

NORTH CAROLINA CHARTER SCHOOL APPLICATION

Public charter schools opening the fall of 2014

See **Resource Manual** for Assistance
(Available late November 2012)

Due by 12:00 noon, March 1, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
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Raleigh, NC 27699-6303

**CHARTER SCHOOL
2013 Application Process
To open a charter school in the 2014-2015 school year**

APPLICATION DUE DATE/TIME

- January 4, 2013** A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- March 1, 2013** A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.
- March 8, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
5. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
6. Late submissions will not be accepted. No exceptions.

7. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

2013 Application Questions: If you have questions regarding the 2013 application process, please contact the Office of Charter Schools via email at officeofcharterschools@dpi.nc.gov.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: The Franklin School of Innovation

Has the organization applied for 501(c)(3) non-profit status: Yes No

Name of non-profit organization under which charter will be organized or operated:
The Franklin School of Innovation Inc

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: Michelle Vruwink

Title/Relationship to nonprofit: Board Chair

Mailing address: 639 Pennsylvania Road, Arden, NC 28704

Primary telephone: 828-484-4385 **Alternative telephone:** 828-490-1661

E-Mail address: michelle@arroyoresearchservices.com

Name of county and local education agency (LEA) in which charter school will reside:
County: Buncombe
LEA: Buncombe County School District

Is this application a Conversion from a traditional public school or private school?
No:
Yes: If so, Public or Private:

If yes, please provide the current school or organization web site address:

If a private school, give the name of the private school being converted:

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted:

Is this application being submitted as a replication of a current charter school model?
No:
Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in.

What is the name of the nonprofit organization that governs this charter school?

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year **2014** Month **August**

Will this school operate on a year round schedule?

No: X

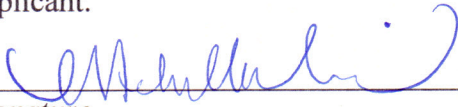
Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	6 – 9	400
Second Year	6 – 10	512
Third Year	6 – 11	624
Fourth Year	6 – 12	736
Fifth Year	6 – 12	736
Sixth Year	6 – 12	736
Seventh Year	6 – 12	736
Eighth Year	6 – 12	736
Ninth Year	6 – 12	736
Tenth Year	6 – 12	736

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.



 Signature Chair
 Title

 Printed Name Date
 Michelle Vruwink 2-26-2013

II. MISSION and PURPOSES (No more than three total pages in this section)

Mission:

State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal. The mission statement of the proposed charter school is as follows:

The Franklin School of Innovation (FSI) is preparing the next generation of leaders, capable of solving problems and participating effectively and ethically as local and global citizens. Through challenging academics, real-world learning, and community engagement, our students discover their potential, develop persistence, and recognize the value of others. Our graduates are ready for the future they will create.

Educational need and Targeted Student Population of the Proposed Charter School:

1. Provide a description of Targeted Population in terms of demographics. Include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.

FSI will serve students in the Buncombe County region and is open to any student eligible for admission to a NC public school. The school is designed by parents and educators in this region to meet the needs of this region. FSI will reach out to all populations in the area to achieve a student body representative of the regional diversity, both in terms of ethnicity and socio-economic status.

While the local education agencies (LEAs) provide an adequate education for some students, persistent achievement gaps exist. In Buncombe County high schools, 83% of White students passed the ABCs End of Course tests, compared to 57.8% of Black students and 72.7% of Hispanic students. For middle schools, performance is lower, with 75.3% of White, 46.3% of Black, and 53.0% of Hispanic students passing both Math and Reading EOGs. The gap is greater in Asheville City schools, with a disparity of approximately 50% between White and Black students. (Source: NC School Report Cards). Equally concerning are graduation rates. Though the LEAs overall are on par with the state, one fifth of students do not graduate. At Enka High School, the graduation rate is under 75%. While these opportunity gaps persist, there are few secondary school choices, despite strong support for alternative educational models. Existing charter schools operate at maximum enrollment with waiting lists, and do not offer high school.

Before determining to apply for a charter, FSI surveyed the local community to assess how well their needs were being served (see Appendix A for results). Our survey showed interest in a rigorous, college-preparatory program that incorporates real-world learning, differentiation, and character education. FSI's educational model, with its focus on personalized education, strong relationships between students and teachers, and intentional time for targeted remediation and enrichment, is designed to fill these needs.

2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?

Total projected enrollment of 736 students is approximately 2.5% of ADM for Buncombe County and Asheville City schools (29,355 students).

3. Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).

The July 10, 2010 *Newsweek* cover story, "The Creativity Crisis," documented research on the decline of creativity of U.S. children, citing among other factors the lack of creativity development in schools. In October 2012, the *Charlotte Observer* reported that North Carolina juniors' scores on the ACT revealed that only 12.8 percent met benchmark scores considered to be predictors of college success. Moreover, our survey of local parents identified high need for additional attention to personalized learning, personal development and student engagement. FSI addresses these issues head-on. Our college-preparatory program is designed to foster students' creativity through a rigorous and coherent standards-based curriculum, and instructional methods emphasizing inquiry and real-world connections. Personalized education and a focus on differentiation will ensure that all students develop at high levels. Incorporating leadership, community service and character education will help students develop traits they need to succeed in both college and careers. These factors differentiate FSI from the existing LEA schools.

4. In the appendices (Appendix A), provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Do not provide more than one sample survey form).

Purposes of the Proposed Charter School: In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

The Six Legislative Purposes of a Charter School are:

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
2. Hold schools accountable for meeting measurable student achievement results.
3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
4. Improving student learning.
5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
6. Encourage the use of different and innovative teaching methods.

1 and 6: FSI provides a unique opportunity for teacher leaders who believe that all students can learn at high levels and who are interested in preparing students for college and careers. School leaders will maintain a direct role in teaching, while teachers will share in the leadership and decision making of the school, working collaboratively to design learning expeditions aligned to state standards and to recommend and implement programs that meet the needs of their students. They will work in a professional learning community, continually refining their practice, increasing their knowledge of promising, research-based methods, and incorporating new findings into the FSI program. Teachers will have open classrooms and participate in collaborative critique, encouraging one another and developing strategies to overcome teaching

challenges. Skilled mentors and administrators will observe, evaluate, and develop teachers and systematically review student learning data to assist teachers to refine learning goals and strategies as needed. FSI leadership will encourage teachers to utilize emerging innovations such as blended learning to improve instruction.

2. FSI will be accountable for meeting measurable student achievement results. Our students will take all state assessments. Results will be used as one of many measures to gauge success, inform teacher and leader evaluations, and direct plans for the school. FSI will establish performance targets for each subject and grade. Teachers will meet in collaborative teams to review data and modify instruction as needed. Data will be shared transparently with students and parents. We will celebrate academic success and encourage students who need more support. Should we fall short, we will not lower our standards but will reevaluate, revise our plans, and redouble our efforts to succeed.

3: FSI will provide parents and students with the choice of a smaller school with a focus on personalized learning, high academic standards and community engagement not universally evident in the local public schools, delivered through innovative research-driven instructional methods. Our students will develop strong relationships with faculty, peers, and the community. Fieldwork, service learning, and internships will make learning relevant. Incorporation of the Core Knowledge Sequence and a college-preparatory high school curriculum ensure rigorous academic content.

4 and 5: At FSI, we believe all students can and must learn to their potential. FSI seeks a student body that reflects our community, diversified by socio-economic status, ethnicity, and educational exceptionalities. We see this diversity as an asset, something that reflects the world and broadens our worldview. We will hire educators who share these beliefs and are committed to the goal of all students graduating ready for college and careers. We will set high bars for success, expose students to rigorous and meaningful content, and cultivate critical thinking and problem solving. Our faculty will include teachers with credentials for working with Exceptional Children, gifted students, and students who may face language barriers. All teachers will differentiate instruction, meeting students where they are and pushing them to reach their goals and FSI standards.

Goals for the Proposed Charter School:

1. How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?

The Board will establish Key Performance Indicators (KPIs) that gauge progress toward achieving our mission. Comprehensive annual KPI review will be a component of the board's governance and strategic planning procedures, and will drive revisions to school policies, program, and budget. Data for KPIs will be drawn from core program activities, including NC READY assessments, 8th and 10th Grade Portfolios, Personal Learning Plans, and parent and student assessments and surveys. Provisional KPIs include:

KPI 1: Leadership. Percent of students demonstrating growth in leadership inventory score. Target: 70% . As part of their Personal Learning Plan development, FSI students will complete a validated leadership assessment tool (e.g. Student Leadership Practices Inventory 360, Kouzes and Posner [2006]). Scores from self-assessment and peers will be reviewed to develop a composite score and tracked over time to identify growth.

KPI 2: Problem Solving. Percent of 8th and 10th grade portfolios that demonstrate proficient problem solving. Target: 70%. FSI will utilize research-based rubrics to assess problem-solving and critical-thinking skills demonstrated in 8th and 10th grade passage portfolios.

KPI 3: Citizenship. Percent of students who participate in service learning projects. Target: 100%.

KPI 4: Persistence. Percent of students demonstrating growth in persistence. Target: 80%. FSI will utilize research-based rubrics to assess growth in persistence at set points, such as the 8th and 10th grade passage portfolios. Students will also complete self-assessments (e.g., Short Grit Scale, Duckworth and Quinn [2009]) as part of their Personal Learning Plan development.

KPI 5: Future Ready Academics. 1) Percent of 8th grade students with scores of proficient or higher on all three end-of-grade ELA, Mathematics and Science. Target: 3% growth annually . 2) Percent of 10th grade students with portfolio review scores of proficient or distinguished. Target: >80%. 3) Percent of graduates who were enrolled at FSI for at least 3 years with composite ACT scores > 22. Target: 70%.

KPI 6: Academic Rigor. 1) Percent of 8th grade students passing Integrated Math I. Target: 80%. 2) Percent of all students passing Integrated Math III before graduating. Target: 95%. 3) % of students completing at least one Honors or AP course before graduating. Target: 50%.

KPI 7: Community Engagement. 1) Percent of students participating in service learning projects. Target: 100%. 2) Percent of parents indicating school/community engagement at a level of Excellent on parent surveys. Target: 85%.

KPI 8: Real World Learning. Percent of graduates who completed internships or mentored studies. Target 100%.

2. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.

FSI has established provisional student academic achievement goals to reflect its mission and targets under NC READY accountability system. Student academic performance will be included in the Board's annual Strategic Planning process, and will be reviewed by FSI staff during academic planning and collaboration, as specified in the Education Plan. Specific measurable objectives in addition to those identified in the section above are listed for Years 2 – 5. Year 1 (or the 1st year students complete the relevant course) will serve as the baseline.

Goal 1 – Academic Performance: The percent of FSI students who are proficient on the READY Accountability Measures will increase by three percent each year over the baseline measure. Growth will occur in the aggregate and for statistically significant subgroups.

Goal 2 – Academic Performance: In each year, FSI will meet the “Expected Growth” standard set by NC Department of Public Instruction, as well as KPIs 1, 2, 5 and 6 above.

Goal 3 – High School Graduation: The FSI four year graduation rate will be 90% .

Goal 4 – College and Career Readiness: Year 2: all sophomores enrolled in their second year at FSI will articulate post-secondary goals in their Personal Learning Plans. Year 3: 80% of juniors who have been enrolled at least 2 years at FSI will visit at least one college campus. Year 4: 80% of graduating seniors who have been enrolled at least 3 years at FSI will be accepted at a 2 or 4-year college. This target will grow by 5% for Year 5.

III. EDUCATION PLAN (No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

FSI will offer a comprehensive middle and high school educational program based on three components: a strong academic program aligned with Common Core and NC Essential Standards; innovative instructional methods and teaching strategies that emphasize inquiry and the development of critical thinking skills; and an integrated focus on service, civic responsibility, and character development woven throughout the curriculum.

FSI's program is designed to fulfill our mission: preparing the next generation of leaders, who are capable of solving problems and participating effectively and ethically as local and global citizens. This mission contains two equally important parts: developing the academic skills and problem-solving capacity of our students and developing character. Character development is taught in our classrooms and integrated explicitly in our peer advisory program and school culture. The academic skills and problem-solving capacity of our students are developed through a content-based curriculum and innovative instructional methods that support critical thinking and creativity. Our program addresses three aspects of creativity identified by Teresa Ambile in "How to Kill Creativity" (*Harvard Business Review*, September-October 1998). Together these elements address key educational needs identified in our target population.

Expertise: FSI students develop expertise through a coherent, cumulative, and academically rigorous curriculum. In middle school, FSI intends to utilize the Core Knowledge sequence to provide a solid foundation for all students. The specificity of content in this sequence ensures that students who have not had access, through prior experience or teaching, to the essential fundamentals of the core subjects, as well as elements of culture and the arts, can develop the knowledge base they need to succeed in high school and beyond. The integration of subjects within Core Knowledge aligns with FSI's emphasis on teaching in a multidisciplinary manner. The high school curriculum will build on this foundation with engaging content-rich material.

Creative Thinking Skills: Students build creative thinking through instructional methods that emphasize discovery, inquiry, critical thinking, problem-solving, and collaboration. The multidisciplinary learning expedition is an important instructional method at FSI. Teachers work as teams to develop learning opportunities that combine and integrate different subject areas. Flexible groupings intentionally bring together students with different styles of thinking and learning and with diverse backgrounds and perspectives. Perseverance is developed through the process of revision and polishing, resulting in quality student work that is displayed and shared with authentic audiences made up of teachers, parents, and community experts and members.

Motivation: Creativity thrives through intrinsic motivation, when students are driven by interest, satisfaction, and challenge. Our instructional program enhances motivation by ensuring that learning is relevant and real, and by giving students responsibility for their learning, through the establishment of high academic standards and the development and ongoing review of Personal Learning Plans. Additionally, they will thrive in a school where everyone is a part of a community of learners and where educators believe that all students can succeed and learn.

The following structures will support the development of our students:

- **Learning Expeditions:** These long-term teacher designed studies involve students in original research, critical thinking, and problem solving. Expeditions are often multi-disciplinary and are directly tied to curriculum standards, with explicit focus on development of literacy as well as persistence, leadership, and collaboration. Most expeditions incorporate field work or service learning and culminate in student products of value to an external audience. While time is specifically allocated to interdisciplinary expeditions, teachers may also incorporate expeditions in daily instruction.
- **Peer Advisories:** All students participate in weekly peer advisories with the goal of ensuring that development of strong relationships with adults and peers. Habits of Work and Traits of an FSI Scholar (set forth in the Student Handbook, Appendix C) are explicitly taught. Peer advisories are used to build perseverance and other positive character traits; and to organize work for portfolios, exhibits, and conferences.
- **Personal Learning Plans:** Every student, in conjunction with an advisor and parents, develops an individual plan that identifies the academic strengths and areas of focus, multiple intelligences, interests and abilities, and strategies that will enhance or help to improve academic and non-academic growth and development. Advisors initiate PLP development by reviewing records of incoming students. The advisor then meets with the student and other individuals, such as parents and former teachers, to obtain information about academic history and to determine a set of “SMART” (specific, measurable, attainable, realistic, and time-bound) goals for the upcoming year. Short and long term goals focus on academic achievement, personal expectations, and college and career readiness. Achievement on standardized and other assessments is documented in the PLP. By the end of 10th grade, all students will have a PLP that covers both high school and post-secondary plans. Students and their advisors meet regularly to review progress toward personal, academic, and long term career goals. PLPs help students take personal responsibility for their learning.
- **8th and 10th Grade Portfolios:** The portfolio is a collection of student work that demonstrates mastery of specific academic standards as well as development of habits of scholarship and student self-assessment. Students present their portfolios to faculty and parents, demonstrating their readiness to move on to the next level of their education.
- **Intensives:** These week-long mini-courses provide specific time for remediation and enrichment. Students below proficiency in core content participate in tutoring and independent work to gain critical skills and knowledge. Students proficient in core content will select from a range of short learning immersions. We will work with local organizations, parents, and community members to provide a range of topics of interest to students, such as sessions on entrepreneurship, robotics, movie making, or Outward Bound.
- **Extensive:** The high school learning year culminates in an in-depth Learning Expedition. Designed and team-taught by grade-level teachers, the expedition requires students to

demonstrate mastery of essential learning standards of each of the core disciplines through real-world application, combining original research, fieldwork, collaboration, critical thinking, and communication.

- **Junior Internship or Independent Study:** 10th grade students complete an internship or a mentored study, which incorporates a student-selected compelling topic, strong reading and writing components, fieldwork, and a final product that demonstrates deepened understanding of the content studied and skills learned. Through the internship or study, students develop and demonstrate practical career-readiness skills.
- **Senior Capstone:** As a graduation requirement, seniors present a Capstone Project to a panel of students, staff, and community member to demonstrate that they have developed the skills needed to become leaders, problem-solvers, and effective and ethical global citizens.
- **Community Service:** Students select, plan, design, and implement annual service projects. Possible examples include development of community gardens to support local food banks or a study and plan to improve the “walkability” of a selected neighborhood.

Instructional Methods

FSI will implement instructional methods which challenge students to think critically and take active roles in their classrooms and communities. Teachers design every lesson with purpose, clearly defined learning targets, specific strategies to engage students and build curiosity, and clear expectations for how student mastery will be assessed. Within this framework teachers employ a wide variety of instructional methods to ensure that all students are challenged and supported, including:

Learning Expeditions: As described previously, expeditions are inquiry-based and provide a context to engage learners in rich, complex, and purposeful learning. Expeditions incorporate open-ended questions, used to connect specific topics of case studies and projects to core concepts of the disciplines. Teachers assess learning through ongoing formative assignments and a summative project that students produce at the culmination of the unit.

Focus on Literacy: FSI places strong emphasis on literacy. Teachers of every subject are strong readers and writers, and they provide explicit instruction in both across the curriculum. Students read a range of rigorous and complex literary and informational texts and learn to think deeply and analyze them. Teachers assess student understanding through multiple methods, including student writing and other products, presentations, class projects, quizzes and tests, and portfolios. Diagnostic test data are used to identify reading problems and ensure that students receive targeted assistance.

Fieldwork, Experts, and Service Learning: At FSI, learning is expanded beyond the classroom. Fieldwork differs from traditional field trips by engaging students outside the classroom in the research tools and methods of professionals. Teachers collaborate with local experts to develop curriculum and student projects. Service learning is integrated through a team-based, problem-solving approach, based on National Youth Leadership Council standards. Selected projects provide true benefit and are explicitly tied to academic skills and standards. Service learning is a critical component of our mission of preparing students to be effective and ethical leaders, and recognizing themselves as active players in the world.

Technology Literacy: Today’s students experience technology as an integral component of their lives. Our teachers use technology to manage student learning, add value to their instruction, reinforce concepts, get real-time feedback of student understanding, provide for personalized remediation and enrichment for students, and assess and track student progress. Students use

technology as a research tool, to practice and review skills and content, to produce high quality, state-of-the art products, performances, and presentations. Technology is used to connect students to the world beyond. For example, students and teachers might collaborate with counterparts from around the world via Skype. Incorporation of blended learning, such as use of Kahn Academy, occurs where teachers believe it supports effective teaching and learning.

Culminating Projects and Events: Our mission for students to develop soft, non-cognitive skills like persistence is realized through student projects designed and displayed for authentic public audiences. Students work through multiple drafts and revisions to produce high-quality final products that demonstrate mastery of the learning targets, reflect high standards of academic accuracy, depth, and care, and show attention to aesthetic considerations. Teachers support student efforts by providing feedback and constructive criticism, facilitating feedback from community experts, and allocating sufficient time for multiple revisions and polishing.

Through these integrated components of our program, students will build competency in the Pillars of FSI:

- Inquiry and investigation: Students will explore the world both within and beyond their immediate environment.
- Ethics: Students will examine issues from multiple perspectives and identify the full impact of actions.
- Collaboration: Students will work effectively within a group, navigating different ideological, cultural, linguistic, social, and geographic barriers.
- Leadership: Students will recognize the leadership capabilities of themselves and others, and use them effectively.
- Persistence: Students will develop the ability to see actions through to the end, recognizing failure as part of the process, and identifying multiple paths toward an ultimate objective.
- Action: Students will see themselves as active players in the world.

Assessment Strategies

The purpose of assessment is to provide students, teachers, and families with accurate, timely, and detailed information on student learning, to inform future instruction and to measure progress and achievement. FSI's approach to assessment includes: the nationally-normed NWEA MAP testing in grades 6 – 8 to measure proficiency in English, Language Usage and Mathematics along with school-developed or selected baseline assessments of reading, writing, and numeracy skills in grades 9 – 12; participation in the NC READY accountability model, including EOC/EOG tests and ACT Explore for 8th graders, ACT PLAN for 10th graders, and ACT for 11th graders; and teacher-designed formative and summative assessment.

The methods of student assessment will be varied in order to best align with instructional approaches and individual learning activities in a given area. Teachers will develop and explain standards-based rubrics used to assess student performance. Teachers will use many methods of internal assessments such as quizzes, presentations, papers, projects, homework, and exams. Students will also use rubrics and other measures to assess their own work at appropriate times throughout the school year. Students will develop portfolios that show what they have been thinking about, working on, and learning. Portfolio development will engage students in

metacognitive thinking about their own learning and progress. Students and parents will participate in conferences to engage parents in the assessment process. Information on FSI's assessment procedures is also provided under Student Performance Standards.

K-8 and High School Curriculum and Instructional Design

Please note that our overall program design for middle and high school are similar in approach. Specific differences are identified in our responses.

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

The general learning environment is classroom-based, with classes averaging 24 students in middle school and 28 students in high school, although class size will vary based on student course selection. "Floating" associates support lead teachers. Middle school students study four core courses: ELA, Math, Science, and Social Studies. Because sixth grade is a transition year, students have shorter class periods and more time dedicated to peer advisory and study skills development. The four core subjects meet daily. Peer advisory and physical education/health meet alternately in one period, and the final period is available for arts and technology electives.

Seventh and eighth grade students shift to the high school hybrid block schedule. In addition to the four core subjects, students participate in peer advisory and physical education, and select electives in languages, technology, and the arts. The middle school math progression will prepare students for Integrated Math I by 8th grade, though a standard or more accelerated math program will be available based on student educational readiness and goals. An alternate schedule allowing for extended field work will be used as needed.

The high school also follows a hybrid block schedule. Core subjects are taught on a year-long basis, with specific class structure (longer block "A/B" or shorter daily sessions) determined by faculty. Students generally complete seven credits each year (four core subjects and three electives). Highly motivated students may be able to complete eight credits. Electives will be offered on a semester or year-long schedule, as determined by faculty and scheduling demands.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.

Please see Appendix B for sample ELA scope and sequence for grades 6 – 8 and 9 – 12.

2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.

Please see Appendix B2 for a projected course listing for years 1 – 5.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The Core Knowledge Sequence provides a comprehensive curriculum to prepare middle school

students for increasingly challenging material and greater independence in high school. The high school curriculum and course sequence meet NC Future-Ready Core graduation requirements. FSI's academically rigorous college-preparatory program, combined with inquiry-based instructional strategies, is specifically designed to fulfill our mission of preparing the next generation of leaders by assuring each student has mastered the requisite content and developed the necessary skills and attributes. Alignment with Common Core and NC Essential State Standards ensures students are prepared for testing under the NC Accountability Model.

Core subjects are taught in discrete classes and are integrated into multidisciplinary learning expeditions when practical and appropriate to allow both the development of foundational knowledge and its relevant application. In **Mathematics**, students and teachers use diagrams, manipulatives, and models to support different learning styles. Students learn to use technology tools to support and enhance problem-solving skills and conceptual understanding. Teachers incorporate class discussion and analysis of problem-solving approaches, and ask students to create as well as solve math problems. Students may work in groups, assisting others with specific concepts, developing alternative problem-solving approaches, and critiquing reasoning and approaches. In high school, FSI intends to implement an integrated math curriculum that results in student mastery of the Common Core math practices: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; look for and express regularity in repeated reasoning.

FSI will teach **Science** as inquiry, in accordance with the NC Essential Standards and the National Research Council, and will adhere to the Council's essential features of classroom inquiry:

- Learners are engaged by scientifically oriented questions.
- Learners give priority to evidence in responding to questions.
- Learners formulate explanations from evidence.
- Learners evaluate their explanations in light of alternative explanations, particularly those reflecting scientific knowledge.
- Learners communicate and justify their proposed explanations.

FSI teachers place a strong emphasis on the connections among science, math, engineering, and technology through the promotion of skills in questioning; developing and using models; planning and carrying out experiments; collecting, analyzing, and interpreting data; and using evidence to support arguments. Literacy is supported through the use of high quality primary and secondary source text materials. Writing and communication skills are strengthened as students practice the formal style and objective tone required in technical and scientific writing. Students engage in active practice of science through experiments and labs, and the collection, analysis, and presentation of data and results. Teachers seek opportunities for students to interact with professional scientists and engineers. When practical, students engage in research that will contribute to a larger goal, such as analysis of local water or air quality.

Discrete instruction in **reading, writing, and literacy**, based on Core Knowledge and Common Core standards, is provided in **ELA** classes, and incorporated across the curriculum. Teachers in

all disciplines explicitly teach and support students in the development of critical thinking skills, reading, writing, speaking, and listening. Students learn to read from a variety of types of text, including science articles, historical primary sources, math word problems, historical and current literature. Teachers in all disciplines develop students' reading skills and their abilities to comprehend, interpret, and analyze a wide variety of texts for personal, literary, informational, and critical purposes.

It is our goal that all students learn to craft coherent, creative, well-structured, and sophisticated writing, gaining adequate mastery of a range of skills and writing applications over time. Because writing is a skill that can be learned, students write often and the school itself is a writing community. In each subject, they practice and produce writing in the genres of that discipline, such as scientific logs for biology or journals explaining mathematical thinking. In all subjects, they produce informative and critical writing products. Teachers are skilled writers who provide explicit instruction in writing and offer frequent feedback and coaching. Teachers often write with their students, and students and teachers share their writing and publish it.

FSI's mission of preparing students capable of solving problems and participating as local and global citizens is perfectly aligned with the NC Standards primary purposes for teaching **Social Studies**: to develop young people who are knowledgeable, critical, and capable of making informed decisions about the world and their place in it; and to prepare young people to participate actively and responsibly in a culturally diverse, democratic, and increasingly interdependent world. At FSI, social studies often serves as the core of multidisciplinary expeditions, drawing upon disciplines such as anthropology, archaeology, economics, geography, history, political science, religion and sociology. Priority is placed on students' understanding of enduring concepts so that they can apply that understanding to today's world. Teachers place the study of significant events within the broader historical context. In middle school, the Core Knowledge sequence introduces students to both US and World history, with a logical and sequential order. In high school, all students move through the sequence of courses in the same order (e.g., all ninth grade students study World History) to allow for collaboration and integration across subject areas.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

FSI believes that all students can and should learn at high levels. This kind of learning requires educators in the school to skillfully use a wide range of learning strategies. Highly effective teachers must be able to instruct students in a whole-class or small-group setting, as well as facilitate instruction and engagement successfully in cooperative settings. They need to be adept at personalizing learning and at modifying lessons for students with disabilities or language barriers, as well as with those who are gifted or moving at a rapid pace. FSI's inquiry-based instructional strategies are designed to maximize student engagement and development of critical thinking skills in a classroom with a teacher who can draw upon a wide repertoire of instructional strategies. Many of our instructional strategies are based on the Expeditionary Learning model, which has been shown to produce strong results on standardized tests, result in high college acceptance rates, and have positive impact on closing achievement gaps, a key issue

in our target population. Extensive professional development will ensure effective implementation of strategies which include:

- **Differentiation:** FSI's academic standards are based on a growth principle, which holds that all students can achieve educational goals with appropriate support and challenge. Differentiation, based on the work of Carol Ann Tomlinson, is a central expectation within every classroom. *Classes will generally be heterogeneously mixed.* Teachers use flexible groups of students, based on frequent assessment, allowing students to follow different approaches toward the same goal. Instructional practices, such as selection of high quality texts at various reading levels, ensure participation of all students. Teachers monitor and assess student participation and modify groupings or practices as needed. Teachers scaffold instruction to support a variety of learners, using strategies such as guided practice and extended learning time for struggling students, and more complex, challenging tasks or questions for advanced learners.
- **Workshops:** Teachers often use a workshop structure to introduce and teach concepts, skills, and strategies related to learning targets. Workshops may follow a variety of forms, but all provide time for students to learn by doing: to follow their interests, to practice skills, explore new concepts independently, to share their work and ideas, and to reflect meta-cognitively.
- **Strategic Questioning:** Teachers incorporate thoughtful questions to arouse student curiosity and help students think critically about complex topics through an incremental process, often modeling their own thinking.
- **Critique and Feedback:** Teachers use critique protocols to help students assess the strengths and weaknesses of their own and others' work. Classrooms are open learning labs where students regularly observe each other to serve as a real audience and to collaborate, affirm successes, and help identify challenges and potential solutions. Criteria for success are identified clearly in rubrics. Feedback to students, both formal and informal, is regular, supportive, and designed to help students grow and be successful.
- **Focused Revision:** Students develop multiple drafts of work intended for public audiences, assessing their work against models, criteria lists, or rubrics. Teachers and students guide the revision process, providing targeted and timely feedback.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

FSI's graduation requirements are aligned to the Future Ready Core requirements and college entrance requirements. Our instructional program is designed to help students develop needed academic skills and positive character traits. FSI will systematically review data about students' academic progress and intervene where needed to ensure that all students are prepared for college and careers. We will pay particular attention to students' scores on state tests and on the ACT exams, which all students will take and which are considered to be a key indicator of college readiness. We will keep data on the number of our graduates who enroll in post-secondary studies. All courses will integrate essential skills for career-readiness, including speaking and writing in a standard dialect, acquiring technological skills, and building personal habits employers seek. In our peer advisory classes, students will learn about college admissions and choices, and cultivate knowledge and skills to attend a college that they choose.

6. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a [brief narrative](#) on how the calendar coincides with the tenets of the proposed mission and education plan.

FSI's calendar (included in Appendix R) provides 185, 6-instructional-hour days (1,110 hours), including two "intensives" for remediation and enrichment, two weeks of teacher training prior to opening, monthly early release days, and 5 teacher workdays for planning and professional development. FSI will consider implementing weekly or bi-weekly early release days if additional planning time is needed. Time for teacher planning and training is also incorporated in the intensives, when volunteers will conduct some of the programming, and through the use of Associate Teachers to provide training and coaching time as needed. The inclusion of sufficient instructional hours, specific time for remediation and enrichment, and teacher learning and planning time will support challenging academics and inquiry-based instruction required to achieve our mission.

Special Programs and "At-Risk" Students

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

Teachers will be selected partly based on their interest in serving their students and their skill in helping them to grow. They will be encouraged to establish robust and interesting lessons and a classroom culture modeled on trust and respect. When students struggle with chronic absences, low grades, disruptive or noncompliant behavior, or when they present symptoms of unusual emotional difficulties, teachers will first reach out to families and consult with colleagues who can help them. If greater interventions are needed, then teachers will follow a structured process to refer students for intervention based on a review of all available information. FSI will utilize the "Responsiveness to Instruction", or RTI model, as a means for early identification of students not performing at expected levels. A Care Team composed of general education teachers, administrators, and specialists will be formed. When a student is known to be struggling to meet academic, social or behavioral expectations, all existing data on the student is compiled and submitted to Care Team. Data will include classroom performance, social, educational and academic history, vision and hearing screening, work samples, MAP assessments, observations, parent input and any evaluations provided by the family. Care Team will review the documentation and develop a plan to support the student. The plan will include evidence-based interventions of moderate intensity, continued general education differentiation, and modifications if deemed necessary. Progress monitoring measures will be designed and goals for outcomes developed. Care Team will meet regularly to review progress and modify the plan according to outcomes. If goals are not being met after the highest level of intensive interventions, referral for further assessment will be considered.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:

- a. Methods for identifying ELL students.
- b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

- c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

FSI's inclusive and personalized approach to learning is designed to maximize the academic and social success of all students. However, ELL students may need further support. For students not previously identified as ELL, FSI will use the Home Language Survey process upon registration or within the first week of school. Based on the results, FSI will administer the WIDA Placement Test to determine ELL status. A personal education plan will be developed to best meet the needs of students identified as ELL, with the goal of a supported English language immersion approach. Students receive the same academic instruction as other students, delivered in English with modifications made to the level of English as needed. Additional support and instruction can be provided through tutoring. Priority will be given to hiring bilingual English/Spanish teachers who can provide tutoring. As the school develops, we will explore use of peer mentors/tutors from upper grades, parent tutors, or tutors from area universities and colleges.

FSI will evaluate the need for ELL services. Additional services will be based on student need and may include hiring ELL teachers or contractors and/or training for all teachers in the Sheltered Instruction Observation Protocol (SIOP). SIOP is an empirically-validated approach to teaching that provides teachers with a structure to adapt curriculum to increase comprehension and access for ELL students. All students identified as ELL will be annually assessed, using ACCESS for ELL, to determine whether they have attained state-level English proficiency. Students who attain proficiency will be monitored for two years. Students who do not attain proficiency will receive support and instructional modifications in accordance with the personal education plan.

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

- a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
- b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.
- c) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Intellectually gifted students will be identified through a variety of mechanisms, including MAP tests, academic grades, current achievement test results, scores from aptitude tests, student portfolios documenting exemplary work, and parent/teacher input. Teachers will complete a nomination form and recommend that a student would benefit from differentiation. Generally, differentiation will take place within the classroom, with opportunities provided for more in-depth or higher level work. FSI will seek to hire AIG-certified teachers to support these students. In middle school, FSI will consider development of an "Honors" designation, requiring work at a level beyond the course standard. In high school, students can select Honors or AP courses. When appropriate, FSI will offer students the opportunity to work above grade level, in our classrooms or Asheville-Buncombe Community Technical College (AB Tech), and will explore use of NCVPS and NC School of Science and Math distance learning program. Intensives and afterschool programs provide further enrichment. Intellectually gifted students will be monitored like all students, through their PLPs, quarterly grades, and as described further in Assessment

Strategies and Student Performance Standards.

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and ‘highly qualified’ special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

After students are admitted, FSI will ask parents to complete a registration packet which will include a request for information about prior IEP and 504 plans, as well as approval to obtain academic records. Upon receipt of parental approval, FSI will request all academic records from each enrolling student’s previous school, including IEP and 504 plans. The Director of Special Services will review all plans and identify initial services in coordination with the student, parents and teachers.

2. Provide the process for identifying students who may be eligible for special education services as identified in the federal ‘Child Find’ mandate. Be sure to include how student evaluations and assessments will be completed.

Information about and a description of the process of eligibility determination for exceptional children’s services will be provided to parents and faculty. Students suspected of having a disability will most often be identified through Care Team documentation of the RTI process. Referrals may also come directly from parents or in some cases, teachers. When a written request for evaluation has been received by the Director of Special Services, a meeting with appropriate staff and family (and student when appropriate) will occur to review existing data and make a team determination about whether to conduct an evaluation. The evaluation may include observation, interview, interactions, adaptive and developmental scales, criterion referenced instruments, standardized assessments, and clinical judgments. The information obtained through the initial assessment will be used by the team to determine whether the student meets the criteria for disability in accordance with 20 USC Sec. 1400, the IDEA and its amendments. Within thirty days of receipt of written notification of concerns regarding a student, FSI shall issue a written response to the student’s parent. The response shall include either an explanation of reasons FSI will not pursue the concerns or a date for a meeting in which FSI and parent will review existing data and determine whether a referral for consideration of eligibility for special education is necessary. Such meeting must be held within a reasonable time.¹

¹ North Carolina Department of Public Instruction (June 2010). Policies Governing Children with Disabilities. Retrieved January 7, 2013, from <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities/policies-62010.pdf>.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
 - a) Requesting Records from previous schools
 - b) Record Confidentiality (on site)
 - c) Record Compliance (on site)

To request records from previous schools, FSI will first obtain a parental release of records and submit it to each enrolling student's previous school. FSI will maintain records confidentiality by keeping all student records in a locked filing cabinet, which will be kept in a locked room that is only accessible by school personnel with a designated need to know, as outlined in our policies and procedures. Records compliance will be monitored by a designated records manager. Files will need to be signed in and out, and any additions to a record will be recorded in writing.

Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

FSI will implement the concept of Least Restrictive Environment for students with disabilities. Students with special needs will be educated primarily in the general classroom environment with their grade-level peers. A primary strategy at FSI is true differentiated teaching; when done well, students of a wide range of ability levels can learn effectively together and enrich each other's learning with their varied gifts. This is especially true within "expeditions" or whole-class projects. FSI will ensure appropriate supports within this environment. EC teachers will collaborate with general education teachers to ensure that each student's needs, strengths, and potential are recognized and addressed. If needed to access content or provide an environment more conducive to learning, the EC teacher will take students to a different location and provide direct instruction. If it is determined by the IEP team that a wholly-separate classroom is needed every effort will be made to accommodate that need. EC students will be provided the accommodations, modifications and assistive technology identified by the IEP team to best support that student's academic progress. Additionally, all FSI students will receive instruction in study skills, goal-setting and completion, and similar skills for successful learning.

2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

FSI is committed to ensuring that all students with disabilities receive a free and appropriate public education with services designed to meet their individual needs. IEPs and 504 Plans will be reviewed as required by law by a multidisciplinary team. Parents will receive written information on the plans and notice of meetings; students will be guided in their participation so that they may become self-advocates. The IEP team will evaluate the interventions. If the strategies prove effective the plan will continue. If adequate progress is not found, the IEP team will call a meeting to review appropriateness of goals and services and recommend adjustments.

3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored

and reported to the student, parents and relevant staff.

The IEP for a student will be written and revised by a multi-disciplinary team that includes the parents and, where appropriate, the student. It will include: a statement of the student's present levels of educational performance; annual goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the student; a description of the extent to which the student will be able to participate in general education program and the extent to which the student will be able to participate with non-disabled students in nonacademic and extracurricular activities; the projected dates for initiation and the anticipated duration of services; objective criteria, evaluation procedures, and schedules for determining whether instructional objectives are being achieved on at least an annual basis. The student's EC teacher will monitor progress using data obtained across settings and report to the student, parents, and relevant staff as outlined in the IEP.

4. Describe the proposed plan for providing related services.

FSI will provide related educational services, including psychological services, speech-language pathology, physical therapy, occupational therapy, vision services, audiology, and other related services as specified under IDEA and as outlined in a student's IEP. These services will be provided by contracting with certified/licensed professionals in the community. The school will ensure that these professionals meet all required licensure and/or certification requirements pertaining to their area of service. Funds are set aside for contracted services in the FSI budget.

Student Performance Standards

1. Describe the student performance standards for the school as a whole.

FSI has established the following provisional student academic achievement goals. Year 1 will serve as the baseline measure. Note that for high school EOGs, the baseline measure will be the first year FSI has students complete the relevant course (e.g. English II baseline will be Year 2). FSI has also established Key Performance Indicators to assess implementation of our mission. These are described previously in the application.

Goal 1 – Academic Performance: The percent of FSI students who are proficient on the READY Accountability Measures will increase by three percent each year over the baseline measure. Growth will occur in the aggregate and for statistically significant subgroups.

Goal 2 – Academic Performance: In each year, FSI will meet the “Expected Growth” standard set by NC DPI, as well as KPIs 1, 2, 5, and 6 described in Section II of this proposal.

Goal 3 – High School Graduation: The FSI four year graduation rate will be 90% .

Goal 4 – College and Career Readiness: Year 2: all sophomores enrolled in their second year at FSI will articulate post-secondary goals in their Personal Learning Plans. Year 3: 80% of juniors who have been enrolled at least 2 years at FSI will visit at least one college campus. Year 4: 80% of graduating seniors who have been enrolled at least 3 years at FSI will be accepted at a 2 or 4-year college. This target will grow by 5% for Year 5.

2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

Teacher-developed assessments (for high school) and the NWEA MAP assessments (grades 6 – 8) in Math, Language Arts, and Science will be used to identify student-specific strengths and weaknesses, and will be taken into consideration in the development of student PLPs. Students will also participate in all state assessments in accordance with North Carolina laws and regulations. These include the EOC and EOGs, as well as the ACT Explore for 8th graders, ACT PLAN for 10th graders, and ACT for 11th graders.

Both standardized and authentic assessment strategies will be used to monitor, adjust, evaluate, and modify instructional strategies based on individual student needs. The process for school-wide improvement of instructional strategies and curriculum will be the same as the process for individual students. First, content areas or subtests in which students perform below target will be identified. Second, FSI faculty and administration will prioritize among these areas, selecting a workable number of content areas to serve as the focus for intervention. Third, the available data will be used to identify new or different resource materials, methods of instruction, reinforcement, and/or assessment needed to address the gaps. The success of the intervention will be monitored through classroom assessments and on future test scores. Results of school-wide evaluations and assessments will be provided to the Board to inform its oversight of school achievement. A continual cycle of school improvement efforts will be embedded in the evaluation of assessment data.

3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

Promotion recommendations in middle school will be made by the grade-level teaching team, based on student performance on assessed learning standards. In any case where the teaching team recommends retention, the Associate Director will review the case and assemble an appropriate team which may include the Director, teachers, advisors, and parents to make a final determination. Determinations for students with special needs (IEP, 504 plans, or ELL students) will be made in consultation with the appropriate special services faculty.

In high school, students must meet the following proposed initial standards for promotion.

From grade	Promotion Criteria	Credits	Additional Requirements
9	English I, Healthful Living, Math, Biology, World History, one elective, peer advisory	6	Proficiency on Biology and Integrated Math I EOGs
10	English II, Math, Chemistry, Civics/Economics, two electives, peer advisory	12	Proficiency on English II EOG; 10 th Grade Passage Portfolio
11	English III, Math, Physics, American History I (or AP US History) two electives, peer advisory	18	Junior Internship
12 (graduation)	English IV, Math, Environmental Science, American History II (or elective if AP US	24	Senior Capstone Project

	History was taken),two electives, peer advisory		
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Students who fail to meet required standards may be referred for participation in academic assistance programs, re-tested on EOG tests, and/or given a comprehensive review of academic performance prior to the final promotion/retention decision. These promotion criteria are set forth in the Student/Family Handbook provided to every student upon enrollment in the school.

4. Provide the public charter school’s exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

Students must meet the criteria set forth above and demonstrate proficiency on required NC EOG exams. Students must demonstrate the knowledge and skill sets needed to succeed in entry-level college academic courses, and as described in the Common Core and NC Essential State Standards.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.

FSI is implementing the Future-Ready Core Course of Study for high school. Minimum required course credits for graduation include four credits each in English, Mathematics, Science, and Social Studies, two credits in a foreign language, one credit in health/PE, and a minimum of four credits in their selected elective concentration. Core courses will be year-long. Students will earn one credit for each course. Electives will generally be offered as one credit, either in year-long or semester classes. FSI will follow NC Policy GCS-L-004² on grading, using the augmented scale for numeric grades. In determining class rank and weighted grade point averages, students will receive one additional quality point for Honors or approved NCVPS or AB Tech courses, and two quality points for AP courses.

FSI will follow NC DPI policy for transcripts, which will include grade point average, class rank, end-of-course test scores, and uniform course information including course name and units earned toward graduation and credits earned for admission to an institution of higher education.

2. Explain the plan for graduating students with special education needs.

Students with special education needs will generally complete all FSI requirements for graduation. Accommodations and support services, including any accommodations or modifications granted for testing purposes, will be provided in accordance with each student’s IEP or 504 plan. Any student who has been identified as a “child with a disability” as defined by GS 115C-106.3(1) who does not meet graduation requirements may receive a Graduation Certificate and may participate in graduation exercises as long as they meet the criteria as set

² Accessed January 8, 2013 : <http://sbepolicy.dpi.state.nc.us/policies/GCS-L-004.asp?pri=01&cat=L&pol=004&acr=GCS>

forth in NC DPI Policy GCS-N-010, including meeting the requirements in his or her IEP and completing the required number of credits.

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

The teaching team for each grade level will meet at least quarterly to identify students at risk of failing two or more courses. The teacher(s) and advisor will work with the student and parents to develop clear conditions and expectations that will lead to promotion to the next grade, which are then incorporated in the student's Personal Learning Plan and may include specific improvements of academic performance, participation in tutoring, in-depth remediation during Intensives, and/or a behavior contract. Progress will be consistently monitored through the PLP review process, as well as the quarterly review of grades. FSI will offer staffed afterschool study hall at least one day per week in which any student can receive additional tutoring or complete school assignments in a supported environment. Students will receive remediation as needed during intensives. As the school develops, additional tutoring supports will be arranged through use of upper level students (peer tutoring), area college students, and community volunteers.

Student Conduct:

Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.

FSI's standards for student behavior are as high as our academic standards. To become the next generation of leaders, our students must develop a core of ethics that includes respect for themselves and others, empathy, compassion, and honesty. This will be accomplished by establishing clear expectations, modeling expected behavior, and supporting character development through consistent, positive encouragement and logical consequences. The following guidelines set forth our Code of Conduct in simple terms:

1. I will do my best academically, socially, and personally.
2. I will take responsibility for my behavior and performance.
3. I will act with compassion.
4. I will be honest with myself and others.

Most behavior issues will be handled by the students and staff immediately involved. A range of preventive and corrective strategies including progressively applied community accountability, detention, peer advisor notification and communications home prior to suspension will be utilized to minimize out-of-school suspension and expulsion—which will only be used for extreme behaviors that threaten the school community. Specific guidelines for tiered discipline practices are in our Handbook on pages 17-23, disseminated annually to students and parents.

Provide a draft copy of the student handbook within the appendices (Appendix C).
A copy of our draft student handbook is included as Appendix C.

IV. GOVERNANCE, OPERATIONS and CAPACITY (No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation could deem the application incomplete.

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: The Franklin School of Innovation

Mailing Address: 639 Pennsylvania Road

City/State/Zip: Arden, NC 28704

Street Address: Same

Phone: 828 484 4385

Fax: 888-742-8723

Name of registered agent and address:

Michelle Vruwink, 639 Pennsylvania Road, Arden, NC 28704

FEDERAL TAX ID: 46-1548530

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received

501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)

X No

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

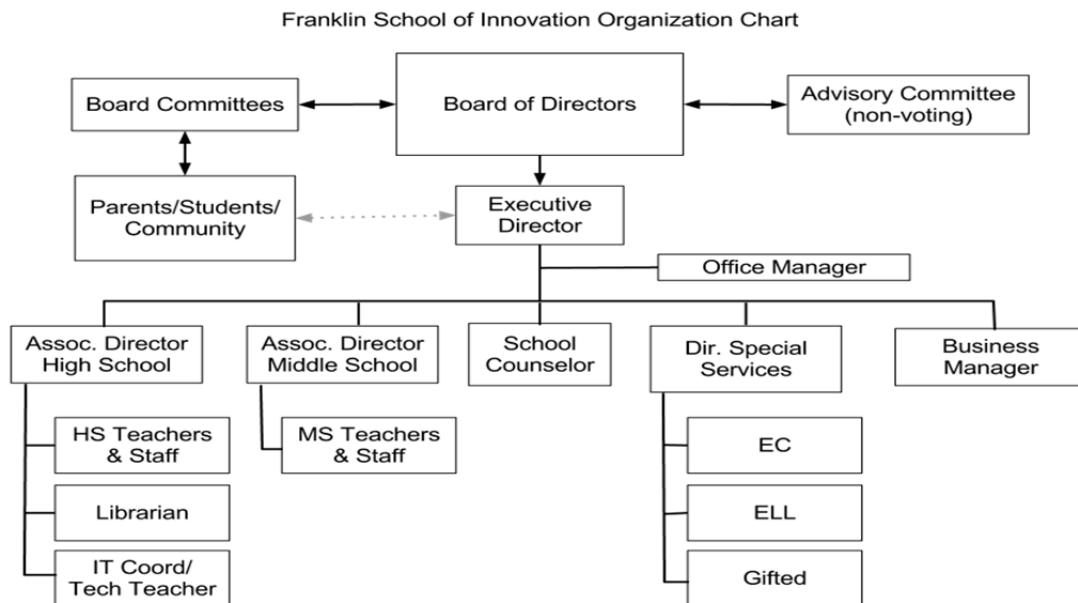
Governance and Organizational Structure of Private Non-Profit Organization:

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives. Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Michelle Vruwink	Chair	Buncombe	Director, Arroyo Research Services
Danielle Moser	Vice Chair	Buncombe	Managing Partner, Blended Learning LLC
Linda Tatspaugh	Secretary	Buncombe	Self-employed
Jutta Von Dirke	Treasurer	Buncombe	Strategic Advisor, Cerahelix Inc
Andy Nadeau	Member	Mecklenberg	Senior VP, JP Morgan Chase & Co
Pat Feehan	Member	Buncombe	Principal, The Briller Group LLC
Alison Harbin	Member	Buncombe	Education Consultant

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school.



2. A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

The Board of Directors is responsible for governance and oversight of the school. The Board's roles, responsibilities, and decision-making process are based on the Board Governance Training Manual (<http://www.charterschooltools.org/tools/BoardGovernanceTrainingManual.pdf>). In general, after the initial pre-opening period when members are engaged in day-to-day operations, the Board will focus on "ends" policies and decisions that have to do with FSI's results: the educational achievement of our students, and the costs to achieve these results. More specifically, the roles and responsibilities of the Board of Directors include:

- Determine, review, and exemplify the school's mission statement.
- Establish the school administrator's job description, recruit, and select the most qualified candidate.
- Support the school administrator and review his or her performance.
- Ensure effective organizational planning.
- Ensure adequate resources to fulfill the school's mission.
- Manage resources effectively, approve the annual budget, and ensure that proper financial controls are in place.
- Determine and monitor the school's educational programs and services to ensure consistency with the school's mission and to assess effectiveness.
- Enhance the school's public image through a clear articulation of the school's mission, accomplishments, and goals.
- Annually assess the board's own performance.
- Recruit, orient, and train new board members.
- Perform other such duties as required by state law.

Upon approval of the charter, the Board will appoint a Search Committee to identify an Executive Director (ED), using advertising in newspapers, web and professional journals, and outreach through professional networks and charter school associations. The Committee will seek the candidate who best meets the job criteria and understands and is fully committed to FSI's mission. The Committee's recommendation will be made to the full Board. The Board Chair will establish regular meeting times with the ED to ensure frequent effective communication and ongoing supervision. The Board will conduct an annual review of the ED's performance, to include: staff relations, administration, planning, educational program, leadership, fiscal management, student outcomes, parent/family relations, general public relations, and effectiveness in working with the Board. The Board will consider input from individual board members, school faculty and staff, parents, and self-evaluation. The evaluation will be presented to the ED with opportunity for a response.

3. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a)

the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

FSI's by-laws provide for a board of no less than 5 and no more than 19 members, representing a range of backgrounds, interests, racial, and ethnic diversity from the broader community. There are currently 7 members with expertise in education, operations, finance, human resources, grant writing, and charter school board service. Recruitment of additional members is ongoing. Once approval is obtained, the existing Board will issue invitations to potential members who fill gaps in the current board composition, following the recruitment guidelines included in Appendix H, which are designed to assure ongoing maintenance of board diversity, representation and expertise. The desired composition includes individuals with experience in education, finance, legal, personnel, governance, public relations, and fund-raising; representatives from the local business, service, and education sectors; and FSI parents. This breadth will ensure FSI has needed leadership and input in all aspects of its operations. The Board will annually evaluate FSI's success through mechanisms including but not limited to: performance of the administrator; FSI's budget, finances, and audited accounts; and student achievement as measured by standardized tests and the goals set forth in Section II.

The powers and duties of the Board as set forth in the By-laws are:

Powers: The Board of Directors shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporation such powers as it may see fit for specified periods of time.

Duties: The Board of Directors shall abide by the general standards of conduct of a Board as prescribed by N.C.G.S. §55A-8-30, including but not limited to acting in good faith, with the care of an ordinary prudent person in a like position exercised under similar circumstances and in a manner each director reasonably believes to be in the best interest of the Corporation.

4. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

Founding board members have been active in FSI's development. The initial founders identified areas of expertise to complement their own, including finance, education, and business. For the founding board, emphasis was placed on commitment to the school's mission and the ability to meet the substantial time commitment. Careful thought has been given to the distinction between the roles of the founding and sustaining board. Additional candidates for a sustaining board have been identified and recruitment efforts are underway. These candidates will be considered for addition to the board at two important milestones: approval of the charter application; and at the first Annual Meeting of the Board.

5. How often will the board meet?

The Board will meet as often as necessary to fulfill its responsibilities and provide appropriate oversight of the school, no less than ten times a year.

6. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).

All Board candidates must participate in orientation prior to being considered. The orientation will be held at FSI and will include an overview of the mission, vision, and educational goals; roles and responsibilities of the board; legal and regulatory obligations; and review of the board director position. Candidates will be invited to at least one board meeting prior to being considered. Upon appointment, members will participate in additional orientation and ongoing training, to include: meetings with key individuals in the school; review of the board manual; review of FSI's charter; introduction to the Board; assignment of a mentor for early service; and training incorporated in every board meeting. The timetable therefore is based on when new members are being considered for appointment, generally in the months immediately preceding the Annual Meeting. Orientation is provided prior to consideration. Initial training is provided before or immediately after the member's first meeting. Ongoing training occurs at every regular Board meeting. The Board's draft training procedure is included in Appendix H.

7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Board and staff must make full disclosure of potential conflicts. Where actual or potential conflict exists, the individual must abstain from voting on the matter, and the Board will take special care to document that decisions are in the best interests of FSI. Specific components of the Board's conflict of interest process include language incorporated in the Bylaws, a Conflict of Interest Policy (included in Appendix H), and Conflict of Interest Statements for Board members and employees. No actual or potential conflicts of interest have been identified.

8. Explain the decision-making processes the board will use to develop school policies.

The Board and any committees will develop specific goals and objectives to guide work throughout the year. Committees make recommendations to the full Board for consideration. Policies are adopted through a majority vote of members present in a legal Board session. The Board will place priority on policies related to the school's mission and goals, such as student achievement. Policies will establish the framework and autonomy within which board committees, the school administrator, faculty and staff, and other school volunteers carry out their roles and responsibilities. The vision is a Board that retains responsibility but does not micro-manage the school's operations. A draft policy-making procedure is included in Appendix H.

9. Describe any advisory bodies, councils, or associations listed in the organization chart or to be

formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

FSI is developing a non-voting Advisory Committee to provide guidance on education model, curriculum design, and extracurricular activities. Current members include Annie Jonas, Chair of the Education Department, Warren Wilson College; Dr. Mary Jean Herzog, Chair, Faculty Senate Professor and MAT Coordinator, Western Carolina University; Mary Katherine Boleware, student, Warren Wilson College; D. Rae Geoffrey, Associate Director, Diana Wortham Theatre; Cathy Kramer, Dean of Service, Warren Wilson College; Laurie Calvert, Teacher Liaison, US Department of Education (please note Ms. Calvert is serving in a personal capacity on this committee); Patrick Bahls, Director, University Honors Program and Associate Professor, Department of Mathematics, UNCA.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable. FSI will not contract with an EMO or CMO.

Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

X Not Applicable. This is not a private school conversion.

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

X Not Applicable. This is not a charter school replication.

Projected Staff:

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or

director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Please see our projected staff list in Appendix K.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

1. Explain the board's strategy for recruiting and retaining high-performing teachers.

The Board will hire and evaluate the Executive Director, who in turn has primary responsibility for recruitment and retention of high-performing teachers and staff. The recruitment strategy will include referrals, recruitment from teacher preparation programs, and advertising through structures such as TeamCFA, Expeditionary Learning, and other professional networks, the FSI website, and local media. FSI will hire people who are flexible and creative, work well in a team environment, have excellent references, and have an educational philosophy consistent with FSI's mission. Position descriptions and requirements are outlined in Appendix L. Highly effective teachers will be developed and retained through a multi-faceted program of professional development and evaluation, a strong Professional Learning Community, opportunities for leadership and professional growth, and a culture that recognizes and rewards excellence.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.

All employees are hired by the Board. Terms and conditions of employment are set forth in an employment contract. Draft employment policies are included in Appendix L.

3. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Personnel positions will be publicly posted. The Executive Director has primary responsibility for selecting candidates. Applicants complete application forms which are screened to identify the top candidates. These candidates are then asked to participate in an interview process. The Executive Director recommends candidates to the Board for hiring. All school personnel will be subject to a criminal background check. Employees work at-will, and may resign or be dismissed at any time. Please see employment policies in Appendix L.

4. Outline the school's proposed salary range and employment benefits for all levels of employment.

The Buncombe County School District salary range will serve as a guideline for all levels of employment. However, FSI will retain the flexibility to incorporate varied levels of compensation based on experience, leadership capacity, curriculum development, effectiveness, or other factors of value to the school and determined by the board. FSI will opt in to the State

health benefits program and will work to develop a competitive retirement package for all full-time personnel. Additional information is provided in the budget and budget narrative.

5. Provide the procedures for employee grievance and/or termination.

FSI has developed a tiered employee grievance procedure that includes informal steps for resolution, formal conference, 3rd-party mediation, and a hearing with the Board Grievance Committee. A full description is provided in the draft employment policies in Appendix L. Grievances pertaining to employment are addressed in the formal conference stage of the grievance procedure.

6. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

Not applicable at this time.

7. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

A full time EC certified Director of Special Services will oversee the EC, ELL, and gifted student services. Staffing for the EC program is based on projected enrollment of 15% of the student population and includes the Director and two full-time EC teachers in year 1. For ELL services, while approximately 7% of the Buncombe County LEA students are classified as ELL, most services are provided at the elementary level. It is difficult to project needed level of services until students are enrolled. FSI has already identified bi-lingual teachers (English/Spanish) and will provide SIOP training as needed. In Year 1, funds are set aside for contracted services, which may be used for EC or ELL services as needed. For gifted students, FSI will seek teachers with appropriate certification. FSI has already identified a founding teacher with extensive experience teaching gifted students. For Year 2 and after, FSI will give consideration to the special service needs of our student body when making additional personnel hiring decisions. Funds remain in the budget for contract services to supplement services provided by school faculty. Additional requirements and job descriptions for EC and ELL teachers are in Appendix L.

8. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

FSI intends to hire highly effective teachers who are grounded in their discipline, experts in their content area, and love their students. We will comply with NC law regarding licensure of teachers in charter schools (at least 50% licensed in the subject areas in which they teach) as well as with applicable NCLB Highly Qualified requirements. Following are general position descriptions. All personnel must demonstrate a commitment to FSI's mission and educational model. Additional specification is provided in Appendix L.

Executive Director, in partnership with the Board, pursues the vision and mission of FSI along with all of the educators on campus. The Executive Director is hired and evaluated by the Board

and serves as an ex-officio member. Responsibilities include the development of a learning environment and a school culture that support student achievement and growth; overall leadership and direction to FSI employees; recruitment, evaluation, and development of school faculty; and all aspects of school operations including strategic planning and budgeting. Qualifications include BA/BS degree or graduate degree; demonstrated successful school leadership in a senior administrative position; demonstrated ability to recruit, select, evaluate and develop teachers; exhibited leadership in working with professional staff, students, and the community toward achieving goals.

The **Associate Directors** (middle and high school) support teachers in curriculum design and implementation and have primary responsibility for the ongoing professional learning and development of FSI teachers. FSI prefers that Associate Directors maintain an active role as teachers in the classroom, serving as lead teachers for at least one course per year. Associate Directors report to the Executive Director. Responsibilities include providing leadership in the ongoing development, improvement, and evaluation of curriculum and instruction; creating and supporting a professional learning community; and overseeing the schools assessment procedures including standardized testing. Qualifications include minimum BA/BS degree; teaching certificate; demonstrated highly successful teaching experience; exhibited leadership in working with professional staff, students, and the community.

Lead teachers report to the Associate Director for their division. Responsibilities include maintaining and developing expertise in their subject area; providing an innovative and effective learning environment; mentoring new or struggling teachers; implementing FSI's instructional strategies; serving as an advisor in the Peer Advisory program; participating in all required IEP meetings; and collaborating with other faculty to maximize possibilities for integrated, multi-disciplinary teaching. Qualifications include demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree, or direct subject-area teaching experience; expertise in pedagogy of teaching; teaching certificate; and record of successful teaching, student teaching, or residency experience.

Associate teachers support a grade-level teaching team and report to the Associate Director for their division. Responsibilities include providing support to lead teachers in all aspects of delivery of instruction, including photocopying, working with small groups of students, providing one-on-one assistance to students; organizing learning material; covering a class if a teacher needs to step out; substitute teaching as needed; and supporting an innovative and effective learning environment. Qualifications include Associates degree in a related field or at least 3 years related experience; ability to work with diverse children; ability to work effectively as team member.

The **Director of Special Services** reports to the ED. Responsibilities include overseeing the EC, ELL, and gifted children programs; ensuring delivery of services in IEP and 504 plans; implementing all applicable state and federal requirements and mandates to ensure compliance; supporting professional development; and maintaining student records. Qualifications include BA/BS degree, teaching certificate, EC certification; five years of teaching and/or supervision in the field of special education; working knowledge of EC, ELL, and gifted regulations and programs.

EC Teachers report to the Director of Special Services. Responsibilities include providing direct and indirect instruction; long and short-term planning addressing the individual needs of students; evaluating student progress; preparing written reports; and communicating with teachers, parents, and administrators as needed. Qualifications include BA/BS degree; teaching certificate; EC credentials; demonstrated ability to communicate and work effectively with parents and students; ability to utilize varied teaching methodologies to accommodate students' unique learning styles; proficiency with tests and measures of achievement; and ability to work effectively as a team member.

Promoting social and emotional learning and development of our students is an integral component of FSI's mission. As part of the collaborative educational team, the **Psychologist** has primary responsibility for identifying and assessing the needs of individual students as well as the environmental factors that affect the learning of all students. The Psychologist reports to the Director of Special Services. Responsibilities include direct service and development of interventions on behalf of individual students; consultation with parents, teachers, and community agencies to enhance student learning and development; assisting in the development and evaluation of FSI programs that support student learning and development. Qualifications include a degree in school psychology; 3 years experience; demonstrated commitment in working collaboratively with educators, parents, students, and the community.

The **Counselor** reports to the Executive Director. Responsibilities include provision of direct and indirect services including: development and implementation of a school counseling core curriculum designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level; individual student planning to assist students in establishing personal goals and developing future plans; responsive services designed to meet students immediate needs, such as individual or small-group counseling or crisis response; and referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations; developing curriculum for and supporting the Peer Advisory program. Qualifications include completion of program in school counseling at masters level; 3 years clinical experience; demonstrated commitment in working demonstrated commitment in working collaboratively with educators, parents, students, and the community.

The **IT Coordinator/Tech Teacher** reports to the Associate Director – High School, and supports the delivery of the instructional program by effectively and creatively managing the technical requirements of a 21st-century school. Responsibilities include managing technology strategic plan and budget; overseeing infrastructure design and systems implementation; developing and implementing technology policies and procedures; assisting with integration of technology in expeditions and classroom teaching activities. FSI seeks an individual with capability to manage the schools technology resources, teach technology-related courses, and work with teaching faculty to integrate technology in the school's educational program. Qualifications include college degree; strong problem solving skills; teaching certificate preferred.

The **Librarian** reports to the Associate Director – High School. Responsibilities include

selecting and maintaining information in the library and virtual classroom; teaching faculty and students how to use the resources available in the library and providing support for class projects and research; supervising study hall; supporting student academic success by maintaining information on current assignments and projects. Qualifications include BA or BS degree in related field; demonstrated technology proficiency; strong oral and written communication skills.

The **Office Manager** reports to the Executive Director. Responsibilities include performing office routines and practices associated with a productive office; maintaining and disseminating student records as requested; providing first aid/medication administration and documentation; maintaining supplies as needed; receiving all incoming calls; maintaining daily teacher attendance records, student arrival and departure records, and visitor logs, and maintaining a parent- and student-friendly office. Qualifications include high school diploma or equivalent; secretarial or managerial experience; proficiency with Microsoft Office or similar; warm, friendly, efficient personality.

Staff Evaluation and Professional Development

1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.

The Associate Directors for the middle and high schools will ensure all teachers have appropriate licensure and Highly Qualified status, and will work with the Executive Director to oversee FSI's professional development program.

2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section

FSI will hire, retain and develop highly effective teachers through a program of professional development and evaluation, a Professional Learning Community, opportunities for leadership and professional growth, and a culture that recognizes and rewards excellence. Prior to hiring, the ED will confirm that teachers meet certification and Highly Qualified status requirements.

Evaluation is an ongoing and evolving process. FSI will implement an evaluation process that reflects current research and incorporates multiple measures of effectiveness, including classroom observations and teacher reflections; student and peer perceptions of the classroom instructional environment; and teacher self-assessment and perceptions of the school's instructional support. Classroom observations and teacher reflections will be based on established rubrics including the Rubric for Evaluating NC Teachers and other valid measures such as the Framework for Teaching, developed by Charlotte Danielson (2007); Mathematical Quality of Instruction (MQI), developed by Heather Hill, Harvard University, and Deborah Loewenberg Ball, University of Michigan; Protocol for Language Arts Teaching Observations (PLATO), developed by Pam Grossman, Stanford University; and/or the Quality Science Teaching (QST) Instrument, developed by Raymond Pecheone, Stanford University. FSI also seeks to incorporate measures of student achievement, as well as evaluation of teacher's pedagogical content knowledge. We will work to develop these latter measures as both the

school and research in these areas continue to develop. The purpose of our teacher evaluation process is to provide a measure of individual teacher performance and identify areas for professional growth; identify and focus the school's ongoing professional development efforts; and ensure that FSI's instructional program is implemented with fidelity. Our evaluation program will incorporate and build upon the NC Educator Evaluation System. The program will include at least the following components:

- Clearly established standards and performance rubrics: At the beginning of each school year, all teachers will receive a copy of the evaluation rubrics to be used, a copy of the NC Educator Evaluation policy; information on FSI's evaluation policy; and the schedule for the evaluation process.
- Teacher Self-Assessment and Preliminary Coaching: At the beginning of each school year, each teacher will complete a self-assessment (using the NC tool) and meet with his/her coach to establish professional and teaching goals for the year.
- Ongoing Coaching Sessions: Progress toward goals will occur in regular coaching sessions. In Year 1, the Executive and/or Associate Director will provide most coaching. As the school grows, this role may be shared with mentor teachers.
- Pre-Observation Conference: Prior to the first formal observation of a teacher at FSI, the teacher and the Executive or Associate Director will meet to discuss the teacher's self-assessment and performance goals.
- Observations: Formal observations will occur at least three times annually for new/probationary teachers, and at least annually for career teachers.

At the year's midpoint, the coach and teacher will review performance based on factors including student performance data, student and parent satisfaction, results of observations, input from peers, and the teacher's self-reflection and personal assessment. The coach and teacher will develop a summary that identifies strengths, areas, goals and specific steps for growth. Coaching sessions will be tailored to address these areas. A similar year-end review will be conducted. While these reviews will be used in determination of contract renewals and potential performance bonuses, they are designed as a collaborative process of reflection, feedback, and monitoring toward continuous improvement. All completed forms will be filed in the personnel files at FSI.

3. Discuss the core components of professional development plan and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Ongoing professional learning will occur through regular coaching and feedback sessions, provided by the Executive and Associate Directors and outside trainers. Specific topics will include but may not be limited to:

- Core Knowledge: FSI intends to implement the Core Knowledge sequence for middle school. Middle school teachers will receive training to ensure comprehensive understanding of the Core Knowledge program and sequence. Initial training will be uniform. Ongoing coaching will be both uniform and individualized, provided primarily by the middle school Associate Director. FSI is seeking support from TeamCFA; if received, they will provide support for

- professional development with respect to Core Knowledge.
- **Curriculum:** In Year 1, FSI intends to contract with Expeditionary Learning (EL) for professional development. Curriculum mapping and development of learning standards will be conducted with the support of EL and the Executive and Associate Directors. The purpose is to ensure a cohesive curriculum aligned to state standards. Initial training will be uniform with individual coaching and mentoring provided on an ongoing basis as needed.
 - **Instructional Techniques:** All teaching faculty will receive training on the instructional techniques, including expeditions, workshop models, lesson planning, EL instructional practices, differentiation, practices for student engagement, and interventions. The purpose is to establish uniform instructional methods, ensure all teachers understand and practice the methods, and to engage faculty in collaborative processes. Initial training will be conducted by EL, with ongoing coaching provided by the Executive and Associate Directors.
 - **Culture:** All faculty will receive training on discipline strategies, classroom management techniques, purpose and structure of Peer Advisories, creation of a professional learning community, leadership coaching, and Habits of Work/Traits of FSI students. The purpose is to establish a strong school culture of excellence, professionalism, collaboration, respect, and love of learning. Initial training, both uniform and individualized, is provided by EL; ongoing coaching occurs under the direction of the Executive and Associate Directors.
 - **Assessment:** All faculty will receive training on use of assessment tools, including MAP, use of data to inform instruction, and best practices for authentic and student engaged assessments. Initial and ongoing training, both uniform and individualized, will be provided by EL in partnership with the Executive and Associate Directors.

4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

FSI will provide a minimum of two weeks of professional development for all teachers/administrators prior to opening. We are seeking support from TeamCFA for approximately three days of initial Core Knowledge training for all middle school teachers. Expeditionary Learning professionals will provide at least five onsite training days with a focus on the EL instructional methods, curriculum mapping, school culture, and other topics as outlined above. The remaining days will be led by the Executive and Associate Director and will include training on differentiation, the school's discipline procedures, referrals and testing for special services, and school-specific policies and procedures. See also response to Q3. It is our goal to have founding teachers participate in curriculum development and other aspects of the school prior to this summer training institute.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

In Year 1, Expeditionary Learning will provide 24 days of professional development, (in addition to the pre-opening training) including an annual summer workshop of approximately four days and two days per month ongoing. Five workdays and 10 early-release days are built

into our calendar for planning and development; additional coaching will occur in the classroom and during teacher planning sessions. If needed, FSI will consider weekly or bi-weekly early release for additional planning and training time. Teachers can also attend off-site EL trainings. FSI intends to maintain a high level of professional development, with similar number of days allocated beyond Year 1. This intention is reflected in our budget.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (*G.S.115C-238.29F(g)(5)*).

FSI will implement a multi-prong marketing plan to include local media, distribution of marketing materials in libraries, community centers and organizations, participation in school fairs at local charter and private elementary schools, community meetings, and online marketing. Marketing efforts will target all elements of the local school demographics, with specific emphasis placed on outreach to minority and lower socio-economic status families, through avenues such as community centers, churches, and youth advocacy organizations. FSI founders have already begun outreach to many of these organizations. Marketing materials and enrollment applications will be available in English and Spanish, and Spanish-speaking employees and volunteers will participate in outreach activities.

Since May 2012, FSI has held regular public meetings. Initial organizing meetings were held throughout summer to winter 2012. Three Community Meetings were held at various locations in January, 2013. A school website was launched in January:

<http://www.franklinschoolofinnovation.org/>. A Facebook page has been active since May, 2012. Additional marketing activities will take place upon approval, including but not limited to the following:

- Distribution of marketing materials at libraries, community centers, and community organizations, including youth athletics and arts organizations: Ongoing beginning July 2013 – April 2014.
- Participation at School Fairs and homeschool groups: FSI will present to 8th graders at existing charter and private K-8 schools and to homeschool students in grades 5 – 8. Ongoing beginning September 2013.
- Community Meetings to market enrollment: Minimum of 4, beginning January 2014. Additional meetings will be scheduled if applications are below projections.
- Local Media: As needed beginning January 2014.
- School website and Facebook: Ongoing.

During the enrollment period, FSI will monitor receipt of applications to assess progress toward

enrollment targets by grade level and racial/ethnic and demographic targets. Targeted surveys and feedback will be used to determine what marketing activities are most effective (e.g., asking applicants where they learned about FSI). These activities will allow FSI to focus marketing efforts on the grades where enrollment is lowest, and on those activities that are most effective.

Parent and Community Involvement

1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

FSI maintains an email distribution list of parents and community members who have expressed interest in the development of the school. Monthly communication with this list began in May 2012 and continues. Information about meetings and developments in the school have been regularly posted to the school Facebook page since May, 2012 and to the school website beginning January, 2013. Press releases will be released at key development points. The school has developed good relationships with local news organization and has been covered by WLOS, the Asheville Citizen Times, Mountain Xpress, and BlueRidge Now.

2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Active engagement of the community is part of FSI's vision. Parents and community members have many opportunities to be active partners in nearly all aspects of the school's implementation and operations, including: serving on the Board or committee; serving as an advisor; acting as a community expert; participating in field work, internships, service learning, and other community-based projects; serving as audience members for student projects and Portfolio Passages; leading or assisting with Intensives; assisting with extracurricular activities; and attending school celebrations, outreach activities, and fundraising events. Parents will be asked to participate in student-led conferences, attend portfolio reviews and presentations, and serve as members of the School Improvement Team.

The Board, Executive Director, and all school staff are responsible for engaging parents and community members. Annual parent and student satisfaction surveys will be conducted, with results integrated as a component of the Board's annual evaluation of the school.

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for application period; enrollment deadlines and procedures.

Applications will be accepted during the initial enrollment period beginning on or about January 1 through mid-March, 2014. The final dates of the application window will be published on the school website and in marketing materials. Rolling enrollment will continue if the number of applicants falls below the number of spaces available within a particular grade. No student shall be admitted until the final cut-off date is declared. At that time, should the number of applicants exceed the number of spaces available in a particular grade, a lottery will be held.

2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

In accordance with G.S. 115C-238.29 the following categories of students are given preference in admissions: children of faculty at the charter school, and children of the first year's Board of Directors (not to exceed 10% of the total enrollment or 20 students, whichever is less). Siblings of currently enrolled students are given preference. In case of a lottery, multiple birth siblings are entered into the lottery as one surname. If drawn, all are admitted if adequate slots are available. Should a lottery be required, it will be conducted publicly. All applicants will be notified of the time, date, and place and will have the right to be present. A numbered list and corresponding lottery cards will be created for each grade. The lottery will be conducted by an individual who does not have an interest in the outcome. Cards will be drawn blindly and publicly announced and recorded. A numbered waiting list for each grade level will be established in the order drawn.

3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Waiting lists will be developed as specified above. Should an applicant decline or withdraw prior to the end of the first semester, the slot will be made available to the next individual on the waiting list. If a student withdraws from the school but seeks to return after the slot has been taken, the student will have to re-apply and go on the waiting list. Parents of enrolled students will be asked to complete re-enrollment packets prior to a specified deadline to secure their student's slot for the next year. Students may transfer out of FSI at any time. Parents will be asked to formally notify the school of the student's intent to transfer. Upon receipt of written request from the student's new school, FSI shall provide a copy of the student's record in a timely manner. Only students who have completed the enrollment process and have received a slot shall be eligible to transfer to FSI.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

To provide needed information, FSI will request that a registration packet with information such as contact, permission to request academic records, etc., be submitted upon notice of admission.

5. Clear policies and procedures for student withdraws and transfers.

Parents/guardians seeking to withdraw their student from FSI will be asked to complete a withdrawal form to include the student's name, date of birth, grade, the planned withdrawal date, reason for withdrawal, and plans after withdrawal (including name of transfer school). Students absent for ten or more days for whom FSI has no withdrawal information shall be investigated and reported as set forth in the Student/Family Handbook under Attendance. Please see the response to Question 3 of this section regarding transfers.

Projected Enrollment 2014-2015 through 2018-2019

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

***The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.**

Identify LEA from which students will probably come:

- LEA #1: Buncombe County
- LEA #2: Asheville City Schools
- LEA #3: Henderson County

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
6 th	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>
7 th	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>
8 th	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>
9 th	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>
10 th	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>
11 th	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>
12 th	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>
	<u>400</u>			<u>512</u>			<u>624</u>			<u>736</u>			<u>736</u>		

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

FSI will make every effort to coordinate car-pooling and ride-sharing and will appoint a Board member to serve as the designated transportation coordinator. Depending on the final location, FSI will provide Asheville Rapid Transit bus passes to students who cannot afford them, and will coordinate ride-sharing to and from bus stops. A transportation survey will be conducted and evaluated annually to determine need for additional transportation services. Funds have been set aside for contracted transportation; this allocation will be reviewed and revised to reflect actual need. No student will be denied access to the school due to a lack of transportation.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

FSI students can bring meals from home or purchase lunch from local food vendors. We have contacted several local vendors who will deliver student meals at a cost of \$5.00 or less per student. FSI will consult a School Meals Initiative Consultant to ensure the transported meals meet food safety guidelines. For students who are unable to afford a daily meal, FSI will work with local organizations such as Helping Hearts and our school community to provide ready to eat breakfast and lunch items that will be available to students as needed. Depending on the school population, FSI will consider seeking federal funding to support meal services.

Civil Liability and Insurance (GS 115C-238.29F(c)):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers’ compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000 each occurrence	\$2,500.00
Officers and Directors/Errors and Omissions	\$1,000,000 Officers & Directors/Educators Legal Liab	\$2,200.00
Property Insurance	\$3,500,000 Building; \$2,000,000 Business Personal Property	\$4,500.00
Motor Vehicle Liability	\$1,000,000 Hired & Non Owned Auto Liab	\$300.00
Bonding Min/Max Amount	\$250,000	\$250,000
		\$1,000.00

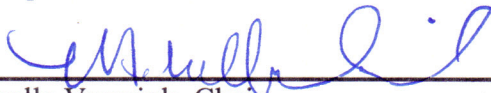
Other: Workers Compensation	NC Statutory Coverages	\$7,500.00
Other: Excess Liability	\$1,000,000 Liability Limit	\$1,500.00
Total Cost		\$19,500.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix M) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

We, the Board members at The Franklin School of Innovation, will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.



 Michelle Vruwink, Chair 2-26-2013
(Date)

Facility:

Note that the SBE may approve a charter school prior to the school’s obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools. What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

FSI is working with James Diaz of Covestar Realty to secure a facility. We began this search in August of 2012 and have identified several feasible facility locations with the Buncombe County LEA. The ideal site will have capacity to accommodate up to 70,000 square feet of building space, adequate parking, and space either onsite or nearby for outdoor activities. We have also identified a developer experienced in charter school development to assist with any needed modifications. In year 1, FSI requires 16 classrooms, additional rooms for art, music, technology, and offices, and multi-purpose space; we estimate year 1 space requirement to be 25,000 sq ft. Bryan Moffit, AIA LEED BD+C is serving as an advisor to the Board and will assist in obtaining the Educational Certificate of Occupancy.

Site 1: 27,000 sq ft existing commercial building, steel frame construction, sprinkler; easily accessible from major roads, possible access from public transit; sufficient square footage to accommodate needs in year 1; land can accommodate expansion (existing plans for building with 80,000 sq ft); existing parking with space to expand; 8 acres of land. Preliminary plans for this building are included in Appendix R.

Site 2: 40,000 sq ft existing warehouse building, sprinkler, heat and some upfit; central location within County along transportation lines; sufficient square footage for years 1 and 2 with room to expand; adequate existing parking; 8 acres flat land.

Site 3: 20,000 sq ft existing office and warehouse space; easy access from major roads and via public transit; adequate square footage for Year 1 with space for expansion adjacent.

Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

We have identified three existing facilities that meet our needs for year 1 with room to expand, and are actively continuing the search process. We have obtained information on cost and use of modular classrooms and identified a number of potential vacant land options. In the event that none of these plans can be realized, we have intentionally budgeted generously for facilities. Our budget will accommodate market rental rates for office space that could be used with limited retrofitting. The lease costs are based on the professional knowledge of our commercial real estate broker and reflect the top end of the market. Should we be able to secure and prepare a facility for lower cost than budgeted, funds will be re-allocated to support our educational program. In a worst-case scenario, we have developed an alternative plan to begin with half the projected enrollment (200 students). This scenario requires substantially less space. Our Board Chair and Secretary have met with a local retreat center that has previously hosted a charter school startup. The center has classrooms and space to accommodate at least 200 students (8 main classrooms), with additional rooms for offices, pull-out rooms, and electives, as well as substantial outdoor space and ball fields. Hiring plans would be revised downward. Any electives (music, art, technology) that could not be accommodated in the budget would be provided as afterschool activities.

VI. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL

The formula for figuring these allotments can be found in the Resource Manual Finance Section.

See **Charter School Dollars per ADM** on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/fbs/allotments/support/>

All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015.

For local funding amounts, applicants will need to contact their local offices or LEA.

LEA #1 (Buncombe County – LEA # 110)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,605.63	279	\$1,284,970.77
State EC Funds	\$3,598.33	42	\$151,129.86
Local Funds	\$1,825.32	279	\$509,264.28
Totals			1,945,364.91

LEA #2 (Asheville City – LEA # 111)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,760.46	80	\$380,836.80
State EC Funds	\$3,743.48	12	\$44,921.76
Local Funds	\$1,837.56	80	\$147,004.80
Totals			\$572,763.36

LEA #3 (Henderson – LEA #450)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,603.59	41	\$188,747.19
Local Funds	\$3,743.48	6	\$22,460.88
Federal EC Funds	\$1,564.00	41	\$64,124.00
Totals			\$275,332.07

Total Budget: Revenue Projections 2014-15 through 2018-2019

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
- <i>State ADM Funds</i>	<u>\$1,854,555</u>	<u>\$2,373,924</u>	<u>\$2,893,293</u>	<u>\$3,412,662</u>	<u>\$3,412,662</u>
- <i>Local Per Pupil Funds</i>	<u>\$720,393</u>	<u>\$922,236</u>	<u>\$1,124,079</u>	<u>\$1,325,922</u>	<u>\$1,325,922</u>
- <i>EC State Funds</i>	<u>\$218,513</u>	<u>\$279,726</u>	<u>\$340,919</u>	<u>\$402,111</u>	<u>\$402,111</u>
- <i>Other Funds*</i>	<u>\$--</u>	<u>\$--</u>	<u>\$--</u>	<u>\$--</u>	<u>\$--</u>
TOTAL INCOME	<u>\$2,793,460</u>	<u>\$3,575,886</u>	<u>\$4,358,291</u>	<u>\$5,140,695</u>	<u>\$5,140,695</u>

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank statements, etc., on the availability of these funds.**

Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>
Personnel:															
Executive Director	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000
Associate Director – Middle	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000
Associate Director - High	0	\$55,000	--	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000
Office Manager	1	\$25,000	\$25,000	1	\$25,000	\$25,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000
Business Manager	0	\$40,000	--	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Development Director	0	\$50,000	--	0	\$50,000	--	.5	\$50,000	\$25,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000
Lead Teachers	16	\$42,000	\$672,000	20	\$42,000	\$840,000	24	\$42,000	\$1,008,000	28	\$42,000	\$1,176,000	28	\$42,000	\$1,176,000
Specialty Teachers	3.5	\$42,000	\$147,000	5.5	\$42,000	\$231,000	6.5	\$42,000	\$273,000	9	\$42,000	\$378,000	9	\$42,000	\$378,000
Associate Teachers	4	\$21,000	\$84,000	6	\$21,000	\$126,000	8	\$21,000	\$168,000	10	\$21,000	\$210,000	10	\$21,000	\$210,000
Director – Special Services	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
EC Teachers	2	\$42,000	\$84,000	3	\$42,000	\$126,000	4	\$42,000	\$168,000	5	\$42,000	\$210,000	5	\$42,000	\$210,000
School Counselor	1	\$40,000	\$40,000	1	\$40,000	\$40,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Psychologist	0	\$50,000	--	0	\$50,000	--	0	\$50,000	--	1	\$50,000	\$50,000	1	\$50,000	\$50,000
IT Coordinator/ Tech Teacher	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
Media Spec/Librarian	0	\$30,000	--	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000
Custodian	1	\$22,000	\$22,000	1	\$22,000	\$22,000	2	\$22,000	\$44,000	2	\$22,000	\$44,000	2	\$22,000	\$44,000

Total Personnel	32.5		\$1,284,000	44.5		\$1,745,000	56		\$2,151,000	67		\$2,583,000	67		\$2,583,000
Benefits:	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>
Health Insurance	33		\$192,600	45		\$261,750	56		\$322,650	67		\$387,450	67		\$387,450
Retirement Plan	33		\$77,040	45		\$104,700	56		\$129,060	67		\$154,980	67		\$154,980
Medicare	33		\$18,618	45		\$25,303	56		\$31,190	67		\$37,454	67		\$37,454
Social Security	33		\$79,608	45		\$108,190	56		\$133,362	67		\$160,146	67		\$160,146
Unemployment	33		\$7,800	45		\$9,360	56		\$11,232	67		\$13,478	67		\$16,174
Total Benefits			\$375,666			\$509,303			\$627,494			\$753,508			\$756,204
Total Personnel Budget			\$1,659,666			\$2,254,303			\$2,778,494			\$3,336,508			\$3,339,204

*Applicants may amend this table and the position titles to fit their Education and Operations Plans.

Operations Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Instructional Supplies	Instructional Materials	\$80,000.00	\$102,400.00	\$124,800.00	\$147,200.00	\$147,200.00
	Testing Supplies	\$4,000.00	\$5,000.00	\$6,500.00	\$8,000.00	\$8,000.00
Technology	Technology Hardware	\$56,921.32	\$10,592.95	\$10,847.02	\$6,868.66	\$6,368.66
	Contracted Tech	\$10,000	--	--	--	--
	Office Software	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
	Network/Internet	\$6,450.00	\$1,450.00	\$1,450.00	\$1,450.00	\$1,450.00
Furniture & Equipment	Instructional Equipment	\$40,000.00	\$16,800.00	\$16,800.00	\$16,800.00	\$10,000.00
	Office Equipment	\$48,750.00	\$19,850.47	\$19,124.54	\$18,368.66	\$16,368.65
Rents & Debt Service	Facility Lease/Mortgage	\$540,000.00	\$715,177.27	\$871,658.13	\$1,028,138.98	\$1,028,138.98
	Custodial Supplies	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Contracted Services	Special Services	\$50,000.00	\$62,500.00	\$75,000.00	\$60,239.00	\$65,843.33
Administrative Costs	Professional Development	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00
	Advertising	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
	Office Supplies	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
	Financial Services	\$40,000.00	\$51,200.00	\$62,400.00	\$73,600.00	\$73,600.00
	NCWise Services	\$12,000.00	\$15,360.00	\$18,720.00	\$22,080.00	\$22,080.00
	Audit Fees	--	\$7,700.00	\$10,000.00	\$10,000.00	\$10,000.00
	Board Expenses	\$500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
Utilities	Telephone	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00
Transportation	Contracted Transportation	\$10,000.00	\$35,758.86	\$43,582.91	\$51,406.95	\$51,406.95
Food/Nutrition	Food Purchases	\$3,000.00	\$4,000.00	\$5,000.00	\$6,000.00	\$6,000.00
Insurance	Liability	\$6,200.00	\$6,200.00	\$6,200.00	\$6,200.00	\$6,200.00
	Auto	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00
	Property	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00
	Worker's Compensation	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00
	Fidelity Bond	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Other	Field Trips	\$2,000.00	\$3,000.00	\$4,000.00	\$5,000.00	\$6,000.00
	TOTAL OPERATIONS	\$994,121.32	\$1,142,789.55	\$1,361,882.60	\$1,547,152.25	\$1,544,456.57

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$1,659,666	\$2,254,303	\$2,778,494	\$3,336,508	\$3,339,204
TOTAL EXPENDITURE (OPERATIONS)	\$994,121	\$1,142,790	\$1,361,883	\$1,547,152	\$1,544,457
TOTAL EXPENDITURES	\$2,653,787	\$3,397,092	\$4,140,376	\$4,883,660	\$4,883,660
TOTAL REVENUE	\$2,793,460	\$3,575,886	\$4,358,291	\$5,140,695	\$5,140,695
ANNUAL NET PROJECTIONS	\$139,673	\$178,794	\$217,915	\$257,035	\$257,035
CARRYOVER PRIOR YEAR	\$ --	\$139,673	\$318,467	\$536,382	\$793,417
CONTINGENCY/FUND BALANCE	\$139,673	\$318,467	\$536,382	\$793,417	\$1,050,451
5% Annual Reserve	\$139,673	\$178,794	\$217,915	\$257,034	\$257,035

Overall Budget:**Budget Narrative:** (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

FSI anticipates drawing most students from 3 LEAs: Buncombe County (70%), Asheville City (20%), and Henderson County (10%). Calculation of state and local allotments is based on 400 students weighted by these estimated proportions. State EC funds are based on 15% of the total population, reflecting current experience of LEA and local charter schools. Budget allotments have not been increased over the 5-year period.

Personnel:

- In Year 1, enrollment is 400 students in grades 6 – 9, with 4 classes per grade. Class size is 24 students in grades 6 – 8; 28 students in grade 9. Initial teaching staff includes 16 teachers, 3.5 specialty teachers (1.5 FTE languages, 1 PE/health, .5 FTE music, .5 FTE art), and 4 associate teachers (one per grade). The IT Coordinator /Teacher will have dual administrative and teaching responsibilities. EC staffing includes the Director of Special Services and 2 FTE teachers.
- In Year 2, we add Grade 10 with total enrollment of 512 students. We add the Associate Director for the high school, 4 lead teachers, 2 specialty teachers, 2 associates, 1 EC teacher, a Business Manager, and a librarian.
- In Year 3, we add Grade 11 with total enrollment of 624 students. Additional staff positions include 4 teachers, 1 specialty teacher, 2 associates, 1 EC teacher, a 2nd counselor, a 2nd office manager, and a 2nd custodian, and .5 FTE Development Director.
- In Year 4, we add Grade 12 with total enrollment of 736 students. Additional staff positions include 4 teachers, 2.5 specialty teachers, 2 associates, 1 EC teacher, and a psychologist. The Development Director moves to full-time. There are no changes to enrollment or staffing for Year 5.
- Benefits are calculated at 15% of total salaries for health and 6% of full time staff for retirement.

Other Operating Costs:

- Facility: We have budgeted generously at 20% of projected revenue. This allocation

covers the most expensive option identified: lease of existing space at market rate of \$19 per square foot (inclusive of base lease and operating expenses). Lease costs for identified facilities range from \$10 - \$14 per square foot per year; the average operating expenses in the region are \$5 per square foot per year. We have also obtained information on land leases and modulares: 4 modular buildings (25,000 sq ft) with classrooms and offices @\$25,000/month with estimated land lease/mortgage of \$10,000 per month = \$420,000 for Year 1. This is under the budgeted amount.

- Contracted Services: FSI intends to contract with Expeditionary Learning for professional development. Funds are also included to cover any special services (EC, ELL) that cannot be provided by faculty. In Year 1, we have budgeted \$10,000 for contracted transportation, which can be used for bus passes or other costs. In Years 2 – 5 we are holding 1% of the total budget in reserve for possible transportation services. Actual transportation services will be determined based on survey of enrolled and potential student population.
- Insurance and audit are based on bids. Other operating costs are based on historical trends of existing charters per Acadia Northstar Services (ANS) analysis. Our budget includes a contingency reserve of 5% each year.

2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors

FSI will establish clear policies and procedures for financial management, including complying with Generally Accepted Accounting Principles (GAAP), establishing strong internal controls, ensuring transparency and consistent monitoring of finances, and providing for annual audit. FSI is contracting with ANS for payroll and financial services. The criteria and procedures for selection of contractors include review of their credentials, demonstrated successful provision of services to other charter schools, and references from the contractor's clients.

3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

Our spending priorities reflect the education program, with emphasis on instructional costs and focused professional development, and assuring adequate counseling and differentiated staffing. Administrative costs and other non-instructional expenses are included as needed to allow the school to exist. Our goal over time is to drive down operational expenses to support increased spending on costs directly related to instruction. Our budget is based on the state and local allocation. While we are actively pursuing other sources of revenue, our budget is not dependent on grants or other sources of funds. The budget shows our 5% annual contingency reserve.

4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are

secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

We have not secured other funds at this time. Our budget does not depend on outside funds.

5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?

While the results of our survey, petition, and community interaction give us confidence that we will meet our projected enrollment, we are prepared to revise our budget if actual enrollment or revenues are lower than projected. Spending cuts will reflect our priorities. Teaching positions will be protected to the extent possible. If needed, we will delay hiring of Associate Directors, the Development Director, IT Coordinator, associate teachers and specialty teachers, relying on board members and volunteers to help offset some of these reductions. If our admissions process is below projected we will re-evaluate the space needs and reduce the facility budget. Other sources of budget reductions may be found in instructional materials and contracted transportation. Our budget is conservative with a 5% reserve set aside each year, and has been developed without funds from fundraising and grants that we anticipate and are actively seeking. Eliminating the Associate Directors, IT Coordinator, and Development Director, and reducing facility costs from 20% to 15% of the budget results in a breakeven student enrollment figure of 361 students in Year 1, 457 in Year 2, 559 in Year 3, and 661 in Year 4.

6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

FSI intends to secure a bridge loan in anticipation of state and local revenue. While we have initiated discussions, we are not able to secure commitments until we have an approved charter.

Financial Audits: (No more than a half of a page)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

FSI will contract with an LGC approved auditor to conduct an independent financial audit. We intend to appoint Rebekah Barr, CPA. Her contact information is:

Name: Rebekah H. Barr, CPA

Address: 5422 Boswellville Road, Wilson, NC 27893

Phone Number: (252) 230-6294 Fax Number: 252-237-2426

Email: rbarrcpa@yahoo.com

VII. AGREEMENT PAGE

LEA Impact Statement:

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:

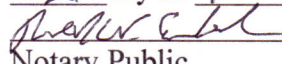
The foregoing application is submitted on behalf of **The Franklin School of Innovation**. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: **Michelle Vruwink**

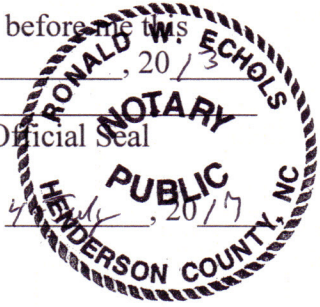
Board Position: **Chair**

Signature: 

Date: 2-26-2013

Sworn to and subscribed before me this 26 day of Feb, 2013

Notary Public Official Seal

My commission expires: 4/1/14, 2014



VI. APPENDICES

- A.** Evidence of Educational Need (No more than a total of five pages)
- B.** Proposed Curriculum Outline(s) (First Five Years)
- C.** Student Conduct Handbook (Draft)
- D.** Federal Documentation of Tax Exempt Status - NA
- E.** Charter School Board Member Information Form and Resume
- F.** Proposed Bylaws of the Non-Profit Organization
- G.** Articles of Incorporation
- H.** Copy of Non-Profit Organization Board Policies
- I.** Copies of Meeting Minutes
- J.** CMO/EMO Contract - NA
- K.** Projected Staff
- L.** Employment Policies (Draft)
- M.** Insurance Quotes
- N.** Facility Form - NA
- O.** Copies of Completed Facility Inspections - NA
- P.** Revenue Assurances and/or Working Capital Report - NA
- Q.** IRS Form 990 - NA
- R.** Additional Appendices Provided by Applicant (10 page Limit)

You may include additional appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.