Date Received: February 10, 2014

Synopsis: To create a feeder pattern, Pre-K to Grade 12, for an innovative educational design to reinvent teaching, learning, and student outcomes known as the Woodlawn Innovation Network. By 2018 every student in the feeder system will have an opportunity and a personalized plan and supports to earn up to 60 hours of college credit, an Associate degree, and/or professional certification during his/her four-year high school career.

Statute Affected: Alabama Administrative Code
- Chapter 290-3-2-.01
- Chapter 290-3-2-.02
- Chapter 290-3-2-.20
- Chapter 290-2-1
- Chapter 290-4-2-.01
- Chapter 290-4-2-.02
- Chapter 290-3-1

Status: Approved by the Alabama State Board of Education on March 12, 2014
Alabama State Department of Education
Innovation Zone/Flexibility Application

Submission and Approval Process

1. The LEA submits to the Alabama State Department of Education (ALSDE) a letter of intent to pursue an innovation/flexibility contract.

2. The LEA submits to the ALSDE a local board-adopted resolution supporting the intent to pursue an innovation/flexibility contract.

3. The LEA submits to the ALSDE an assurance that the local board will provide consistency in leadership and commitment to state standards, assessment, and academic rigor.

4. The local superintendent of education submits to the ALSDE the LEA's board-adopted resolution of support for the innovation/flexibility proposal and an anticipated timeline.

5. The LEA provides evidence of opportunity for full discussion and public input to include a public hearing.

6. The LEA ensures that the innovation/flexibility proposal is posted on its local Web site to allow accessibility to the general public.

7. The LEA formally submits the innovation/flexibility proposal to the State Superintendent of Education (begins a 60-day timeline).
   a. The State Superintendent of Education reviews and forwards the innovation/flexibility proposal to the Deputy State Superintendent of Teaching and Learning.
   b. The Deputy State Superintendent of Teaching and Learning submits the proposal to the ALSDE Department Leadership Team for review.
   c. The Department Leadership Team makes a recommendation to State Superintendent of Education.

8. The State Superintendent of Education makes a formal submission of the innovation/flexibility proposal to the Alabama State Board of Education.
Alabama State Department of Education
Innovation Zone/Flexibility Application

Criteria for Approval

1. The application is complete and includes all attachments of assurance, evidence, input, and board support as described in the Submission Process.
2. Rules, policies, and procedures to be waived have been thoroughly reviewed by appropriate ALSDE sections including the Office of General Counsel.
3. The innovation/flexibility proposal reflects the vision and goals of Alabama PLAN 2020.
4. The application has been checked to ensure that data that is collected or disseminated does not violate the privacy rights of any student or employee.
Section 1 - Applicant Information

School System: Birmingham City Schools  
Contact Name & Title: Dr. Craig Witherspoon, Superintendent  
Telephone Number: (205) 231-4220  
E-Mail Address: cwitherspoon@bhm.k12.al.us  
Number of Schools Involved: 5  
Number of Students Served/Affected by Plan: 2,826  
Number of Teachers Involved/Affected by Plan: 192  
Number of Service Personnel Involved/Affected by Plan: 68

Please place a check beside the appropriate entity (ies) applying for Innovation Zone designation:  
___ School  
___ Department or Subdivision of School  
___ Coalition of Schools (fill out multiple listings below)  
___ Feeder System of Schools  
___ [ ] District

Please complete the chart below for the District’s leadership team that will support plan (add rows as needed):

<table>
<thead>
<tr>
<th>DISTRICT LEADERSHIP TEAM</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Team Member</strong></td>
<td><strong>Title</strong></td>
<td><strong>Signature</strong></td>
</tr>
<tr>
<td>Dr. Craig Witherspoon</td>
<td>Superintendent</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Dr. Becky Lee</td>
<td>Chief of Staff</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Tisha Nguyen</td>
<td>Academic Officer</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Jeff McDaniels, Esq.</td>
<td>Human Resources Officer</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Dr. Kecia Chapman</td>
<td>Coordinator of Testing, Research and Accountability</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Dr. Spencer Horn</td>
<td>Director, BCS Academies</td>
<td>[Signature]</td>
</tr>
</tbody>
</table>

Please complete the chart below for each school that will be involved/affected by the plan (insert additional rows as needed):

<table>
<thead>
<tr>
<th>SCHOOL LEADERSHIP TEAM MEMBERS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name</strong></td>
<td><strong>Name of Team Member</strong></td>
<td><strong>Title</strong></td>
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<tr>
<td>Woodlawn High School</td>
<td>Rameka Davis</td>
<td>Principal</td>
</tr>
<tr>
<td>Woodlawn High School</td>
<td>Erica Askew</td>
<td>PTA President</td>
</tr>
<tr>
<td>Hayes K-8</td>
<td>Cedric Tatum</td>
<td>Principal</td>
</tr>
<tr>
<td>Hayes K-8</td>
<td>Brenda Holifield</td>
<td>PTA President</td>
</tr>
<tr>
<td>School</td>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Putnam Middle School</td>
<td>Brenda Dial</td>
<td>Principal</td>
</tr>
<tr>
<td>Putnam Middle School</td>
<td>Kim Logan</td>
<td>PTA President</td>
</tr>
<tr>
<td>Avondale Elementary</td>
<td>Dr. Ann Curry</td>
<td>Principal</td>
</tr>
<tr>
<td>Avondale Elementary</td>
<td>Dorothy Krawitze</td>
<td>PTA President</td>
</tr>
<tr>
<td>Oliver Elementary</td>
<td>Dr. Selena Florence</td>
<td>Principal</td>
</tr>
<tr>
<td>Oliver Elementary</td>
<td>Darnella King</td>
<td>PTA President</td>
</tr>
</tbody>
</table>
Section 2- Abstract and Waiver Requests

Provide a project summary that briefly describes the project’s vision, goals, activities, and key features for student success that will be addressed. Please include how the proposal reflects Alabama’s PLAN 2020. Please limit the length of the abstract to the text box found on this page only.

**Overview:** Birmingham City Schools and its partner, Woodlawn United, have created a feeder pattern, Pre-Kindergarten – 12, in one of the city’s most historic, yet most challenged neighborhoods. This waiver application supports an innovative educational design to re-invent teaching, learning and student outcomes in this feeder pattern, known as the Woodlawn Innovation Network (WIN). If this application is approved, by June 2018, every student in this feeder system will have the opportunity – plus, the personalized plan and the supports – to earn up to 60 hours of college credit, an Associate degree and/or professional certification during their four-year high school career.

**Background:** The Woodlawn neighborhood developed with the railroad boom in the late 19th and early 20th centuries. Originally the Wood Family Farm, the Woodlawn area was once home to thriving working-class families who moved into the region for well-paying jobs. They raised healthy children and educated them in good schools. The fortunes of the region changed dramatically when the construction of Interstate Highways 20 and 59 disrupted the fabric of Woodlawn. Over the past few decades, the Woodlawn area has been impacted by familiar issues associated with changes in urban communities. Those issues included: vacant houses, increased poverty and crime rates, and lower levels of student achievement and educational attainment. Three years ago a coalition of organizations emerged, “Woodlawn United.” This coalition forms a comprehensive community change effort committed to breaking the cycle of poverty and growing a safe community where children learn and play, families live in quality housing, parents work in stable jobs and businesses grow. Birmingham City Schools and Woodlawn United jointly developed WIN as the vehicle for cradle-to-career education innovation in this Community and the launching pad for a deep, rich network of community and support services.

**Vision and Goals:** WIN breathes life into Alabama’s PLAN 2020. As a dynamic, 21st century system of schools WIN will energize teaching, learning and student results in five schools, literally changing the lives of nearly 3,000 young people, their families and their community; in so doing, WIN will become a model demonstration site for innovation in Birmingham and throughout the State of Alabama. Its students will compete with the best in the world.

**Activities and Key Features:** Teacher, leader and community teams in all five WIN schools are re-designing their schools around interest-based themes: the traditional Woodlawn High School will be transformed into two autonomous Fast Track Early College Academies, one with a focus on business, the other focused on the arts and environmental science. Through deep, innovative partnerships with the University of Alabama, Birmingham and Lawson State Community College, these Fast Track Early College Academies will provide a path for every student to earn up to 60 hours of college credit, an Associate degree and/or professional certification during their four-year high school careers. All schools, PK – 12, will be focused on Science, Technology, Engineering, the Arts and Mathematics (STEAM). Through an intensive professional development effort, teachers and local partners will jointly create and implement a 21st century curriculum that employs the latest research-based practices and accelerates student learning by engaging students in hands-on projects, scientific inquiry and solving real world challenges. Mastery and competency-based learning, critical thinking and problem-solving skills are promoted through every class, every day, PK-12.
Waiver Requests

Indicate the specific type(s) of policy or code that prohibit or constrain the project that you wish to request a waiver from:

___ Specific waiver requested of ALSDE policy
__X__ Specific waiver requested of *Alabama Administrative Code* (AAC) statute

<table>
<thead>
<tr>
<th>ALSDE Policy Waiver Request (Specify memo, etc., outlining policy)</th>
<th><em>Alabama Administrative Code</em> (AAC) Statute Waiver Request (Specify AAC Rule No., etc.)</th>
<th>Impact of the Waiver (What will the waiver enable the school to do differently, etc.?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAC 290-3-2-.01; 290-3-2-.02; and 290-3-2-.20</td>
<td>In staffing schools in the Woodlawn Innovation Network, Birmingham City Schools will have flexibility to recruit and hire principals, guidance counselors and specialty teachers who possess the required skills to be successful in their respective roles, but may not possess traditional certifications.</td>
<td></td>
</tr>
<tr>
<td>AAC 290-2-1</td>
<td>School leaders in the Woodlawn Innovation Network will act as CEOs of their buildings: 1. Directly managing their full budgets and exercising flexibility in the way those funds are spent. (flexibility in the value of earned teacher units). 2. This includes flexibility to ask all staff members to step out of their current roles and re-interview for positions in the newly transformed schools. This will give principals the ability to hire staff committed to the WIN design and outcomes.</td>
<td></td>
</tr>
<tr>
<td>AAC 290-4-2-.01 and 290-4-2-.02</td>
<td>End-of-course assessments shall be given to the student immediately upon completion of the course; this may require WIN high school students to maintain an assessment schedule that is different from standard state testing windows.</td>
<td></td>
</tr>
<tr>
<td>AAC 290-3-1</td>
<td>Upon completion of agreements with the University of Alabama, Birmingham and Lawson State Community College, WIN Fast Track Early College students will be able to begin taking college courses in grade 9 and at their current age when they are eligible to enter the 9th grade. In addition, WIN students will be allowed to take and earn targeted college credits without first meeting minimum college testing, enrollment and GPA requirements. Students will be awarded credit upon mastery of required content, rather than seat time through testing or successful completion of college courses. One hour of college credit earned shall be the equivalent of .334 high school credits.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>AAC 290-3-1</td>
<td>With approval of the Birmingham Superintendent of Schools, allow substitutions for some courses in the state curriculum, as long as students complete the required number of credits in the corresponding content areas.</td>
<td></td>
</tr>
</tbody>
</table>

In addition, to support this initiative, the Birmingham City Schools will:

- Allow schools in the Woodlawn Innovation Network to establish annual school calendars that provide in excess of 180 school days and more than six hours of instruction per day in order to ensure students receive maximum supports for learning.
- Change its local policy to allow Algebra credit earned in the 8th grade to count for high school credit with passage of the end of course exam. (teachers asked if the same could be allowed for physical science)
- Develop a schedule for schools in the Woodlawn Innovation Zone that includes weekly early release time for teachers to engage in intensive teacher professional development.

**REQUIREMENTS THAT CANNOT BE WAIVED**

- Those imposed by federal law
- Those related to the health and safety of students or employees
- Those imposed by ethics laws
- Those imposed by the *Alabama Child Protection Act of 1999, Title 16, Chapter 22A, Code of Alabama 1975*
- Those imposed by open records or open meetings laws
- Those related to financial or academic reporting or transparency
• Those designed to protect the civil rights of students or employees
• Those related to the state retirement system or state health insurance plan

**NOT ALLOWABLE FOR WAIVER**
• May not compensate an employee at an annual amount that is less than the amount the employee would otherwise be afforded through the State Minimum Salary Schedule
• May not involuntarily remove any rights or privileges acquired by any employee under the *Students First Act of 2011*, Title 16, Chapter 24C, *Code of Alabama 1975*
• May not deny any right or privilege granted to a new employee pursuant to the *Students First Act of 2011*
• May not authorize the formation of a charter school
Section 3 - Vision and Needs Assessment

Creative Vision for the Project

1. What is the purpose and expected outcome of this project (include expected outcomes for students)?

At first glance, the baseline goals of the Woodlawn Innovation Network are common to school improvement initiatives nationally: higher test scores and graduation rates for students; increased student, parent and community participation in school and improved discipline and attendance. Beyond these basic goals, however, is a bold, courageous five-year vision for students and their families: By 2017-18, even before the state fully realizes goals of Alabama 2020, students who graduate from the PK-12 Woodlawn Innovation Network feeder pattern will not only be ready for 21st century careers and college, they will begin their adult lives with up to 60 hours of college credit – before they graduate from their four-year high school experience.

To achieve this vision, in fall 2014, each school in the 5-school feeder pattern will begin implementing a new, rigorous curriculum at every level from PK-12 that integrates real world experiences. Teachers will employ the latest research-based practices that accelerate student learning by engaging them in hands-on projects, scientific inquiry and solving real world challenges. A deep focus on science, technology, engineering, the arts and mathematics (STEAM) will allow Woodlawn’s students to compete with the best in the world.

The plan driving these bold outcomes emerges from the collective vision of the Birmingham City Schools and the Woodlawn community. EDWorks, an organization with a track record of innovation and results in communities like Woodlawn, is facilitating local school planning teams in the design and implementation of this dynamic initiative, providing professional and leadership development and assisting with creation of deep, rich partnerships.

The Schools in the Woodlawn Innovation Network

The Woodlawn Innovation Zone will include six schools – two new academies co-located on the existing Woodlawn Campus and four redefined and revitalized existing elementary schools. These six schools will form the first true feeder pattern in Birmingham City Schools and will take advantage of new Alabama State Department of Education policies to encourage break-the-mold efforts.

Elementary Schools, Grades PK-5

From the moment they are born, children learn by exploring the world around them. Young children are curious. They are driven to investigate new and unfamiliar situations. Young students ask questions. They want to know why and how. Children want to find solutions.
The elementary “STEAM” Academies (Avondale, Hayes and Oliver (PK-5)) will be designed to nurture young students’ innate curiosity about the world around them. The term, “STEAM” refers to schools that infuse knowledge and skills from Science, Technology, Engineering, the Arts and Mathematics throughout the curriculum and instructional approach of the school. The elementary day will be focused in three specific blocks of time. Part 1 will focus on foundational instruction in literacy and mathematics to ensure students have a strong grounding in the fundamental building blocks for success. During this foundational period of the day, teaching and learning will include an energetic mix of direct instruction, exploration centers and hands-on learning. In a second block of the day, cross-curricular teams of teachers will engage students in hands-on, problem-based learning that integrates foundational ELA and math with social studies, science and the arts. Finally, teachers will partner with local STEAM experts from business and community organizations to create engaging projects that help students understand the interconnected nature of the world by integrating concepts from science, mathematics, social studies, reading, and the arts. These “integrations” provide an opportunity for students to apply knowledge and skills learned during foundational instruction to real world problems.

Innovation Academies for Grades 6-8

Innovation, creativity and imagination hold the keys to success – personal, business and societal – in the 21st century. The Innovation Academy design nurtures students’ innate curiosity about the world around them. The Innovation Academy gives students the processes and tools to ask insightful questions, gather information and discover answers to complex problems. More importantly, the Innovation Academy teaching and learning approach helps students make connections across time, places, people and nations to gain new insights that will advance the world in ways we cannot even imagine today.
Students in the Innovation Academies, grades 6-8, at Putnam and Hayes will learn to think critically, work in multidisciplinary collaborative teams, develop unique points of view, and approach all aspects of life with the creative mind-set of an innovator. Most importantly, students in the Innovation Academies will possess the skills essential for success in the rigorous Fast Track early college high school experience.

“Design Thinking” strategies will give students a framework for creating new solutions to community challenges in collaboration with local partners. The themes, processes, strategies and tools for innovation will be integrated in every classroom at the Academy with every teacher using project-based, hands-on instructional strategies.

**Fast Track Early College Academies on the Woodlawn High School Campus**

Two autonomous schools sharing space on the high school campus:
- Fast Track Academy of Business & Finance and
- Fast Track Academy of Arts and Environmental Science

The Fast Track Early College Academies are focused on helping first generation college students realize their higher education goals and aspirations. Adults throughout the 9-12 and partner institutions of higher education work closely together to build a detailed, four-year plan for success that begins on day one of high school. Fast Track moves students to college readiness at the BEGINNING of high school, not the end, with an accelerated curriculum for all students that focuses, during the first two years of high school on building technical literacy and quantitative skills, above all. Fast Track four-year learning plans are closely tied to the primary areas of research and the key programs at the partner institutions of higher education and are designed to meet local workforce needs.

Both Fast Track Academies at Woodlawn will partner with Lawson State Community College and the University of Alabama, Birmingham. The goal of the Fast Track Early College experience is to have every student leave school with a minimum of 25 hours of college credit and a career credential (like Cisco technology certification or STNA - State Tested Nursing Assistant) OR an associate degree / 60 hours of college credit.

In summer 2014, every incoming ninth grade student in the Woodlawn attendance zone will participate in a Summer Bridge experience at Lawson State and UAB, where they will be enrolled as a student in each institution. Technically, before the regular high school year begins in August, members of Woodlawn’s 9th grade class will earn 1-2 college credits through a college success course and another class, such as physical education. Thus begins a four-year journey guided by high expectations and high levels of support for Woodlawn students, staff and community.
The 9th grade year focuses on accelerating students, particularly in the critical areas of English language arts and mathematics – where students become prepared to be successful with rigorous college reading and writing loads; students generally take another college course, like an introductory technology or speech course, where they will experience success and build confidence. The schedule provides a double block of time for high school classes in English Language Arts and mathematics, as well as a science class – all focused on preparing students to be successful in college courses. The Academies are designed to ensure the majority of students pass the college COMPASS placement test no later than the second semester of the 10th grade year so they can begin taking college English and math courses that will transfer to other state schools (STAR courses); some students may need to continue double doses of English and math through high school classes for another year. By 11th grade, the goal is for most students to be enrolled almost totally in college courses. At this point, some students may want to earn a career credential – a stackable certificate. Twelfth graders will be involved in a Capstone project or action research in an area of great personal interest, in addition to earning up to 18-24 hours of college credit.

Woodlawn’s Fast Track Early College students will have the opportunity to earn Associate degrees, professional credentials or up to 60 hours of college credit in the following Lawson State or UAB programs:

- Business Administration & Management
- Computer Science
- Accounting & Finance
- Art Studio
- Music Technology
- Environmental Science
- Environmental Engineering

Students in both Academies are involved in an Advisory all four years and receive tutoring and individualized academic and social supports from both the district and the college, as needed. They are involved in community service, mentorships and internships. The focus on critical thinking and problem-solving started in WIN elementary and middle schools, continues throughout high school courses and as students learn to advocate for themselves in the college setting. As in PK-8, mastery / competency learning continues in high school courses.

Partners have already begun planning the schools, side-by-side with teachers and leaders from the existing buildings. In addition to Lawson State and UAB, partners include:

- Woodlawn United
- The Goodrich Foundation
- A+ Education Partnership
- Cultural Alliance of Greater Birmingham
- McWane Science Center
- Jones Valley Teaching Farm
- EDWorks

Additional partners will be added to the initiative as the innovative school designs are completed.
2. Explain how the school's or school district's current data influenced the need for the project described in Question 1 above?

The Birmingham City School district, as a whole, is currently operating under the guidance of a state monitor. With 98% of students in the feeder pattern eligible to participate in the free or reduced lunch program, schools in the Woodlawn Innovation Network face some of the greatest challenges in the district. Students in four of five schools in the Woodlawn Innovation Network struggle to achieve state performance standards in all content areas. According to the most current statistics, only 64% of the students who enter Woodlawn High School graduate with a diploma four years later. Both Woodlawn High School and Hayes K-8 are listed among the lowest-performing schools in the state. As such, they have both been targeted for special technical assistance from the State. Hayes, in addition, qualified for a federally-funded School Improvement Grant as part of a national effort to dramatically improve some of the nation’s persistently low-performing schools. Both Woodlawn and Putnam have been considered for closure by the district.

In the most recent results of state testing:
- 74% of third grade students at Avondale Elementary met or exceeded standards in reading; 63% met or exceeded standards in mathematics;
- 60% of the third grade students at Hayes K-8 met or exceeded standards in reading; 50% met or exceeded standards in mathematics;
- 54% of the third grade students at Oliver Elementary met or exceeded standards in reading; 64% met or exceeded standards in mathematics;
- 54% of eighth grade students at Putnam Middle School met or exceeded standards in reading; 65% of students met or exceeded standards in mathematics.

For Woodlawn High School, only 15% of students scored above the 50th percentile in the English portion of the most recent administration of the PLAN assessment; only 5% of students scored above the 50th percentile in the mathematics portion of the test. Further, 49% of students either did not respond or stated they had no plans after high school.

As Birmingham City Schools developed this waiver application, it also considered the following research and data.

A baseline site assessment of all five schools in the Woodlawn Innovation Network by national school innovation organization, EDWorks, identified a pattern of traditional teaching practices that are not meeting students' needs or yielding high levels of achievement. Overall, the EDWorks site review team noted that instruction in all five schools is primarily whole class and textbook driven, with a heavy dependence on worksheets and transcription. These types of practices are not aligned with 21st Century Skills or with best practices for teaching and learning.

Results of the baseline site review at WIN Schools are derived using the EDWorks Organizational Effectiveness Rubrics described in the background section of this document and appended to this report. Ultimately the site review team considered 72 different rubric categories across the Woodlawn High School; 67 rubric categories at the middle school levels (Putnam and upper grades Hayes); and 63 rubric elements at the elementary level (Avondale, Hayes and Oliver). Focus groups and a review of additional evidence added depth and perspective to data gathered from walkthroughs of every classroom in the school. Still, it is important to note that this review, while deep, represents a snapshot in time.
## Summary Results

**Avondale Elementary School Observed Levels of Organizational Effectiveness**
*(maximum of 12 points in each category)*

<table>
<thead>
<tr>
<th>Component</th>
<th>Average Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous Curriculum and Real World Learning</td>
<td>6.78</td>
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<tr>
<td>Assessments and Data Use</td>
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<td>Supportive Climate and Culture</td>
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<td><strong>Overall Average Level</strong></td>
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**Observed Levels of Organizational Effectiveness at Hayes in Grades K-5**
*(maximum of 12 points in each category)*

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<th>Component</th>
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<td><strong>Overall Average Level for Grades K-5</strong></td>
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**Observed Levels of Organizational Effectiveness at Hayes in Grades 6-8**
*(maximum of 12 points in each category)*

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<td><strong>Overall Average Level for Grades 6-8</strong></td>
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Oliver Elementary School Observed Levels of Organizational Effectiveness  
(maximum of 12 points in each category)

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<td><strong>Overall Average Level</strong></td>
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W.E. Putnam Middle School Observed Levels of Organizational Effectiveness  
(maximum of 12 points in each category)

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Woodlawn High School Observed Levels of Organizational Effectiveness  
(maximum of 12 points in each category)

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</tbody>
</table>

Such conditions require the type of aggressive, disruptive approach to school design, operations, staffing, learning practices, resources and professional development. Innovative approaches require that the principal be able to manage and creatively use resources – human, financial and material – in a new and targeted manner. This approach recognizes that each building has unique needs and characteristics that the principal is best able to address through site-based management practices. And as author Jim Collins in his book “Good to Great” talked about the need for getting the “right people on the bus”. His research identified that organizations that go from good to great do so by first getting the right people on the bus. These practices form the core components of this waiver application.
3. How is this project linked to Alabama’s PLAN 2020? How is this project linked to the school’s or district’s strategic plan?

By the end of 2017-18, schools in the Woodlawn Innovation Network achieve will meet the vision of Alabama 2020, “Every Child a Graduate – Every Graduate Prepared for College/Work/Adulthood in the 21st Century.”

<table>
<thead>
<tr>
<th>The Alabama 2020 Vision for Graduates</th>
<th>How the Woodlawn Innovation Network Delivers on the Vision</th>
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</thead>
<tbody>
<tr>
<td>Possesses the knowledge and skills needed to enroll and success in credit-bearing first-year courses at two- or four-year college, trade school, technical school, without the need for remediation ...</td>
<td>When fully implemented, by the end of the 2017-18 school year, at least 80% of students who enter the Fast Track Early College Academies at Woodlawn will graduate, and a minimum of 50% of those graduates will not only be prepared for success in higher education, trade school or technical school, they will have successfully COMPLETED a minimum of 20 hours of college credit through Lawson State Community College or the University of Alabama, Birmingham. It is projected that one in three WIN students will actually earn an Associate degree or 60 hours of college credit DURING their four-year high school career. Those students earning fewer than 60 hours of college credit will leave school with industry credentials in the area of technology, business or the environmental sciences. This exceeds Alabama 2020. When WIN is fully implemented, it is possible that some 5% of Alabama’s statewide target for industry credentials could come from the two Fast Track Early Colleges in WIN alone.</td>
</tr>
<tr>
<td>Possesses the ability to apply core academic skills to real-world situations through collaboration with peers in problem solving, precision and punctuality in delivery of a product ...</td>
<td>By the end of 2017-18, every school in the Woodlawn Innovation Network will implement problem-based learning as its primary instructional modality. Every teacher in these schools will implement quarterly Design Challenge, in which students will create solutions to real-world problems developed jointly with business and community partners. The Design Challenges will require students to research the problem, incubate and test multiple solutions and deliver a product to business and community partners for their consideration – all on a tight time schedule.</td>
</tr>
<tr>
<td>And has a desire to be a life-long learner.</td>
<td>WIN is setting up a system of courses and supports to ensure that every WIN student can earn college credit while in high school no cost to students or parents; research shows that students who complete at least 25 hours of college credit are more likely to complete a college degree. Early Colleges ensure students and their parents better understand and can navigate the complex systems of higher education. This makes students more</td>
</tr>
</tbody>
</table>
likely to persist to a degree or industry credential and sets the stage for them to be lifelong learners in a world where it is predicted they will change jobs 14-16 times and careers at least two-to-three times in their lifetimes—each one with unique learning and skill requirements. A critical component of the WIN strategy is making dramatic improvements in students’ informational and technical literacy skills, as well as their quantitative skills, both of which are an important component of lifelong learning.

<table>
<thead>
<tr>
<th>Alabama 2020 Objectives</th>
<th>How the Woodlawn Innovation Network Meets Plan 2020 Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All students perform at or above proficiency and show continuous improvement. (achievement/growth)</td>
<td>By 2017-18, at least 80% of students who remain in the Woodlawn Innovation Network for a minimum of two consecutive years will perform at or above proficiency in reading and mathematics. This exceeds Plan 2020 four-year targets.</td>
</tr>
<tr>
<td>2. All students succeed (gap closure)</td>
<td>When WIN students achieve proficiency, as described above, they will eliminate the gap with the state in reading and mathematics proficiency.</td>
</tr>
<tr>
<td>3. Every student graduates from high school</td>
<td>By 2017-18, a minimum of 80% attending the two Early College Academies at Woodlawn will graduate, reaching Alabama Plan 2020 targets in six, rather than eight years. Further, this plan is designed to ensure every graduate completes at least one college credit and 50% of Fast Track Early College students are expected to complete a minimum of 20 hours of college credit—more than double the Plan 2020 eight-year target.</td>
</tr>
<tr>
<td>4. Every student graduates high school prepared (college and career readiness)</td>
<td>If the four-year learning plans designed in collaboration with Lawson State Community College and the University of Alabama, Birmingham follow trends in other Early College High Schools across the nation, the need for remediation will be virtually erased, thus surpassing Alabama Plan 2020 eight-year targets.</td>
</tr>
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<tr>
<th>Alabama 2020 Strategies</th>
<th>How the Woodlawn Innovation Network Strategies are Aligned with Plan 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement a unified PreK – college and career readiness plan.</td>
<td>The Woodlawn Innovation Network is specifically designed to be a PreK – college and career readiness system. The six schools that will comprise the Woodlawn</td>
</tr>
</tbody>
</table>
Innovation Network are being designed in conjunction with Lawson State, UAB and local business and community organizations, thus ensuring college and career readiness. Vertical and horizontal alignment of curricula, instructional practices and outcomes ensures students are prepared to meet the rigorous content and skill requirements of each successive grade level, PK-12. The principals of each WIN school meet monthly to review progress toward joint goals, make continuous course corrections and ensure alignment of instructional approaches and requirements. Community partners, such as Better Basics and the YMCA are aligning their resources to provide additional supports for students to achieve readiness.

Develop and adopt college- and career-ready aligned standards in subject areas.

Each educator in the Woodlawn Innovation Network participates in 80 hours of professional development each year, from 2013-14 through 2015-16. The professional development is designed to be a learn-by-doing process. By the end of 2016, teachers and school leaders will have completely re-written units of study and lesson designs, using Alabama’s college- and career-ready standards. Ongoing small group Professional Learning Communities and one-on-one coaching by instructional specialists ensures educators implement the new unit and lesson designs with quality.

Create and implement a balanced and meaningful assessment and accountability system.

The District already has Benchmark and Interim Benchmark assessments in place to supplement the summative "ACT" assessments. The Benchmarks being used in the system are: Discovery Education, Classworks, and Global Scholar. Each are given three times a year. The first assessment established the baseline and the others measure growth. In addition, District program specialists have created interim (quarterly benchmark) assessments to measure growth, mastery of standards and pacing district wide.

WIN enhances that system in the following ways:
- Each newly-design unit will include rubrics that provide a clear description of what a student must know and be able to do to master specific, required knowledge and skills. Because at least every graduate is expected to complete at least one college credit and 50% of Fast Track Early College students are expected to complete a minimum of 25 hours of college credit, the higher education assessment, COMPASS, will be used, beginning in the summer prior to entry into ninth
grade, to gauge specific needs of each student in English Language Arts and mathematics.

- Because Lawson State requires passage of WorkKeys for many of the career pathways being instituted in the Woodlawn Fast Track Early College Academies, the WorkKeys will become a standard assessment for all 12th grade students in WIN.

Embedded Professional Learning Community data review and analysis protocols and one-on-one coaching for teachers and leaders will ensure effective use of data to inform instruction. Through effective use of data in this balanced assessment system, by 2017-18, at least 90% of students who remain in the Woodlawn Innovation Network for a minimum of two consecutive years will perform at or above proficiency in reading and mathematics. This exceeds Plan 2020 four-year targets.

| Develop and implement a unified School Readiness Plan. | Woodlawn United, the over-arching framework through which this innovation effort is supported, has already begun implementation of a strong plan for School Readiness. Avondale Elementary already had an existing PreK program; the District was able to add a PreK program at Oliver this year and, work is in motion to institute a PreK by fall 2014 at Hayes, ensuring all elementary schools in the feeder pattern have a quality PreK program. The Birmingham City Schools will develop a local policy for adoption that prioritizes Pre-K enrollment for students who live in the school zone. This approach is allowed and will be supported by the Department of Children’s Affairs. |
| Align available programmatic and fiscal resources to support local school needs in the area of instruction. | The Woodlawn Innovation Network establishes a well-designed internal and external system of supports for students, families and educators.
  - The waivers approved through this application will allow the District and schools to extend both the school day and add a summer bridge or summer enrichment/remediation program for all students in the feeder pattern. Flexible, staggered schedules for adults will expand the day for students without incurring additional personnel costs.
  - Title I funds will be used to support summer programs. Rather than each school looking for community supports on its own, WIN develops a community asset map, in conjunction with the |
District and local community organizations, provides access to a wide range of academic and social supports for students and their families.

- District Title II funds, combined with three years of Track-up funding from the Woodlawn and Goodrich foundations and A+ Education Partnerships provides technical assistance for the innovation process – a process which is designed to create the internal capacity to continue the innovative practices.

- Innovative educators will be recruited from non-traditional sources; leaders and teachers will be chosen for their belief in students’ abilities to achieve at high levels, their content knowledge, vision and passion to achieve the goals and objectives of the plan. This will require alternative certification routes for WIN educators. A thorough induction process will ensure all educators understand the WIN vision and system.

- School-level leaders will ensure students have the right teachers and supports through management of their full budget. School leaders will be held accountable for outcomes and, as long as they meet targets, will be able to sustain site-based budget management, deploying resources in a way that achieves school goals.


<table>
<thead>
<tr>
<th>Key Elements of the Birmingham City Schools Strategic Plan</th>
<th>Woodlawn Innovation Network Focus</th>
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</thead>
<tbody>
<tr>
<td>Focus on school readiness by expanding Pre-K programs and college/job readiness by increasing graduation rates</td>
<td>WIN adds Pre-K classrooms to two schools, Hayes and Oliver. It is focused, not only on increasing graduation rates at Woodlawn High School, it focuses on immersing Woodlawn students in a college culture, supporting and accelerating their learning to ensure every student earns up to 60 hours of college credit and/or a professional credential during their four-year high school career.</td>
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<tr>
<td>Set high expectations for all students and focus on closing the achievement gap</td>
<td>All students in the PreK – 12 feeder pattern are engaged in a rigorous Fast Track Early College High School or an innovative Fast Track preparatory academy. All students are expected to earn up to 60 hours of college credit and are given the supports to be successful.</td>
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<tr>
<td>Provide a rigorous curriculum and renewed focus on</td>
<td>All educators at each school are participating in an intensive professional development process that includes the</td>
</tr>
<tr>
<td>standards (Common Core)</td>
<td>development of a new curriculum in every classroom based on the Common Core standards, the Rigor/Relevance Framework developed by the International Center for Leadership in Education, and the Design Thinking Process. Local business, community and higher education partners are participating in the design of the academies and their curricula to ensure real world learning experiences for every student, every day.</td>
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<tr>
<td>Support highly qualified teachers by expanding PLCs and emphasizing on-going and imbedded PD opportunities</td>
<td>Every educator in all WIN schools will receive 80 hours of professional development each year from 2013-14 through 2015-16 through a combination of whole school and cross-network sessions to small group or Professional Learning Community sessions to one-on-one coaching and mentoring by EDWorks’ team of nationally recognized technical assistance experts.</td>
</tr>
<tr>
<td>Support students through recognition strategies and increased tutoring and mentoring programs</td>
<td>Each school will design and implement expanded tutoring and mentoring initiatives that include a combination of tutoring services provided through staff and external contracts/partnerships and mentoring initiatives with local partners.</td>
</tr>
<tr>
<td>Informed use of resources and ensure student achievement is the highest funding priority</td>
<td>With the approval of this waiver application the principals and leadership teams of each WIN school will act as CEOs of their buildings, managing the full budget for their schools; each budget will be “zero-based,” with all staffing, materials, technology, supports and operations expenditures designed to focus maximum resources to the classroom and the implementation of these innovative instructional programs. All WIN principals and leadership teams will receive budget training and assistance in budget design and management from the Woodlawn Foundation, EDWorks and district finance personnel.</td>
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<tr>
<td>Stabilize the student population by publicizing the successes of BCS and their innovative programs</td>
<td>Community outreach about the Woodlawn Innovation Network began in June 2013 and will continue throughout this initiative. The Woodlawn Foundation is collaborating with the District to design and implement the communications strategy. Positive media coverage has already begun. An intensive campaign will be implemented each winter to recruit students at all levels for the coming year. Local partners have already begun reaching out to offer assistance with the communication effort.</td>
</tr>
<tr>
<td>Develop and support a highly effective corps of school leadership and teachers</td>
<td>The intensive teacher professional development effort is designed to create a highly effective teaching corps. With the approval of this waiver application the District will have the ability to recruit and hire non-traditional principal, counselors and other support personnel who are knowledgeable about innovative practices and are committed to doing what it takes to make WIN a success for students.</td>
</tr>
<tr>
<td>Build a stable and high performing employee pool by developing a strong recruitment campaign and emphasizing retention efforts</td>
<td>A recruitment campaign is under development and will be launched as soon as the innovative school designs are substantially complete in January. The effort will rely on proven sources for innovative leaders and teachers, such as the Broad leadership network and Teach for America, and similar. Other employees, such as counselors and school-community liaisons or STEAM experts will be recruited from organizations that specialize in social work or strong project management or local STEAM businesses or research organizations. School-based teams that include teachers and partners, as well as principals, will seek to ensure passion and “fit” among new staff at all levels.</td>
</tr>
<tr>
<td>Create an empowering environment to increase staff engagement</td>
<td>Everything about the schools, from the all-inclusive design process to the curriculum development process to local budget management, is designed to create a highly empowered environment with a staff that is deeply involved in decision making at their schools.</td>
</tr>
<tr>
<td>Increase partnerships at all levels and across all schools</td>
<td>Each school has recruited partners that have expertise in their particular area of focus – such as Jones Valley to assist with environmental sciences and UAB to support the music technology program; the McWane Science Center, Lawson State Community College and others. These partners are involved in the design of units and lessons and support systems for the schools. They are rapidly becoming part of the daily learning process in each building.</td>
</tr>
<tr>
<td>Strengthen partnerships with colleges and businesses</td>
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<tr>
<td>Promote a positive learning environment (safe schools and positive student behavior)</td>
<td>Operations systems for each school are being redesigned around the KTECH philosophy – Know, Trust, Empower, Connect and Honor students. The new curriculum and hands-on learning experiences with local partners are all designed to fully engage students in a positive atmosphere of high expectations and high support.</td>
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</table>
5. How is the school’s or district’s project connected to best practice and current research in reference to raising student achievement and preparing students to be college- and career-ready?

Over the past decade, Early College High Schools (ECHS) have proven that low income, minority, struggling students with no tradition of higher education success in their family histories can, indeed, demonstrate success in high school, and concurrently, earn up to 60 hours of college credit or an Associate degree during their four-year high school career. WIN school design and technical assistance partner, EDWorks, and its parent, KnowledgeWorks Foundation, have been part of the national Early College movement since 2003. The national ECHS movement was launched and the Bill & Melinda Gates Foundation and evaluated for effectiveness by American Institutes for Research and Jobs for the Future. Annual studies by Jobs for the Future confirm that a full 97% of ECHS students in EDWorks’ ECHS graduate from high school; 79% earn at least 1 year of college credit while in high school; one in three earn an associate degree or 2 years of college credit while in high school; 95% continue in higher education; and 87% persist to a four-year degree – in urban areas where only 78% of students, on average, even graduate from high school. EDWorks’ ECHS have been recognized among the best schools in the country by U.S. News and World Report. They are generally the top-performing schools in their urban districts, competing with the state’s most successful suburban schools. EDWorks’ ECHS regularly appear on the list of state-designated “Schools of Promise,” and their students consistently out-perform their peers across the state in assessments of reading, writing, mathematics, science and social studies. Within the last month, the U.S. Department of Education named the Akron Early College High School a national “Blue Ribbon” school. The Dayton Early College Academy is featured on the U.S. Department of Education’s “Doing What Works” website.

This project employs successful strategies from ECHS to the elementary and middle grades and, as a result, experience equally distinctive results at the K-8 level.

School design and instructional practices employed in the PK-12 WIN feeder pattern are built on more than 20 years of research that shows the following elements as key to high performance, particularly in struggling schools:

1. **High expectations** for all students reflected in the requirement that all students are engaged in rigorous academic coursework (*Toward a More Comprehensive Conception of College Readiness*, Conley, 2007; *A Core Curriculum for All Students*, Barth and Haycock, 2004; *Whatever It Takes: How Professional Learning Communities Respond When Kids Don’t Learn*, DuFour, DuFour, Eaker, Karhanek, 2004; *What Great Teachers Do Differently*, Whitaker, 2004; *Beating the Odds: Raising Academically Successful African American Males*, Hrabowski III, Maton and Grief, 1998)


5. **College-level learning opportunities in high school** *(Minding the Gap: Why Integrating High School with College Makes Sense and How to Do It, Edited by Hofman, Vargas, Venezia and Miller, 2007; The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students, Lerner and Brand, American Youth Policy Forum, 2006; Double the Numbers: Increasing Postsecondary Credentials for Underrepresented Youth, Kazis, Vargas, and Hoffman, 2004; What Role Can Dual Enrollment Programs Play in Easing the Transition Between High School and Postsecondary Education?, Bailey, Hughes and Karp, 2002)*

6. **Significant academic supports** *(College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready, Conley, 2005; High Schools That Work: An Enhanced Design to Get All Students to Standards, Southern Regional Education Board, 2005; Understanding and Implementing a Rigorous Core Curriculum for All, Education Trust-West, 2004)*

7. **Distributive leadership and shared responsibility for results** *(Results Now, Schmoker, 2006; The Learning Leader: How to Focus School Improvement for Better Results, Douglas B. Reeves, 2006; Good to Great, Collins, 2005)*

8. **Smaller learning communities** that allow for strong relationships among principals, teachers, students and families *(New Small Learning Communities, Cotton, 2001; Small Works: School Size, Poverty and Student Achievement, Howley and Bickel, 2000)*

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6. **How will this project be supported and monitored for implementation by the district?**

Birmingham City Schools have already taken several steps to support the Woodlawn Innovation Network. In April 2013 the BCS Board voted unanimously to move forward with the pilot feeder pattern. In August 2013, the Board unanimously approved a Memorandum of Understanding with the key WIN partners that sets in place several conditions for success fundamental to the successful implementation of WIN:

*See the attached MEMORANDUM OF UNDERSTANDING* detailing the Birmingham City School's commitment to engage in the work needed to implement the Woodlawn Innovation Network.

The district and partners began engaging teachers and the community in a discussion about the innovative pilot initiative in May 2013. will participate in the following activities in spring 2013:

1. **Woodlawn residents, parents, community organizations and businesses are participating in a series of community engagement experiences** focused on learning about successful 21st century schools providing input into the design of the innovative schools named above. A website has already been established, and a communications campaign is being designed to keep residents and parents updated on developments in the school design and implementation.
plan and will invite their ongoing participation. Just prior to the opening of school, the communications campaign will focus on ensuring every parent and student is fully informed about the new curriculum and attendance patterns.

2. **A recruitment and hiring** effort identified bold, courageous leaders for the re-imagined schools. Those leaders were put in place for the beginning of the 2013-14 school year and are helping guide the planning effort to bring these schools to life. Every teacher will participate in a series of meetings that will provide an overview of expectations for students and staff in the Woodlawn Innovation Network. Teachers will have the opportunity to “opt-in” to these innovative schools and in so doing, will agree to become an active part of the Innovation design and implementation.

3. Design teams are in the process of creating detailed learning plans for each school.

4. A formal memorandum of understanding will be developed with higher education partners, detailing the relationship between the district and the university, including specific supports and facilities available for students, transportation and tuition arrangements, etc.

5. Letters of agreement will be developed with all local partners outlining their role in the design and implementation of the school.

Further, The District and leadership of key partners – Woodlawn United, The Goodrich Foundation, A+ Education Partnership and EDWorks – have formed a WIN Leadership Team that meets weekly to monitor progress of the initiative, identify and break through barriers to success and anticipate upcoming challenges. Each partner has identified a project liaison that keeps efforts moving between meetings. Approximately once per month, the WIN Leadership Team has an extended meeting to delve deeply into critical areas of decision making. For instance, in October 2013, the team met to review results a rubrics-based site reviews in each school and take action on areas of immediate need in each school. In November, the team came together to review the first draft of the four-year learning plan for each of the two Fast Track Early College Academies and began listing implications of the plan for district and school budget and operations.

The WIN Leadership Team will continue to meet throughout the five-year period to ensure the ultimate success of the innovative new schools. It is this group that will ultimately make the recommendation to the district to duplicate this innovative design in other areas of the district, when the evidence of success is compelling.
**GOALS:** Baseline goals of the Woodlawn Innovation Network are common to school improvement initiatives nationally:
- Higher test scores and graduation rates for students;
- Increased student, parent and community participation in school
- Improved discipline and attendance.
- Students who graduate from the PK-12 Woodlawn Innovation Network feeder pattern will not only be ready for 21st century careers and college, they will begin their adult lives with up to 60 hours of college credit – before they graduate from their four-year high school experience.

The activities designed to achieve the stated objectives are highly integrated. It is the totality of actions that will achieve desired objectives. For that reason, activities are listed holistically.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>2013-14 PLANNING ACTIVITIES</th>
<th>Personnel</th>
<th>Timeline</th>
<th>Budget</th>
</tr>
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<tbody>
<tr>
<td>Identify the measureable objectives that will be used to determine success in achieving these goals</td>
<td>The activities outlined in this chart provide the foundational operational changes needed to launch the innovative schools. The leadership and professional development plans outlined below this chart ensure educators have the skills and supports needed to achieve these objectives</td>
<td>Indicate the name and title of personnel that will be responsible for the activities</td>
<td>Identify the timeline for the activities (include month/year)</td>
<td>Indicate budget requirements and funding source (include formulas used to derive totals in budget sections, e.g., 3 subs @$143/day=total)</td>
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<td>(Must be specific, measurable, attainable, relevant, and timely goals (SMART)</td>
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**BY THE END OF THE 2017-18 SCHOOL YEAR:**

A minimum of 80% of students who enter high school in the Woodlawn Innovation Network will graduate from high school

- Development of an aligned system of schools rooted in creativity, innovation, Design Thinking, problem-based learning, mastery and competency learning:
  1. Conduct a rubric-based baseline assessment of curriculum and instructional practices, climate and culture, and comprehensive student supports.
  2. Fast Track Early College identity development

Dr. Becky Lee, Chief of Staff, Birmingham City Schools
Stephen Cockrell, Esq., Director, Education Partnerships, Woodlawn

September 2013 – May 2014

This proposal is designed to operate schools with existing per-pupil funding from state, local and federal Title 1 and Title 2 funding. Local and statewide nonprofit
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| With Woodlawn High School, Lawson State Community College and University of Alabama, Birmingham.  
3. Innovation-themed identity development for middle grades, 6-8, with Hayes and Putnam  
4. STEAM-themed identity development for grades Pre-K – 5 at Avondale, Hayes and Oliver  
5. Strategic and operations plan development for the innovative new schools (to include flexible schedules, integration of business and community in the design and implementation of problem-based Design Challenges, internships, mentorships, community service and service learning)  
6. Complete a building-by-building technology assessment, including availability of electrical power to run the technology. Identify resources, install hardware and secure long-term maintenance and replacement plans. | Foundation  
Robin Kanaan,  
National Director of Teaching & Learning, EDWorks  |   |
| Organizations have committed additional start-up funding.  
BCS has already committed the following resources to begin the innovation process: |   |
| **By the end of the 2017-18 school year:**  
A minimum of 50% of graduates in the Woodlawn Innovation Network will complete at least 20 hours of college credit or a technical certification during their four-year high school experience |   |   |
| 1. Design a four-year learning plan in collaboration with Lawson State and UAB that:  
• Provides a seamless set of courses to meet and exceed state graduation standards  
• Includes specific career pathways, degrees and professional credentials in business, finance, the arts, technology and environmental science available to WIN students  
• Sets out a system of courses and supports that rapidly brings WIN students up to grade level and prepared them to pass the COMPASS college assessment no later than the 11th grade  
2. Develop a Memorandum of Understanding | Dr. Becky Lee, Chief of Staff, Birmingham City Schools  
Stephen Cockrell, Esq., Director, Education Partnerships, Woodlawn Foundation  
Deborah Howard, Chief Innovation Officer, EDWorks  
Harlan Sands, Vice Provost for | November 2013 – August 2014 |
between the District, Lawson State and UAB detailing specific academic and social supports to be provided by the higher education partner to WIN Fast Track Early College students
3. Implement an aggressive communication plan that sets clear, high expectations for students and explains the PreK – 20 plan developed to help student meet or exceed those expectations.

<table>
<thead>
<tr>
<th>BY THE END OF THE 2017-18 SCHOOL YEAR:</th>
<th>Administration and Quality Improvement, University of Alabama, Birmingham</th>
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<tbody>
<tr>
<td>Every graduate will leave high school with a personalized plan to complete the next step in their education, either an a four-year degree, an Associate degree or technical certification; further, every graduate will successfully complete at least one course from Lawson State Community College or the University of Alabama, Birmingham prior to graduation from high school</td>
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<tr>
<td>1. Launch student triage process with 12th, 11th, 8th and 6th graders to identify immediate possibilities for student supports and acceleration in 2013-14</td>
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<tr>
<td>2. Mathematics and English language arts remediation and acceleration periods, with each student enrolled in the class that will meet their individual needs</td>
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<td>3. Create a system of courses in 9th and 10th grade that will ensure each student is on grade level within 3 years of entering high school</td>
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<tr>
<td>4. Design and implement rubric-based assessments for each unit that allows teachers, students, parents and community to understand what it looks like to achieve mastery/competency of required skills</td>
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<tr>
<td>5. Begin planning to implement WorkKeys and COMPASS testing for all high school students</td>
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<tr>
<td>6. Engage fall 2014 rising 9th and 10th grade students (and each subsequent rising 9th and 10th grade class) in a Summer Bridge program</td>
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<tr>
<td>Kecia Chapman, Coordinator of Testing, Research and Accountability, Birmingham City Schools</td>
<td></td>
</tr>
<tr>
<td>Stephen Cockrell, Esq., Stephen Cockrell, Director, Education Partnerships, Woodlawn Foundation</td>
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</tr>
<tr>
<td>Robin Kanaan, National Director, Teaching &amp; Learning, EDWorks</td>
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<tr>
<td>October 2013 – July 2014</td>
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</tbody>
</table>
| **BY THE END OF THE 2017-18 SCHOOL YEAR:** | 1. Interview all staff to ensure commitment to the new WIN design; retain staff who are willing to meet the work requirements of the design; reassign those who are not in alignment with the vision. Recruit from nontraditional sources to complete staffing at each school.  
2. Develop parent and student engagement plan, including a system of community conversations, home visits and electronic/social media.  
3. Launch teacher professional development plan focusing on Design Thinking, problem-based learning, the Rigor/Relevance Framework, brain-based research and research-based student engagement strategies.  
4. Launch mapping with the Alabama College and Career Ready Standards, PK-14 curriculum alignment and curriculum development.  
5. Design induction process for new leaders and teachers in the WIN system  
6. Build a Community Asset Map that will create a seamless system of internal and external academic and social supports for students that spans the PreK – 20 system; ensure all educators in each school are familiar with the Asset Map and know how to refer students to the resources identified therein | Jeff McDaniels, Esq., Human Resources Officer, Birmingham City Schools  
Tish Nguyen, Academic Officer, Birmingham City Schools  
Stephen Cockrell, Esq., Director, Education Partnerships, Woodlawn Foundation  
Robin Kanaan, National Director, Teaching & Learning, EDWorks | January 2014 – June 2014  
See projected professional development plans below for leadership and teacher development in 2014-15 and beyond. |
ADDITIONAL DETAILS FOR 2013-14
October 2013 – February 2014: Developing An Operational Design to Support Learning at the Fast Track School
1. Understanding the EDWorks System for Designing and Implementing High-Performing Fast Track High Schools:
   ▪ Rigorous Curriculum and Instruction
   ▪ Aligned Assessment
   ▪ Supportive Climate and Culture
   ▪ System of Grade 9-14 Student Supports
   ▪ The integration of real world learning experiences and design challenges throughout all content areas.
   ▪ The integration of early college and career experiences in all content areas
2. Unpacking lessons from the book, How People Learn
3. Understanding the latest brain research and its implications
4. Developing the Portrait of the ECHS School Graduate, ECHS School Beliefs, Identity, Habits of Mind
5. Developing the Four-Year Learning Plan, integrating high school and college course work
6. Implementing Strategic Planning for Climate, Culture; Rigor, Relevance and Personalization; Aligned Assessments; Comprehensive Student Support
7. Completing school operations planning
8. Engaging in professional development focused on problem-based, project-based and inquiry learning.
9. Studying and Implementing Facilities Design/Re-Design Considerations
10. Designing a Results-Driven Schedule to support the four-year curriculum framework

February – June 2014: Innovative Curriculum Alignment and Development
Phase 1: Focus of the Learning
What should students know and be able to do, and at what levels of cognition?
1. The Nature of the Disciplines, Unpacking Science for All Americans
2. The Nature of English Language Arts, Social Studies and the Arts
3. What Does it Mean to Be College Ready: Unpacking College Knowledge and College and Career Ready, by David Conley.
4. Examining and Integrating the Common Core
5. Content-Specific Curriculum Anchors: Big Ideas, enduring understandings, essential questions
6. The Rigor/Relevance Framework
7. Backwards Design
8. Learning goals/targets (knowledge and skills, application, transfer)
9. Integrating Habits of mind, 21st century skills into the daily life of the school
10. Cross-curricular unit and lesson design
11. Integrating design challenges into the curriculum
12. Integrating early college experiences across the curriculum
Phase 2: Evidence of the Learning
What is the evidence of student learning?
1. Formative assessments  
2. Summative assessments  
3. The task/assignment  
4. Project, product, performance  
5. Criteria for success: rubric!

Phase 3: Learning Strategy
What learning events and instruction will result in student learning?
1. Instructional strategies: Project-Based Learning, Problem-Based Learning, Design Thinking  
2. Student engagement strategies  
3. Learning events

Critical One-on-One Coaching Foci During 2013-14:
1. Equity and access  
2. Transparency in decision-making  
3. Community engagement  
4. School identity development  
5. Operations planning  
6. School design for rigor and personalization  
7. Strategic planning and benchmarking

Professional Development Details for 2014-15

July – August 2014
1. Continued working sessions with higher education and local partners to integrate relevant learning/design experiences into the curriculum  
2. August Workshop:  
   o Climate and Culture that supports Fast Track implementation  
   o Rigor and Relevance in the classroom
3. BOOK STUDY: The Element
4. Launch one-on-one coaching and professional development with all Fast Track teachers and leaders

September – December 2014
1. Continue monthly school wide Fast Track PLC series with high school and higher education faculty:
• WEEK ONE OF EACH MONTH: Using data to drive instruction
• WEEK TWO OF EACH MONTH: Looking at student work for college readiness
• WEEK THREE OF EACH MONTH: Assessment for learning
• WEEK FOUR: Implementing Design Challenges

2. Continue one-on-one coaching and professional development with mathematics and science teachers
3. QUARTERLY INSTRUCTIONAL STRATEGY DEVELOPMENT: Literacy Across the Curriculum
4. QUARTERLY BOOK STUDY: How People Learn
5. Continue Leadership Development: Developing a Data-Driven Learning Environment
6. Assess process on benchmarks
7. One-on-one coaching and professional development with all Fast Track teachers and leaders

January – March 2015
1. Design and implement test blitz strategies for college and career ready assessments (State graduation assessments, Compass, etc.)
2. Continue monthly school wide Fast Track PLC series with high school and higher education faculty:
   • WEEK ONE OF EACH MONTH: Using data to drive instruction
   • WEEK TWO OF EACH MONTH: Looking at student work for college readiness
   • WEEK THREE OF EACH MONTH: Assessment for learning
   • WEEK FOUR: Implementing Design Challenges
3. QUARTERLY INSTRUCTIONAL STRATEGY DEVELOPMENT: Building a College Ready Vocabulary
4. QUARTERLY BOOK STUDY: A Whole New Mind

One-on-one coaching and professional development with all Fast Track teachers and leaders

April – June 2015
1. EDWorks Conducts Annual Assessment of Fast Track Implementation
2. Continue monthly school wide PLC series in April and May:
   a. WEEK ONE OF EACH MONTH: Using data to drive instruction
   b. WEEK TWO OF EACH MONTH: Looking at student work for college readiness
   c. WEEK THREE OF EACH MONTH: Assessment for learning
   d. WEEK FOUR: Special Topic Study (TBD by the school)
3. QUARTERLY INSTRUCTIONAL STRATEGY DEVELOPMENT: Inquiry
4. QUARTERLY BOOK STUDY: Game Changer
5. One-on-one coaching and professional development with all Fast Track teachers and leaders

Summer 2015 Teacher Summer Institute Two: Teaming to Deliver Inquiry-Based Integrated Learning Experiences
1. Gaining fluency in project-based and problem-based learning and Socratic seminars
2. Collaborating with local partners to deliver real world design and action research experiences for teachers and students
3. Delving deeper into science, technology and engineering standards and practices; expanding their integration into the schools’ learning plans
4. Tuning Instructional Rubrics
5. Differentiation – Accommodations and Enrichments
6. Delivering on the promise of Fast Track Advisories

Critical One-on-One Coaching Foci During the Second Year:
1. School-wide and classroom implementation of the strategic plan
2. Supportive climate and culture
3. Comprehensive 9-14 student support
4. Classroom implementation of Fast Track early college strategies
5. School-based operations, and integration of district and higher education support systems
6. Service Learning/Community Service

NOTE:
Professional Development Plans for 2015-16 through 2-17-18 will follow a similar pattern of summer institutes, weekly instructional foci in Professional Learning Communities (PLCs), embedded one-on-one coaching and quarterly book studies. All summer institutes are conducted with all teachers at the school, higher education faculty and practitioners from the local partners. Higher education faculty joins Professional Learning Community discussions. Each annual plan will be built specifically to meet needs addressed in the annual rubric-based assessment of progress and other evaluation activities.
1. How will you evaluate and report the impact this innovation project has on increasing student success and/or other stated goals and objectives?

The nature of the initiative requires a thorough evaluation that documents both the baseline and the programmatic outcomes including the foundations laid for long-term. An external evaluator is being engaged to follow the WIN process from the planning stages through full implementation (a total of five years). The evaluation will be divided to address program evaluation and financial aspects of sustainability. A mixed method evaluation will include a thorough documentation of the existing conditions on the impact areas (baseline) prior to the initiation of the project and will focus on four major impact areas:

- Program indicators
- Teacher professional learning and gains in 21st Century skills
- Student learning and gains in 21st Century skills
- Financial sustainability and cost savings

Program indicators will be tracked and measured according to the programmatic timeline detailed in Section 4. Teacher professional learning will be monitored through documentation of professional learning session content, hours, agenda, sign-in and evaluations. Changes in classroom instruction practices will also be assessed through direct classroom observation. Student learning and increases in 21st Century skills will be tracked through a variety of measures including state testing, formative assessments of reading and math as implemented by the site and classroom observations.

Key research questions in the evaluation will focus on:

1. To what extent is the WIN initiative implemented as designed?
2. What are the facilitators and barriers to implementation and achieving outcomes?
3. What is the impact of the initiative on student academic achievement as measured by formative and summative assessments?
4. What is the impact of the initiative on student performance at grade level?
5. What is the impact of the high school learning plan on college readiness and success?
6. To what degree can the initiative be sustained over time with existing revenues?
7. To what extent can the WIN initiative be replicated in other feeder patterns?

Monthly meetings with principals and their leadership teams will assess student and teacher progress toward academic and instructional milestones. Quarterly meetings with the WIN Leadership Team will discuss progress toward short-term programmatic milestones. Data from monthly and quarterly analyses will be used to make mid-course corrections to the implementation plans. Annual reports will be made to the Board and community.

Progress on implementation of the initiative will be gauged against the following milestones. These milestones, in turn, will lead to achievement of the objectives identified above.

**MILESTONES FOR SEPTEMBER 2013 – AUGUST 2014**

- A detailed baseline Assessment of Organizational Effectiveness will be completed at each school, with a report delivered to the WIN partners. Results of this Assessment will be used to inform the school design and professional development focus for each individual site.
• The student academic Triage process will be implemented with the 11th and 12th graders at Woodlawn High School and target grades at each of the other schools. Students identified through the Triage process will participate in recommended interventions. At the high school, interventions will focus on credit recovery and other graduation requirements.
• Each school will complete the identity development process and individual strategic plans will be completed for each school, informed by the baseline assessment of Organizational Effectiveness and the unique school identity.
• Teachers and leaders in each school will complete 80 hours of professional development. School design sessions are considered part of the professional development. The professional development plan for each school will include, at a minimum, high payoff instructional strategies, problem-based learning and integration of hands-on, real-world learning in the classroom.
• Each Fast Track Academy, K-12, will have a unique multi-year learning plan. For the Fast Track early college high schools, the learning plan will align the calendars and course offerings of the partner institutions(s) of higher education and the Birmingham City Schools.
• Unit designs will be complete for the 2014-15 school year; first quarter lesson plans will be complete, at a minimum. Unit and lesson plans will align to the Common Core.
• Memoranda of Understanding will be complete with all higher education partners, outlining roles, responsibilities and supports for the Fast Track early college students.

**MILESTONES FOR SEPTEMBER 2014 – AUGUST 2015**

• Doors will open on 6 Fast Track academies – Avondale, Hayes and Oliver will have a learning plan focused on STEAM disciplines; Oliver’s grades 6-8 and Putnam Middle School’s learning plan will focus on Innovation; Woodlawn High School will be divided into two autonomous Fast Track early college high schools, each with its own unique learning plan that includes career credentials and plan for students to achieve 60 hours of college credit.
• All 9th grade students in the Fast Track early college high schools will have completed at least one college class.
• The student academic Triage process will be completed for every student in each school, with students participating in recommended intervention and/or acceleration activities.
• Each school will pilot a minimum of one cross-curricular Design Challenge.
• Each school will see an increase on-time grade-level progression over 2013-14.
• Each school will decrease Type A and B disciplinary offenses over 2013-14.
• A minimum of 80% of classrooms show evidence of transfer of lessons learned in embedded professional development.
• Woodlawn and Putnam will achieve AYP or Safe Harbor; Avondale, Hayes and Oliver will maintain or improve AYP performance.
• Unit designs will complete for the 2015-16 school year, with a cross-curricular Design Challenge integrated into each quarter, at a minimum. Unit plans will align to the Common Core.
• A second Assessment of Organizational Effectiveness will be completed at each school, with a progress report delivered to the WIN partners. Each school will show improvement on at least one-third of the areas measured. Results of the Assessment will be used to adjust the school design and professional development focus at each individual site for 2015-16.
MILESTONES FOR SEPTEMBER 2015 – AUGUST 2016

- All 9th grade students in the Fast Track early college high schools will have completed at least one college class; all 10th grade students will complete at least two college courses or one college course and a career credential.
- The student academic Triage process will be completed for every student in each school, with students participating in recommended intervention and/or acceleration activities.
- Each school will conduct at least four cross-curricular Design Challenges, each involving a community partner.
- Each school will see an increase on-time grade-level progression over 2014-15.
- A minimum of 90% of classrooms show evidence of transfer of lessons learned in embedded professional development.
- Each school will maintain or improve AYP performance.
- Teachers will have a complete set of lesson plans written through the lens of each unique school identity. At least one lesson plan per week will include connections with all core content areas. Lesson plans will align to the Common Core.
- All teachers will implement well-developed plan to reinforce literacy across the content areas.
- A third Assessment of Organizational Effectiveness will be completed at each school, with a progress report delivered to the WIN partners. Each school will show improvement on at least 60% of the areas measured. Results of the Assessment will be used to adjust the school design and professional development focus at each individual site for 2016-17.

By achieving these milestones in the first three years of its aggressive improvement plan, schools in the Woodlawn Innovation Network will be on the path to achieving overall goals and objectives outlined in this application. Schools must continue to implement the plans and systems established from 2013-2016 to achieve desired outcomes.

8. How will this innovation project be sustained?

Once the initial Track-up period is complete (2017-18), the schools in the Woodlawn Innovation Network are designed to be sustainable on the average per-pupil expenditure for students in the Birmingham City Schools. Each step of the process is being fully documented, which means innovative schedules, budgets, processes and tools will be readily available to incoming staff at the District, school, classroom, higher education, business and community partner levels.

The Birmingham City Schools have designated the Woodlawn Innovation Network as a pilot site, with the intention of taking lessons learned through this initiative and applying it to additional feeder patterns within the District. Changes are taking place simultaneously at the District, building and classroom level, as well as with community partnerships. Because the District and on-site implementation teams debrief on a weekly basis, lessons learned can begin to be applied immediately, rather than waiting five years for a summative evaluation of the initiative.
Appendix

Avondale Elementary
Record of Commitment

Use this form to report staff, parent, and public commitment regarding the innovation application and plan. Use a separate form for each school.

School: Avondale Elementary School
School District: Birmingham City Schools
Notice of Meeting(s) (Date provided to faculty, department, parents, community, etc.): 12-11-13
*Meeting Date(s): 12-12-13

Parent Representatives:
Name: Meg Krawitz
Signature: 
Name: exhibit Valencia King
Signature: 
Name: Laura Galtz
Signature: 

We certify that this application/plan is supported by the school’s PTA/PTO.

Continuous Improvement Leadership Team Representatives:
Name: Eugenia Miller
Signature: 
Name: Antonio A. Gilbert
Signature: 
Name: 
Signature: 

Record of Public Discussion and Input

District and School Representatives:
Name: JoAnn Taylor
Signature: 
Name: Angelia Bowen
Signature: 
Name: Regina Barrett
Signature: 

We certify that multiple opportunities were provided for public discussion and input of this plan.

*Record of sign-in sheets and input from various groups and meetings should be kept at the district level.
Hayes K-8
Record of Commitment

Use this form to report staff, parent, and public commitment regarding the innovation application and plan. Use a separate form for each school.

School: Hayes K-8 School
School District: Birmingham City Schools
Notice of Meeting(s) (Date provided to faculty, department, parents, community, etc.): PTA Nov 4, 2013
*Meeting Date(s): Dec 9, 2013 Dec 12, 2013

Parent Representatives:
Name: Walter Hunt
Name: Dionette Moore
Name: Latasha Pitts

Signature: [Signature]
Signature: [Signature]
Signature: [Signature]

We certify that this application/plan is supported by the school’s PTA/PTO.

Continuous Improvement Leadership Team Representatives:
Name: Walter Hunt
Name: Dionette Moore
Name: Brenda Holifield

Signature: [Signature]
Signature: [Signature]
Signature: [Signature]

Record of Public Discussion and Input

District and School Representatives:
Name: Rodriguez Leonard
Name: Tamarra G. Bonner
Name: Jennifer Love Lott

Signature: [Signature]
Signature: [Signature]
Signature: [Signature]

We certify that multiple opportunities were provided for public discussion and input of this plan.

*Record of sign-in sheets and input from various groups and meetings should be kept at the district level.
Putnam Middle School
Record of Commitment

Use this form to report staff, parent, and public commitment regarding the innovation application and plan. Use a separate form for each school.

School: Putnam Middle School
School District: Birmingham City School
Notice of Meeting(s) (Date provided to faculty, department, parents, community, etc.): Sept 9, 2013
*Meeting Date(s): November 10, 2013 (PTA) Sept 2013

Parent Representatives:
Name: Corosius Parker
Name: Alisa Israel
Name: Kim Logan
Signature: 
Signature: 
Signature: 

We certify that this application/plan is supported by the school's PTA/PTO.

Continuous Improvement Leadership Team Representatives:
Name: Corosius Parker
Name: Kim Logan
Name: Alisa Israel
Signature: 
Signature: 
Signature: 

Record of Public Discussion and Input

District and School Representatives:
Name: Brenda G. Dial
Name: Natasha D. Booker
Name: Chad Gray
Signature: 
Signature: 
Signature: 

We certify that multiple opportunities were provided for public discussion and input of this plan.

*Record of sign-in sheets and input from various groups and meetings should be kept at the district level.
Oliver Elementary
Record of Commitment

Use this form to report staff, parent, and public commitment regarding the innovation application and plan. Use a separate form for each school.

School: Oliver Elementary School
School District: Birmingham City Schools

Notice of Meeting(s) (Date provided to faculty, department, parents, community, etc.): ________________
*Meeting Date(s): December 12, 2013

Parent Representatives:
Name: Britney McClellan
Signature: ____________________________
Name: Nami Cooper
Signature: ____________________________
Name: Darnella D. King
Signature: ____________________________

We certify that this application/plan is supported by the school’s PTA/PTO.

Continuous Improvement Leadership Team Representatives:
Name: Angel Hardin
Signature: ____________________________
Name: Trenell Jackson
Signature: ____________________________
Name: Constance F. Fields
Signature: ____________________________

Record of Public Discussion and Input

District and School Representatives:
Name: Tamara Burney
Signature: ____________________________
Name: Jennifer Walker
Signature: ____________________________
Name: Dr. Selena Florence
Signature: ____________________________

We certify that multiple opportunities were provided for public discussion and input of this plan.

*Record of sign-in sheets and input from various groups and meetings should be kept at the district level.
Woodlawn High School
Record of Commitment

Use this form to report staff, parent, and public commitment regarding the innovation application and plan. Use a separate form for each school.

School: Woodlawn High School
School District: Birmingham City Schools

Notice of Meeting(s) (Date provided to faculty, department, parents, community, etc.): Sept. 12, 2013
*Meeting Date(s): October 6th, November 12th, December 10th

Parent Representatives:
Name: Ericka Askew
Name: Charles Brooks
Name: Jackie Scott

Signature: Ericka Askew
Signature: Charles Brooks
Signature: Jackie Scott

We certify that this application/plan is supported by the school’s PTA/PTO.

Continuous Improvement Leadership Team Representatives:
Name: Vanessa M. Jones
Name: Letitia Morgan
Name: Rameka Davis

Signature: Vanessa M. Jones
Signature: Letitia Morgan
Signature: Rameka Davis

Record of Public Discussion and Input

District and School Representatives:
Name: Rameka Davis
Name: Ethel Davis Reynolds
Name: Carolyn Wheeler

Signature: Rameka Davis
Signature: Ethel Davis Reynolds
Signature: Carolyn Wheeler

We certify that multiple opportunities were provided for public discussion and input of this plan.

*Record of sign-in sheets and input from various groups and meetings should be kept at the district level.
Local Education Agency Report of Support or Concerns

Use this form to report the school or district and superintendent support or concerns, or both, about the innovation to the principal and faculty. Use a separate form for each school.

School: Avondale, Hayes, Oliver, Putnam, and Woodlawn
School District: Birmingham City Schools
Date of School/Department/Subdivision Receipt of Application: December 23, 2013
Date of Regularly Scheduled Board of Education Meeting: January 14, 2014

Local School Board of Education Members:
Name of President: Randall Woodfin
Name Vice President: Sherman Collins Jr.
Name of Member: Lyord Watson
Name of Member: Brian Giattina
Name of Member: Daagye Hendricks
Name of Member: Cheri Gardner
Name of Member: Wardine T. Alexander
Name of Member: April M. Williams
Name of Member: Sandra Brown

Support:
The Woodlawn Innovation Network provides and supports a rigorous curriculum platform.
The Professional Development supports alignment of the curriculum across the entire feeder pattern of schools.

Concerns:
Ensuring that the BCS curriculum support is aligned with the activities associated with the Woodlawn Innovation Network feeder pattern.
Ensuring that the greater Woodlawn Community is informed about all of the aspects associated with the Innovation network and associated support services.

(Report of the Local Education Agency must be forwarded to school/school district for submission to Alabama State Board of Education with the application/plan).
Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation plan/project. Use a separate form for each community partner.

School/Schools: Avondale ES, Oliver ES, Hayes K-8, Putnam MS, Woodlawn HS

School District: Birmingham City Schools

Date(s) of School/School District/Community Partner Dialogues: ____________________________

Name of Community Organization/Agency: __Birmingham Museum of Art________

Contact Person: ___Suzy Harris, Associate Curator of Education __________________________

Contact Person E-mail Address: _sharris@artsbma.org______________________________

Contact Person Telephone Number: 205.254.2668__________

Contact Person Address: _2000 Rev. Abraham Woods Jr Blvd, Birmingham, AL 35203-2278________

Explain the community organization's/agency's commitment to the Plan/Project:

The Birmingham Museum of Art is committed to being an active civic partner in our community, and for over 30 years, the Museum has collaborated with the Birmingham City School System, teachers and students to provide innovative arts experiences that enable students to develop creativity, innovation, critical thinking, problem solving, communication skills and the ability to collaborate. In 2012, the Museum became a Partner in Education with the John F. Kennedy Center for the Performing Arts. As a result of this partnership we have been providing teacher workshops and multi-visit arts integrated museum experiences to the Birmingham City Schools. To build on the momentum of the Straight A arts integration program in the Birmingham schools, the Museum is working with the same schools selected for that program in order to strengthen the impact of arts integration in those schools. In addition, the Museum has developed complimentary community-based programs in these same school communities to educate the whole child by connecting to families, community organizations, churches, libraries, and neighborhood associations.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project:

The Museum’s K-12 education specialist joined the three design teams and plans to provide support to the project at all levels. She provided all participating teachers and consultants with the Museum’s collection handbook as a way to introduce them to the Museum’s vast array of objects. In addition to the comprehensive collections of objects, the Museum will bring other staff resources to assist in the curriculum design process. For instance, Margaret Burnham, the Museum’s objects conservator, can provide great insight into chemistry and its relationship to the preservation and conservation of art objects. Our collections curators can also bring a wealth of knowledge and experience to the project. Other staff members such as our exhibit designer and graphic designer may also become involved in the project. Other members of the Education Department will assist as needed. We also intend to continue to provide our multi-visit program and expand it to all the schools included in this feeder pattern.

Agency Representative (Name) _Suzy Harris________

Title: ___Associate Curator of Education______________________________

Signature: __________________________________________________________

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Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation plan/project. Use a separate form for each community partner.

School/Schools: Woodlawn High School, Hayes K-8, Putnam Middle School, Avondale Elementary and Oliver Elementary

School District: Birmingham City Schools

Date(s) of School/School District/Community Partner Dialogues:

Name of Community Organization/Agency: Jones Valley Teaching Farm (JVTF)

Contact Person: Grant Brigham, Executive Director

Contact Person E-mail Address: grant@jvtf.org

Contact Person Telephone Number: (205) 527-0336

Contact Person Address: 701 25th Street North Birmingham, AL 35203

Explain the community organization's/agency's commitment to the Plan/Project:

JVTF has developed a two-year plan to roll out the Good School Food program into the five Woodlawn area schools that are a part of the Woodlawn Innovation Network. Good School Food is a comprehensive educational approach to working with school communities to close critical health and student achievement gaps through innovative, hands-on food education. Good School Food works from a four-part education model:

- **Responsive Education** - working with parents, principals and teachers to provide educational programs that are responsive to the needs of 21st Century learners—learners that need programs designed to develop critical thinking, creativity, collaboration and communication.
- **Community Schools** – utilizing public schools as a community hub to offer a range of services and learning opportunities to both students and families.
- **Teacher Investment** - partnering with teachers to provide the support, training and materials needed to teach JVTF’s core subjects through hands-on learning.
- **Project-Based Learning** - providing field and project-based learning where students practice inquiry and critical thinking about core subject matter and real-world issues.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project:

JVTF has assigned four core staff members—Education Director, Curriculum & Content Specialist, Farm Lab Manager and a Design/Build resident to lead Good School Food in the Woodlawn Innovation Network. In addition, JVTF allocates Teaching Farm Fellows (AmeriCorps VISTA members) to support our core staff in this work.

JVTF will also provide each school with teaching resources and tools, including a Farm Lab (custom designed outdoor classroom), student farmers market, Investigative Learning Kits for classroom instruction, project-based learning programs and materials, and The Family Kitchen program for WIN families.
Agency Representative (Name) Grant Brigham
Title: Executive Director
Signature: [Signature]
Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation plan/project. Use a separate form for each community partner.

School/Schools: Woodlawn High School, Hayes K-8, Putnam Middle School, Avondale Elementary School, Oliver Elementary School

School District: Birmingham City Schools

Date(s) of School/School District/Community Partner Dialogues: 10/8-11, 11/5-7, 12/10-12, and ongoing

Name of Community Organization/Agency: Cultural Alliance of Greater Birmingham

Contact Person: Buddy Palmer

Contact Person E-mail Address: bpalmer@cultural-alliance.com

Contact Person Telephone Number: 205-458-1395

Contact Person Address: 1806 3rd Avenue North, Birmingham, AL 35203

Explain the community organization’s/agency’s commitment to the Plan/Project:

The Cultural Alliance of Greater Birmingham has attended, and will continue to attend, all monthly school-based Design Team planning sessions. The Alliance is an experienced Birmingham City Schools community partner, having worked within the system for five years in professional development of both classroom teachers and teaching artists in arts integration and Understanding By Design best practices, placement of teaching artists in primary schools and fundraising for arts-integration programs. The Alliance is currently the community partner with BCS in a 4-year Arts Education Model Development and Dissemination Grant from the U.S. Department of Education.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project:

_The Alliance is contributing the time of its staff of two to participate for three days monthly with the Design Team from each participating school. The organization is also working closely with the EDWorks consulting team, including the team’s experts in arts integration, and major funders of the WIN project._

Agency Representative (Name)  Buddy Palmer

Title: President & CEO

Signature: [Signature]
Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation plan/project. Use a separate form for each community partner.

School/Schools: Woodlawn High School, Hayes K-8, Putnam Middle School, Avondale Elementary and Oliver Elementary

School District: Birmingham City Schools

Date(s) of School/School District/Community Partner Dialogues:

Name of Community Organization/Agency: EDWorks, A Subsidiary of KnowledgeWorks

Contact Person: Harold D. Brown, President, EDWorks

Contact Person E-mail Address: brownh@edworkspartners.org

Contact Person Telephone Number: (513) 824-6010

Contact Person Address: One West Fourth Street, Suite 200, Cincinnati, OH 45103

Explain the community organization's/agency's commitment to the Plan/Project:

EDWorks has assigned a team of experienced technical assistance coaches to provide school redesign services, professional development and one-on-one coaching for leaders and teachers in the five schools in the Woodlawn Innovation Network (WIN). These coaches will lead a school design process that transforms the schools to one of three EDWorks models: the elementary grades (pre-kindergarten through grade 5) will be driven by a STEAM curriculum (Science, Technology, Engineering, Arts and Mathematics); grades 6-8 at Hayes and Putnam Middle School will focus on "innovation and creativity" as curriculum drivers; and Woodlawn High School will be transformed to two Fast Track early college high schools. EDWorks serves as a member of the WIN Leadership Team, consulting with the District and partners on successful implementation of these innovative schools.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project:

EDWorks is working under contract with A+ Partnerships to engage in the Woodlawn Innovation Network. There are currently nine technical assistance coaches and three senior leaders assigned to the initiative.

Agency Representative (Name) Harold D. Brown

Title: President

Signature: [Signature]

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Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation plan/project. Use a separate form for each community partner.

School/Schools: Woodlawn High School

School District: Birmingham City

Date(s) of School/School District/Community Partner Dialogues: October 2013 to Present

Name of Community Organization/Agency: University of Alabama, Birmingham

Contact Person: Dr. Brent A. Gage, Associate Provost for Enrollment Management

Contact Person E-mail Address bgage@uab.edu

Person Telephone Number: 205-934-4073

Contact Person Address AB 374, 1720 2nd Ave. S., Birmingham AL, 35294-0103

Explain the community organization's/agency's commitment to the Plan/Project:
UAB intends to work with the Woodlawn High School Students through the early college program and make course offerings available to students who are ready for coursework.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project:

UAB is providing assistance with a summer bridge program for students entering high school and will allow students involved in the program to enroll in UAB Coursework.

Agency Representative (Name) Brent A. Gage

Title: Associate Provost for Enrollment Management

Signature: 

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Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation plan/project. Use a separate form for each community partner.

School/Schools: Woodlawn feeder pattern comprised of Woodlawn High School, Hayes K-8, Putnam Middle School, Avondale Elementary and Oliver Elementary

School District: Birmingham City Schools

Date(s) of School/School District/Community Partner Dialogues: Ongoing from Jan 2013

Name of Community Organization/Agency: **A+ Education Partnership**

Contact Person: Caroline B. Novak, President, A+ Education Partnership

Contact Person E-mail Address: caroline@aplusala.org

Contact Person Telephone Number: 334-279-1886

Contact Person Address: P.O. Box 4433, Montgomery, AL 36103

Explain the community organization's/agency's commitment to the Plan/Project:
A+ facilitated the development of the public/private partnership with BCS to develop the Woodlawn Innovation Network (WIN). Per agreement with BCS, A+ provided initial technical assistance in development of WIN, identified and secured the services of EDWorks to support school redesign and on the ground coaching for each school and partnered with the Woodlawn Foundation to identify student support services needed for success. A+ facilitated work with the ALSDE staff assigned to BCS. Per agreement with BCS A+ will continue to provide support for management and implementation of WIN.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project:

The A+ President leads the WIN management team, manages the contract with EDWorks, and manages relationships with grantors, primarily the Mike and Gillian Goodrich Foundation. A+ is seeking additional grants to support the work over time. With supervision of the President, the A+ CFO manages expenditures and reporting to grantors. A+ provides administrative support

Agency Representative (Name): Caroline B. Novak

Title: President

Signature: [Signature Image]
Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation plan/project. Use a separate form for each community partner.

School/Schools: Woodlawn High School, Hayes K-8, Putnam Middle School, Avondale Elementary and Oliver Elementary

School District: Birmingham City Schools

Date(s) of School/School District/Community Partner Dialogues:

Name of Community Organization/Agency: **Woodlawn Foundation (WF)**

Contact Person: **Stephen Cockrell, Education Director**

Contact Person E-mail Address: **stephen@woodlawnunited.org**

Contact Person Telephone Number: **(205) 599-6963**

Contact Person Address: **5529 1st Avenue South Birmingham, AL 35212**

Explain the community organization's/agency's commitment to the Plan/Project:

The Woodlawn Foundation is a non-profit organization founded in 2010 in order to revitalize the Woodlawn community. The organization focuses on four specific areas of work: education, mixed-income housing development, commercial redevelopment, and family and support services. Education is the first priority for our organization as we are committed to the long term health of Woodlawn, and we believe that strong public schools are essential to create strong and healthy neighborhoods. In order to achieve the goal of strong and successful public schools in Woodlawn, the Foundation has committed to support innovative practices and professional development aimed at increasing student achievement. Additionally, the Foundation has committed personnel and resources to develop a vital support services network to insulate families and limit outside distractions from impacting student learning.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project:

As a member of the WIN Management Team, the Foundation has committed two staff members full-time (Education Director and Program Manager) to the daily development and implementation of WIN and the corresponding wraparound services framework. Additionally, the Foundation commits time from the Executive Director and our staff Development Director for help with the following: 1) identifying recruiting, and supporting community partners; 2) leverage additional
resources that can benefit both WIN as well as Birmingham City Schools as a whole.

Agency Representative (Name) **Sally Mackin**

**Title:** Executive Director

[Signature: __________________________]
Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation plan/project. Use a separate form for each community partner.

School/Schools: ____________________________________________________________

School District: ___________________________________________________________________________

Date(s) of School/School District/Community Partner Dialogues: ___________________________________________________________________________

Name of Community Organization/Agency: The Mike & Gillian Goodrich Foundation

Contact Person: Carol W. Butler, Executive Director

Contact Person E-mail Address: carol@mggoodrichfoundation.org

Contact Person Telephone Number: 205 443-7809

Contact Person Address: 3800 Colonnade Parkway, Suite 430, Birmingham, AL 35243

Explain the community organization's/agency's commitment to the Plan/Project:
The Mike & Gillian Goodrich Foundation supports projects in the Birmingham metropolitan area. Two of its primary focus areas are neighborhood revitalization and public education. As a primary partner and supporter of Woodlawn United and its revitalization efforts, the Foundation is committed to the long term work that is required to create strong and healthy neighborhoods. A primary focus of that work is the improvement of student achievement in Birmingham's public schools. Through the Woodlawn Innovation Network (WIN), the Foundation has committed to support not only the innovative redesign and necessary professional development in the five schools in the network, but also to help develop the social service and health related supports so badly needed by many of the children served by the WIN schools.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project:
As a member of the WIN Management Team, the Executive Director of the Foundation 1) helps to identify, recruit and support the community partners; 2) works with the District to find ways to leverage funding; provides information to nonprofit agencies and community resources about ways in which they can provide support to the system.

Agency Representative (Name) Carol W. Butler

Title: Executive Director

Signature: ____________________________
Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation plan/project. Use a separate form for each community partner.

School/Schools: Woodlawn High School, Hayes K-8, Putnam Middle School, Avondale Elementary and Oliver Elementary

School District: Birmingham City

Schools

Date(s) of School/School District/Community Partner Dialogues:

Name of Community Organization/Agency: McWane Science Center

Contact Person: Peggy Chowning, Senior Director of Education

Contact Person E-mail Address: pchowning@mcwane.org

Contact Person Telephone Number: (205) 714-8351

Contact Person Address: McWane Science Center, 200 19th Street North, Birmingham, AL 35203

Explain the community organization's/agency's commitment to the Plan/Project:

McWane Science Center is committed to participate in all aspects of the Design Team planning meetings at the Woodlawn Innovation Network facility. All Woodlawn school students will have the opportunity to visit the museum on field trips and be able to participate in activities and programs that contribute to the understanding and knowledge of science concepts they are learning at school. Teachers will also have opportunities to schedule outreach programs for their classes. These programs range from Kindergarten to 12th grade and meet Course of Study Standards. In addition, Woodlawn students in 3rd to 5th grade will be able to participate in McWane Science Center’s Celebrate Science Program. This innovative program allows a group of students to work together, during a full school year, to design a science exhibit and build a prototype for competition with other Alabama students. Woodlawn high school students will have the opportunity to participate in the UAB/CORD lab courses as well as Teen Science Night events offered at McWane. They will also be participating in a volunteer program at the museum on a weekly basis. This program will allow students the opportunity to practice real world customer service and public speaking skills. The facility will also serve as a conference space for the design team
meetings, allowing teachers the opportunity to practice inquiry learning, using our exhibits as hands-on models.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project:
McWane Science Center has assigned Peggy Chowning, Senior Director of Education, as lead contact for programs and planning. McWane education staff will collaborate with teachers on the development of science activities that incorporate inquiry concepts in the science classroom.

Agency Representative (Name) ____________ Amy Templeton

Title: ____________ President and CEO

Signature: ________________________________
Innovation Zone Requirements

1. Completed applications for Innovation Zone designation must be typed in 12-point font and received by December 31, 2013.
2. Please ensure that the following information included in this application is provided:
   - Record of Commitment
   - Record of Public Discussion and Input
   - Local Education Agency Report of Support or Concerns
   - Community Partner Support
3. Your application/plan should be submitted in a PDF document via e-mail to bev.davis@alsde.edu by 4 p.m. on December 31, 2013.
4. A semiannual progress report should be submitted to the Alabama State Department of Education.

For an August 2014 start date, completed application must be RECEIVED via e-mail by the State Superintendent of Education by 4 p.m. on December 31, 2013, via the following e-mail address: bev.davis@alsde.edu
Birmingham City Schools Resolution of Support of Innovation Zone / Flexibility Waivers

WHEREAS, the Birmingham Board of Education voted unanimously on April 23, 2013 to authorize the Birmingham City Schools to proceed with planning for the implementation of the Woodlawn Innovation Network; and

WHEREAS, on August 13, 2013, the Birmingham Board of Education again unanimously voted to approve the initial design for the Woodlawn Innovation Network; and

WHEREAS, the Birmingham Board of Education recognizes the approved schools that comprise the Woodlawn Innovation Network, comprised of: Woodlawn High School, Hayes K-8, Putnam Middle School, Avondale Elementary School and Oliver Elementary School; and

WHEREAS, the Birmingham City Schools have already interviewed and hired new principals for four of the five schools in the Woodlawn Innovation Network; and

WHEREAS, the Woodlawn Innovation Network will be comprised of two autonomous Fast Track Early College Academies, one with a focus on business, the other focused on the arts and environmental science. Through deep, innovative partnerships with the University of Alabama, Birmingham and Lawson State Community College, these Fast Track Early College Academies will provide a path for every student to earn up to 60 hours of college credit, an Associate degree and/or professional certification during their four-year high school careers. All schools, Pre K – 12, will be focused on Science, Technology, Engineering, the Arts and Mathematics (STEAM). Through an intensive professional development effort, teachers and local partners will jointly create and implement a 21st century curriculum that employs the latest research-based practices and accelerates student learning by engaging them in hands-on projects, scientific inquiry and solving real world challenges. Mastery and competency-based learning, critical thinking and problem-solving skills are promoted through every class, every day, Pre K – 12; and

WHEREAS, in order to accomplish the goals outlined in the Woodlawn Innovation Network, certain waivers will be sought through the Alabama State Department of Education Innovation Zone, to include the following:

1. Have principals act as CEOs, managing their budgets and using funds in non-traditional ways;
2. Subject to requirements of applicable law, require all current staff to interview to remain in the feeder pattern and commit to implement new school designs. This does not preclude any employee from his/her current employment with Birmingham City Schools.
3. Hire staff with experience and skills needed for our students, even if they do not have traditional education certifications;
4. Enroll students in college courses, beginning in 9th Grade;
5. Assess students when they complete courses, rather than at specific grade levels;
6. Allow substitutions for some courses in the state curriculum, as long as students complete the required number of credits in the corresponding content areas.

NOW, THEREFORE BE IT RESOLVED, that the Birmingham Board of Education is in support of the Innovation Zone/Flexibility Waivers addressed in this resolution in support of the transformation of the aforementioned schools into the Woodlawn Innovation Network.

Approved on this ___ day of ___ , 2014

Randall Woodfin, Esq., President

Craig Witherspoon, Ed.D., Secretary