

The Pineywoods Community Academy

602 S. Raguet
Lufkin, TX 75904

Charter School Application July 22, 1998
Revised November 13, 1998
Revised November 30, 1999
Revised March 29, 2000
Revised March 3, 2018
Renewal Application February, 24, 2003
May 22, 2004
July 19, 2004
August 1, 2005

Pineywoods Community Academy

An Open Enrollment Charter School

(1) Give the long range vision (5-10 years) and the goals (of at least the first year) of the school.

Pineywoods Community Academy's long range vision will be the establishment of a school that exemplifies all of the characteristics of successful schools including:

1. **Focus on Academic Performance and Independent Assessment:** All students will be enrolled in a challenging academic curriculum. To insure validity and reliability, standardized tests (national and Texas assessment) will be administered.
2. **Small Classes:** Class size will average 20 students per class in Pineywoods Community Academy.
3. **Well Trained Teachers:** Pineywoods Community Academy will employ only teachers and administrators with strong academic backgrounds, dedication to a focus on student learning, interest in students, and dedication to student success.
4. **School attendance and Community Service:** We will closely monitor student attendance and incorporate community activities as a motivator for students to utilize their talents. Community partnerships will be formed by the Board of Directors, Advisory Group, Executive Director, and/or parents. Pineywoods community Academy will establish and promote a community service program for students in grades 6-8.
5. **Parental Support:** Parents of the Pineywoods Community Academy will be encouraged to join the site-based council, participate on the Board of Directors, and advisory board, become members of the parent-teachers-student association. Parents will be welcomed to volunteer in classrooms.
6. **Clean and Safe Environment:** The Pineywoods Community Academy will have a clean and safe environment.
7. **Focus on Authentic Learning Activities:** Real life assessments and activities will be incorporated into the curriculum of the Pineywoods Community Academy so the students will realize the relevance of what they are learning.

8. **Inspiring students to seek knowledge:** Staff and board members of Pineywoods Community Academy will hold the belief that education provides exciting opportunities rather than ritualistic, custodial, and boring learning. Students at the Pineywoods Community Academy will be actively engaged in learning.

9. **Bilingual education:** The board of Pineywoods Community Academy believes that bilingualism has advantages for all students. The emphasis of the bilingual program at the Academy will rely on the recognition of the cognitive and social advantages of bilingualism rather than a focus on English only as a deficit model.

10. **Inclusion of special student populations:** An inclusion model will be used whenever possible, so that such students with disabilities at the Pineywoods Community Academy receive the full benefits of mainstream instruction and do not suffer the stigma of exclusion or tyranny of normalization.

11. **Technological solutions to transform learning:** Students at the Academy will receive instruction through the use of the technology integrated into the curriculum.

We envision that all of our students, not just the academically talented, will benefit from and master a challenging academic curriculum. This education will be the key to expanding the opportunity of upward mobility to a much higher percentage of students than is presently the case. As Jaime Escalante has demonstrated, students of all backgrounds and ethnic persuasions are well capable of performing at very high levels, e.g. advanced placement, given dedicated, knowledgeable teachers and the appropriate conditions of learning.

Mission Statement and Philosophy of Pineywoods Community Academy

It is our mission to produce superbly educated students who will be on par with the best students in the state, nation, and world.

The teachers at our school will have not only pedagogical training but also a detailed knowledge of the subject matter that they teach. We will instill in all children an ethic of toleration, civility, orderliness, responsibility, and hard work. We will agree on a definite core of knowledge and skill that all children will attain in each grade. We will make sure that every child learns this core and gains the specific knowledge and skill needed to prosper at the next grade level, thus enabling knowledge to build upon knowledge. Our teachers will continually confer with their colleagues about effective ways of stimulating children to learn and integrate this specific knowledge and skill. The specificity of our goals will enable us to monitor children and give focused attention where necessary. To this end, we will provide parents with a detailed outline of the specific knowledge and skill goals for each grade, and we will stay in constant touch with them regarding the child's progress. Through this knowledge-based approach, we will make sure that all children perform, while challenged to excel. Attaining this specific and well-integrated knowledge and skill will give our students pleasure in learning, as well as self-respect,

and it will ensure that they will enter the next grade and ready and eager to learn more. (Adapted from The Schools We Need and Why We Don't Have Them, by E.D. Hirsch, Ph.D.)

Consistent with our vision statement, which includes academic performance, attendance, and technology, we will emphasize the following goals:

Goals	Outcomes
1. All students will meet or exceed the TEKS standards.	1. All students enrolled in the Pineywoods Community Academy for at least nine months, will pass the TAKS assessments at grades 3 - 8.
2. All students will regularly attend school.	2. The average daily attendance for the Pineywoods Community Academy Program will exceed 90%.
3. All students will use technology as an integral part of all learning activities upon successful completion of a training module that teaches them to use productivity software, the Internet, and subject specific software.	3. All students will be able to use productivity software, the Internet, as well as subject-specific software to successfully produce class work, to write reports, and to do research assignments as determined by faculty developed rubrics that reflect the Texas Essential Knowledge and Skills for Technology Applications.
4. All students will pass required courses.	4. The passing rate for courses at the Pineywoods Community Academy program will exceed 90%.
5. All students will exhibit a positive attitude toward school.	5. 95% of the students at the Pineywoods Community Academy program will exhibit a positive attitude toward school as measured by a satisfaction survey.

(2) Describe the governing structure of the open-enrollment charter, including board composition selection process and responsibilities. Also describe the role of administrators,

faculty, parents, students, and community members in the leadership and decision-making of the school.

The Pineywoods Community Academy will be governed by a seven member Board of Directors. The original members consisted of the five original members of the board of directors of the 501(c)3 organization by the same name. The length of terms for Board members is three years. Board members may serve unlimited consecutive terms. The Primary qualification for board members is that they must demonstrate a commitment to the mission and philosophy of the Pineywoods Community Academy.

It is the hope of the founding Board members that when selecting future members for positions on the Board of Directors, members from all ethnic and income groups will show an interest in the school and willingness to serve on the Board. There may be at least one parent of a current student on the Board of Directors. If a vacancy occurs on the Board of Directors, the process for replacing members will be as follows:

A committee made up of the members-at-large will search the community and/or parent pool for interested and committed individuals who would be willing to work for the success of the school and who meet the qualification listed above. An announcement will be made at the first available open meeting of the Board that the Board is searching for a member replacement. This will enable those interested individuals to make themselves known to the committee. The committee will present the names of the qualified Board candidates to the entire board who will then invite the candidates to a special meeting to discuss the work and goals of the school. The candidate who best demonstrates an interest in furthering the mission and work of the school will become a member of the Board of Directors by a majority vote of the Board of Directors.

Officers of the Board of Directors are President, Vice President, Secretary and Treasurer. They will be elected annually by majority vote of the board of directors. The specific duties will be assigned as outlined in the bylaws. The members of the Board of Directors at the time of charter application are as follows:

Pineywoods Community Academy Board of Directors

President

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Phone:

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(936) 676-0718 (c)

Fax: (936) 633-0434

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Roles and Responsibilities

Board of Directors: Answers to the State Board of Education; determines policy; approves annual budget and curriculum; employs the Principal and financial officer for Pineywoods Community Academy; serves as spokespersons to the public and media; and oversees building projects for the school.

Advisory Group: An advisory group consisting of members of the community groups within the geographical boundary of the Pineywoods Community Academy will be formed. This group will seek to establish community partnerships with the Academy and will help raise funds to support the programs of the school.

Principal: The principal will be responsible for the daily classroom operations of the Pineywoods Community Academy. He/she will be responsible for implementing the discipline and uniform policies and communicating with parents and teachers so that the school runs smoothly. This individual will constantly inspire the students to improve their achievements.

Administrative Assistant for Finance: will prepare budget, execute spending within the budget and will be responsible for PEIMS reporting and other reports required by the state.

Teachers: Provide daily instruction to students and are responsible for directly carrying out the vision and stated mission of the Pineywoods Community Academy.

Students: will learn and participate in democratic governance processes through student government, including home room and other small group settings.

Parents: will jointly develop goals with the teachers for their children, actively support the educational growth of their student.

(3) Describe the educational program to be offered, including the required curriculum under Texas Education code (TEC) 28.002, and student attendance requirements.

The Pineywoods Community Academy will offer students an exemplary educational program in a technologically rich environment that guarantees a challenging core academic curriculum that

incorporates problem-solving and authentic learning activities. Teachers will challenge, encourage, and motivate students to achieve their goals consistent with the curriculum. Students will benefit from opportunities for multiple educational approaches in a rich technological environment and will experience small classes, usually with a ratio of twenty to one. Students will be involved in academically focused field trips and community service activities with parents, the corporate community, the arts community, and community organizations. Students will be taught to conceptualize a problem and generate problem-solving skills independently as well as in a team setting.

For those students who are not meeting academic standards, the Pineywoods Community Academy will utilize tutors and teachers to assist them. Further, computerized programs will be available for self-help and assessment.

A uniform dress code will be instituted for students with business casual as the standard for staff.

Acquisition of identifiable social values and work ethics by students are more likely to occur within a school culture which promotes regular and systematic discussion of student work and the school's vision for student success. Students need to be reflective and to learn how to learn. Teachers will directly instruct students in meta-cognitive strategies and provide opportunities for students to determine learning styles and preferential intelligence. Concurrent with the project-oriented instruction, students acquire an understanding and respect for differing cultures and points of view in order to be a successful team contributor. Teachers will use an Apprentice model to share knowledge about learning.

Since technology has become a recognized tool in the educational program, the Pineywoods Community Academy will utilize computers in the educational program. Each classroom in our permanent building will be equipped with Internet connections and five multimedia computers with printers. The purpose of this technological environment will be to help provide high standards and challenging learning activities to help all students especially those at-risk students. New technologies can provide meaningful learning experiences for all children, especially those at risk of educational failure. Schools that capitalize on the relationship between technology and education reform will help students to develop higher order skills and to function effectively in the world beyond the classroom.

Our charter school curriculum will meet and exceed the requirements specified in the Texas Education Code, grades K-8, Texas Essential Knowledge and Skills. We will use the guidelines provided by the CORE Knowledge Foundation. We include here illustrative objectives for grades K-8, the grades offered in the first phase of our school program.

English Language Arts: The focus of the English Language Arts curriculum will be on building the skills of listening, reading, reading comprehension, writing, and language development. (Chapter 110: TEKS for English Language Arts and reading Sub-chapter A. Elementary and chapter 128: TEKS for Spanish Language Arts and ESL Sub-chapter A. Elementary and CORE

curriculum)

Objectives K-4

1. Utilize speaking skills through participating in discussion and oral communication
2. Evidence listening skill through effective feedback to students and teacher
3. Demonstrate writing skills through editing and publishing personal writing in a variety of forms.
4. Read effectively by accurate responses to both short and long reading selections: identification of main ideas, themes, key details.

Objectives 5-8

1. Give oral presentations to groups, utilizing appropriate sentence structure, articulation, and gestures.
2. Utilize a variety of media to effectively present both written and verbal communications.
3. Provide evidence of reading comprehension through effective analysis of themes and issues in challenging selections.
4. Demonstrate research skills through utilization of appropriate resource materials and synthesis of ideas, details, and data.
5. Write in a variety of genres, showing evidence of a distinct style and voice.

Mathematics: The focus of the Mathematics curriculum will be on the development of mathematical concepts and operations. The primary means of instruction will be problem based. (Chapter 111, TEKS for Mathematics, Sub-chapter A. elementary and CORE curriculum)

Objectives K-4

1. Solve problems involving mathematical equations of addition, subtraction, multiplication, division, decimals, fractions, and geometry and statistics.
2. Understand place value and numeration in relation to grouping and counting.
3. Identify two and three dimensional shapes
4. Show understanding of monetary values through performing computations with money.
5. Show understanding of probability through making of predictions based on various mathematical data.
6. Utilize estimation skills in a variety of measurement activities.
7. Select and use a variety of mathematical tools.
8. Recognize and use measures of length, distance, capacity, weight, area, volume, time, and temperature.

Objectives 5-8

1. Explore and utilize the appropriate method for solving a variety of mathematical problems.
2. Develop and extend estimation strategies.
3. Utilize concepts of algebra and geometry to solve selected mathematical problems.
4. Show how mathematics can be utilized to solve everyday problems.
5. Define and utilize integers, rational numbers, percent, exponents, roots, absolute values, and numbers.
6. Understand and utilize the Pythagorean theorem.
7. Create and interpret graphs.
8. Show the difference between growth that is exponential and linear.
9. Understand and utilize measures of central tendency.
10. Know the difference between mean, mode, median, percentiles, and standard deviation.
11. Utilize technology for exploring linear equations.

Physical Education: The focus of the Physical Education Curriculum will be the acquisition of the knowledge and skills for movement and the understanding of the functions of the body. (Chapter 116, TEKS for PE Sub-chapter A., elementary)

Objectives K-4

1. Identify the major components of the human body.
2. Practice healthy behaviors such as brushing teeth, cleanliness, grooming.
3. Exercise regularly.
4. Discuss the stages of human development.
5. Explain the difference between drugs and medicine.
6. Perform basic movement skills.
7. Participate in group and individual physical activities.

Objectives 5-8

1. Describe the role of peers and media on unwholesome behaviors.
2. Practice strategies for conflict resolution.
3. Develop a pattern for exercising regularly and checking its effectiveness.
4. Establish fitness targets and scientifically record progress.
5. Describe the responsibilities of parenting, especially as it impacts adolescents.
6. Discuss the various stages of human development and how each impacts physical, social, and emotional growth and behavior.

Social Studies: The Social Studies curriculum will utilize Chapter 113. TEKS for Social Studies, Sub-chapter A., elementary and the CORE curriculum. The focus of the Social Studies curriculum will be on the relationship of the student to the world around them. American history will be introduced and geography will be infused into the curriculum.

Objectives K-4

1. Recognize and identify key concepts in documents essential to democracy, e.g. the Constitution, the Declaration of Independence, the Pledge of Allegiance, the Bill of Rights.
2. Identify the similarities and differences in cultures.
3. Analyze social institutions and how they meet the needs of different groups.
4. Trace significant ideas that recur throughout history.
5. Utilize maps to locate local, state, national, and international places of importance in the world.
6. Explain the difference between renewable and non-renewable resources.
7. Relate supply, demand, and price.
8. Analyze important social and historical events through works of history, literature, and fine arts.

Objectives 5-8

1. Demonstrate the differences in the legislative, executive, and judicial branches of government.
2. Illustrate how contemporary problems are related to recurring historical developments.
3. Discuss and form opinions on the cause and effect of historical events and episodes, e.g. the Holocaust, genocide.
4. Compare and contrast the demographics of different areas in local, state, national, and international places.
5. Discuss the concept of global interdependence.
6. Show the relationship of human rights to governments, cultures, and social institutions.
7. Demonstrate the difference between rights and privileges.
8. Analyze and develop a paper on the concept of taxation, its use and abuse.
9. Discuss the factors that cause cultural change.

Science: The science curriculum will utilize Chapter 116, TEKS for science, Sub-chapter A, elementary and the CORE curriculum. The focus of the science curriculum will be the student investigation of the world around them and the development of the skills of asking questions, gathering information, analyzing findings, communicating findings, and making informed decisions. The content will include: science as inquiry, properties of objects and materials, position and motion of objects, light, heat, electricity, and magnetism; characteristics of organisms, life cycles of organisms, organisms and environments, properties of earth materials, objects in the sky, changes in earth and sky, understanding about science and technology, abilities to distinguish between natural objects and objects made by humans, personal health, characteristics and changes in population, types of resources, changes in environments, systems, order and organization, change, constancy, and measurements.

Objectives K-4

1. Utilize a personal journal record of observations, tracing patterns, classifying, and summarizing.
2. Trace scientific concepts through researching of scientists.
3. Utilize mathematics in the solving of scientific problems.
4. Demonstrate differences in living and non-living things.
5. Group organisms according to their place and function in the food chain.
6. Illustrate difference concepts in sources of heat and light.
7. Show how the planetary system is related to time.
8. Create a model of the solar system.
9. Illustrate the three forms of matter.

Objectives 5-8

1. Design and conduct experiments utilizing appropriate controls to validate findings.
2. Show how various systems are related to each other.
3. Build mechanical devices that illustrate significant scientific concepts.
4. Utilize presentation media, e.g. graphs, charts, and tables to illustrate mathematical relationships of variables.
5. Demonstrate how multi-cellular organisms interact in relation to cells, tissues, and organs.
6. Explain how genetic restructuring can result in variations of offspring.
7. Investigate how different forces react to various objects.

8. Describe the various forms of energy.

World Languages: The goal of the world language program will be for students to think and to converse in at least one second language so that they can communicate effectively and gain an understanding of other cultures. The instructional method will be based on a communicative approach in which the world language is spoken in the classroom. Students will study the language, literature, history, art, and customs of a people, beginning in the first grade. (Chapter 114, TEKS for languages other than English, Sub-chapter B, middle school)

Objectives K-4

1. Utilize language so that basic needs are met.
2. Be able to respond to simple requests and commands.
3. Recognize major elements of the culture associated with the language.
4. Converse in simple sentences regarding everyday needs, interests, and events.

Objective 5-8

1. Begin the use of complex and compound sentences.
2. Be able to have a dialogue with another person or group.
3. Make appropriate responses to comments, requests, opinions, etc.
4. Describe accurately and in detail various observations about the physical and social world.
5. Analyze the traditions, customs, and culture of the countries and places in which the language is spoken.
6. Read important works in the native language.

Technology: Technology will be infused into the curriculum. All students will be able to use productivity software, the Internet, as well as subject-specific software to successfully produce class work, and to complete writing and report and research assignments. The faculty will develop rubrics that reflect the TEKS for technology applications to assess students' technology acumen. (Chapter 126 TEKS for Technology applications, Sub-chapter A, elementary)

Objectives K-8

1. Understand how technological systems function.
2. Select appropriate tools and technology for specific activities.
3. Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
4. Develop, search, and manipulate databases.
5. Access technology-based communication and information systems.
6. Access and assess information on specific topics using both technological (e.g. computer, telephone, satellite) and print resources available in libraries or media centers.
7. Use technology and other tools to solve problems, collect data, and make decisions.
8. Use technology to present designs and results of investigations.
9. Use technology to present designs and results of investigations.
10. Discuss problems related to the increasing use of technologies.

School Curriculum, Grades 6-8: Fall, 1999

At the middle school level (grades 6-8), the Pinewoods Community Academy will be an academic focused institution. The school will be characterized by a rich technological environment and a career counseling component will be infused into the curriculum. Beginning with the 6th grade, each subject will be taught by a subject matter specialist.

The Pinewoods Community Academy will utilize a challenging curriculum and will make certain that the Texas Essential Knowledge and Skills for Middle School are implemented.

The Middle School Course Sequence follows:

Grade 6 Courses English and Reading Mathematics Environmental Science Social Studies Spanish Physical Education Electives: Art/Music	Grade 7 Courses English Survey Pre-Algebra Physical Science History Survey/Texas History Spanish Physical Education Electives: Art/Music	Grade 8 Courses English Composition Algebra I Chemistry United States History Spanish Physical Education Electives: Art/Music
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Students will be able to enroll in advanced courses regardless of their grade level, provided they have demonstrated mastery in pre-requisites. As an example, entering seventh grade students who have achieved competence in pre-algebra may substitute algebra to meet the seventh grade mathematics requirement. Similarly, students who have mastered eighth grade courses listed here can substitute ninth grade courses to meet eighth grade requirements. Conversely, students who have not met pre-requisites will be quickly brought up to level through a careful use of computer assisted instruction. All students will be placed where in order to be in the best academically appropriate environment.

Physical Education: Students will acquire the knowledge and skills for movement and will understand the functions of the body. (Chapter 116, TEKS for Physical Education)

Technology: Technology will be infused into the curriculum. All students will be able to use productivity software, the Internet, as well as subject-specific software to successfully produce class work, and to complete writing and report and research assignments. The faculty will develop rubrics that reflect the TEKS for Technology Applications to assess students' technology acumen. (Chapter 126, TEKS for Technology)

Electives in Music/Art/Forensics/Independent Research: Students will have the opportunity to take a sequential program in music and/or art throughout their K-8 program.

Extra-Curricular Activities: Extra-curricular activities more appropriately labeled Aco-curricular@ activities, are designed to extend successful learning experiences. Aligned with course and project goals, activities will offer additional practice of skills and will be designed to enrich the educational program. Such activities may include the following:

1. Community Service Projects
2. Workplace skills projects including apprenticeships as workplace sites close to the student's home.
3. Sports: Boys, Girls, Coed

4. Orchestra
5. Academic competitions

Bilingual Education: Depending on the number of students who need assistance, a full or part-time teacher who is certified in bilingual education will be provided. Language materials and texts which are recommended by professional associations and the Department of Education will be used.

At-Risk Students: It is recognized that a certain number of students who do not fall into the classifications designated for special education may be at risk. Often these students manifest behavior or learning problems that result in difficulty in maintaining progress with regular students. Consistent with findings of twelve recent studies funded by the Department of Education's Office of Educational Research, the Pineywoods Community Academy will provide an outstanding educational program for at risk students by creating a cohesive community, by using operating standards characteristic of high-reliability organizations, and by engendering competence.

The following interventions will be used to assist these students:

Develop a school assistance team consisting of school personnel who have been successful in working with these students. The team might consist of a teacher, a counselor, an administrator, and a social worker, but these are not absolutes. The purpose of this team is to develop a program for the student in which he or she can succeed.

Processes to be followed are: Analysis of all pertinent records past and present, e.g. academic, citizenship, health, assessment data; determination of strengths and areas needing improvement; analysis of school and community programs that would be appropriate for placement; consideration of multiple strategies to monitor and assist student mentors, independent study, activities, etc.

The team would meet as needed to determine how effective the program is for the student. It is intended that at-risk students maintain placement within the school setting, with the possibility of alternative classes be established in accordance with Texas regulations for establishment and placement of students in such programs.

Special Education: The basic thrust of the special education program will be an inclusion model where students are integrated into the regular program. Students who need special assistance will be accommodated in self-contained settings, with the basic goal of moving into regular classes.

- (4) **Describe the accountability measures the Pineywoods Community Academy will use to evaluate student performance.**

- (a) Identify the specific levels of student performance on assessment instruments under TEC Chapter 39, Sub-chapter B that constitute acceptable performance for the open-enrollment charter
- (b) Describe any additional accountability provisions in addition to those required under TEC, Sub-chapters B,C,D, and G, Chapter 39, by which the performance of the open-enrollment charter will be assessed. Provide the deadline or intervals by which the performance of the open-enrollment charter will be determined for accountability purposes.
- (c) Provide the time lines by which the report of student performance will be submitted to the State Board of Education.

Student performance will be assessed through a well defined summative and formative evaluation system. Summative assessments will be conducted at least once per year. Summative assessments will include, but not be limited to the TAKS test (grades 3 - 8 and exit level), and advanced placement examinations in biology, chemistry, physics, calculus, English, world history, US history, US government, and Spanish. Parents and students will complete satisfactions surveys. Standardized tests, e.g. Stanford 9, Stanford 10 or Iowa, will be used to assess student progress in relation to state and national norms.

The data from these summative assessments will be analyzed in three ways:

1. The teachers will use the data to particularize instruction in those cases where a student has not met the summative standard.
2. The curriculum experts will use the data to revise the curriculum. A nationally recognized assessment expert, functioning as an independent consultant, will analyze the data and will provide that analysis to the Board of Directors. The analysis will include recommendations for changes to the curriculum and the instructional process.

Overall performance of the Pineywoods Community Academy will be evaluated by an independent consultant as well as by report cards on the school sent to parents and teachers. The board will compile the data and share the results with the staff. Ways to improve will constantly be sought.

Teachers will use formative assessment devices to measure the daily achievement of students. The formative assessment devices will include, but will not be limited to, the use of a holistic scoring rubric for writing, school created rubrics for the assessment of math problem solving strategies, and reading progress, electronic portfolios for student project work and teacher designed evaluation devices.

The data from the formative evaluation devices will be analyzed in three ways:

1. The teachers will use the data to be certain that each child is achieving high academic standards. When a student is not achieving those standards, the teacher will provide additional learning opportunities for the student to be certain that high academic standards are consistently achieved. One of those opportunities

may be before and after school tutorials.

2. The curriculum experts will examine the daily assessment data to revise the curriculum, recommend instructional activities, and recommend assessment devices.
3. A nationally recognized assessment expert, functioning as an independent consultant, will sample the daily achievement data and will use those results and the results from the summative assessment devices to recommend changes to the curriculum and the instructional process.

(5) Provide a list of all districts within the geographical area that may be affected by the open enrollment charter with the date the Statement of Impact form was sent to each district.

The Lufkin Independent School District is the only district within the geographical area that may be affected by the open enrollment charter. A statement of impact was sent to the school on January 15, and July 24, 1998. Other districts that may be impacted are the Huntington ISD, Hudson ISD, Central ISD, Zavalla ISD, and Diboll ISD. Statements of impact were sent to these districts on January 15, 1998 and they responded to these statements as well as to the statement sent to Lufkin ISD on July 24, 1998. A statement of impact was sent to NISD on July ___, 2004.

(6) Describe the geographical area served by the program.

Angelina County and bordering county Nacogdoches, will serve as the geographical boundary for the Pineywoods Community Academy student pool.

(7) Specify any type of enrollment process to be used.

Timetable for Admission Procedure

March 1 - 31: Open forums and advertising to discuss charter school programs in various locations throughout Lufkin so that all students have equal opportunity to hear about program; discussion of charter school law, the Pineywoods Community Academy; the application process and distribution of applications; questions and answers sessions.

April 1 - April 15: Reviews applications for completeness, eligibility of students (e.g. appropriate grade levels, non-district applicants, etc.

April 16 - April 29: Notify parents of status of their application - eligibility, date of lottery, date of final notification.

April 30: Lottery, if necessary, conducted by Independent Accounting/Management firm. A random lottery process will be activated when the number of eligible applicants exceeds the number of enrollment slots available for a grade level. The lottery will place all eligible

applicants, per grade level, into one pool and then select applicants in a non-discriminatory manner. The lottery will be held on April 30 or school day nearest April 30 so that there is sufficient time to notify the students and verify the district of residence of the names of students, locations, and other information essential for the verification process.

May 4: Parents are notified of either admission or placement in a waiting pool.

If a family has more than one student in a lottery and one of the names gets chosen, then all students in that family are accepted.

The Pinewoods Community Academy believes that learning takes place in an environment in which the participants behave in an orderly and caring fashion. An effective learning program is reflected in the behavior of its students.

The Pinewoods Community Academy expects students to behave appropriately to their level of development, to respect the rights and welfare of others, to actively participate in the process of learning, and to use the school's facilities and equipment with due care.

Specific standards will be written cooperatively by the stakeholders including, but not limited to, school personnel, parents, and students. A goal of self-discipline will be inherent to the code along with respect and care for self and others as well as the property of the school and community. These standards will be identified and implemented according to the developmental level of the students. All students will be held to their identified standards. Parents/guardians will receive a copy of those rules upon admission to the school as well as the beginning of each school year.

Teachers and administrators will write class room rules with the approval of the Principal. The emphasis of these standards will be toward establishing good citizenship. Students who exemplify those standards will be recognized for their positive contribution to the school and community.

The discipline code standards described in the disciplinary policy and the criteria for suspension and expulsion will be reviewed with all students at the beginning of the school year.

Please note that the parents will be informed of the disciplinary code and the code of conduct at orientation sessions and through a student handbook. Parents will always be informed as soon as a problem arises. Further, parents will also be involved if a student has a discipline problem and/or if a due process hearing becomes necessary.

Pinewoods Community Academy recognizes that exclusion from the educational program of the school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without due process.

“Suspension” shall be the temporary exclusion of a student from the Pineywoods Community Academy. Such suspension may take place within as well as outside the school facilities. A short-term suspension shall be a suspension of not more than 3 days.

“Expulsion” shall be the permanent exclusion of a student from the Pineywoods Community Academy.

Causes for Suspension, or Expulsion of Students

No student otherwise eligible for attendance at the Pineywoods Community Academy shall be excluded from school unless that student has materially and substantially interfered with the maintenance of good order in the Pineywoods Community Academy or unless it is necessary to protect the student’s physical or emotional safety and well being. Causes for suspension or expulsion include, but are not limited to, any of the following:

1. Continued and willful disobedience.
2. Open defiance of the authority of any teacher or person having authority of the student.
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students.
4. Physical assault upon another student.
5. Taking, attempting to take, personal property or money from another student, or from his presence, or by means of force or fear.
- 6.
7. Willful causing or attempting to cause, substantial damage to the school property.
8. Participation in an unauthorized occupancy by any group of students or others of any building owned or managed by the Pineywoods Community Academy, and failure to leave such building promptly after having been directed to do so any person in charge of such building.
9. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or building owned by the Pineywoods Community Academy.
10. Incitement which is intended to and does result in truancy by other students.
11. Possession or consumption of alcoholic beverages or drugs while on school premises.
12. Possession or use of a weapon or dangerous instrument while on school premises.
13. Felony Conduct.
14. Indecent Exposure.
15. Public Lewdness.
16. Breach of Computer Security.
17. Criminal Mischief
18. Deadly Conduct.
19. False Alarm or Report.

20. Terroristic Threat.
21. Title 5 Felonies: A felony offense committed on or off school property against another person.
22. Retaliation against a school employee or volunteer any place in association with one of the above offenses committed on or off school property or at a school-related activity on or off school property.

Any student who commits an assault upon a teacher, administrator, Board member, or employee of the Pinewoods Community Academy, acting in performance of his/her duties and in a situation where his/her authority to so act is apparent, or as a result of the victim's relationship to an institution of public education of the state, shall be immediately suspended from the Pinewoods Community Academy consistent with procedural due process pending expulsion proceedings as outlined in the following expulsion process. Expulsion proceedings shall take place no more than three school business days following the day on which the student is suspended.

No student shall be deprived of the right to an education in the Pinewoods Community Academy without notice of the charges and an opportunity to be heard in his/her own behalf before the person or body with the authority to reinstate him/her. Each student shall be afforded an informal hearing before the start of a short term suspension or if circumstances prohibit, as soon as possible after the suspension begins. All parents/guardians of suspended students will be notified by telephone and/or mail at the time the suspension is instituted by the Principal.

A student may be suspended by the Principal or designee following the student code of conduct.

Expulsion Process

The Director of Schools or designee shall inform the Board of Directors when student discipline is expulsion from Pinewoods Community Academy (PCA). Students expelled from PCA will be afforded due process in the following procedure:

- 1) Campus Administration – Expulsion from PCA for reasons identified in the previous section and following the student code of conduct.
- 2) 1st Level Appeal – The Director of Schools or designee shall determine to uphold the decision, overturn the decision, or amend the decision of campus administration.
- 3) 2nd Level Appeal – The Board of Directors shall determine to uphold the decision, overturn the decision, or amend the decision of district administration.
- 4) The decision of the Board of Directors shall be considered final.

An expulsion appeal to the Board of Directors will be heard at the next monthly meeting

following the determination from the district level appeal (1st Level). The name of the student who has been expelled shall not become a part of the agenda or minutes of a public meeting. Instead such students shall be designated by code.

- (8) Specify the qualifications to be met by professional employees (administrators, teachers, counselors) of the program. Will the school automatically run a criminal check on all employees? Describe the teaching philosophy proposed by the school.**

The Pinewoods Community Academy Charter School will conduct criminal history checks on all proposed employees.

Hiring Criteria:

Professional Employees (Principal/Teachers/Counselors)

1. Strong academic background, certification preferred, but not necessary.
2. Dedicated to focus on student learning.
3. Unselfish with time and effort on the behalf of students.
4. Acceptance of accountability for student learning.
5. Bachelors degree minimum, Advanced Degrees preferred.
6. Commitment to continuous professional development.
7. Evidence of pursuit of excellence in multiple areas.
8. Willingness to initiate and supervise student activities.
9. High expectations for students and self.

Hiring Criteria:

Staff

1. Hard-working and willing to perform at high standards
2. Dedicated to development and success of an internationally ranked school.
3. Student oriented purpose.
4. Team players.
5. High expectations of student and self.

Teaching Philosophy

The Pinewoods Community Academy Charter School=s educational approach will emphasize high expectations, academic excellence, and small class size. Specifically, the educational approach of the Pinewoods Community Academy Charter School will utilize methods which are known to produce student success. We will with this approach, which is eclectic, be focusing on what students learn rather than a single teaching approach. We will:

Involve parents by enlisting them in the design, implementation and monitoring of each student=s progress

Motivate students by helping them experience daily success.

Increase personal attention to students by lowering student-teacher ratios.

Offer teachers extensive professional development and support to give them new skills to

most effectively meet the needs of all students.

Provide interactive computer technology to help students learn and explore at their own pace, and as a tool for teachers to track and monitor the progress of students in learning core skills and concepts.

Promote ongoing communication between parents and teachers by holding at least three parent/teacher conferences a year.

Encourage teachers to connect learning to real-life experiences.

Focus on all dimensions of the learner - educational, emotional, social, and physical.

Assess regularly students to identify learning gaps and tutor students to close learning gaps.

An educational plan will be developed for each student and is outlined in the employee handbook.

Professional Development

Each year the staff will participate in two weeks of intensive professional development which will be overseen by the director and board. During the Pineywoods Academy Charter School year, the board or director will hire consultants from the surrounding colleges and universities to serve as mentors to the professional staff. Every staff member will complete a training module for the use of productivity software and the integration of technology into the curriculum.

(9) Describe how the following aspects of school support will be handled in the school: finances, budgeting, audits, PEIMS, facilities, food service, and transportation.

a) Annual Budget

Describe the process by which the governance of the open-enrollment charter will adopt an Annual Budget:

An annual budget will be prepared by the school financial officer and submitted to the board of Directors prior to May of each school year. The board of directors will review the budget and offer any changes. The final budget will be adopted by the Board of Directors by June of each school year.

b) Budget Template.

Submit a proposed budget as an attachment to this application using the budget template provided. Explain how the school will conduct its business office, with what personnel.

The proposed budget follows at the end of this application. The school business affairs will be conducted by the financial officer hired by the Board of Directors.

c) Annual Audit

Describe the manner in which an annual audit of the financial and programmatic operations of this open-enrollment charter will be conducted.

An annual audit will be completed by an auditing firm familiar with the chart of accounts and GAAP accounting practices in the State of Texas. The audit will be reviewed by the Board of Directors in October following each year of operation.

d) PEIMS

Describe the manner in which the charter will participate in the Public Educational

Informational Management System information, as required by state statute or by the State board of Education rule.

The Pineywoods Community Academy Charter School will participate in the PEIMS process by providing all information in the format and manner prescribed by state statute or by the State Board of Education rules.

e) Facilities

Describe the facilities to be used.

The Pineywoods Community Academy Charter School Board has leased a facility at 2515 E. Lufkin Avenue in Lufkin, Texas. The board will insure that the facility will meet all health and safety regulations required under Texas law and will renovate, if necessary, the facility so that students have an appropriate educational environment to meet the objectives specified in this application.

f) Transportation

Describe provisions for transportation, if any, for students by the open-enrollment charter school.

We will not provide transportation to students at Pineywoods Community Academy with the exception noted. All students entitled to transportation by federal and state law, e.g. students with disabilities will be provided transportation. We intend also to use car pools for students having difficulty securing transportation.

g) Food Service

Describe provisions for food service, if any, for students served by the open-enrollment charter school.

Students eligible for breakfast and lunch under the Federal School Lunch Program will be served breakfast in accordance with federal regulations. Other students will be allowed to purchase breakfast at an approximate cost of \$.90.