below).

Founding member Joe Cooke is a CPA with a master’s degree in taxation and a juris doctor. He has extensive background in creating, managing, and monitoring nonprofit institutions, including audits of local governments and school districts with federal, state, and local funding. Cooke has lived in the community for over 10 years and currently teaches business classes at the local community college and has served for four years on the business advisory committee. In his work as a real estate consultant, he has developed close ties with most of the major real estate companies and brokers in the area. He writes freelance articles for local, regional, and national magazines and periodicals. He is the father of three school-aged children enrolled in the public school system and is a local musician with ties to the local arts community and small business.

Founding member Katie Christianson is past president of the Association for the Education of Young Children. She was also co-chair of the Safe Travels Alliance. Ms. Christianson received the Community Leadership Award in 2011 and the Outstanding Volunteer Award in 2012 and 2013 for her volunteer work with the Walla Walla Public Schools (WWPS).

Executive Director Daniel Calzaretta graduated with a Master of Arts in Teaching from Pacific University in 1990 and was hired as a social studies teacher at West Linn High School.

Daniel Calzaretta moved to Walla Walla in 2000. He taught in the education department at

Whitman College and supervised students as they did practicums in local school districts. He also taught classes at Walla Walla Community College in both the regular education program and the alternative program for high school students.

In 2005, WWPS hired Calzaretta to assess the alternative education programs in the district. The district implemented several of the recommendations made in the report.

WWPS hired Calzaretta in 2007 as a teacher. For the past seven years he has piloted a project-based learning (PBL) model in his classroom. He has trained other teachers on the model and has expertise incorporating technology into a PBL program. For instance, he was awarded a \$10,000 grant from the Bill & Melinda Gates Foundation to purchase iPads for each student in his Explorers class. His students have used the iPads for a wide variety of PBL including filmmaking, animation, and public presentations. Calzaretta's students have entered their movies in the National Independent Film Festival for Youth. Three filmmaking teams have advanced to the national film premier event in New York City.

Daniel Calzaretta has received training in cultural competence and school design that has informed the Willow School model. Most recently this has included training with:

- Dr. Sharroky Hollie, Executive Director of the Center for Culturally Responsive Teaching and Learning.
- Erin Jones, Advancement Via Individual Determination (AVID) Director for Tacoma Public Schools, former director of equity and achievement in the Federal Way School District, and former assistant superintendent for student achievement at OSPI.

Katie Christianson and Joe Cooke approached Calzaretta in April 2014 to explore the idea of a charter school in Walla Walla because of Calzaretta's experience leading alternative education schools and expertise in innovative teaching methods. These three became the founding members of Innovation Schools, which was incorporated as a Washington nonprofit in August 2014. During fall of that year, the group created mission, vision, and values statements and began to work on the charter application for Willow School, with Daniel Calzaretta as the executive director and Katie Christianson as the dean of students, bringing this highly effective and mission-driven team forward from the board into the school.

In 2014, Daniel Calzaretta was accepted into the Washington State Charter Schools Association (WA Charters) highly competitive School Leadership Program to research charter school models and best practices from around the country. Over a period of eight months, Daniel Calzaretta participated in weekly sessions and coaching conversations as well as monthly retreats. He also visited multiple charter schools in both California and Texas and conducted a case study at the New Los Angeles School. Throughout his school design process, Daniel Calzaretta has vetted aspects of his school model both with local community members and with charter experts from across the country. Some of these experts include Charter Board Partners, EdTec, Erin Jones, Seneca Family of Agencies, Pomegranate Center, and TNTP.

Through the School Leadership Program, Daniel Calzaretta will continue his professional development through customized residencies to high-performing schools, specifically to observe summer professional development and the first week of school at similarly incubated, standalone charter schools in their first three years of operation. Additionally, Calzaretta will participate in the WA Charters Strong Start Initiative for intensive academic, organizational, and financial training to ensure a high-quality school opening. Specific topics include data-driven instruction, teacher observation and coaching, community engagement, school culture, staff recruitment and hiring, teacher professional development, operations and compliance, fundraising, and facility procurement.

Board member James Winchell joined the Willow School founding team in January 2015. He created and refined the four-year curriculum in English/humanities at a new, independent arts- and project-based secondary school in downtown Portland, Oregon (The Northwest Academy). He currently is a professor of French at Whitman College. James has been instrumental in community outreach, public meeting organization, and curriculum development.

As soon as practical after approval, the school will hire a director of finance and operations in charge of daily bookkeeping, bank account maintenance, accounts receivable and accounts payable, and other financial record keeping, human resource management, risk management (insurance), and will prepare monthly reports to the board and coordinate the annual audit. In addition, the school will hire a social worker and a bilingual receptionist. The Willow School social worker will be the primary coordinator of mental health services for students and families, will design and implement programs that promote social and emotional health, and will respond to day-to-day student issues and unanticipated crises.

Partnerships

Willow School has partnered with Commitment to Community (C2C) with the express intent of engaging underrepresented families and community members. C2C has facilitated our community meetings and agreed to do so in the future as well.

Walla Walla Public Library houses CrewSpace, a state-of-the-art digital lab providing technology for students, including video cameras, green screen, audio and digital video processing software and equipment, and more. CrewSpace will be an extension of the Willow School's media classroom.

The Moms' Network (TMN) founder, Beth Swanson, has worked tirelessly for eight years to establish and nurture strong relationships with various service providers within the community. TMN membership will be offered at a discount to all Willow School families. Some of the services for which TMN serves as a connector include YWCA, Children's Mental Health Unit, Early Head Start, Eastern Washington Autism Spectrum Disorder Association, Family Medical Center, Friends of Children of Walla Walla, and Helpline, which provides emergency social services.

The Health Center at Lincoln High School provides free medical and mental health treatment to students who would not otherwise have access to these services. Leadership teams from Willow

School and The Health Center are developing a partnership to provide services to Willow School families.

Attachments

14.1	Attachment 12: Leadership Team Job Descriptions and/or Resumes	Daniel Calzaretta, 5/14/15 7:50 PM	PDF / 366.105 KB
14.2	Attachment 11: School Leader Resume	Daniel Calzaretta, 5/14/15 12:14 AM	PDF / 235.694 KB

OPERATIONS PLAN AND CAPACITY

15. Legal Status and Governing Documents

Innovation Schools is a nonprofit organization authorized and recognized by the state of Washington. Innovation Schools was formed by Joe Cooke, Katie Christianson, and Daniel Calzaretta as a parent organization for Willow School in Walla Walla, Washington. The board of Innovation Schools has direct oversight of Willow School.

The founding board of Innovation Schools, consisting of Joe Cooke, Katie Christianson, and James Winchell, is actively recruiting highly qualified and deeply committed directors to transition from a start-up board to a governing board. The new board will be trained by founding board members, with the assistance of Charter Board Partners and Washington Charter School Association, and will be highly representative of the communities that Willow School serves.

The following is a non-inclusive list of new and potential board members in various stages of the application process:

- Holli Ugaldea, educator. Holli has served on the board of Walla Walla Community College Parent/Child Co-op Preschool and was instrumental in the Walla Walla Public Schools Homelink program. She is a strong proponent of parent involvement, a special education teacher in both the K-12 and higher education settings, and trains educators in special education history, legislation, and practice.
- Jen Beckmeyer – application accepted and approved as new board member in April, 2015 (see Governance Section Sec. 17).
- Nelly Pilares Manrique – application accepted and approved as new board member in April, 2015 (see Governance Section Sec. 17).
- Dierdre Bealy, Human Resources Director, Baker Boyer Bank. Dierdre has a Masters of Human Resources, and over fifteen years of diversified human resources and management experience including progressive, non-union manufacturing facilities; software development; publishing and community banking.
- Michele Coleman, LICSW. Michelle is the former director of The Health Center and served on that board for many years prior to taking the directorship. Now in private practice, she

brings a background in special education, social work and mental health, as well as experience serving on effective not-for-profit boards.

Upon incorporation in August 2014, the founding board approved original bylaws (see Attachment 13). As the start-up board is creating and adopting policies and practices, they will amend the bylaws as they see appropriate and by due process.

The IRS tax-exempt and charitable organization approval is in process and pending. Steven O. Anderson, Attorney at Law, of Stamper Rubens, P.S. filed "Form 1023 – Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code" with all required information and attachments; Innovation Schools is currently awaiting formal recognition as such. The IRS filing includes director-approved bylaws, conflict of interest policy, and articles of incorporation. The articles of incorporation in Attachment 13 are all that is legally required in the state of Washington and have been reviewed by our legal counsel and approved by the state.

There are no subsidiaries owned or affiliated with the nonprofit submitting this charter school application. The nonprofit that is submitting this charter school application is not involved in any other organizational/business endeavors.

Attachments

15.1	Attachment 13: Governance Documents	Daniel Calzaretta, 5/14/15 7:51 PM	PDF / 4.418 MB
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16. Organization Structure and Relationships

Innovation Schools is a nonprofit organization that governs Willow School.

During the first year of operations, there will be four administrative and support staff, a social worker, seven full-time teachers, and three aides. Instructional staff will be added as enrollment increases, along with a second bilingual receptionist. In Year 5, the school will add an assistant director (See Attachment 14).

There will be an advisory council to give input to the board and the executive director.

The Washington Charter School Association will offer continued support to Willow School (see Attachment 15).

Attachments

16.1	Attachment 14: Organizational Charts	Daniel Calzaretta, 5/14/15 7:53 PM	PDF / 72.206 KB
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16.2 [Attachment 15: Copies of Proposed Contracts](#)

Daniel Calzaretta, 5/14/15 12:17 AM

PDF / 165.277 KB

17. Governing Board

The board of directors of Innovation Schools, the nonprofit parent entity, is the governing body for Willow School. Each board member must have a deep understanding of and commitment to Willow School's mission to prepare students to excel in high school, college, and career, and to inspire them to improve their community and the world. Additionally, board members must support the vision and values of Willow School: equity, excellence, passion, and community. All board decision and actions must align with these values and the mission.

The board provides strategic direction, chooses and nurtures strong school leaders, and ensures the school's financial and legal soundness. Board work includes identifying and recruiting a diverse, balanced group of individuals to serve as directors; orienting and training board members to be effective school and community leaders; strategic planning and policy-setting; fundraising and development; legal and financial oversight and responsibility; sustainability; community and family relationship-building; and ensuring fidelity to the academic model and a high level of student achievement.

The community recognizes the achievement gap between (a) low-income and non-English speaking students and (b) their more affluent Caucasian classmates. To close this gap and to prepare students for success in subsequent academic environments and life, project-based learning is the heart of Willow School's academic model. In addition, every student will participate in Spanish language learning and the school will honor the diversity of culture in Walla Walla, providing a welcoming environment for all.

The board will consist of no more than 11 directors, not including the non-voting executive director or other non-voting members. Board members shall represent key stakeholder groups, such as the Hispanic community, low-income families, community-based organizations such as Commitment to Community, the business community, and higher education. Innovation Schools shall reserve one board position for a Willow School parent to represent the voice of parents. The board will encourage families and stakeholders to work directly with the school to share ideas, voice concerns, and make suggestions.

Currently the board of directors is serving as the founding board of Innovation Schools and consists of the following (see Attachment 15 for resumes and complete biographies):

- Joe Cooke, CPA, MT, JD. Serves as board chair. He has a background in law; A-133 auditing including school district audits; budgeting (served as the budget and finance director for a major college); teaching (recognized leader in innovative teaching and engaging students at the college level); finance; social services (served as the finance director for the Clark County Department of Community Services and Corrections); and board leadership

(held multiple board positions over the last 30 years with various charities and community organizations in Portland, Oregon, and Walla Walla).

- James Winchell, PhD. Serves as vice chair. He brings a background in teaching, research and writing, and curriculum development and implementation. He holds a PhD in comparative literature (French and English) and a graduate degree from the Université de Paris IV (Sorbonne). He created and refined the four-year curriculum in English/humanities at the Northwest Academy in Portland, Oregon, and co-chaired the Self-Study Committee for the school's first accreditation with Pacific Northwest Association of Independent Schools. He currently serves on the Fairhaven College Advisory Board at Western Washington University and is a professor of French and general studies at Whitman College.
- Katie Christianson serves as board secretary/treasurer. She is a small business owner, community activist, and teacher, has strong collaboration and diplomacy skills, and is well versed in rallying diverse points of view around a common cause. She founded Safe Travels Alliance, a collaborative effort between parents, the school district, and city agencies to improve safety in school zones, an effort for which she received several community and regional leadership awards. She served on the state board of the Washington Association for the Education of Young Children, actively participating on the steering committee tasked with completely revamping the organization's strategic plan. She has educated and advocated for a gifted/special needs student. Her homeschooling and advocacy experiences have provided her with extensive knowledge in creating individual learning plans. Katie will be resigning from the board upon approval of this application to serve as Dean of Students.

In transitioning toward startup and governance, the founding board approved the following new directors in April, 2015:

- Jen Beckmeyer, Commitment to Community (C2C). Jen is bilingual and has developed strong ties to local low-income and Hispanic communities through her work as a neighborhood organizer. She also has nonprofit and grant coordination experience and helped start a rural school in Costa Rica.
- Nelly Pilares Manrique, PhD, Whitman College Spanish professor. In addition to being multilingual and multicultural, Nelly has experience in nonprofit management, K-12 education, higher education, theatrical performance, project-based learning, and community outreach.

The board currently meets weekly to work on strategic planning, budgeting, and the application process. Once the Willow School application has been approved, the board will meet monthly at a time and place to be determined that is open and accessible to the public. Meetings will be structured to direct the board's attention to matters of policy and strategy. This will be done through a clear, consistent agenda that reflects the standards for effective charter school

governance including relentless focus on student achievement; ensuring exceptional school leadership; committing to exemplary governance; acting strategically; raising and using resources wisely; and containing legal and regulatory compliance.

Existing board members are required to recruit new board members who represent the community and who bring select talents to the board. Based on the mission of the school, the board will seek individuals with background and experience in education, finance, development, management, administration, curriculum, cultural awareness, and parenting to round out the full profile of the board. The board will conduct an annual needs assessment to ensure appropriate composition of skills, experience, and representation.

Board training and recruitment are high ongoing priorities (see Table 17.1). Innovation Schools is working with Charter Board Partners, the Sherwood Trust, and other well-established professional organizations to build a strong, sustainable board. Washington State Charter Schools Association (WA Charters) has committed to sponsoring board training facilitated by Charter Board Partners, a nationally recognized charter school board support organization both prior to and post authorization.

New board members will receive an orientation covering Innovation Schools; Willow School mission, vision, and values; cultural competency and outreach; school accountability and key data reference points; financial management and strategy; and board requirements and ethics. Annually, the entire board will receive training on public/open meeting requirements and ethics. Throughout the year, the board will receive refresher presentations and updates on key aspects of the Willow School portfolio, including academic results, financial position, facilities, compliance, and health and safety policies. The board chairperson will meet monthly with the Washington state executive director of Charter Board Partners to discuss board training progress, capacity building, areas of concern, and how to best address topics in future board meetings and trainings.

Table 17.1—Board of Directors Timetable

Who	What	When
Build high-capacity, diverse governing board	Founding board members, executive director	Beginning January 2015
Hold board training and retreats, including cultural competency training	Governing board members	Beginning May 2015
	Governing board members,	Upon approval (August 2015) and continuing

Hold monthly board of directors meetings	ex-officio members, open to public (ensure that meeting agendas are documented and made available in both paper and electronic form)	throughout entire charter period
Locate facility and finalize negotiation, including infrastructure	Governing board	Summer 2016 (before school opens)
Approve financial policies and procedures	Governing board	Summer 2016 (before school opens)
Approve HR, operational, safety, and other policies and procedures	Governing board	Summer 2016 (before school opens)
Approve final budget	Governing board	Summer 2016 (before school opens)
Shift focus to governance and ongoing board training, coaching, and recruitment needs	Governing board	Upon school opening

In addition to the board meeting as a committee of the whole to discuss and debate policy issues, the board will establish standing subcommittees, such as a finance and curriculum advisory, as well as ad hoc committees as necessary. Standing committees, except the executive committee, meet at least once between every board meeting and provide committee minutes to the full board to communicate progress. Each committee will have a written job description and will include at least one board member; each board member must serve on at least one committee. Committees may include non-board members in an advisory capacity. The following committee descriptions are based upon recommendations from Charter Board Partners (see <https://charterboards.org/greatboards>).

Development Committee

The development committee drives the board's vital fundraising activities. Members of this committee oversee the development of fundraising goals, lead activities to meet these goals, hold the collective board and individual members accountable for gift cultivation, and work closely with administrators to engage the board in regular and effective fundraising activities for the school.

Finance Committee

The finance committee oversees the school's budget and asset management. This committee approves short- and long-term financial goals for the charter school, recommends and monitors a budget aligned with the school's strategic priorities, ensures compliance with strong policies, raises financial concerns and solutions to safeguard the school's resources, and manages an audit. The finance committee includes the school leader and the chief financial officer.

Governance Committee

The governance committee is responsible for maintaining proper board composition and ensuring that the board governs effectively. This committee drives a comprehensive board self-assessment process, fosters the development of new and existing board members, manages board member recruitment, and nominates candidates for officer positions.

School Performance Committee

Through appropriate board oversight, the school performance committee monitors student performance against rigorous academic goals and raises strategic issues for board discussion.

The board hires and evaluates the executive director who is responsible for management of the school. The evaluation process will be developed with guidance from Charter Board Partners and will be based upon proven models and best practices from around the country,^[i] adapted to the Washington Charter School law and the contract with Willow School.

The evaluation process will begin with board/school leader collaboration to establish annual school leader goals that combine the school goals and the leader's professional development plan. According to Charter Board Partners, these goals provide a clear definition for school leader success and are the foundation for the evaluation process.^[ii] The process will be formal, clear, and transparent and will be agreed upon in advance by the school leader and the board. In addition to performance assessment, the evaluation provides information to the board and the school leader to guide professional development.

The evaluation report will be based upon a clear rubric that identifies what will be assessed (standards), who provides feedback, and how the findings will be used. The standards include academics, school culture, management, stewardship, community, diversity, ethics, and communication.

The board will comply with all provisions of the Revised Code of Washington (RCW) 28A.710.030 to carry out its duty to manage and operate the charter school and carry out the terms of its charter contract.

Once this application is approved, the founding members of Innovation Schools' board will shift focus to developing the governing board. The governing board will focus on start-up issues such as facilities, budget and finance, policy development and approval, and training for governance. With the help of Charter Board Partners, the board will actively recruit high-quality members to increase to 9 directors by June 2016 and to 11 directors by June 2020, when the school will be fully operation and financially sustainable. At the end of the first year, the board shall provide for staggered terms of its directors, by designating approximately one-third of the directors to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each director shall continue for three years. All board members shall sign a board member agreement (see Attachment 13).

Members of the Innovation Schools board of directors, any administrators, managers, or employees, or any other committees of Innovation Schools or Willow School shall comply with applicable federal and state laws, nonprofit integrity standards, and the Washington State Charter School Commission's policies and regulations regarding ethics and conflicts of interest. Innovation Schools shall not enter into a contract or transaction in which a non-director-designated employee (e.g., officers or other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Innovation Schools conflict of interest policy have been fulfilled. The Innovation Schools board of directors will adhere to honest, ethical, and lawful conduct to protect the reputation and integrity of the organization, and as outlined by the code of ethics. Board members are expected to exercise good judgment and the highest ethical standards in all activities on behalf of Innovation Schools and Willow School as well as in private activities outside the organization. The chairperson, along with the other members of the board, will then review the nature of the conflict and ascertain whether the activity in question is appropriate under Innovation Schools and Willow School policies.

There are no existing relationships that could pose real or perceived conflicts of interest when our application is approved. Innovation Schools adheres to and complies with Washington state law regarding ethics in public service (RCW 42.52), including laws governing disclosure, public meetings, and public records (see Attachment 16).

Attachments

17.1	Attachment 17: Code of Ethics and Conflict of Interest Policy	Daniel Calzaretta, 5/14/15 7:54 PM	PDF / 450.239 KB
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17.2	Attachment 16: Board Member Documents	Daniel Calzaretta, 5/14/15 7:54 PM	PDF / 3.128 MB
17.3	Endnotes	Daniel Calzaretta, 5/13/15 6:43 PM	PDF / 51.026 KB

18. Advisory Bodies

School Advisory Council

The purpose of the council is to provide the executive director and the school's board of directors with input on issues such as curriculum and programming, daily bell schedule, school calendar, food service, field trips, school culture, outreach and parent education, and other issues that the parents and students identify. Advisory council members are not board members and do not have a vote; however, their input is deemed invaluable. Willow School leaders have already held public meetings that model the advisory council, garnering names of parents interested in serving and suggestions that tie directly to the school's mission of *equity and excellence for all students* including:

- Bilingual/bicultural school (Spanish/English).
- Guidance for first-generation college students.
- Advanced academic options.
- Support for struggling students.
- Healthy school lunches.

The council will be made up of three parents from each grade level, one staff representative, and one student. After the enrollment process is complete, the executive director will encourage parents to apply to serve on the initial council. The executive director and the dean of students will make the initial selections for the committee. During Year 1 the council will decide on procedures to select parent representatives of future councils. A parent elected by the other parents will run the council. The council will hold monthly bilingual meetings.

In Year 1, the student body will elect the student representative near the end of the summer Boost Camp held the week prior to the opening of school. In subsequent years, the election for the following year's representative will take place at the end of the school year.

Terms for the council are one year with no limit on the number of years that a person can serve (parents must have a student enrolled).

Attachments

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19. Grievance/Complaint Process

Willow School encourages students, parents, and the community to be engaged in the life of the school. Conflicts, however, may arise. The school has established the following grievance process.

Curriculum, Policy, and Procedure Complaints

As a public school, any member of the public, including students and parents, may make a complaint regarding the curriculum, policies, or procedures using the following steps:

1. If it is a classroom issue, try to first solve the issue with the teacher.
2. Next, try to settle the issue informally with the executive director or designee.
3. If not settled, file a written complaint with the board of directors.
4. The board will discuss the complaint at an open board meeting within 30 school days of receiving the complaint and render a decision. The decision of the board is final.

Student Grievance Process

If the complaint involves a school staff person:

1. The student presents the grievance directly to the staff member. The staff member will address the grievance within 10 school days.
2. If the student is not satisfied with the response, he or she will present the grievance to the dean of students in writing. The student will receive a written decision within 10 school days.
3. If the response given by the dean of students is not acceptable, the student shall submit a written request for a meeting with the executive director.
4. The executive director will schedule a meeting with the student within 10 school days. During that time the executive director will investigate the matter. At the meeting the executive director will present the student with a resolution of the matter. A letter will also be sent to the student and his or her parents or guardians.
5. This decision can be appealed to the board of directors. The board will schedule a time to review and resolve the matter within 30 business days after receiving the grievance. The decision of the board is final.

Parent/Guardian Grievance Process

If the complaint involves a school staff person:

1. The parent/guardian presents the grievance or issue directly to the staff member. The staff member will address the grievance within 10 school days.
2. If the parent/guardian is not satisfied, he or she will file an appeal letter with the executive director (or the board chair) if the complaint is about the executive director. A meeting will be scheduled within 10 school days. In the interim, the executive director (or designee) will investigate the complaint. The executive director (or designee) will consider the information in the appeal letter, the results of the investigation, and the information gathered at the meeting, and will issue a decision within 10 school days. A letter with the decision will be sent to all parties involved.

3. This decision can be appealed to the board of directors. The board will schedule a time to review and resolve the matter within 30 business days after receiving the grievance. The decision of the board is final.

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Attachments

--- No Attachments ---

20. District Partnerships

Willow School firmly believes that working in collaboration with the Walla Walla Public School District is in the best interest of students and parents. Although we have no formal agreement in place, Willow School has fostered a strong working relationship with the district (Table 20.1).

Table 20.1

Date	District representative	Discussion topic
10/31/2014	Walla Walla Public Schools (WWPS) assistant superintendent, personnel	Information about forming a charter in Walla Walla; potential for collaboration
11/6/2014	WWPS superintendent	Information about forming a charter in Walla Walla; information about charter-district collaborations from around the country [i]
11/7/2014	WWPS board members (individual meetings)	Information about forming a charter in Walla Walla; potential for collaboration
12/16/2014	Presentation to Walla Walla school board	Rationale for charter; desire for collaboration with the district; ideas for collaboration; next steps in application process
2/3–2/7/2015	Trip to charter schools in McAllen, Texas, with Assistant Superintendent	Learned about successful charter-district collaboration; discussed

	Laure Quaresma (sponsored by the Washington State Charter Schools Association)	next steps for collaboration discussions with Walla Walla Public Schools
3/9/2015	District Administrative Leadership Team	Specific areas for collaboration; update on application status
3/17/2015	District Administrative Council (principals and directors)	Information about the target population, enrollment, and curriculum
5/4/15	WWPS superintendent	Confirmed that district supports partnership with Willow

Potential areas of collaboration include:

- Shared professional development.
- Making Willow School available as a demonstration school for project-based learning methods, Crew advisory programs, and other programs.
- Transportation.
- Food service.
- Special education, school psychologist, and school nursing services.
- Willow School as an option on district enrollment forms.
- Access to levy funding.

Collaboration with WWPS is not only in the best interest of students and families, it fits with our core value of *Community*.

Attachments

20.1 [Endnotes](#)

Daniel Calzaretta, 5/13/15 6:45 PM

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21. Education Service Providers (ESP) and Other Partnerships

Willow Public School does not have any proposed partnerships or contractual relationships that are central to the operation of the school. Innovation Schools, the parent nonprofit organization, will not be a service provider to the school. It serves solely as the governing body.

Our major operational partnership is with Washington Charter School Association (see Section 16

and Attachment 15).

Other Partnerships

Commitment to Community (C2C) supports a large portion of Walla Walla’s low-income and Hispanic families. C2C acts as a “hub of trust and/or a point of entry for other service providers and entities.”^[i] The Willow School founding board has been working extensively with C2C to gather community input and support. Board members, volunteers, and other supporters canvassed predominantly low-income and Hispanic neighborhoods with C2C staff who were familiar to the residents and who acted as translators and connectors. Once the school is operational, C2C will continue to serve as liaison between the neighborhoods and the school, providing a direct connection between students and services and fostering connections between families and the school.

The Moms’ Network (TMN) membership will be offered at a discount to all Willow School families. Some of the services for which TMN serves as a connector include YWCA, Children’s Mental Health Unit, Early Head Start, Eastern Washington Autism Spectrum Disorder Association, Family Medical Center, Friends of Children of Walla Walla, and Helpline, which provides emergency social services.

Walla Walla Public Library has a rich history of engaging disaffected community members, including low-income and Hispanic families with a wide variety of free programs, such as music, physical activities, reading programs, and cultural events. The equipment housed in CrewSpace would not otherwise be available to the middle school population, especially to low-income families.

Attachments

21.1	Attachment 18: ESP Contract Term Sheet	Daniel Calzaretta, 5/14/15 3:11 AM	PDF / 175.258 KB
21.2	Endnotes	Daniel Calzaretta, 5/13/15 6:46 PM	PDF / 35.366 KB

22. Staff Structure

During the first year of operations, there will be four administrative and support staff: Executive Director Daniel Calzaretta, Dean of Students Katie Christianson, a director of finance and operations, and a receptionist (categorized as non-instructional). Non-instructional staff also include a social worker. The instructional staff consists of seven full-time teachers and three aides. The Executive Director directly supervises teachers who in turn supervise teacher aides. The dean of students supervises the social worker and the receptionist.

As enrollment increases over the first five years of operations, staff will be added accordingly

(Table 22.1). In Year 5, the school will add an assistant director to take over teacher supervision and development, allowing the Executive Director to focus on administration, school culture, and further developing the mission of the school from a higher-level leadership perspective.

The three administrators will be cross-trained to prevent any disruption in case of illness or separation from service. The administrative team will participate in and observe classroom activities to stay informed of progress, challenges, and developments.

Table 22.1

	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021	Cap.
Total enrollment	120	185	195	210	220	225
Grade 6	60	65	70	75	75	75
Grade 7	60	60	65	70	75	75
Grade 8	0	60	60	65	70	75
Total staff	15.08	19.08	21.08	22.08	23.08	23.0
Administrators	3.00	3.00	3.00	3.00	4.00	4.00
Instructional						
Lead/special education/enrichment	7.00	10.00	11.00	11.00	11.00	11.0
Aides	3.00	3.00	4.00	5.00	5.00	5.00

Summer school stipends	0.08	0.08	0.08	0.08	0.08	0.08
Non-instructional	2.00	3.00	3.00	3.00	3.00	3.00
Student-to-adult ratio (total enrollment to total staff)	8.0	9.7	9.3	9.5	9.5	9.5
Student-to-teacher ratio (total enrollment to instructional staff w/o aides)	17.1	18.5	17.7	19.1	20.0	20.0
Approximate class size (125% of student-to-teacher ratio)	21	23	22	24	25	25

The following strategies mitigate enrollment deficits: (1) a waiting list created during the lottery process to address initial attrition; (2) if the demand from the 7th grade level in Year 1 is less than expected, the school can recruit more 6th graders and revise staffing plans to accommodate actual enrollment; and (3) the Executive Director may have to adjust staffing levels, most likely at the aide level.

Performance management (Section 23) will be led by the Executive Director, who is evaluated by the board of directors. See Attachment 19 for the complete staffing chart.

Attachments

22.1 [Attachment 19: Staffing Chart](#) Daniel Calzaretta, 5/15/15 1:21 AM PDF / 200.78 KB

23. Staffing Plans, Hiring, Management, and Evaluation

Employer-Employee Relationship

Willow School will employ all staff on an at-will basis. All employment offers will be individually negotiated. Offers will be renewed annually after a successful performance review. Performance will be measured using an employee evaluation tool.

All Willow School employees and contractors will be required to submit to a criminal background check and furnish a criminal record summary, as required by the Revised Code of Washington (RCW) 43.43.830-43.43.838, prior to beginning employment. The director of finance and operations shall monitor the compliance of this policy. The board chair shall monitor the fingerprinting and background clearance of the Executive Director and the director of finance and operations. Volunteers who will spend time outside of the direct supervision of a credentialed employee shall be fingerprinted and receive a background clearance prior to volunteering (note: the school will not consider immigration status as a precondition to volunteering).

All volunteers not meeting the unsupervised access provisions outlined by RCW 43.4 3.830 will complete a Request for Criminal History Information (WSP-CRD-430). This will be processed through the Washington State Patrol WATCH [Washington Access to Criminal History] system prior to volunteers being cleared.

Salary Range

The Willow School board of directors understands that to attract excellent teachers, a competitive salary schedule (Table 23.1) must be in place and must be comparable to Walla Walla Public Schools (WWPS).

All employees who work at least half-time will receive health and other benefits (such as retirement). Willow School will become part of the Washington State Retirement System if this option becomes available by law. Until that time, the school will include an employer contribution to employees that matches what the school would be paying into the retirement system.

Table 23.1

Position	Salary range	Budgeted amount
Executive director	\$85,000–110,000	\$100,000
Director of finance and operations	\$45,000–70,000	\$60,000

Dean of students	\$45,000–70,000	\$60,000
Teachers	\$38,000–70,000	\$50,000
Bilingual receptionist	\$25,000–35,000	\$30,000

Recruiting and Hiring Teaching Staff

To be successful and meet the needs of a diverse student body, Willow School must hire and retain high-quality teachers who are committed to the school's mission, vision, and values.

Willow School has designed its recruiting and hiring plans and practices using materials and research from TNTP, as well as modeling the practices of successful charter schools (such as the New Los Angeles School, where the Willow School executive director conducted a case study).

Prior to Year 1, the executive director and the dean of students will implement a comprehensive recruitment plan to seek the best teachers (Table 23.2). In Year 2, the school will add a director of finance and operations to the recruitment team. In Year 5, the school will add an assistant director who will also help with recruitment.

The recruitment plan includes posting job openings on major teaching university websites and education job websites such as EdJoin.org, offering competitive salary and benefit packages to prospective faculty members, and using connections at our local colleges (e.g., Whitman College and Walla Walla University) and state universities.

The recruitment plan must also use culturally inclusive hiring practices. This starts with a statement of belief:

Willow School celebrates diversity in the community that we are a part of in Walla Walla. The school fosters and supports an environment of respect, professionalism, and inclusion for all members of our community, including students, families, staff, volunteers, and visitors. The school is committed to maintaining an educational and work setting where everyone is supported and respected.

The school will also use best practices for recruiting a diverse staff, including [\[1\]](#):

- Having women and people of color on the search and hiring committee.
- Actively recruiting (versus simply relying on job postings to attract candidates).

- Creating internships and other “pipeline” positions. This could include hosting student teachers or other internship positions.
- Not measuring all candidates against one standard, but recognizing that potential employees may come from different social and academic backgrounds.

Recruitment also must take into account teacher pay. Many people are discouraged from entering teaching because of the low early-career salaries. [iii] Willow School has budgeted for an average starting salary of \$50,000 per year, ranging from \$38,000 to \$70,000. Even at the low end of our range, starting salaries at Willow will be higher than a starting salary for a teacher with a bachelor’s degree in Walla Walla Public Schools (\$38,000 at Willow compared to \$34,000 at WWPS). At \$50,000, Willow teachers will make as much as a 10-year veteran with a master’s degree in WWPS. Our highest salary of \$70,000 is more than the most tenured teacher with a doctoral degree would make in WWPS.

The selection model will prioritize desired competencies and use aligned activities to assess each candidate. The selection team will include the executive director and the administrative team, teachers, support staff, parent representatives, a community member, and students.

Candidates must hold a Washington state teaching credential or receive one before the teaching assignment begins.

Table 23.2—Recruitment and Hiring Timeline

Date	Task
August 2015 and ongoing	Advertise positions; begin to build teacher pipeline
September 2015	Review resumes and screen for high-quality candidates
September–October 2015	Conduct initial interviews (in person if local; otherwise by Skype or similar web-based tool)
October–November 2015	Perform site visits to observe candidates, or watch recorded lesson
November–December 2015	Feedback cycle: Provide feedback to candidates; watch reteaching of lesson to evaluate use of feedback

December 2015–January 2016	Conduct second interviews (in person if local; otherwise by Skype or similar web-based tool)
February–March 2016	Conduct final panel interviews
March–April 2016	Check references; request criminal background checks through Washington State Patrol; make offers and fill all teaching positions

Evaluation and Dismissal of Staff

Willow School believes that all staff must have one goal in mind: *equity and excellence for all students*. All adults in the school must pursue this goal with fidelity and integrity. To assure that teaching at Willow School is aligned with our mission, the school will use the TNTP Core Teaching Rubric^[iii] for teacher evaluation, as well as the Center for Educational Leadership (CEL) 5D protocol (Attachment 21).

Using the TNTP framework, evaluations at Willow School will have six key components:

1. Annual process: All teachers will be evaluated at least annually.
2. Clear, rigorous expectations: Evaluations will have clear standards of instructional excellence that prioritize student learning.
3. Multiple measures: Evaluations will consider multiple measures of performance, primarily the teacher's impact on student academic growth (using multiple measures including school, state, and national assessments, portfolios of student work, and project evaluations).
4. Multiple ratings: Evaluations will employ up to five rating levels to describe differences in teacher effectiveness.
5. Regular feedback: Evaluations will encourage frequent observations and constructive critical feedback. The executive director will establish a culture of collaborative practice in which teachers expect to receive (and provide) actionable feedback on a frequent basis in the name of continuous improvement.^[iv] All administrative team members and teachers will be trained to use the observation and feedback protocol (based on the TNTP Core Teaching Rubric).
6. Significance: Evaluation outcomes will be a major factor in key employment decisions about teachers.

Formal evaluations and informal observations may indicate to the executive director that a teacher is struggling and needs support. If this occurs, the executive director will meet with the teacher to develop a plan to address the deficiencies. If the concern rises to a level at which teacher performance will have a significant negative impact on student achievement and the learning environment, the teacher will be placed on a four-week plan of improvement. The executive director and the teacher will develop the plan. If, after the four-week period, the teacher has not

shown significant improvement, employment will be terminated. The executive director may terminate employment sooner, however, if the employee shows no signs of making improvement.

Willow School believes that good teaching is also a reflection of good instructional coaching. One of the main roles of the executive director is to be the instructional leader for the school. Prior to opening, the executive director will train members of the administrative team as instructional coaches based on the TNTP Core Teaching Rubric. Prior to Year 2 (when we add another grade level), the executive director will train teachers in this process as well. The goal is to build internal capacity for the observation-feedback process.

All teachers will receive frequent, specific feedback. Willow School will use strategies and protocols developed by other high-performing charter schools (as outlined in the book *Leverage Leadership*,[\[v\]](#) for example).

School Leader Support, Development and Evaluation

The executive director will be supported by the school's board of directors in four key areas: academic leadership, personal leadership, organizational leadership, and talent management. This support is based on the work of Charter Board Partners, and starts with cultivating a trusting, candid, and collaborative relationship between the board chair and the executive director. This allows the school to address challenges proactively.

The board will also work with the executive director to establish annual goals and a plan for targeted professional development.

Finally, the board of directors will evaluate the executive director on an annual basis. The board chair will establish and lead a committee to conduct this evaluation.

The board has chosen to use the evaluation tool developed by Charter Board Partners because of its emphasis on the four key areas listed above (Attachment 23).

In addition, the school is using Charter Board Partners as a consultant for board and leadership development.

Teacher Retention, Support, and Development

Hiring excellent teachers is the first step in assembling a high-quality teaching staff. There must

also be a plan in place to support, develop, and evaluate teachers so that the school can fulfill its mission of equity and excellence for all students.[\[vi\]](#)

- Retention: Several factors encourage high-performing teachers to stay. One factor is the salary schedule. Another is dismissing ineffective teachers in a timely fashion. Also, providing teachers with the opportunity for leadership and professional development and growth increases retention rates. Finally, supporting teachers to do the best job possible and keeping their workloads at a reasonable level increase teacher satisfaction.[\[vii\]](#)
- Support and development: Providing targeted, intentional support to teachers is crucial to ensure a high-quality educational experience for students. At Willow this will be done through a coaching model in which the executive director and trained teachers (and other administrators) will be the instructional coaches. Willow School will use the model from the Annenberg Institute for School Reform that includes discipline-specific practice and reflection, embedded professional development, and use of data to analyze effectiveness.
- Evaluation: Explained earlier in this section under Evaluation and Dismissal of Staff.
- Leadership: Teachers will have the opportunity to become lead teachers. Selection will be made by the executive director and will be based on exhibited leadership skills, ability to be an effective instructional coach, and demonstration of effective teaching strategies.

Attachments

23.1	Attachment 21: Teacher Evaluation Tools	Daniel Calzaretta, 5/14/15 10:26 PM	PDF / 1.12 MB
23.2	Attachment 20: Leadership Evaluation Tools	Daniel Calzaretta, 5/14/15 7:55 PM	PDF / 1.197 MB
23.3	Endnotes	Daniel Calzaretta, 5/13/15 6:48 PM	PDF / 61.39 KB

24. Professional Development

High-quality professional development is a key component of an effective school.[\[i\]](#) Willow uses the professional development model developed by Learning Forward.[\[ii\]](#) With this model, professional development follows a cycle:

- Standards-based professional learning; leading to
- changes in educator knowledge, skills, and dispositions; leading to
- changes in educator practices; leading to
- changes in student results.

The school identified 10 priority modules of professional development (Table 24.1), crucial to fulfilling the mission of the school: *equity and excellence for all students*.

Table 24.1—Professional Development Modules

Module	Resources	Leader/Organizer

<i>The Willow Way</i> (school culture)	Book study: <i>Leverage Leadership</i> [iii]	Executive director
Teaching students of poverty	Book study: <i>Engaging Students With Poverty in Mind</i> [iv]	Dean of students
Moving beyond cultural competence to cultural proficiency	Southern Poverty Law Center Teaching Tolerance [v]	Dean of students
Data analysis: Improving student outcomes	<i>Leverage Leadership</i>	Executive director
Instructional practices: Project-based learning	Buck Institute for Education [vi] Edutopia [vii]	Executive director
Trauma-informed best practices	Jim Sporleder, national expert	Jim Sporleder
Restorative Discipline	International Institute for Restorative Practices [viii]	Dean of students
Google Apps: Improving student learning	Google Apps for Education [ix]	Executive director
Safety and child abuse	OSPI School Safety Center [x]	Dean of students
Interventions and support (how to support students who struggle, ELLs, and students with disabilities)	Experts in ELLs and students with disabilities (Seneca [xi] and others)	Executive director

The school's executive director identified nine professional development modules as a priority for the first year of the school. These were made through an analysis of the greatest needs of our target student population, as well as providing school staff with support in the key areas of cultural competence, restorative discipline, and project-based learning.

Each of these modules drives two areas of professional development: staff Boost Camp, and ongoing professional development for the year.

Staff Boost Camp

Each of the modules in Table 24.1 becomes a session (or sessions) during the three-week staff Boost Camp (Table 24.2). While all modules are presented during Boost Camp, those given most time are *The Willow Way*; cultural competence; project-based learning; and home visits. The reason these are prioritized is because they are crucial to the successful start of the school year.

Table 24.2—Boost Camp Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Morning: <i>The Willow Way</i> (routines, procedures, systems)	Morning: Trauma-informed practices	Morning: <i>The Willow Way</i> (routines, procedures, systems)	Morning: Trauma-informed practices	Morning: <i>The Willow Way</i> (routines, procedures, systems)
	Afternoon: Cultural competence	Afternoon: Data analysis	Afternoon: Students of poverty	Afternoon: Cultural competence	Afternoon: Students of poverty
Week 2	Morning: <i>The Willow Way</i> ; home visits	Morning: Project-based learning (PBL) and instructional planning; home visits	Morning: Safety and child abuse; home visits	Morning: PBL and instructional planning; home visits	Morning: <i>The Willow Way</i> ; home visits
	Afternoon: Data analysis; lesson and classroom prep	Afternoon: Google Apps; lesson and classroom prep	Afternoon: Restorative discipline; lesson and classroom prep	Afternoon: Google Apps; lesson and classroom prep	Afternoon: Restorative discipline; lesson and classroom prep
Week 3	Morning: Student orientation	Morning: Student orientation	Morning: Student orientation	Morning: Student orientation	Morning: Student orientation

Afternoon: Home visits; classroom prep	Afternoon: Home visits; classroom prep	Afternoon: Home visits; classroom prep	Afternoon: Home visits; classroom prep	Afternoon: Home visits; classroom prep
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Staff will have 80 hours of professional development time during summer Boost Camp.

Ongoing Professional Development

Willow teachers meet three times per week to participate in and lead professional development activities, totaling four hours per week. On Mondays and Fridays, teachers meet from 4:00 to 4:30 p.m., and on Wednesdays from 2:00 to 5:00 p.m. This time will rotate between professional learning community (PLC) meetings, all-staff development, grade level meetings, and collaboration with Walla Walla Public Schools (WWPS). Wednesdays align with WWPS to facilitate shared professional development opportunities.

Each of the 10 modules covered during the Boost Camp are incorporated into the yearlong professional development calendar. Professional development remains flexible to address the needs of the teaching staff. In addition, professional development includes common planning time for teachers. Common planning time is used by teachers to plan and align lessons to standards, develop common assessments, and plan for upcoming projects. This is also done as part of PLCs. PLCs develop a plan for professional development that fits specific goals, and submits that plan to the executive director quarterly. The executive director helps secure the resources necessary for the PLC to meet its professional development goals.

Job-Embedded Professional Development

This type of professional development can be the most effective and beneficial to teachers as they work to improve their instructional practice, which, in turn, improves student outcomes. At Willow, job-embedded professional development is tied to the teacher evaluation-feedback cycle and each teacher's professional goals.

Willow uses the observation and feedback model provided in *Leverage Leadership*.^[xii] The goal of observations is to "... find the most effective ways to coach them to improve student learning."^[xiii] At Willow every teacher receives face-to-face feedback every week (which amounts to at least 30 times per year). According to *Leverage Leadership*, this is more feedback than most teachers get in 20 years.

The executive director will conduct a 15-minute observation of each teacher weekly (using the TNTP Core Classroom Walk-Through Tool) and meet with each teacher for 15 minutes weekly. In the meeting the executive director will provide the teacher with the one or two key action steps that are most important for growth. The teacher and the executive director will agree on how the feedback will translate into practice so it can be implemented immediately into the classroom.

The executive director will keep an observation tracker that includes that date of the visit, teacher, key action step to be taken, evidence of change from previous observation, and a summary of

observations.

There will be two official evaluation cycles during the year. Willow will use the TNTP teacher evaluation tool (or similar). These cycles include:

- Lesson design
- Pre-observation conference
- Observation
- Lesson reflection
- Post-observation conference
- Rating

At Willow, job-embedded professional development has five key elements as developed by the Dylan William Center:[\[xiv\]](#)

- Choice: Within a framework, choice allows teachers to determine their professional priorities.
- Flexibility: Teachers need to be allowed to make modifications to make professional development work best in their own classrooms.
- Small steps: It takes time to change practice, and to be lasting it must become a part of the teacher’s routine.
- Support: Teachers receive support from the instructional leaders. This is based on the teacher observation-feedback cycle (Section 23; Attachment 21).
- Accountability: Teachers, working with the instructional leader, develop personal action plans to make improvements.

During the summer Boost Camp for teachers, the executive director will meet with each staff member to develop a professional growth plan. That plan is developed around the teacher evaluation tool (Section 23; Attachment 21). That plan will be modified as the year progresses, based on the observation-feedback cycle, to address any areas of need that impact classroom performance and student learning.

In addition, there is one “data day” scheduled quarterly so that teachers can analyze assessment data and revise instruction.

Teachers receive 250 hours of ongoing professional development throughout the year (Table 24.3).

Table 24.3

Type of professional development	Annual hours
Staff Boost Camp	80
Monday/Friday professional development	35

Data days (one per quarter)	30
Wednesday collaboration	105
TOTAL	250 hours/year

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Attachments

24.1 [Endnotes](#)

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25. Performance Framework

Mission-Specific Educational Goals

Willow has two mission-specific goals: Spanish language and algebra. Successful completion of language and math courses in high school are predictors of post-secondary success.^[i] Preparing students to excel in advanced Spanish and math courses in high school is part of the school's mission of college and career readiness.

Spanish

All students take Spanish. At the end of 8th grade, at least 90% of all students enrolled in Willow for at least two years will achieve at the proficient or above level on the Standards-Based Measurement of Proficiency (STAMP)^[ii] test or similar. This allows students to enter dual-language Spanish at Walla Walla High School as freshmen. STAMP is currently used by Walla Walla High School to place students into dual-language Spanish.

Algebra

By the end of 8th grade, at least 90% of Willow students enrolled at the school for at least two years will pass Algebra 1. This allows students to enter Geometry 1 as freshmen, putting them on the advanced college preparatory math track.

Mission-Specific Organizational Goals

- 100% of families receive at least one home visit during the year
- 100% of teachers trained in PBL
- 100% of teachers trained in restorative discipline
- 100% of teachers trained in Guided Language Acquisition Design (GLAD) (or similar) English Language Learner (ELL) strategies
- Advisory council meet four times per year

Assessments

The purpose of diagnostic, formative, and interim assessments is to provide actionable feedback to adjust ongoing teaching and learning strategies, which improves student achievement.

Willow School uses a combination of diagnostic, interim, and formative assessments to track student progress and inform instruction. These are aligned with appropriate learning standards (Common Core, Next Generation Science Standards [NGSS], and others).

Daily

Examples include “exit tickets,” learning logs, philosophical chairs, and Socratic seminars. These give teachers a snapshot of how students are doing on key concepts, providing information on how to immediately adjust instruction. Teachers share this information with the learning lab instructors so students can get immediate, targeted support.

Weekly

These include quizzes tied to specific learning targets (provided by assessment banks in Illuminate or similar student information systems or created by teachers). This weekly assessment gives teachers a deeper understanding of student progress and provides information on the success of instructional changes. It also gives information to learning lab teachers on the success of interventions.

Quarterly Interim

These are longer assessments that mirror the Smarter Balanced summative assessment and are aligned with standards taught the preceding quarter. The assessments are followed by a “data day” when all staff analyze student results. This deep analysis, based on the model provided in *Leverage Leadership*,[\[iii\]](#) helps the executive director and the teachers see whether class-wide and student-specific changes must happen. These assessments occur in humanities, math, science, and Spanish.

The school uses Common Core-aligned interim assessment test bank questions as provided by

Illuminate (or similar).

Projects are quarterly assessments of 21st Century Skills standards.

Yearly

All students take the Smarter Balanced assessments as required by the state. In addition, all 8th graders take the Measurement of Student Progress (MSP) in science. This assessment data will guide ongoing curriculum development and revisions.

If selected by Washington State Office of Superintendent of Public Instruction (OSPI), Willow School will also participate in the National Assessment of Educational Progress (NAEP) test.

Data Collection and Analysis

The school analyzes data of individual students, subgroups, cohorts, and the school as a whole. This provides information necessary to make curricular changes *as they arise*. At the end of the academic year the school will analyze system modifications that might be necessary to improve student learning, such as changes in textbooks, teaching methods, learning targets, and scope and sequence of courses. Over the term of the charter contract the school will track performance on academic standards set by the Washington State Charter School Commission, as well as mission-specific goals. Adjustments will be made based on data with the goal to improve student performance so the school can fulfill its mission of preparing students to be college and career ready.

The school will collect data using the Illuminate (or similar) student information system. The system allows easy input of multiple types of assessments, provides multiple layers of data for analysis, and makes it easy for teachers and the executive director to monitor student progress. The executive director and the dean of students are responsible for ensuring data is collected and reported on a timely basis by all teachers.

The executive director trains the staff on data analysis, beginning with the staff Boost Camp (Section 24). Ongoing training also occurs throughout the year. The executive director and the dean of students will collect, disaggregate, and disseminate all data to be analyzed by the teachers during the four data days built into the school calendar. The results are shared with parents at quarterly conferences (Attachment 6).

The executive director will also follow the progress of individual students, cohorts, subgroups, and the school as a whole by using the Illuminate (or similar) system. This allows for immediate feedback to teachers regarding student progress.

Parents will be able to see the progress of their child in real time through online access to the Illuminate (or similar) system. In addition, monthly progress reports will be sent home to parents (in both Spanish and English, and other languages as necessary).

The executive director is responsible for providing the training and support for the school's data analysis structure. All staff will read the books *Leverage Leadership* and *Driven by Data* [iv] in the summer before the staff Boost Camp. The executive director will lead the training during Boost Camp and ongoing training throughout the school year. The executive director will base the training schedule on high-performing charter schools as described in *Leverage Leadership*, as well as those visited for observations and the case study, training from the assessment platform vendor, and lessons learned from the Washington State Charter Schools Association Leadership Center Strong Start Initiative.

The board uses assessment data to monitor academic performance of the school.

Attachments

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26. Facilities

Site Specifications

We anticipate an initial facility of approximately 12,000 square feet to accommodate 120 to 185 students. Our consultant, Washington Charter School Development Inc., recommends a minimum of 75 square feet per student, making our projected size ample for the student population. The facility will be divided into at least 12 classrooms, five staff areas, a faculty hall, a large common area that can double as a gymnasium, Americans with Disabilities Act (ADA)-compliant bathrooms, and other adequate common and shared spaces. The school anticipates needing 30 parking spaces, ADA-compliant parking spaces, and a bus drop-off zone. In Year 3 the school will move into a permanent location of approximately 16,000 square feet. Table 26.1 illustrates the specific anticipated need by school year.

Table 26.1

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of students	120	185	195	210	220

Application Notes for Willow Public School

Number of staff	15	19	21	22	23
Approximate square feet	12,000 (limited staff and office area due to temporary nature of building and to accommodate Y2 transitional classrooms)	12,000 (slightly under recommended size as we transition to full-size venue)	16,000 (full administrative and classroom areas for expansion to full capacity in Y5)	16,000	16,000
Administrative office spaces	3	3	5	5	5
Classrooms	8	8	9	9	9
Specialty classrooms	2	2	3	3	3
Restrooms	4	4	8	8	8
Common areas	1 large all-school gathering space	1 large all-school gathering space	1 large all-school gathering space	1 large all-school gathering space	1 large all-school gathering space
Outdoor space	Field and activity space	Field and activity space	Field and activity space	Field and activity space	Field and activity space
Parking	Min. 25 spots (including ADA)	Min. 25 spots (including ADA)	Min. 30 spots (including ADA)	Min. 30 spots (including ADA)	Min. 30 spots (including ADA)
		Full kitchen or server, depending on	Full kitchen or server, depending on	Full kitchen or server, depending on	Full kitchen or server, depending on

Other	N/A	the needs of the school and local health department requirements	the needs of the school and local health department requirements	the needs of the school and local health department requirements	the needs of the school and local health department requirements
		Safe drop-off and pick-up			

Willow classrooms will accommodate flexible instructional groupings and structures. Ideally, we will have dedicated electric and network drops for students and wireless access points to implement technology usage in all classrooms. The Willow facility will meet the following conditions:

- Applicable state and local health and safety requirements.
- ADA accessibility and all facility education code/ADA requirements met.
- No known presence of asbestos or mold.
- Kitchen area that meets food service requirements.
- Adequate storage.

The school will be located on a safe path for students who take the bus or other transportation, walk, or are dropped off, and will ideally be located within the center of the community it serves—the Hispanic and lower-income family neighborhoods in the north of town.

Athletics

Willow School will work with Washington Interscholastic Athletic Association, local school board and local principals, and athletic directors to ensure that Willow students are eligible to participate on public school teams if they wish, just as homeschooled and parochial school students do.

Strategy

We are pursuing partnerships with Walla Walla Community College and the City of Walla Walla, with an eye toward spaces such as the Carnegie Arts Center and the new Tech Center at Walla Walla Community College. In addition, Willow School intends to collaborate with existing facilities at Walla Walla Public Library to utilize the state-of-the-art digital arts lab (CrewSpace).

During start-up, Willow School is prepared to use inexpensive space, such as a church basement, to found the school and the facility. Early savings on facilities would help create a long-term facility that is cost-effective, thus channeling more funds into teaching.

We have established a relationship with Roger Esparza of Williams Team Homes, a long-standing and well-respected real estate agent specializing in commercial real estate to ensure access to all potentially suitable facilities that come on the market.

The facility timeline is expected to be as follows; however, all due diligence will be exercised to accomplish these tasks well before the final timeline date:

- Begin discussions with broker: January 2016 (we began cultivating these relationships in the community in January 2015)
- Market research: April 2015 to May 2016 (we started this process in January 2015)
- Collaborative efforts to secure start-up facility: April 2015 to May 2016
- Application to Sherwood Trust and other philanthropic agencies: August to September 2015 (we met with Sherwood Trust officials and have made preliminary inquiries as of January 2015)
- Firm commitment for start-up or permanent facilities: May 2016
- Tenant and infrastructure improvements: May 2016 to July 2016
- Opening: August 2016

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Attachments

26.1	Attachment 22: Facility Documents	Daniel Calzaretta, 5/14/15 7:57 PM	PDF / 549.841 KB
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27. Start-Up and Ongoing Operations

Transportation

Willow School will select a transportation contractor capable of providing services to students with disabilities as required by law. We have also allotted a field trip budget line in our overall school budget that will cover the transportation necessary for students to participate in field studies that take place off-site. The director of finance and operations will oversee the contract and relationship with contracted service providers. We plan to locate the school close to the students without means to get to school and as close as possible to major thoroughways and public transit lines. Nonetheless, we are prepared to provide transportation options based on the specific needs of our students. In addition to contracting with a private transportation company, such as Durham, Harlow's, or First Student, we will work closely with Walla Walla Valley Transit to provide free and/or reduced passes for students. When necessary, we will contract with a private company to provide transportation to any extracurricular events.

Safety and Security

A healthy and safe environment is imperative to productive teaching and learning. The board will adopt and implement a comprehensive set of health, safety, and risk management policies, adherent to Washington law that will be updated as needed.

These policies will be created with guidance from the School Nurse Corps' Washington State School Staff Health Training Guide^[i] and the Washington State Office of Superintendent of Public Instruction's (OSPI's) School Safety Center's School Safety Planning Manual.^[ii]

Moreover, these policies will be developed in consultation with the school's insurance carriers and Walla Walla's Police, Fire, and Health Department requirements.

The policies will be incorporated as appropriate into the Willow School family and employee handbooks. The board will adopt a set of health and safety policies and a school safety plan no later than 90 days prior to operation; the policies will be tailored as necessary to the unique facility needs of the school.

Procedures for Background Checks

Board members, employees, and contractors at Willow School will be required to submit to a criminal background check and furnish a criminal record summary as required by Revised Code of Washington (RCW) 43.43.830-43.43.838. New employees must submit fingerprints and processing fees to OSPI for processing through the Washington State Patrol and FBI. The finance and operations director will monitor the compliance of this policy and report to the board on a quarterly basis. The board chair shall monitor the fingerprinting and background clearance of the executive director, dean of students, and finance and operations director. All volunteers shall be fingerprinted and receive a background clearance prior to working with students. All volunteers not meeting the unsupervised access provisions outlined by RCW 43.43.830 will complete a Request for Criminal History Information (WSP-CRD-430). This will be processed through the Washington State Patrol Washington Access to Criminal History (WATCH) system prior to volunteers being cleared to work at Willow.

In its compliance duties, the finance and operations director will review all new hire packages, including reference checks, background checks, and fingerprints, and will compare each package to a standard checklist, which will be developed concurrent with human resources policies.

Role of Staff as Mandatory Child Abuse Reporters

All Willow staff, classified and certified, will be mandated to report child abuse and will follow all applicable reporting laws. They will be notified of this requirement during Boost Camp and in their employee handbook.

Immunizations and Mandatory Health Testing

Willow School will adhere to laws related to legally required immunizations and a health screening

for entering students and staff pursuant to RCW 28A.210 and WAC 246-110. Willow's Board will adopt Walla Walla Public Schools required procedures for medical records and medication, with the exception of the over-the-counter medications Ibuprofen and Acetaminophen, which the school nurse (or designee) will be able to dispense as needed with parent permission.

CPR, AED, and First Aid Training

All Willow employees will hold current CPR and First Aid and AED certification.

Vision and Hearing

Willow shall adhere to RCW 28A.210.020, 030, and 040, and Washington Administrative Code (WAC) 246.760 as applicable to grade levels served.

Blood-Borne Pathogens

Willow shall meet state and federal standards for addressing blood-borne pathogens and other potentially infectious material in the work place. Willow School will establish a written infectious control plan, similar to Walla Walla Public Schools', designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

Drug-Free and Smoke-Free Environment

We are a drug-, alcohol-, and smoke-free environment.

Comprehensive Harassment Policies and Procedures

We are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. We will adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school to include all interactions between and among students, employees, and volunteers.

Emergency Preparedness

Willow shall adhere to an emergency preparedness and crisis plan drafted specifically to the

needs of the school site in conjunction with law enforcement and the fire marshal. Emergency response will be part of our emergency preparedness and we will have a system for internally locking down the building based on the facility. This plan includes the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If we assume a facility that was used as a school, any existing emergency preparedness plan shall be reviewed and updated. We will act in accordance with RCW 28A.320.125(6) by practicing lock-down drills once per quarter and shelter-in-place drills and off-site evacuation drills once per year.

Facility Safety

We will comply with WAC 246-366 (and WAC 246-366A, effective July 1, 2015) regarding environmental health and safety standards for school facilities. The school agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually to ensure that they are maintained in an operable condition at all times. The school shall conduct the required number of fire drills required in accordance with RCW 28A.320.125(6).

Ongoing Security

At the start and end of the school day, Willow staff will monitor entrances to ensure only our students are entering the building. Once school begins, at a minimum, all doors will remain locked throughout the day except one entrance door at the main office. All visitors, guests, families, volunteers, and vendors must check in and out of the building at the front office. Willow School staff will verify the identity of each visitor and issue a visitor badge. In addition, Willow School staff will wear identification badges and students will be in uniform.

Food Service

Willow School will secure services from a local food vendor to provide healthy food, including breakfast, lunch, and snacks at an affordable price for all of its students. Vendors might include the Walla Walla Community College Culinary Arts Program and the Farm-to-Table program. The finance and operations director will establish systems and procedures necessary to bid for a vendor, collect all documentation from families who are eligible for free or reduced-price meals, and track meals via a point-of-sale system.

Procurement

Willow School procures only those items and services that are required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance, and price. Willow staff will follow a systematized purchase request and purchase order protocol to request and order goods and services.

The board president, treasurer, and executive director have the authority to authorize expenditures up to \$10,000 and the academic or operations lead may authorize expenses up to \$5,000. Purchase orders and invoices of \$10,000 or more must be approved by the board chair and one of the following authorized positions: board treasurer or school leader. See Section 29 for more information about contracting with professional consulting services.

The school's operations team will adhere to applicable federal and state guidelines and grant restrictions when procuring goods and services. The procurement lead will endeavor to obtain quotes from multiple vendors and evaluate the quotes based on clear, fair criteria before purchasing. In the event of a formal bid, all documentation of applicable bids and/or quotes obtained will be retained and filed.

Attachments

27.1	Attachment 24: Insurance Coverage	Daniel Calzaretta, 5/14/15 3:14 AM	PDF / 195.113 KB
27.2	Attachment 23: Start-up Plan	Daniel Calzaretta, 5/14/15 3:13 AM	PDF / 198.085 KB
27.3	Endnotes	Daniel Calzaretta, 5/13/15 6:52 PM	PDF / 51.265 KB

28. Operations Capacity

The Willow School implementation team consists of future Executive Director Daniel Calzaretta and three board members, with the support of organizations such as Washington Charter School Association, Charter Board Partners, 501 Commons, Washington Charter School Development Inc., Commitment to Community, and many other organizations and individuals.

The Founding Team

Founding member Joe Cooke is a CPA with a master's degree in taxation and a juris doctor. He has extensive background in creating, managing, and monitoring nonprofit institutions, including audits of local governments and school districts with federal, state, and local funding. He has extensive background in real estate and trust and endowment fund management. He has implemented complex financial management systems such as an Oracle 8i grants management module in Clark County, Washington. Cooke will assist the Willow leadership team in creating financial and compliance systems. He will assist in locating a facility and in the related project management and commensurate financial and logistical issues. He is a graduate of the Cascade Executive Program of the Evans School of Public Affairs of University of Washington. He is currently an instructor at Walla Walla Community College. He has been identified as a Sector Leader by the Washington Charter School Association.

Katie Christianson has been accepted into the 501 Commons personnel management and policy development program sponsored by the Sherwood Trust in Walla Walla and, as dean of students,

will assist and advise the board in developing the human resource policies and procedures with the assistance of nonprofit experts. She has also been identified as a Sector Leader by the Washington Charter School Association. She will be resigning from the board upon approval of this application to serve as Dean of Students.

Executive Director Daniel Calzaretta has experience envisioning, planning, and creating a successful school based on Pacific Crest Community School, the proposed model for Willow School, and has both teaching and administrative experience. In 1992, Calzaretta helped found the Pacific Crest Community School, an independent 6th to 12th grade school in Portland, Oregon. Pacific Crest uses a model similar to the one proposed for Willow School. As the co-director, Calzaretta guided the school through the accreditation process via Northwest Accreditation Commission. He was in charge of teacher recruitment, hiring, and evaluation. He also was in charge of the middle school program at Pacific Crest, including curriculum design, assessment, teacher supervision, student discipline, and parent/community outreach.

Team member James Winchell created and refined the four-year curriculum in English/humanities at the Northwest Academy—a new, independent, arts- and project-based secondary school in downtown Portland, Oregon—where he co-chaired the self-study committee for the school's first full-fledged accreditation with the Pacific Northwest Association of Independent Schools.

The founding team is committed to building the infrastructure necessary to maintain a viable, successful school for the long term. They will use their experience to oversee the creation of a sustainable school operational culture and to recruit qualified partners and staff that are committed to the school's success. Katie Christianson and Daniel Calzaretta will combine their talent, education, and experience around staffing plans, professional development, and performance management. Joe Cooke will monitor and guide the setup and execution not only of general operations and facilities management, but also board training around oversight of those areas. James Winchell will help create and tailor curriculum and performance management.

The founding board members are actively recruiting new board members with expertise in critical areas, including risk management, commercial real estate, human resources, education, nonprofit management, law, and cultural competency.

As described in the financial plan (Section 29), at least two of the following three executives must authorize expenditures between \$5,000 and \$10,000: the board president, treasurer, and school leader. Any two of those three and the dean of students or operations and finance director may authorize expenses up to \$5,000. Professional consulting services shall be provided by contract. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the board for approval during the annual budget cycle or prior to signing. Duration of contracts shall be at the discretion of the board. In general, contracts exceeding \$10,000 shall be reviewed after a bidding process of sufficient duration to ensure competition. However, the board may authorize the board chair or school leader to offer a sole-source contract exceeding \$10,000. Bid

tabulations shall be presented to the board along with a recommendation for action. The board reserves the right to select whichever vendor it deems most prepared to provide the required goods or services without automatically selecting the low bidder.

Washington Charter School Association has retained Charter Board Partners to assist in pre-authorization and post-authorization start-up trainings for the full board and the school leader on issues such as legal training, strategic planning, setting goals, establishing committees and structures, fiduciary responsibilities, and fundraising.

Attachments

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FINANCIAL PLAN AND CAPACITY

29. Financial Plan

The following policies and procedures will be established by the board of directors, in conjunction with the executive director and the finance and operations director, to ensure that Willow School follows all applicable local, state, and federal regulations regarding the use of public funds. The board will continue to revisit these policies and procedures on an ongoing basis, but most specifically during the start-up period. The finance committee shall establish an audit subcommittee that will meet regularly (monthly, at least) to review compliance with established policies and procedures and to recommend improvements. The audit subcommittee will review receipts and disbursements, bank reconciliations, purchase approvals, and accounting records and shall be specifically trained in generally accepted auditing procedures to the extent necessary to fully understand and be aware of internal control issues. At the very least, the committee shall review a stratified/random sample of invoices and payments (for instance, all expenditures over \$2,000 and then a random selection of transactions under that materiality threshold. The audit committee shall immediately report to the board any inconsistencies in the application of internal controls, not matter how slight. The audit committee will work with the finance and operations director to ensure timely and accurate reporting, adequate safeguarding and stewardship of all assets, and compliance with any and all legal requirements, as well as ethical, open, and transparent presentation of information.

In general, invoices will be reviewed and signed according to the procedures outlined below to ensure the items were properly requisitioned and maintained to document check processing. Open invoices will be paid in a timely manner unless delayed payment is arranged through the vendor, in which case the school will meet payment schedules as outlined.

All purchases of goods and services must be consistent with the board-approved budget and do not require a board-approved/executed contract, with the exception of expenditures that exceed budget by a material amount. All other proposed expenditures must be approved by the person who reviewed the proposed expenditure to determine whether it is consistent with the board-adopted budget. Check request and purchase order forms must be signed by the person reviewing the expense (if applicable). At least two of the following three executives must authorize expenditures between \$5,000 and \$10,000: the board president, treasurer, and school leader. Any two of those three and the dean of students or finance and operations director may authorize expenses up to \$5,000. All professional consulting services shall be provided under a contract. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the board for approval during the annual budget cycle or prior to signing. duration of contracts shall be at the discretion of the board. In general, contracts exceeding \$10,000 shall be reviewed after a bidding process of sufficient duration to ensure competition. However, the board may authorize the board chair or school leader to offer a sole-source contract exceeding \$10,000. Bid tabulations shall be presented to the board along with a recommendation for action. The board reserves the right to select whichever vendor it deems most prepared to provide the required goods or services, without regard to the low bidder being the automatic selection.

Purchase orders under \$10,000 must be approved in accordance with the authority amounts listed above. Purchase orders and invoices of \$10,000 or more must be approved by the board chair and one of the following authorized positions: board treasurer or school leader.

School credit cards shall be allowed for school purchases and travel. Authorized purchasing cardholders are the executive director and the finance and operations director. The board may approve travel credit cards as needed. All credit card charges must follow ordinary procurement procedures.

Electronic payment methods (wire, ACH, transfer between bank accounts, etc.) must be reviewed by the board finance committee and must follow ordinary procurement procedures.

Business meals are reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed. No board member or employee may authorize a reimbursement request made payable to themselves. Reimbursements payable to the school leader are approved by either the board chair or the treasurer.

A petty cash fund of \$200 will be established and managed by the school leader according to normal petty cash procedures (e.g., provide receipts, ensure valid purpose, etc.)

Use of school funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the board.

The board shall authorize the establishment of commercial bank accounts for the purposes of school operations. Funds will be deposited in non-speculative accounts including federally insured savings and/or checking accounts and/or invested in non-speculative federally backed instruments and/or standard money market accounts. The general checking account shall be the primary account for school needs. Authorized signatories to this account shall be the board president, board treasurer, and executive director. The general checking account shall be reconciled monthly by a school staff member or outsourced accountant who does not have the ability to approve expenses or disburse funds from the account. The monthly bank reconciliations shall be reviewed and approved by the board or a representative of the board who is not an authorized approver of expenses or signer on the account. Authorized signatories to the savings account shall be the board president, board treasurer, and executive director.

Core cash balances and reserves shall be invested in federally insured, fiscally conservative interest-bearing accounts.

The school will deposit all funds received as soon as practical upon receipt. The receptionist will open all mail on a daily basis, immediately sort and endorse all checks to the appropriate school account, and prepare appropriate deposits as soon as practical, ideally the same day and no more than three working days. When cash is received, it will be counted by at least two employees, both of whom will verify the amount received and sign a cash deposit form indicating the performance of their duties.

Employees shall be reimbursed for all necessary and reasonable costs associated with traveling for school business. All applicable receipts must be attached to a completed expense report.

All employees are reimbursed at the standard mileage rate per mile as determined by the IRS for use of their own vehicle for business related travel pre-approved by their supervisor. In addition, parking fees and tolls are reimbursable if supported by receipts. All employees requesting such mileage reimbursement are required to furnish an expense report containing the destination of each trip, its purpose, and the miles driven, and parking fees and tolls within one month after the travel date, supported by receipts, if applicable. Other transportation expenses such as taxis, rental cars, buses, and airplane tickets will be reimbursed for the actual costs incurred. Fines and parking tickets are not reimbursable.

Employees are reimbursed for the cost of single-room accommodations typically occupied by business travelers. When lodging expenses will exceed standard U.S. government per diem rates for the city in which an employee is staying, that employee must receive advance approval for the cost of their lodging.

Reasonable costs of meals while traveling are reimbursable using standard U.S. government per diem rates for the city in which an employee is staying for one, two, or three meals per day depending on the circumstances of a particular trip. Under no circumstances shall alcohol be reimbursed.

In certain circumstances, employees may choose to be accompanied on business travel by a spouse/domestic partner. At no time will the school reimburse an employee for costs incurred for the travel expenses of the spouse/domestic partner.

The hiring process is directed by the executive director and is consistent with the approved annual personnel budget. New employees must complete an application for employment, all necessary paperwork for payroll, and are fingerprinted consistent with state law. Fingerprint and background clearance must be received before any employee may start work. Employees accrue vacation and sick leave based on the board-approved personnel policy.

The director of finance and operations will develop procedures to ensure accurate and timely

preparation of timesheets for hourly employees. Willow School intends to contract payroll services as a cost-effective method to ensure accuracy in payroll processing and reporting.

Willow School values the unique contributions and commitment of each employee. Washington state is an at-will employment state so there will be no employee contracts; however, Willow School leadership will develop a written handbook with specific guidance around expectations for both employer and employee, especially with regard to fulfilling the school's mission, vision, and values.

Independent Contractors

We shall only engage independent contractors if all of the following practices are followed:

- The expense is within the approved budget or separately approved by the board.
- The contractor provides an IRS form W-9.
- IRS rules are followed regarding classification of staff as contractors versus employees.
- The work is done under contract.

The school will capitalize and depreciate all assets costing \$3,000 or more. All other assets are charged to expense in the year incurred. Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives. The operating budget has been prepared under the modified cash basis of accounting and therefore does not reflect this depreciation allowance. The board may elect to temporarily restrict funds equal to annual depreciation expense in order to accumulate funds for replacement.

Surplus property shall mean property that is no longer in use, damaged beyond repair, or that the school feels will have no future value to the school's program, and that is declared to be surplus property by the board. Surplus property will be disposed of according to Washington state law for public assets.

If the property in question costs \$3,000 or more at the time of acquisition and was acquired with federal grant funds, we will notify the federal contract administrator prior to donating or disposing of such property as provided above.

All school assets and property, both cash and physical, are secured at all times either through direct possession by an employee or via locked cabinets, offices, etc. Volunteers for the school are not allowed to take possession of any school property.

The board will contract with a qualified outside firm to perform an audit each year on the close of the prior year's books and in advance of the statutory audit deadline. The audits include: (1)

accuracy of the school's financial statements, (2) attendance accounting and revenue claims practices, and (3) internal controls practices. If we receive over \$500,000 from federal sources, the audit is prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit firm is chosen in compliance with state laws and regulations. At the conclusion of the audit, the board of directors reviews the audit findings and requests, adopts, and monitors any corrective action, if required.

Form 990 IRS Tax Return

The selected audit firm prepares the Federal Tax Return Form 990 and sends a copy to the school staff responsible for the audit. The school leader and operations director will review and send a copy to the board of directors for its review and approval before filing. Once approved by the board, the finance and operations director will notify the audit firm who prepares the final return for filing.

State Audit

The school will also be subject to audits by the State Auditor's Office. These audits may not be annual, but all financial periods will be covered when the audits occur. State audits may include any combination of financial reporting, federal A-133 testing, and risk-based procedures.

The board will adopt a fiscally conservative budget well in advance of any required deadlines by the authorizing entity. During the course of the year, the board may amend the budget as expenses and revenue projections change. The school and board shall start the budget adoption process in January 2016 by creating a list of budget priorities and/or reviewing the current budget priorities balancing input from key stakeholders while focusing on the core mission of the school. This proposed budget will be provided to the board of directors at the end of March 2016 and will be based on conservative assumptions for State and Federal Education Revenue. The board will discuss the budget at an open board meeting in April 2016. The meeting will be publicized to families and various community stakeholders well in advance of the public meeting so that interested parties can attend the budget related board meeting(s). School leadership will submit a final budget for approval by the board by the end of May 2016.

As the school is subject to Washington Open Meetings Law, all board discussion around, and the ultimate adoption of, the budget will be completed during public board meetings. Annual audits and any significant findings will likewise be presented during public board meetings. In keeping with IRS guidelines, copies of Form 990 will be made publicly available.

Willow School will maintain adequate insurance necessary for the operation of the school, including but not limited to property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the board, school, and its employees with policy limits as set forth in Attachment 24.

See Attachment 25 for the complete financial workbook and Attachment 26 for the accompanying budget narrative.

Attachments

29.1	Attachment 26: Budget Narrative	Daniel Calzaretta, 5/14/15 3:20 AM	PDF / 281.69 KB
29.2	Attachment 25: Financial Plan Workbook	Daniel Calzaretta, 5/14/15 3:18 AM	XLSX / 258.548 KB

30. Financial Management Capacity

Joe Cooke will oversee initial design and implementation of the in-house financial system, along with the finance and operations director, with assistance from outside organizations such as the Sherwood Trust, Washington State Charter School Association, and Cooke's network of accounting professionals.

Based on his audit experience, Joe Cooke has consulted with numerous nonprofit organizations in designing and implementing information systems and internal controls over both compliance and financial data. He implemented an Oracle-based grant and fund accounting system in Clark County, Washington; he implemented cash management, trust accounting, and donor tracking systems for Lewis & Clark College in Portland, Oregon; and he is highly trained and experienced in nonprofit accounting and reporting, including A-133 and yellow book audits of nonprofit entities. While at Clark County, Cooke was in charge of a staff that accounted for \$20 million annually in federal, state, and local funds.

Willow School has elected to perform accounting and data functions in-house to (a) provide a larger administrative staff without increasing budget so that staff can be cross-trained for sustainability and continuity purposes; (b) keep local funds within the Walla Walla community, which is important to local donors and other stakeholders; and (c) provide an extreme amount of accountability by continuous board oversight of financial matters through direct reports from the executive director and the finance and operations director.

The next phase of board development involves finding dedicated members who have connections and experience in fundraising and development, adding to Cooke's background in planned giving and endowment management. In addition, one of the high priorities for the start-up phase of Willow School is the hiring of an experienced finance and operations director. In addition, the board will select through the approved process an independent accounting firm (in no way related to the firm that will conduct the annual audit) to assist in development and design of the accounting system.

The dean of students and the executive director will be cross-trained in the execution of finance and operations director duties to ensure uninterrupted systems, and will review data to ensure a high level of accuracy. The executive director has been involved in the implementation of two prior schools and has a high level of competence, experience, and dedication to data and financial integrity. The dean of students comes from both an educational and entrepreneurial background and understands the basics of financial accounting and internal controls. In the early stages of school development, the board finance committee will provide robust oversight over all accounting and data management, ensuring a successful launch and the creation of a culture of zero tolerance for errors (subject to standard materiality limitations).

Innovation Schools (business name: Willow School) is a new Washington nonprofit organization founded in 2015 to manage a public charter school as outlined in this application. Innovation Schools filed for federal tax-exempt status on February 23, 2015, and has no prior financial history; therefore, Attachments 27 and 28 do not apply.

Attachments

30.1	Attachment 28: Independent Financial Audit Reports, Management Letters, and Recent Internal Financial Statements	Daniel Calzaretta, 5/14/15 3:27 AM	PDF / 175.528 KB
30.2	Attachment 27: Recent Internal Financial Statements	Daniel Calzaretta, 5/14/15 3:25 AM	PDF / 173.515 KB

EXISTING OPERATORS

31. Existing Operators

Not applicable: Innovation Schools (business name: Willow Public School) does not operate one or more schools, is not a charter management organization, and is not proposing to contract with Education Support Professionals (ESP).

Attachments

31.1	Attachment 29: Portfolio Summary	Daniel Calzaretta, 5/14/15 3:31 AM	PDF / 176.681 KB
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RECEIVED

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

SEP 20 2015

STAMPER RUBENS,

Date: SEP 21 2015

INNOVATION SCHOOLS
C/O STEVEN O ANDERSON
720 W BOONE STE 200
SPOKANE, WA 99201

Employer Identification Number:
47-3156745
DLN:
17053061315015
Contact Person:
ROGER W VANCE ID# 31173
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
August 9, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

INNOVATION SCHOOLS

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Cooper", written in a cursive style.

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

The following budget narrative provides a description of the project budget submitted for the CSP Non-SEA Federal Charter Schools Grant Project by Willow Public School.

Personnel

It is crucial to the success of our school that we have a strong trauma-informed and restorative discipline system. This will help the school to deliver on our vision of **equity and excellence for all students** and our mission **to prepare our diverse middle school population to excel in high school, college, and career – and inspire students to improve their community and the world.** The social worker, therefore, will be a vital role in the school

In addition, it is just as crucial to have a strong financial plan to provide for the long-term viability of the school. The Director of Financial Operations (DFO) is an indispensable member of the leadership team of the school.

With this grant, Willow Public School will be able to fund a full time social worker for years one, two, and three, at an annual salary of \$50,000. In addition, the school will be able to hire a full time DFO at an annual salary of \$60,000.

At the end of this grant, the cost of these two high leverage positions will be paid for by the per pupil funding from the planned increase in student enrollment and corresponding revenue. During years 1-3, the school will start smaller and increase in size slowly. This allows the school to be very intentional about how it creates its academic and social culture.

Fringe Benefits

We have calculated benefits (health care, retirement, taxes, insurances and all other required benefits) for all full-time employees of the school as 32% of salary. For the

social worker this is an additional \$16,000 per year. For the DFO, it is an additional \$19,200 per year.

Training (listed in Section A: Budget Summary on the budget spreadsheet under “Other”)

Restorative discipline is a central piece to the school’s trauma-informed model, and a way to reduce the out-of-school suspensions and expulsions that fall most heavily upon low income students, students of color, and students with special needs. Therefore, the school will send the social worker to trainings conducted by the International Institute for Restorative Practices, a recognized leader in training schools on restorative systems. In year one of the grant the social worker will attend the initial Basic Restorative Practices four-day training, at a cost of \$650. In year two, the social worker and the Dean of Students will attend the two-day Restorative Responses to Adversity and Trauma training, at a cost of \$350 each (\$700 total). In year three, the social worker will attend the three-day Train the Trainer course at a cost of \$1500. This will allow the social worker to train our staff, and even provide professional development opportunities for teachers and administrators in our local school district.

During the first year of the grant, the DFO will participate in trainings provided by the Washington State Charter Schools Association in conjunction with the State of Washington Charter School Commission (our authorizing body) and the Office of the Superintendent of Public Instruction. While the trainings are free, there will be travel costs (see below).

Travel

For the restorative training in year one, travel will cost \$400 (flight to Los Angeles); hotel

\$720 (\$180 per night, four nights); and per diem for meals \$240 (\$60 per day).

For the training in year two, travel will cost \$350 (flight to Denver); hotel \$360 (\$180 per night, two nights); and per diem for meals \$120 (\$60 per day). For the training in year three, travel will cost \$600 (flight to Allentown, PA), hotel \$720 (\$180 per night, four nights); and per diem for meals \$240 (\$60 per day).

For the DFO, there are two trainings that will take place in year one of the grant, both in Seattle. Travel will cost \$360 (\$180 per trip); hotel \$360 (\$180 per night); per diem \$120 (\$60 per day).

The school will also incur travel costs for the grant Project Director to attend the meeting in Washington DC. Travel will cost \$470 (flight to Washington DC); hotel \$360 (\$180 per night) and per diem for meals \$120 (\$60 per day).

Equipment

For students to engage in relevant, real-world projects and for the school to teach 21st Century Skills, the school needs to have the proper equipment and infrastructure. In addition, having one Chromebook for every student in the school provides for equal access to technology, regardless of family income.

In year one, the grant will pay for installation of a wireless network (\$5000); a Chromebook for each student and teacher at a cost of \$32,500 (\$250 per device, for 130 devices); \$37,500 for chairs with wheels and a base to hold books and supplies (130 at \$289 each); and \$2,100 for classroom projectors (6 at \$350 each).

In year two we will bring in a new group of 6th graders, thus bringing our school to near capacity in grades 6-8. Therefore, we will need \$17,500 for Chromebooks (70 at \$250 each); \$20,230 for chairs (70 at \$289 each); and \$1,400 for projectors (4 at \$350 each).

In year three we will need \$18,750 for Chromebooks (75 at \$250 each); \$21,675 for chairs (75 at \$289 each); and \$1,400 for projectors (4 at \$350 each).

After the end of the grant, the school has built into the budget the purchase cost for 75 new Chromebooks per year (we will cycle out old Chromebooks after three years of use).

We will not need new projectors or chairs each year as we will have reached our maximum operating capacity of the school.

Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary

Willow Public School has not received any federal funding. Once we have students in the fall of 2016, we will receive federal funding through departments such as Title I and Special Education. These federal funds have strict guidelines and Willow Public School will comply with all federal funding regulations.

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Daniel		Calzaretta	

Address:

Street1:	14 E. Main Street
Street2:	Suite 204
City:	Walla Walla
County:	Walla Walla
State:	WA: Washington
Zip Code:	99362-4327
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
509-593-0821	

Email Address:

dan@willowpublicschool.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Innovation Schools (dba Willow Public School)

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	110,000.00	110,000.00	110,000.00			330,000.00
2. Fringe Benefits	35,200.00	35,200.00	35,200.00			105,600.00
3. Travel	3,150.00	1,660.00	1,560.00			6,370.00
4. Equipment	77,100.00	39,130.00	41,825.00			158,055.00
5. Supplies						
6. Contractual						
7. Construction						
8. Other	650.00	700.00	1,500.00			2,850.00
9. Total Direct Costs (lines 1-8)	226,100.00	186,690.00	190,085.00			602,875.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	226,100.00	186,690.00	190,085.00			602,875.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Innovation Schools (dba Willow Public School)	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)