



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Ignite Innovation Academy - Pitt

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. 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.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov 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.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Ignite Innovation Academy - Pitt

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

Name of non-profit organization under which charter will be organized or operated: *Ignite Innovation Academy - Pitt*

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: *Steve Hale*

Title/Relationship to nonprofit: *Chairman of the Board*

Mailing address: 3201 Taberna Drive
Greenville NC 27858

Primary telephone: 252-292-8426 Alternative telephone: 910-541-1165

E-Mail address: shale@aointl.com

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

County: PITT

LEA: 740-Pitt County Schools

Is this application a Conversion from a traditional public school or private school?

No: X

Yes:

Is this application being submitted as a replication of a current charter school model?

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Ignite Innovation Academy - Pitt

Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 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	K,01,02,03,04,05	216
Second Year	K,01,02,03,04,05,06	252
Third Year	K,01,02,03,04,05,06,07	288
Fourth Year	K,01,02,03,04,05,06,07,08	324
Fifth Year	K,01,02,03,04,05,06,07,08	360
Sixth Year	K,01,02,03,04,05,06,07,08	396
Seventh Year	K,01,02,03,04,05,06,07,08	432
Eight Year	K,01,02,03,04,05,06,07,08	468
Ninth Year	K,01,02,03,04,05,06,07,08	468
Tenth Year	K,01,02,03,04,05,06,07,08	468

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 initial 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 will result in disqualification from the application process or revocation after award. I understand that incomplete applications will 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 non-profit organization.

ignitelearning
Signature

Chairman of the Board
Title

ignitelearning
Printed Name

12/04/2013
Date

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:

To ignite a passion within all students to learn, lead and grow so that they will become resilient, engaged citizens in a future-focused society. This will be accomplished through a technology-enhanced (blended) teaching and learning framework that focuses on hands-on, competency-based learning outcomes.

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

- 1. Provide a description of Targeted Population in terms of demographics. In your description, 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.*

A recent survey conducted by Ignite Innovation Academy - Pitt of 120 students, 100 parents and 25 school staff in the Pitt County area, revealed the following key factors that the Ignite Innovation Academy - Pitt seeks to address:

- * 45% of middle and high school students feel their learning is irrelevant
- * 50% of elementary parents feel their kids are not challenged enough in their learning
- * 40% of faculty feel they do not have time to adequately teach and coach students beyond test requirements
- * 60% of middle school students feel concerned for their health, wellness & safety

Demographically, the area surrounding the proposed Ignite Innovation Academy - Pitt is 39% Caucasian, 51% African-American, 8% Hispanic and 2% Asian/other. Data from 2012-13 NC READY Accountability Report shows that Pitt County Schools have a 38.8% performance composite. This is the level of proficiency on the EOC/EOG tests combined. Currently, Pitt County's performance is almost 6% below the state average. In addition, 2010-2012 performance indicators, showed that the district schools performed 8-10% points below the state average - specifically in reading and math. It is also noted that Grade 5 & 8 Science scores are 10-15% below the state average in End-of-course testing scores. It is our school's commitment to focus on raising proficiency composites and growth indicators to match and exceed the state performance within 5 years.

With our initial school focused on kindergarten through eighth grade, we will seek to serve a population that closely represents the diversity of the

county with a goal of providing parents with educational options that are currently not available in Pitt County. Our research also shows a fairly robust homeschool population of 1,206 in 2011 that will be targeted for enrollment. In addition, the closing of the Kinston Charter Academy has displaced over 200 students with some parents responding to the survey requesting additional information. Other surrounding counties (Beaufort and Lenoir) have parents who have expressed interest in an educational option that focused on cultural arts, physical activity, technology integration and world language. (see selected survey results in Appendix A)

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

Our projected enrollment for Year 1 is 216 students in Grades K-5 with the school reaching its maximum enrollment of 468 students in Year 5 and continuing with 468 students in Grades K-8 in subsequent years. This represents a 3.8% ADM impact on the Pitt County Schools K-8 enrollment, currently. With Pitt County's projected growth in elementary age students, young professional families who will be seeking options for their child(ren)s education, interest from surrounding counties, and a growing homeschool population, Ignite Innovation Academy Pitt expects a less than 2% impact on the ADM of the local LEA - Pitt County Public Schools.

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

As we began to envision the Ignite Innovation Academy model, our focus is on serving rural North Carolina students through an innovative blended learning model that allows the students and teachers to take ownership of the teaching and learning process through personalized and customized application of knowledge. Students will spend roughly 65% of their time with face-to-face teachers and 35% their time with digital content. Ignite Innovation Academy - Pitt will work to ensure age appropriate usage of technology in terms of time on computers.

Recent studies nationally indicate that blended learning models show the most promise in providing personalized and differentiated instruction that helps to connect students to real-world application of their knowledge; thus the students become much more engaged in their learning. The Ignite Innovation Academy - Pitt will utilize a sound core curriculum (Core Knowledge) for Science, Math, English/Language Arts, Social Studies and Creative/Visual Arts. We will also embed a robust leadership curriculum with a strong foundation of leadership and character enrichment. Two additional components to our model provide for a once a week hands-on field 'lab' experience in Science through a partnership with A Time for Science. Our goal is to ensure relevance and application of knowledge by having students 'apply' learning to real-world science projects. In addition students will engage in physical/emotional fitness opportunities that align with our school's mission. Throughout their learning journey here, Ignite Innovation Academy - Pitt will provide students study in leadership theories, give them the opportunity to participate in leadership projects within the school and surrounding community, and demonstrate their understanding of leadership concepts through demonstration of competencies

(projects, solutions, etc.). We believe that this merging of curricula will not only close achievement gaps and help keep students engaged in authentic learning experiences, but provide responsible and resilient students who are prepared for high school and post-secondary .

The blended learning model will also differentiate the school from the local LEA. Within each subject, small groups of students will rotate on a customized schedule throughout different face-to-face as well as digital learning strategies, at least one of which is a technology-facilitated learning environment using personal digital devices. The idea behind this method is to support the face-to-face instruction with the digital content & curriculum for pacing, differentiation, and remediation in order to promote stronger learning outcomes.

The school has chosen to deploy the Individual-Rotation model because we believe that for below-grade-level students. Teachers need to be able to personalize instruction for each student in order to get him/her back on track. The blended model allows teachers to customize the learning pathway for students on a week-by-week basis. The Individual-Rotation model preserves and strengthens the critical role of the teachers in students learning. The goal is to use the digital resources, including content and facilitators, to support the face-to-face teachers. Instead of working in silos, with each classroom relatively independent from outside help, this new model wraps the classroom and teacher in a strong scaffolding of support. The Executive Director along with a trained core of master teachers will assist in evaluation of the blended learning strategies. This team will coach teachers on how and where to intersect and intervene to make the experience more meaningful for students. A robust data system will monitor results on a day-by-day basis, and the team will continually analyze data to measure the effectiveness of daily teaching and learning strategies.

4. *In the appendices (Appendix A), you must 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. (Please 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.*

The purpose of Ignite Innovation Academy - Pitt is to foster a passion for learning in all students, teachers and administrators by providing an engaging learning environment that blends the best of face-to-face teaching with the power of technology in order to enrich the lives of our students and empower them to be ready for success in high school and beyond. We expect to fulfill this purpose by meeting the six legislated purposes of a North Carolina Charter School as outlined below.

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

When teachers have opportunities for collaborative inquiry and the learning related to it, they were able to develop and share a body of wisdom gleaned from their experience. A professional learning community will be established to allow teachers to collaborate with all stakeholders in defining and reshaping learning for each student.

2. Hold schools accountable for meeting measurable student achievement results.

A system for accountability will exist for each stakeholder in the school community to include teachers, administrators, students, parents and the community. Ignite Innovation Academy - Pitt will utilize research-validated assessment tools to identify student success factors and address gaps as needed before students reach high school. We will also actively monitor the school learning environment through the use of satisfaction surveys, classroom walk-throughs, formal employee evaluations, student performance data and student feedback. Semiannual parent, student, and staff surveys are designed to allow the parents, students, teachers and administrators the opportunity to provide feedback on the school academic environment and school culture.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Currently there are no charter schools in Pitt County, and options for students are limited in terms of education. Our commitment to smaller class sizes, innovative teaching/learning strategies enhanced with technology, competency-based assessment, and a robust leadership focus will provide parents with effective options for their children.

4. Improving student learning.

Pitt County Public Schools' 2012-13 proficiency composite is 38.8%. Performance-based accountability will be ingrained within the School's model to improve current proficiency gaps in Common Core standards implementation. Through performance-based accountability, smaller class sizes, innovative teaching/learning strategies, and a focus on individual student learning plans, our school will work to improve student learning with a goal to match the state proficiency and growth standards. Our school goal is 85% proficiency in 5 years.

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

The benefits of blended learning are its unique abilities to provide students with enriched learning experiences, to extend learning beyond the school day, and to support more successful differentiated teaching strategies that personalize the student's educational experiences. This will allow teachers to focus on any at-risk populations while extending the learning of more gifted students.

6. Encourage the use of different and innovative teaching methods.

Our core instructional model will be a blend of problem/project-based learning strategies, digital technologies, competency-based teaching and assessment strategies and leadership development. We will encourage teachers to use these strategies in order to build a passion for learning within their students. By supporting effective face-to-face instructional strategies with technology, teachers will be empowered to use one-on-one coaching, mentoring, and/or tutoring techniques as well as hands-on group projects and peer learning strategies.

Goals for the Proposed Charter School:

- 1. 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. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

In order to assure our students gain a passion for learning and leave our school prepared for the challenges of high school and a global economy, we are setting rigorous performance goals and will implement sound assessment and evaluation measures to ensure these goals are met.

By the end of Year 1, 60% of students will achieve proficiency on the NC READY Accountability model.

By the end of Year 2, 65% of students will achieve proficiency on the NC READY Accountability model.

By the end of Year 3, 70% of students will achieve proficiency on the NC READY Accountability model.

By the end of Year 4, 75% of students will achieve proficiency on the NC READY Accountability model.

By the end of Year 5, 85% of students will achieve proficiency on the NC READY Accountability model.

Additional goals for our school include:

- 90% of all eight graders will meet and/or exceed national averages on the PARCC College and Career Readiness Assessments by Year 5.

- 95% of all students will demonstrate digital proficiency through projects, portfolios, service-based learning and teacher evaluations by Year 5.

We will adhere to the same accountability measures, administer the same state assessments and follow the same proficiency measures as all public charter schools in North Carolina. In addition, Ignite Innovation Academy - Pitt will implement the Northwest Evaluation Association (NWEA) Measures for Academic Program (MAP) assessments which will provide detailed, actionable data about where each child is on their unique learning path. MAP assessments will also help us pinpoint to the goal-strand level where our students are ready to advance, and where they need help. These assessments combined with quality curriculum and instruction will improve student achievement and maintain a high level of accountability.

The Executive Director will report quarterly to the Board all student progress towards the school's accountability goals along with any necessary interventions that are occurring to close gaps in student proficiency and mastery. The Board along with the Executive Director will publish school progress annually along with any plans of action for addressing any proficiency, growth, and mastery gaps.

2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The Ignite Innovation Academy - Pitt Board of Directors will hold the school accountable in terms of positive academic results, student growth and satisfaction, fiscal and organizational health, teacher growth and parent/community support. We will use several metrics to gauge the progress towards achieving and sustaining our mission.

Accountability measures such as the NC READY Annual Measurable Objectives (AMO) will provide insight for State and Federal accountability requirements. However, Ignite Innovation Academy - Pitt wishes to use these strictly as baseline indicators of success. The school will utilize the International Association of K-12 Online Learning's (iNACOL) Outcomes-Based Performance Metrics that were released in October 2012 for better quality assurance. Our outcomes-based quality assurance frameworks will include transparent data collection of multiple measures including:

- ** Proficiency
- ** Individual student growth
- ** High school, college and career readiness as measured by the Partnership for Assessment of Career and College Readiness (PARCC)
- ** Closing the achievement gap
- ** Fidelity to a students academic goals

These present a holistic set of metrics creating and implementing outcomes-based performance measures for blended learning schools. On-going assessment and feedback captured through digital tools as part of the blended learning design will provide teachers, administrators, and stakeholders real-time data of student performance. Pre and post assessments will provide insight into student growth and will allow the school to address areas at the individual student level.

Organizational health will be measured through student attendance data, parent satisfaction survey results, student satisfaction surveys, teacher surveys and a comprehensive review of the overall performance of Ignite Innovation Academy - Pitt. Financial health will be measured by the status of the schools fund balance, ability to gain additional funding through grants/investments, and an annual financial audit. The status of the schools performance will remain transparent to all stakeholders.

We anticipate implementing the Partners for Assessment of Career and College Readiness (PARCC) program to help our middle school students improve weak areas and polish strong ones as they enter high school and prepare for post-secondary education and potential careers. The use of the PARCC Assessment will provide students, educators, policymakers and the public with the tools needed to identify whether our students from grade 3 through eighth grade are on track for post-secondary success and, critically, where gaps may exist and how they can be addressed well before students enter high school.

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 will 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.

The core values of Ignite Innovation Academy - Pitt promote culture of resiliency that focuses on mitigating risk factors that may hinder academic and social growth. The six key tenets of our values are:

1. Increase bonding or connectedness where learners, parents, staff, and the community are responsible, involved partners in the educational process and achievement of all children.
2. Set and communicate high and realistic expectations for academics and character that are fostered in interest-based and service-based learning opportunities.
3. Teach life skills such as critical thinking, conflict resolution, teamwork, etc. in order to help students navigate their learning environments.
4. Provide opportunities for meaningful participation through project-based learning, service projects, and some ownership of their learning.
5. Set clear goals and boundaries in order to ensure accountability and fairness.
6. Provide care and support through a caring relationship structure between all stakeholders.

The instructional approach will be a blend of traditional face-to-face instruction supported by digital learning content and strategies using the Core Knowledge curriculum as our core content. This approach will promote academic discovery, self-reflection, project-based learning and personalization. A core team of education stakeholders will work to set goals and design a personalized learning plan for each student that aligns with NC Essential Skills, Common Core and allows for integration of personal student interests. Drawing upon research from Miliband (2004) (See Appendix T), there are five components of personalized learning, including the following:

1. Assessment phase - Teacher and students work together to identify strengths and weaknesses.
2. Teaching and learning phase - Teachers and students select learning strategies.
3. Curriculum choice phase - Teacher aligns the curriculum options to standards, creating a pathway for student voice.
4. Radical departure from typical education models phase - Built on student progress, this phase provides teachers the flexibility to choose their own

teaching strategies.

5. Education beyond the classroom - Using social and community connections, students personalize their surroundings (with the help of the teacher) to create their ideal learning environment.

Ignite Innovation Academy will also integrate a competency-based education (mastery) model for assessment. The key components of this model are:

1. Students progress at own pace.
 - a. Transparent system for tracking and reporting progress
 - b. Flexible, learner-centric use of time, often beyond standard school day and year
 - c. Explicit methods for providing additional support or opportunities for learning (tutoring, mentoring)
2. Promotion is not only based upon proficiency, but also upon demonstration of mastery of a comprehensive list of competencies.
 - a. Courses designed around set of competencies aligned with Common Core and NC Essential Skills
 - b. "Credit" awarded upon mastery of competencies associated with course or smaller module, based on summative assessments
3. Teachers skilled at facilitating differentiated learning environments.
 - a. Frequent formative assessments provide real-time feedback to students and teachers on progress toward competencies and goals.
 - b. Use of multiple teaching strategies (face-to-face and technology-facilitated) based on age appropriateness that cater to the needs of each student

K-5 Curriculum and Instructional Design:

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

We will design a teaching and learning ecosystem that integrates the six tenets of the Resiliency Wheel (see Appendix T-2) in order to mitigate risk of student failure and focus on supporting students in their learning success. The Ignite Innovation Academy Pitt will adhere to an 18:1 student-teacher ratio and provide instruction in a technology enhanced (blended) learning environment. Blended learning is the combining of the best of face-to-face teaching with the support of digital content/delivery that allows some element of student control over time, place, path, and/or pace. Elementary instruction will adopt the "rotation" model. The common feature in the rotation model is that, within a given course, students rotate on a fixed schedule between traditional face-to-face teaching, digital content engagement through the use of computers, and project-based learning teams. The model may differ based upon age appropriateness and each child's skill level with technology. The typical ratio of teacher-led instruction to digital instruction is 70:30. We will consistently assess: 1) what the appropriate amount of computer time is for primary aged students; 2) how to best support teachers in the blended learning environment; 3) whether to integrate the digital learning with class instruction or to maintain a parallel track where the digital adaptive learning is separate from in-class instruction; and 4) how best to maximize the role of the technology as students move into the upper elementary grades.

Students will typically encounter a 7:45AM - 4:00PM school day with a modified block schedule built around reading, writing, math, and science. The core areas will be augmented with world language and cultures, physical education, arts, leadership development, and critical thinking concepts. Depending on the subject area, teachers will employ instructional strategies that include such as teacher-led instruction, small group or self-paced work, and digital learning. The result is a rotational, blended classroom model, where students will have the ability to cycle through different in-person and digital instructional stations over the class period. Again, the model may differ based upon age appropriateness and each child's skill level with technology.

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 the elementary division the school would ultimately serve.*
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

Our school will implement the Core Knowledge Sequence K-8 curriculum that aligns to the NC Essential Standards, Common Core, and assures students have greater reading comprehension, the ability to think critically and solve problems, while promoting even higher test scores. In a 2004 research study of the Core Knowledge curriculum, results indicated based on the available data and subsequent analysis, there appears to be a strong relationship between student performance and the Core Knowledge curriculum. Schools that implemented the Core Knowledge curriculum consistently exceeded the national averages across six content areas, regardless of the ethnic profile, economic profile, or school size. The 2004 Wahlberg study in North Carolina also concluded that results show that students in Core Knowledge schools outperformed those in other schools in eight of the ten instances (two subjects and five grades)- specifically as it related to previous achievement, poverty, and racial/ethnic status. This core curriculum provides a research validated 'base' to build a resilient student upon.

Digital content from proven providers such as DreamBox Learning, Edgenuity, and Khan Academy will be utilized so our teachers will be able to augment and supplement the rotation and flex models with high quality content and assessments. Ignite Innovation Academy-Pitt will assure that all digital curriculum will be a North Carolina and Common Core standards aligned in our flex and rotation delivery models. The teachers will combine digital content with proven blended classroom strategies, sophisticated assessment data, and add a personalized approach to learning that's tailored to each students unique needs.

3. *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.*

Critical to the school's success will be teachers who are skilled in the art of blended learning instruction. Teachers will learn how to utilize technology and digital resources effectively to support face-to-face instruction, thus maximizing the opportunity for personalized and competency-based learning for students. This will allow the teacher more

flexibility in providing mentoring, tutoring and coaching for students who may need additional assistance, while providing opportunities for students to accelerate as needed.

Research supporting personalization of learning includes Bloom's classic 2 sigma learning studies, in which students who were tutored in a 1-to-1 ratio achieved two standard deviations above students who learned in a traditional school setting of a 30-to-1, student-to-teacher ratio (Bloom, 1984). The implications of the 2 sigma learning studies push educators to think about the shifting role of the traditional teacher from provider of knowledge to a group of students to a tutor of each and every student, offering personalized learning to each learner based on his/her mastery learning trajectory.

Without personalization there is a gap between the individual student, his or her learning, and the support they need to succeed in a way that makes sense to his/her interests. Personalization allows students to take ownership of their learning, giving them the opportunity to feel valued, motivated, in control. It also changes the dynamic between the teacher and the student.

In addition, the instructional staff will be trained on competency-based learning so that instructional methods and assessments support each student's mastery of knowledge and skills.

1. Students advance upon demonstrated mastery.
2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive rapid, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

In a competency-based education system, students understand learning objectives and also know what they must "know and show" to be proficient. If a student does not demonstrate adequate proficiency to advance, they must be provided with the appropriate instructional supports and interventions that help them fill the gaps in their knowledge and skills.

When these types of practices and policies are in place, schools can more easily connect Common Core State Standards and other standards to the competencies that students need to be successful in the global innovation age; leverage community partnerships and digital learning experiences to expand student knowledge and skills; and award credit based on performance assessments and demonstrated mastery of the competencies.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school year will consist of a minimum of 1,025 instructional hours in

order to better align to a mastery-based model that allows teaching and learning to adjust pace as necessary for learners. With the implementation of blended learning, students will be able to demonstrate mastery (and proficiency) at differing rates which does not fit into a time-based system of 185 instructional days. We will work to adopt a traditional calendar that aligns with the Pitt County Schools calendar in order to accommodate teacher/parent schedules. This will allow for 14 teacher workdays. There will be at least 5 days of teacher workdays at the beginning for preparation and professional development and 5 days at the end of each school year for grading, professional development, and close-out. However, courses will be designed and assessed through mastery. If students demonstrate master prior to 1,025 hours, content will be adapted to allow them to move onto more difficult (extension) content. It is our hope that the State of NC will look to waiver a time-based system in order to allow a true competency-based model to exist in our school. Our proposed calendar provide for 1,098 hours of instruction with our typical school day being 7:45am-4:00pm. This allows for flexibility for students who master content quicker and for students who may need additional time to master concepts.

6-8 Curriculum and Instructional Design:

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

Students entering the Ignite Innovation Academy - Pitt middle school classrooms will be prepared for a much more open blended learning structure that helps students assume even more responsibility for their learning with the guidance of well-trained and high performing teachers. Student-teacher ratios will continue at 18:1 for middle school students in order to provide continuity of support structures. Middle school instruction will revolve around the "flex" model of blended learning in which a digital content platform will deliver up to 75% face to face instruction and up to 25% of the instruction in a 'flipped classroom' model.

A heavy focus on project-based learning will help connect learning to 'real-world' application of knowledge which is a critical part of the Resiliency model. This aims to provide a more integrated learning experience that breaks down strict subject boundaries. To achieve this Ignite Innovation Academy - Pitt will design six learning areas. These six areas lie at the heart of the leadership integration and project-based learning focus of our school:

- * Communicating with others
- * Discovering through technology (blended learning)
- * Understanding the world (global awareness)
- * Transforming my community
- * Enterprising and creative behavior
- * Leading healthy lifestyles

Designing competency-based learning is critical to ensuring 21st century, relevant learning for middle school students. Teachers will align the Core Knowledge curriculum, NC Essential Standards and Common Core to design learning experiences that are driven by a core project that focuses on a particular area of learning. These are guided by both a driving question and final product. For example, the driving question for a 7th grade project on

Leading healthy lifestyles may be, How can I make my community healthier? and the final product may be a local health campaign. Over the course of their middle school years, students will complete a core project connected to each area of learning.

Electives, advanced world languages (Mandarin, Arabic, Japanese), and an Honors program will be integrated into the middle school curriculum to allow for additional course choice for students. Students wishing to take online courses through the North Carolina Virtual Public School to supplement/extend their learning may do so at the approval of both the guidance counselor and parent(s). Teachers will serve as facilitators and coaches to help adapt and augment learning as needed for both at-risk and gifted students.

Upon exiting middle school, students will be better prepared to succeed in high school and post-secondary education.

Provide a synopsis of the planned curriculum, including:

1. **One** sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.
2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

Our school will implement the Core Knowledge Sequence K-8 curriculum that aligns to the NC Essential Standards, Common Core, and assures students have greater reading comprehension, the ability to think critically and solve problems, while promoting even higher test scores. In a 2004 research study of the Core Knowledge curriculum results indicated based on the available data and subsequent analysis, there appears to be a strong relationship between student performance and the Core Knowledge curriculum. Schools that implemented the Core Knowledge curriculum consistently exceeded the national averages across six content areas, regardless of the ethnic profile, economic profile, or school size. The 2004 Wahlberg study (see Appendix T-1) in North Carolina also concluded that results show that students in Core Knowledge schools outperformed those in other schools in eight of the ten instances (two subjects and five grades)- specifically as it related to previous achievement, poverty, and racial/ethnic status. This core curriculum provides a research validated 'base' to build a resilient student upon.

Digital content from proven providers such as DreamBox Learning, Edgenuity, and Khan Academy will be utilized so our teachers will be able to augment and supplement the 'flipped classroom' model with high quality content and assessments. Ignite Innovation Academy-Pitt will assure that all digital curriculum will be a North Carolina and Common Core standards aligned in our flex and rotation delivery models. The online components will support our teachers with proven blended classroom protocols, sophisticated assessment data, and add a personalized approach to learning that's tailored to each students unique needs.

3. 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.

Critical to the school's success will be teachers who are skilled in the art of blended learning instruction. Teachers will learn how to utilize technology and digital resources effectively to support face-to-face instruction, thus maximizing the opportunity for personalized and competency-based learning for students. This will allow the teacher more flexibility in providing mentoring, tutoring and coaching for students who may need additional assistance, while providing opportunities for students to accelerate as needed.

Research supporting personalization of learning includes Bloom's classic 2 sigma learning studies, in which students who were tutored in a 1-to-1 ratio achieved two standard deviations above students who learned in a traditional school setting of a 30-to-1, student-to-teacher ratio (Bloom, 1984). The implications of the 2 sigma learning studies push educators to think about the shifting role of the traditional teacher from provider of knowledge to a group of students to a tutor of each and every student, offering personalized learning to each learner based on his/her mastery learning trajectory.

Without personalization there is a gap between the individual student, his or her learning, and the support they need to succeed in a way that makes sense to his/her interests. Personalization allows students to take ownership of their learning, giving them the opportunity to feel valued, motivated, in control. It also changes the dynamic between the teacher and the student.

In addition, the instructional staff will be trained on competency-based learning so that instructional methods and assessments support each student's mastery of knowledge and skills.

1. Students advance upon demonstrated mastery.
2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive rapid, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

In a competency-based education system, students understand learning objectives and also know what they must "know and show" to be proficient. If a student does not demonstrate adequate proficiency to advance, they must be provided with the appropriate instructional supports and interventions that help them fill the gaps in their knowledge and skills.

When these types of practices and policies are in place, schools can more easily connect Common Core State Standards and other standards to the competencies that students need to be successful in the global innovation age; leverage community partnerships and digital learning experiences to expand student knowledge and skills; and award credit based on performance assessments and demonstrated mastery of the competencies.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025*

hours).

5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school year will consist of a minimum of 1,025 instructional hours in order to better align to a mastery-based model that allows teaching and learning to adjust pace as necessary for learners. With the implementation of blended learning, students will be able to demonstrate mastery (and proficiency) at differing rates which does not fit into a time-based system of 185 instructional days. We will work to adopt a traditional calendar that aligns with the Pitt County Schools calendar in order to accommodate teacher/parent schedules. This will allow for 14 teacher workdays. There will be at least 5 days of teacher workdays at the beginning for preparation and professional development and 5 days at the end of each school year for grading, professional development, and close-out. However, courses will be designed and assessed through mastery. If students demonstrate master prior to 1,025 hours, content will be adapted to allow them to move onto more difficult (extension) content. It is our hope that the State of NC will look to waiver a time-based system in order to allow a true competency-based model to exist in our school. Our proposed calendar provide for 1,098 hours of instruction with our typical school day being 7:45am-4:00pm. This allows for flexibility for students who master content quicker and for students who may need additional time to master concepts.

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.*

Ignite Innovation Academy - Pitt will identify and monitor the progress of students in need of expanded learning opportunities and remedial assistance, including the at-risk population. This monitoring will come through the establishment of a personalized learning plan developed by teachers, counselors, and with student input. The personalized learning plan will be tailored for each student. The use of digital tools will allow instant feedback on student progress/growth as it relates to the plan. The school's personalized learning framework is designed to address the learning needs of all students through progress monitoring, data analysis, support and intervention. The School will utilize a process based on the student's response to scientific, research-based intervention tools, consistent with the comprehensive evaluation procedures. The personalized learning model provides high quality instruction and intervention matched to student needs, using teacher dashboards and instant assessment data to inform instructional decisions. Using an RtI approach, our school will integrate the systematic use of assessment data to most efficiently allocate resources in order to improve learning levels, address learning gaps and remediate as necessary. Critical to the success of our intervention will be the deliberate use of digital tools that allow students multiple pathways to mastery and proficiency. Initial pre-assessments are used to identify students who need additional learning opportunities and academic interventions in order to

achieve required benchmarks. After the initial pre-assessment, those students who are identified as low-performing or possess skill gaps will receive customized intervention in accordance with their personalized learning plan. These interventions will include additional time with the teacher for tutoring, mentoring and remediation.

This is also in accordance with the Response to Instruction requirement of Individuals with Disabilities in Education Act 2004, which requires our school to identify whether appropriate instruction in reading has offered through the use of North Carolina Standard Course of Study (NCSCS).

The Schools intervention and personalized learning model will prepare struggling learners to prepare for the North Carolina End-of Grade (EOG) Tests which are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the Common Core and NC Essential Standards.

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

The mission of Ignite Innovation Academy - Pitt's ELL program is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. Thus, ELL students will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home. If students are ELL students, they will be scheduled to be administered four subtests (listening, speaking, reading, writing) of the State-identified English language proficiency test (ELP) within thirty (30) calendar days of enrollment and the parent must be notified. If a student is tested on the State-identified English language proficiency test and it is determined that the student is limited English proficient, the school will equip them with targeted instructional support necessary for their academic success. We will use a structured English immersion methodology to fulfill this goal. This method excludes the use of a native language in learning English, and concentrates on listening to English conversations and texts and later speaking in English. This strategy has been shown to demonstrate the best results with English language learners. In addition, our blended learning framework will provide digital applications (apps) for ELL, which is a series of literacy and productivity tools for English Language Learners to help increase grammar skills and fluency. This model will provide opportunities for students to gain confidence in critical literacy skills. Thus we will be teaching a second language in which the regular school curriculum is taught through the medium of the native language. The second language (English in this case) is the vehicle for content instruction not the subject of instruction. Therefore, as students are "immersed" in the second language (the medium of instruction), they become fluent speakers of the language at an early age and can more quickly be exited from the ELL

program. While students are going through the immersion process, they will be assessed annually for English proficiency in the five domains of speaking, listening, reading, writing, and comprehension. Students who become proficient will be exited while non-proficient students will continue in the immersion process until proficiency has been attained.

In the past fifteen to twenty years, U.S. researchers found that students in ELL immersion programs had higher academic achievement. By the upper elementary, or in some cases early secondary grades, English learners from different ethnic backgrounds, language backgrounds, socioeconomic levels, and developmental profiles performed at least as well as same background peers being schooled in English only. Additional research in language immersion strategies points to higher grade point averages and increased enrollment in post-secondary education for Latino student groups, compared to Latino peers participating in other types of educational programs such as transitional bilingual education and various forms of English-medium education.

For parents whose English proficiency is also limited, we will make sure that all school information is translated using a document service company or a staff member fluent in a particular language. The School will actively recruit staff members that are native speakers or fluent in the prevalent non- English languages of our student population.

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.*

The School will provide a Free and Appropriate Public Education (FAPE) to those that are identified as Academically/Intellectually Gifted (AIG). The School ensures that student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services. The School will ensure all identification, testing, parental involvement, and procedural safeguard requirements are followed in accordance with the North Carolina AIG Program.

While the key to the success of all of our students is the consistent monitoring of the Personalized Learning Plan, the school will also follow a detailed three step process for student identification that will recognize students who may need differentiated services:

- * Step 1: Student search, teacher recommendation and data collection
- * Step 2: Academically and Intellectually Gifted Program Team review and recognition of needs.
- * Step 3: Placement in appropriate service options that match identified needs.

Identification Procedure

The School ensures consistency in implementation of referral and

identification

processes. The Schools procedure will provide equal opportunity for all students

using the following:

- * Multiple criteria for decision-making including informal assessment such as benchmark assessments, state assessments, end of course and end of grade assessments
- * Assessments that go beyond a narrowed conception of giftedness
- * Reliable instruments/strategies for assessing giftedness,
- * Appropriate instruments to be used with underserved populations, and
- * Data which provide relevant information for instructional decision-making rather than labeling

All data obtained will become part of the student's Personalized Learning Plan folder and will

be used throughout the process to determine appropriate services. Students who have been identified and qualify for AIG will each have a Personalized Learning Plan that is dynamic and constantly updated as necessary; and which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved. The Schools Gifted Curriculum

objectives are focused on developing cognitive, learning, research and reference, digital citizenship and critical thinking skills at each grade level, using differentiated learning structures (face to face and digital content supplements), in one or more of the following content areas: mathematics, science, language arts, social studies, world language, fine arts and vocational/technical education which are aligned to the North Carolina AIG Program. Development of the Personalized Learning Plan process will build parent/school relationships, provide a forum for discussing student needs beyond the general curriculum, facilitate changes in instruction and classes, and determine appropriate service options. The Personal Learning Plan will be consistently monitored in conjunction with student performance. This combination will track student growth and mastery by using EOG and EOC tests, portfolio assessments, expert reviews of products, off grade level assessments, performance assessments, attitudinal surveys, real-world project behavior and leadership capacity, as well as writing samples throughout the year to determine if a goal has been met.

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), 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.*
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.*
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)*

Ignite Innovation Academy-Pitt (Ignite) will utilize Comprehensive Exceptional Children Accountability System (CECAS) to identify and monitor students who may be eligible for special education services. We will also review all records received from prior schools and will request that all records be sent in a timely manner to avoid any delay in services. Ignite will also use parent information to help determine if a newly enrolled student has been previously found to be eligible for special education services or is protected under Section 504 of the Rehabilitation Act.

A special education assistance team (team) will be created to include, but not limited to, the classroom teacher, administrator, EC teacher(s), support personnel, and parent(s). This team will use a un-biased, confidential approach to review and evaluate the needs of specific students who are not demonstrating success in their current educational program. The team will set goals and recommend interventions and these proposed interventions will be implemented for a specified period of time. When documented interventions prove insufficient to enable a student to progress academically and/or behaviorally in the general education classroom and a disability is suspected, the assistance team will have the right and responsibility to refer that student for a special education evaluation. An official referral form will be used for this. After obtaining parent permission for testing, evaluation will be conducted to determine 1) if the child has a disability that requires the provision of special education and related services, 2) what are the child's specific educational needs, and 3) what special education and related services are then appropriate for addressing the specific needs. The initial evaluation of the child will be "full and individual." The evaluation will access the child in all areas related to the child's suspected disability.

1. Ignite will be enrolling students with disabilities from other schools in NC, both school districts and charter schools. Ignite recognizes the importance of obtaining the special education records from the previous school system as soon as possible to ensure that Ignite does not find itself out of compliance with implementing a current IEP for each eligible student by the time the school year begins. The IDEA requires that a receiving school/LEA within the State provide comparable services to the current IEP until such time as the IEP Team may meet to make revisions. If a student comes from out of state, comparable services will be provided until eligibility is determined based on the State and school/LEA requirements and, if the student is eligible, the IEP Team can meet to develop a new IEP. Efforts to obtain records in a timely way will include: phone calls to the

sending school or district, mailed or faxed requests for records, or even a visit to the local school holding the records.

2. Ignite will create a two-tier process for maintaining special education and/or Section 504 records. The primary file will be kept with the main service provider. It will contain the essential compliance documents and current IEP such as access logs, early intervention documentation, referral form, initial consent to evaluate/consent for reevaluation, multidisciplinary team report (eligibility determination), current IEP info, initial permission for placement, and current written notices and meeting notices. At the end of the school year, the old IEP and written notices will be sent to the Executive Director's office or another secure office to be filed in the secondary file. The secondary file may contain: parent correspondence, written notices over one year old, outdated IEPs, test protocols, annual review minutes, student work samples, written correspondence, discipline notes, three-year evaluation documentation.

3. To ensure record compliance, Ignite will utilize CECAS as a tool for monitoring students with Individual Education Progra

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.*
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).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

The Schools admission policy welcomes and encourages the enrollment of students of all learning profiles in order to ensure all students receive a Free and Appropriate Public Education (FAPE). The schools marketing strategy and materials will include a complete explanation that the school is a "tuition-free" public charter school that welcomes students with "exceptionalities," "disabilities," and "limited English proficiency." At the heart of our personalized, blended learning design is the use of Goalbook, (see Appendix T-4) a user-friendly website with adaptable Common Core/UDL IEP goals tied to strategies and interventions. The tool helps teachers analyze real-time data and empowers teachers to adapt instruction to special populations using research-based strategies. Each students strengths and weaknesses and cumulative progress in attaining a year's worth of learning or more at a specific grade level is tracked and reviewed with parents and students within the application. The School will use the Personalized Learning Plan design that includes analyzing data, sharing this data with parents and students and then planning for progress leading to the success of each student.

The School will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment. The School will utilize a service delivery model of inclusion for exceptional children in order to support them in the least restrictive environment.

The School believes that it is imperative that each student has the opportunity to learn and grow within their community so that they will be

productive citizens upon graduation from the school. The School will contract or implement a research-based technology approach, with the necessary support personnel to provide related services, including, Vision, Speech and Language services, Occupational Therapy and Physical Therapy as required by the students IEP. In providing for the educational needs of the exceptional student, the Executive Director, exceptional children teacher and the core teacher will utilize the regular school facilities, which can be adapted to meet the needs of exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA. The IEP Team will determine the least restrictive environment and proper placement within the full continuum of services offered for students with special needs.

Appropriately licensed teachers will serve students meeting the eligibility criteria for special education in our educational program, as specified in the students Individualized Education Program (IEP). Based on the enrollment of exceptional children, Ignite will hire and train the appropriate number of teachers/para-professionals, to ensure adherence to the Federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being implemented. The School will also participate in the necessary training provided for data systems, compliance, reporting, and implementation of necessary exceptional children services.

The School will develop and monitor an annual strategic plan for exceptional children services that includes (1) how students are identified and evaluated for exceptionalities, (2) the procedures for developing and implementing IEPs, (3) how students with exceptionalities will be integrated in the school's instruction and culture, and (4) specific procedures and expectations for including parents and other stakeholders in the process of delivering special services. Further, the Director of Counseling's lead responsibilities will include assembling and coordinating IEP activities through the use of Goalbook, coordinating staff professional development regarding the delivery of special services, encouraging the participation of stakeholders such as regular education teachers, parents, and administrators in decisions about a student's exceptionality, ensuring a strong support network for each student.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
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.*
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.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

Ignite Innovation Academy - Pitt (Ignite) student performance standards are aligned and guided by the Common Core State and North Carolina Essential Standards. Students are expected to meet those standards for promotion to the next grade. Individual Education Plans may outline different goals for students with special needs. In addition, personal goals identified in the student's personalized learning plan will be monitored for completion/mastery.

We will reach the following student achievement objectives through implementation of a rigorous curriculum; the use of data including data from formative assessments and regular observational data to inform instruction; an intentional professional development program designed to help teachers become the best they can be; and creation of a school culture that provides a safe and nurturing learning environment in which to build resiliency.

By the end of Year 1, 60% of students will achieve proficiency on the NC READY Accountability model.

By the end of Year 2, 65% of students will achieve proficiency on the NC READY Accountability model.

By the end of Year 3, 70% of students achieve proficiency on the NC READY Accountability model.

By the end of Year 4, 75% of students achieve proficiency on the NC READY Accountability model.

By the end of Year 5, 85% of students will achieve proficiency on the NC READY Accountability model.

With Ignite being a blended learning school there will be an additional focus on technology. Ignite students will be assessed early and often for technology (digital) proficiency. Students started in Grade 3 who choose to take world languages will be assessed against the American Council on the Teaching of Foreign Languages (ACTFL) K-12 Performance and Proficiency Guidelines. In addition:

- 90% of all Ignite eight graders will meet and/or exceed national averages on the PARCC College and Career Readiness Assessments.

- 95% of all Ignite students will demonstrate digital proficiency through projects, portfolios, service-based learning and teacher evaluations.

The fundamental basis of our grading and promotion system is based in demonstrating competency (mastery) within the content areas. We believe students need to demonstrate they've mastered their coursework before moving on to the next level or grade. Rather than a traditional A-F grading system, Ignite utilizes an M and I system. "M" represents course mastery (76% or above). "I" represents Incomplete mastery (75% or less). This system enables the school to hold students to high expectations and ensure all students have a solid academic foundation as they progress in their coursework.

The Ignite school year is divided into four nine-week report periods. Each report period grade is its own independent, non-cumulative grade. At the

end of the year, a cumulative grade is determined. The cumulative grade determines M/I status for course credit and is reported on the students transcript. Any and all courses that result in a cumulative semester grade below 76% must be recovered in summer school. In addition, Ignite students will be required to take the annual End-of-Grade (EOG) tests in Reading, Math and Science to measure progress towards Annual Measurable Objectives (AMOs). Students who do not demonstrate the State required combined composite will be required to attend remediation and will be retested as needed. Modifications will be used in the classroom to meet each student's needs. In regard to students with special needs, they will be promoted to the next grade level according to their Individual Education Plan.

Ignite's exit standards follow Future-Ready Core requirements for students exiting eight grade. Special needs students will be included in ongoing conferences to build an appropriate middle school plan that prepares them for high school success.

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.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

We are committed to challenging each child to develop a passion for learning that will allow them to become resilient, civic-minded leaders, prepared for secondary education and more: this is the guiding philosophy of our school discipline policy. Our implementation of a YEAH (Youth Empowered through Academics and Hope) will build out a structure to ensure that students understand the potential consequences of their actions, while still feeling cared for, empowered, and supported. Thus, the discipline policy will be naturally embedded into the culture of the school.

The YEAH program will be designed to reinforce positive behaviors through providing a reward system of 'empowerment' so problem behaviors are less likely to arise. Teachers and school staff will consistently reinforce positive behavior using strategies such as building relationships, developing classroom social contracts, recognizing positive behavior, and empowering student to take on leadership roles within their classes for such behavior. These proactive measures will establish and strengthen a positive culture at the school. We will emphasize preventing problem behaviors,

developing positive social skills and problem-solving skills, and delivering consistent consequences to address negative behaviors. We will establish clear expectations of acceptable conduct in each classroom and throughout the school. These expectations will be consistent to ensure that students understand the expectations and feel supported by their teachers.

Draft Parent-Student Handbook

Please see Appendix D for our draft Parent-Student Handbook.

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.

Governance:

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: Ignite Innovation Academy - Pitt

Mailing Address: 3201 Taberna Drive

City/State/Zip: Greenville NC 27858

Street Address: 3201 Taberna Drive

Phone: 252-292-8426

Fax:

Name of registered agent and address: Steven Hale
3201 Taberna Drive
Greenville, NC 27858

FEDERAL TAX ID: 46-2817432

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 E)
 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 initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Evelyne Del	Member	PITT	COO, Billingslea

Billingslea			Media Group
Dr. Tom Feldbush	Treasurer	PITT	(Retired) Vice Chancellor, East Carolina University
Casey Verburg	Vice-Chairman	PITT	Coordinator of Economic Development - City of Gree
La Tanya Burrus	Member	PITT	COO, R U Next? Unisex Salon
Steve Hale	Chairman	PITT	Finance Manager at Alliance One Specialty Products

Please provide the following in this location of the APPLICATION:

1. *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 Ignite Innovation Academy - Pitt (Ignite) Board of Directors will provide ultimate governance of the school. The Board will ensure that the school is fiscally sound, educationally successful, organizationally viable, and consistent with the schools mission and vision.

The Board will recruit and hire an Executive Director and all school administrators. This person will ideally hold an advanced degree with a minimum of ten years teaching experience and 2 -3 years of administrative experience at the assistant or principal level . A former principal or assistant principal who is technologically literate, understands diverse ('at-risk', ELL, and special needs) populations, and has good communication skills is ideal. The Executive Director will build consensus and ignite a passion within teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school. The Executive Director will be responsible for the overall school operation working with parents, students, support staff and teachers. The Board will receive monthly reports from the Executive Director and his/her team as to all major functions of the school.

The Ignite Board of Directors will set policy and approve all contractors/contracts that are beyond a set dollar and time amount, including any that may provide the management, curriculum, technology, personnel, and instructional services. Also, the Board of Directors will be responsible for assuring that all aspects of the financial and accountability systems fulfill the charter agreement. The Board will create ad hoc parent/community advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. This will allow parents and community members to be involved in some capacity with the Boards activities.

Upon approval by the State Board of Education, the Board will fully embrace the roles and responsibilities of

an effective school board. The founding members may recruit additional members as needed to ensure a diverse and active Board.

The Board will ensure that the school will operate on an inclusive leadership model in which teachers will play a major role in decision-making and students will have a 'voice' to help shape the school culture.

- 2. 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.*

The Ignite Innovation Academy Pitt Board of Directors (Board) will be a 5-7 member board comprised of a diverse population that resides primarily within Pitt County. The Board will be composed of educational leaders from both K-12 and university levels, economic development, parents and community members. Board members bring various backgrounds related to strong fiscal management, marketing and public relations, community involvement, policy development, operations, and experience within Pitt County classrooms. Collectively, the Board has experience in managing large scale public initiatives/agencies, curriculum development and program evaluation. The Board also insists on appointing a special 'Technology Advisory Council' (TAC) due to the technology-focus of the school. This TAC will be comprised of a student representative from East Carolina University in order to better ensure student voice, a national blended learning expert (Michael Horn) and three additional instructional technology specialists that can assist in developing sound blended learning policy and professional development.

The Board will ensure that a) Ignite is successful by setting strategic and measurable goals related to fiscal, academic and organizational health; b) the board will ensure school and school leader success by annual measurement of these goals against the schools mission; c) the board will be first and foremost responsible to the students of the school, assuring adequate support and opportunities for success. Families are aware of board meetings and advised to attend and information is available through the North Carolina Open Meeting Laws. The Board is also aware of that parents are their children's primary support and value parents' commitment and support of the mission as well as the support of the community at large.

- 3. 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?*

Ignite Innovation Academy - Pitt is an innovative approach to teaching and learning and requires a Board of Directors that understands how to ensure innovation in teaching and learning while maintaining a high level of quality and accountability. Board members were identified based upon specific skill criteria and demonstrated results related to those skill areas. Initial board members have used an extensive network of educational professionals (K-12 and higher education), economic development experience and strong personal networks to recruit a strong quality and innovation focused board of directors that understand the K-12 education, post-secondary education, economic development and community involvement.

When a vacant position occurs on the Board it is critical that a replacement

is selected quickly to provide continuity and support to the Board pursuant to the process outlined in Article II, Section 2.5, paragraph 1 of the Bylaws. The replacement should have a similar skill set to the board member he or she is to replace. Board members serve three-year terms, with the exception of the initial board members who are serving staggered terms so that no more than 1/3 of members terms shall expire in a given year. All board members are selected in compliance with the procedures contained in the Bylaws, with consideration

duly given to the Conflict of Interest policy.

4. *Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The Board of Directors will meet the 1st Tuesday of every month at 7:00 pm.

5. *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 J).*

Ignite Innovation Academy Pitt Board members will receive extensive board orientation and training through a combination of online webinars sponsored by the North Carolina Office of Charter Schools and through contracted services provided by outside vendors who are well versed in designing blended learning leadership structures and who have been carefully selected through an RFP or other vetting process. In addition, the North Carolina Public Charter School Alliance provides numerous seminars and conference opportunities for the board to engage in fiscal and compliance training.

Each board member is required to read and understand "The Elements of a High Functioning Public Charter School Board" (<http://www.ncpublicschools.org/docs/charterschools/best/governance.pdf>) as an initial orientation. Board members will be required to review/attend webinar training conducted by the Office of Charter Schools on the following topics:

Board Composition and Structure
Leading Purposeful Meetings
Strategic Goals and Accountability
Policies (Development and Oversight)
Planning and Oversight (Academics and Finances)
Executive and Governance Evaluation

This training will be completed prior to the school opening in August 2015. In addition, a yearly retreat in June will provide opportunities for Board members to continuously identify and refine professional development needs of the Board.

The Board through the Technology Advisory Committee (TAC) will work to establish an on-going professional development relationship with the International Association of K-12 Online Learning, the National Charter School Association (NACSA) and Educause to design and deliver professional development related to 'next generation learning models'. This professional development will consist of strategic planning, fiscal management, curriculum design and evaluation, teacher and leadership evaluation and quality assurance for the very model that our school will be designed to

implement.

6. *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.*

The Ignite Innovation Academy Pitt Board of Directors will operate in a manner that will serve learners well. They will adhere to high standards of behavior and performance. School board members must be at the forefront to respect the need for ethical boundaries. They must take ethical decisions and behavior seriously, removing any personal issues from their agendas in order to address student needs. After all, they set a public example for all students to learn to make ethical choices, to think critically and to believe they can make a difference through their words and actions.

Pursuant to the Boards bylaws, a Board member shall inform the Board of any direct or indirect conflict of interest with regard to any transaction contemplated by the Board. Conflicts of interest include transactions in which a member of the Board has a material financial interest, or with which the member is presently serving as a director, trustee, officer, or general partner of another party. The transaction is approved only by a vote of the majority of Board members who have no conflict of interest. There are no existing relationships that could pose actual or perceived conflicts of interest if the application is approved. We will work with any legal counsel should real or apparent conflicts of interest arise.

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

The Board of Directors will take guidance from the North Carolina School Boards Association to learn best practices and to adopt policies that will help ensure effective fiscal, educational and ethical operations of the school. Before any new policy ever gets to the Board, it is thoroughly evaluated by school administrators and matched against best practices. This process varies based on the focus, complexity, cost, and potential impact of an issue. Committees will be formed who are tasked with working out the kinks and fine tuning policy before the recommendations are made to the board. At the end of this process, if the Board doesn't feel confident that what they are doing is cost effective or beneficial to our kids, or able to best accomplish the purposes and mission of the organization, they will take steps to improve the policy or procedure to maximize learning outcomes, organizational health and mission success.

We will rely on the leadership/administration of the school to provide additional policy/procedure recommendations as necessitated by changes in operations.

8. *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.*

A Parent/Community Advisory Council will be appointed by the Board of Directors and will serve as a conduit of information between parents, the community and the Board. The role of this council will be to synthesize parent and community concerns, issues, etc. and present these to the Board prior to any official public meeting of the Board. The membership of this Council shall represent the diversity of the Pitt County community and the

Board will clearly define roles, responsibilities, and terms of members.

Due to the extensive use of technology and blended learning focus of the school, the Board will also appoint a 7-member Technology Advisory Council to assist in blended learning curriculum development, technology procurement and will guide the Board in ensuring a effective implementation and evaluation of blended learning. This TAC will be comprised of a student representative to better ensure student voice, a national blended learning expert (Michael Horn), two Ignite teachers, the school counselor, and two blended learning/instructional technology specialists that can assist in developing sound blended learning policy and professional development.

9. Discuss the school's grievance process for parents and staff members.

It is the policy of Ignite Innovation Academy - Pitt that all employees, students parents and visitors have the right to voice their complaints or grievance about matters pertaining to our school.

We recognize the meaningful value and importance of full discussion in resolving misunderstandings, preserving good relations between management and employees.

Accordingly, a formal grievance procedure should be employed to ensure that complaints receive full consideration. This procedure will detail what may be grieved, who may grieve, other remedies, informal grievances, etc.:

Our grievance process will be used as follows:

To deal with complaints and concerns pertaining to educational environment, employment arrangements or interpersonal conflicts. To resolve complaints of discrimination and religion, creed, sex, national origin, age disability, veteran status, sexual orientation or otherwise.

The procedures set forth below may be used by grievants who are employees, students, parents or visitors.

The existence of the procedure does not bar grievants from also filing claims in other forums to the extent permitted by state or federal law.

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor or the Executive Director of the school.

The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

Formal Grievance Process

Within ninety (90) days of encountering the harassment discrimination or complaint that is the subject of the grievance, a grievant shall file a written notice with the Executive Director. Grievants may use the Grievance Form, which will be available on line from the school website, or from the Executive Directors office. The written notice shall identify the nature of the complaint, the date(s) or occurrence, and the desired result and shall be signed and dated by the person filing the grievance. In the event the legal guardian or parent of a student is filing a grievance. The student

and the guardian/parent shall sign and date the grievance.

The Executive Director will immediately initiate an adequate, reliable and impartial investigation of the grievance. Each formal complaint will be investigated and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing, witnesses, and obtaining documents allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and are not to be revealed to or discussed by any participant with persons not directly involved with the complaint, with the investigation or with the decision making process. This provision does not include discussions with the governmental authorities.

Within thirty (30) business days of receiving the written notice, the Executive Director shall respond in writing to the grievant (the "response"). The responses summarize the course of the investigation; determine the validity of the grievance appropriate resolution.

If, as a result of the investigation, harassment or valid grievance is established corrective and remedial action will be taken.

Appeals

If the grievant is not satisfied with the response, the grievant may appeal in writing to the Ignite Innovation Academy - Pitt Board of Directors within thirty (30) days of the date response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response. Within fifteen (15) days from receiving the written appeal, the Board will respond in writing to the appellant as to the action to be taken.

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

Include in the 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. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. 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 H).
4. 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 I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

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

Projected Staff:

Provide, as Appendix M, 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, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The key to successful learning starts with a well-prepared, passionate and high-performing teacher. The Board and the Executive Director will take great care and pride in selecting the most qualified candidates for instructional staff.

We will utilize an extensive network of innovative teacher contacts, a strong partnership with East Carolina University's School of Education as well as leverage organizations like Teach for America to ensure we recruit quality instructional staff. Careful attention will be given to instructional staff that possess strong technology skills and will bring innovative teaching practices to our school.

All searches will be public searches conducted through local, state and national search channels. The search will identify teachers who are committed to our focus of innovation, character development and high academic achievement, and who will participate collaboratively and professionally with other staff and with parents, volunteers, and the community.

It is the commitment of the Board to hire teachers as educational leaders in the classroom who are creative, professional problem-solvers who make sound decisions based on best practices and current research and have opportunities to grow as professionals. We have high expectations of our teachers and they represent the school and connect with the students and families on a daily basis; therefore Ignite Innovation Academy - Pitt (Ignite) will provide continual opportunities for teachers to learn and

grow. At Ignite, teachers will stay current on technology, blended learning strategies, innovation educational practices and research-based theories. Teachers are also encouraged to bring creative techniques into the classroom that will help their individual students to learn; adding to a positive teacher/school connection. Every teacher must live the mission of igniting a passion in all students to achieve, grow and become resilient students.

- 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 Ignite Innovation Academy - Pitt employees will be employed by the Board. The Executive Director of the school will serve as a direct supervisor to all employees. As the Board, we will make final determination on teacher hiring and termination. The Technology Advisory Committee will provide guidance to the Board and Executive Director only on matters related to professional development, technology integration, and innovative teaching practices. NOTE: All board meetings are open to the public and employees are invited to attend and may provide direct feedback to the board of directors.

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

The Ignite Innovation Academy - Pitt Board of Directors (Board) will delegate to the Executive Director the process of effectively screening, interviewing and selecting school personnel. Each applicant will be checked against the qualifications and certifications required by the position and will have a criminal background check completed. The Executive Director will determine staff structuring and restructuring based on skill and performance to best serve the needs of students. Candidates will be presented to the Board for final hiring approval will be qualified for the position they are seeking to fill. The Board will review their qualifications and background checks before making a final hiring determination.

The Board will set policy and trust the discretion and expertise of the Executive Director and school leadership team for the initiation of teacher discipline or dismissal referral procedures. As a Board, we will deliberate and decide upon teacher dismissal recommendations presented to us by the Executive Director and school administrative team.

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

The Ignite Innovation Academy - Pitt (Ignite) will seek to use the NC State Employee's Salary Scale as a guide for salary structure, however, in order to remain competitive and hire the most qualified staff, we are proposing a 5-10% increase above the base salary of NC State Employees (instructional, paraprofessional and administrative). Ignite will seek to implement a Master Teacher concept in which an experienced teacher will work across multiple subject areas to guide/mentor teachers in blended learning strategies, differentiation, mastery-based assessment and personalized learning strategies. As enrollment grows, the Master Teacher will work to 'train the trainer' so that each grade level will have a minimum of one (1/2 time) Master Teacher who will work to sustain innovative teaching practices and sound coaching and mentoring. The Board will pay this master teacher 10-15% above base salary pay scales for NC State Employees.

Salary ranges are as follows:

- Executive Director (\$62,000 - \$65,000)
- Starting teachers (\$32,000 - \$37,800)
- Assistant/Associate Director (\$45,000 - \$50,000)
- Master Teacher(s) (\$40,000 - \$43,000)
- EC Teacher (\$34,000 - \$39,000)
- Teacher Assistant (\$21,000 - \$23,000)

All employees will be enrolled in the NC Teachers and State Employee Retirement System. Other benefits may include supplemental life insurance and health and wellness programs (gym memberships, etc.).

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

Employment with the Board is on an at-will basis, and all staff will be employed by the Board. Policies and procedures will be defined to handle unacceptable leadership or employee performance. We will foster a working environment that allows administrators to make decisions critical to the demands of students. We believe our administrators should be able to identify and support or terminate ineffective staff as appropriate. In the event that performance is unacceptable, and depending on the particular circumstances, discipline may occur.

Discipline may include a warning, creation of a performance enhancement plan or performance improvement plan, or suspension/administrative leave. Employees will receive additional coaching when necessary because it is our goal to help all employees grow and succeed.

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

In order to effectively serve the students of Ignite Innovation Academy - Pitt and maintain fiscal responsibility, we are proposed a few dual responsibility positions. In Year 1 of operations, the Assistant/Associate Director will also serve as the Director of Student Life. This will allow us to be able to focus on two key components of our model - providing care and support for students holistically while assuring they are receiving the academic guidance necessary for continued success in high school and beyond. We also project hiring specialty teachers (P.E./Music/Art/Career and Technical Education) as we continue to grow. One of these teachers will serve as part-time media assistants while we build out our library and digital assets. This will also ensure that we have cross-curricular integration which is vital to effective project-based learning. All of these positions will be funded through a combination of State and local ADM funds.

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

We anticipate having to recruit and hire a minimum of two highly qualified teachers certified in special education to ensure quality instruction for students with disabilities. A resource room teacher will provide academic support to students with special needs. Ignite Innovation Academy - Pitt will ensure that at each grade level there is ONE teacher qualified to provide AIG and/or ELL services. Ignite Innovation Academy - Pitt will also implement digital learning programs such as online speech therapy, ELL applications, and others that will supplement the special needs populations. Each package will be customized to the learner's needs with the careful guidance of a qualified teacher. We will contract for services when in-house resources are unavailable.

As noted in our Budget Expenditure Projections: Personnel, our Associate Director will also serve as the Director of Student Life and will be trained/qualified to develop specialized learning plans to support special needs students.

- 9. 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).*

In order to hire and retain high performing staff, Ignite Innovation Academy - Pitt has developed clear roles, responsibilities and qualification for all staff. Teacher candidates will possess at minimum a Bachelors degree. Where the NC State Board of Education requires, we will ensure that appropriate licensure and credentials are present as well. All staff will have a demonstrated ability to communicate and work effectively with parents; adapt to individuals specific needs; adapt to differences and changes in characteristics of students, programs, leadership, staff, and community; use innovative teaching methodologies to accommodate students unique learning styles; understand how to nurture a resiliency-based culture of care and support; and work effectively as a team member.

Teachers will be responsible for implementing the curriculum in a technology-driven and supplemental framework such as blended learning. The teacher will ensure that students are meeting or exceeding goals and objectives, keeping accurate student records, and establishing classroom procedures.

Teachers will also be responsible for cross-curricular planning to better ensure effective project-based learning occurs and student outcomes meet or exceed goals.

The roles and responsibilities of Ignite Innovation Academy - Pitt personnel employed will be a mix of FTE (Full Time Equivalent) and PT (Part Time) positions, as explained above. We will follow applicable NC State Board of Education Policies on General Licensure Requirements. The qualifications expected of full time employees will be based on the requirements of the highest level of work for which the employee will be assigned and the licensure requirement of each type of work assigned. Any employees with dual/multiple responsibilities will need to satisfy the licensure requirements (if required by NC State Board of Education) of the highest level in the roles they are assigned in order to qualify for the rate of pay earned by hours of such work.

Staff Evaluation and Professional Development

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

The Executive Director will be responsible for maintaining licensure requirements and professional development plans as he/she is considered the instructional leader of the school.

- 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.*

Ignite Innovation Academy - Pitt is intentional in its design to better ensure that teachers and staff are coached and evaluated effectively on innovative teaching and learning practices. A master teacher will be hired

to provide instructional coaching/mentoring for elementary grades which will allow teachers on a weekly basis to focus on specific development needs. Each teacher will be observed weekly by the Executive Director and/or the Master Teacher. Feedback and coaching from these observations will occur within an online professional learning community (PLC) that will be developed for the school. This will allow for frequent feedback loops and will improve the quality of coaching around innovative teaching practices. Teachers will have opportunities to become mentors within the professional learning community thus providing them opportunities for leadership development. It is the goal of the Master Teacher to appropriately train a Master or "mentor" teacher at each grade level to ensure continuity of teacher support as enrollment increases and new teachers are hired.

We will seek to contract outside consultants and professional development teams to provide in-depth mentoring and evaluation support through professional development and PLC support on additional evaluation measures such as the International Association of K-12 Online Learning (iNACOL) National Standards for Quality Online and Blended Teaching, the International Society for Technology in Education (ISTE)'s National Education Technology Standards for Teachers and Essential Conditions, and the Educause/Next Generation Learning Challenge Toolkit for Designing Next Generation Learning Models.

We also anticipate an on-going relationship with East Carolina University to assist in the development of new teacher orientations, as we seek to provide a hands-on 'real world' experience for teaching fellows through the University.

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

The Ignite Innovation Academy - Pitt believes that professional development should be personalized, relevant and help to ensure teachers are high performing and fulfilling the mission of the school. We will seek to hire a professional consulting firm to directly work with the school leadership team to assess the schools professional development needs and design a professional development plan aligned to the needs of each teacher. This plan will be housed and monitored in our online professional learning community (PLC). Once the PLC is operating effectively, Ignite teachers will take on leadership of designing and delivering professional development through the PLC framework. This will allow both scalability and sustainability of the program.

Our professional development to be broken down into the following core modules:

New Teacher Coaching and Orientation

Teachers will receive online and face to face training on the core beliefs and models of the school to help them understand and build a sense of mission and purpose. All teachers will be trained on effective implementation of the Core Knowledge Curriculum.

Blended Learning Strategies

We will conduct a competitive search for an outside consulting firm to work with the leadership team and teachers to design customized learning material aggregated from both existing digital content and co-development materials. This material will comprise a digital portfolio of content and best practices, including both instructional and non-instructional processes designed to help teachers plan and deepen knowledge around core concepts of blended teaching and learning strategies.

Leadership Development

An extension to the professional learning community will be the intentional development of teachers as leaders in which teacher take part in targeted leadership development opportunities such as community development, instructional design, evaluation, assessment design, etc.

- 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.*

Prior to our school opening, teachers and staff will participate in the following professional development:

* **Teacher and Staff Orientation:** An introduction to our mission, core values and resiliency-based support model; training in the schools blended learning approach and personalized learning models; hands-on training on how to utilize the professional learning community, and time for collaboration among teachers on grade-level best practices. All teachers will be primed for implementation of the Core Knowledge Curriculum. Teachers will be assessed for technology-led teaching strategies and teachers who are not fluent will be provided additional coaching and personalized professional development.

* **Personalized Professional Development:** The staff will also spend time setting their goals for student learning through strategic planning and collaboration. A focus here will be on designing a personalized learning plan for each teacher in order to better align personal and professional goals to the school's mission.

* **Blended Learning Courses:** Staff will utilize digital modules to understand the core components to competency-based (mastery) assessment, various blended learning models that will be utilized in the classrooms, classroom management techniques, and how to build digital literacy into all subject areas.

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.

The schools calendar, daily schedule, and staffing structure accommodate our professional development plan for Ignite Innovation Academy teachers and staff. One week prior to students arriving, we will provide a flexible schedule of staff development and orientation in order to maximize teacher set-up and prep time. We have built in four FULL staff development days in order for staff development to occur. In addition, the last week of school after students have left for the summer will be for strategic staff development to evaluate what worked and what didn't in order to design training and development that address any gaps in both student and teacher

performance.

We have also designed 4 Leadership Days in which teachers will not deliver core instruction, but work with teams of students to develop leadership skills and projects. This implementation will be a staggered approach so that 1/2 of teachers are working with colleagues on leadership development, while the other 1/2 are delivering leadership instruction to students. Teachers will rotate each year in order to ensure that all teachers have the opportunity to deliver and receive leadership development skills.

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)).

Our marketing plan will combine broad awareness of Ignite Innovation Academy - Pitt throughout the community with a deliberate effort to connect with the community through active outreach in Pitt County. We will implement an ongoing outreach and marketing strategy that will include quantitative and qualitative research as well as traditional and non-traditional marketing approaches. Non-traditional approaches will include use of social media such as Facebook and Twitter and will keep us connected to many of our stakeholders and potential students.

Traditional marketing will include public meetings (open houses) and distribution of flyers throughout Pitt County, Lenoir County and Beaufort County. A sample flyer that was distributed in October and November can be found in Appendix T.

In addition, we are fostering a relationship with the Pitt County Boys and Girls Club to distribute flyers to families and to house a yearly open house.

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.*
- 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.*

Core to the mission of Ignite Innovation Academy - Pitt is developing a model resiliency. Two key components of the Resiliency Model are: 1) providing care and support; and 2) increasing bonding or connectedness. Through the building of strong relationships with parents and students, we can better ensure

student retention and optimize student learning. Research on effective schools indicates that strong parental involvement is most often the result of effective school-home communication. We are committed to maintaining open dialogue between the school and our students parents or guardians and to beginning these partnerships as early as possible.

We have already begun reaching out to the community as a whole through parent/community interest surveys. In addition, we have presented to several civic groups (Rotary, Kiwanis). Also the following public meetings are scheduled for 2014:

January 16, 2014
6:30 PM
Boys and Girls Club
510 South Washington St.
Greenville, NC 27858

January 29, 2014
6:30 PM
Boys and Girls Club
475 Belvoir Highway
Greenville, NC 27834

February 10, 2014
6:30 PM
Boys and Girls Club
225 W Pantego St
Belhaven, NC 27810

Once we receive our charter, we will formally contact families through a variety of outlets to inform them about our school, the enrollment process, and how they can become involved. These outlets will include: newspaper, television, billboards, flyer distribution at churches and civic organization, and other paid media options. In addition, parents in the community surrounding the location of our school will receive invitations to participate in parent informational meetings and "meet-and-greets" with the Executive Director and Board members.

A monthly blog/newsletter, school website, school Twitter, and a school Facebook page will keep interested families connected to the happenings of the school as we prepare to open. Social media sites will be an additional tool to assist us as we form connections between the school and parents.

Parental involvement will come through various volunteer opportunities, parent/student outings such as field trips and social events such as festivals at the school. The school will also establish a strong Parent Teacher Organization that will lead in fostering parent involvement. The PTO President will most likely serve on the Parent/Community Advisory Council of the Board of Directors.

Admissions Policy

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

ADMISSION POLICY:

Application Period and process:

The Ignite Innovation Academy Board will begin accepting applications from interested parents/students from January 2015 through April 2015 then begin the enrollment process.

1. Applications will be made available online, at the school and in specified locations within the community throughout the dates of December 2 through April 1 of each year for enrollment in the upcoming school year. Any NC resident in grades Kindergarten through 5th grade will eligible to apply in Year 1 and this will be extended in the subsequent years as follows:

Year 2 - Kindergarten through 6th grade

Year 3 - Kindergarten through 7th grade

Years 4 and beyond - Kindergarten through 8th grade

Ignite Innovation Academy - Pitt will receive completed applications for enrollment by a posted deadline. All applicants who submit a completed application during the application period and meets the legal admission requirements shall be considered.

2. If Ignite Innovation Academy - Pitt is over-subscribed at the end of the enrollment period, then all of the completed applications go into a lottery. The lottery is a system of random selection of completed applications that identifies students for enrollment and then generates the school's waiting list. During the lottery process all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list. The public lottery will occur soon after the closure of the enrollment period. School will choose the lottery drawing at a publicly announced parent teacher meeting, school board of trustees meeting, or an announced community meeting.

Lottery Process:

The time, date and place of the lottery shall be clearly stated on the application form. The lottery shall be open to the general public. Separate individuals will draw, record, and verify the results of the lottery. The lottery will be random with each applicant having an equal opportunity to be selected.

The lottery shall continue until all applicants have been selected and the remainder placed on a wait list in order of selection. Ignite Innovation

Academy - Pitt will place those applications received by the deadline in order of their submission on a wait list and then all other applications should be placed after them in order of their submission.

As class space becomes available, Ignite Innovation Academy - Pitt will offer enrollment to the applicants in the order they appear on the wait list until the school has offered enrollment to the number of applicants equal to the number of available positions in the class, or grade level for which the lottery is being conducted.

Any offer of enrollment will be sent by mail and followed up with a phone call and email with a deadline and a time frame by which an applicant must accept the offer. If an applicant does not accept enrollment by the specified deadline, the school shall offer enrollment to the next applicant on the wait list.

Applications received after April 1st will be added to the wait list for that class or grade level that they are applying for, in the order in which they were received. If more than one application is received simultaneously, a lottery will determine placement. If, prior to the end of the enrollment period a position becomes available in the, class, or grade level for which a wait list exists, then the school shall offer enrollment in that class, or grade level to the next applicant on the priority listing.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Beaufort County Schools
 LEA #2 Lenoir County Public Schools
 LEA #3 Pitt County Schools

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.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 070	LEA 540	LEA 740	LEA 070	LEA 540	LEA 740	LEA 070	LEA 540	LEA 740	LEA 070	LEA 540	LEA 740	LEA 070	LEA 540	LEA 740
Kindergarten	4	7	25	3	3	30	1	3	32	3	3	30	6	6	60
Grade 01	2	7	27	4	7	25	3	3	30	1	3	32	3	3	30
Grade 02	2	3	31	2	7	27	4	7	25	3	3	30	1	3	32
Grade 03	4	2	30	2	3	31	2	7	27	4	7	25	3	3	30
Grade 04	5	2	29	4	2	30	2	3	31	2	7	27	4	7	25
Grade 05	1	5	30	5	2	29	4	2	30	2	3	31	2	7	27
Grade 06	0	0	0	1	5	30	5	2	29	4	2	30	2	3	31
Grade 07	0	0	0	0	0	0	1	5	30	5	2	29	4	2	30
Grade 08	0	0	0	0	0	0	0	0	0	1	5	30	5	2	29
	18	26	172	21	29	202	22	32	234	25	35	264	30	36	294
	216			252			288			324			360		

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.

Ignite Innovation Academy - Pitt (Ignite) will ensure that our transportation policy complies with North Carolina state law. We understand that transportation shall not be a barrier to any student who wishes to attend Ignite Innovation Academy - Pitt. With the diverse population of Pitt County and the projected student enrollment from 3 additional contiguous counties to Pitt, we do anticipate the need for contracted transportation until we can afford to operate our own buses. We are currently exploring three options to provide transportation for our students:

1 - A partnership with the Pitt-Greenville Boys and Girls Club to utilize their buses for afternoon transportation and programming.

2 - A contract with Pitt Area Transit System (PATS) for sole use of their transit buses for morning transportation of Ignite students.

We are also going to encourage carpooling and will ask parents to partner with us in order to provide safe and reliable transportation for students while getting parents who transport their children more deeply involved in the day-to-day culture of the school. In this way, parents will develop a deeper rapport with teachers, school leaders, and other families. We will help create connections between school families and/or set up carpooling locations. We will provide rented transportation for in-school field trips.

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.

Ignite Innovation Academy - Pitt realizes that with our targeted population that healthy meals may only be received while the child is at school. Pitt County's free-and-reduced student participation is above 62%, thus we anticipate similar enrollment. Nutrition is a priority to ensure a child's education can occur without the stress of hunger. We understand that partnerships are necessary to provide high quality, affordable healthy foods.

Ignite has had conversations with Pitt County Schools' Child Nutrition Department and contract with the Pitt County Schools to cater lunches for our students. With Ignite participating in the Federal Free and Reduced Lunch Program, the cost quoted via phone by Pitt County Public Schools is \$3.01 per student.

In addition, we hope to work with local vendors to supplement our food service in order to provide options for students and provide economic development within the county. Based upon feedback received from our

community survey, we also expect parents to supply lunches for their children.

We have also provided a small budget to supplement for those who cannot afford lunches.

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	\$2,000,000		\$1,214.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$1,010.00
Property Insurance	\$5,000,000		\$1,200.00
Motor Vehicle Liability	\$1,000,000		\$275.00
Bonding Minimum/Maximum Amount	\$500,000	\$1,000,000	\$465.00
Other	\$0		\$450.00
Total Cost			\$4,614.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) 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 § 115C238.29F (a).

We, the Board members at (Charter School Name) 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.

ignitelearning 10/22/2013

 (Board Chair Signature) (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).

Ignite Innovation Academy - Pitt Board of Directors is currently exploring two options for a building.

1 - Renovation of the former East Carolina Vocational Center. This 85,000 square foot facility is currently for sale/lease. The Board is working with Kittrell & Armstrong to identify options for leasing 25,000 square feet initially with options for expanding up to 52,000 square feet.

2 - Working with a design-build firm, Custom Building Company, to study the feasibility of having a developer build a new facility and lease it back to the school. One of our board members is a planner with the City of Greenville and is providing inventory of property suited for a design-build option.

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.*

One of our board members is a planner with the City of Greenville and is providing inventory of vacant buildings that are being scouted for a possible renovation lease.

V. 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.

Budget: Revenue Projections from each LEA 2015-16

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 070 - Beaufort County Schools</p>			
	Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
	State Funds	\$4,983.05	18	\$89,694.90
	Local Funds	\$1,713.00	18	\$30,834.00
	Federal EC Funds	\$3,507.13	0	\$.00
	Totals			\$120,528.90
	<p>LEA #2 540 - Lenoir County Public Schools</p>			
	Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
	State Funds	\$5,188.51	26	\$134,901.26
Local Funds	\$1,068.00	26	\$27,768.00	
Federal EC Funds	\$3,395.97	4	\$13,583.88	
Totals			\$176,253.14	
<p>LEA #3 740 - Pitt County Schools</p>				
Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016	
State Funds	\$4,768.14	172	\$820,120.08	
Local Funds	\$1,498.00	172	\$257,656.00	
Federal EC Funds	\$3,743.48	12	\$44,921.76	
Totals			\$1,122,697.84	

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$1,037,093	\$1,218,723	\$1,396,278	\$1,565,217	\$1,742,772
-Local Per Pupil Funds	\$318,838	\$406,144	\$461,480	\$523,076	\$578,412
-Exceptional Children Federal Funds	\$58,253	\$80,963	\$91,496	\$106,470	\$106,470
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,414,184	\$1,705,830	\$1,949,254	\$2,194,763	\$2,427,654

***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 documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Executive Director	1	\$62,500	\$62,500	1	\$64,062	\$64,062	1	\$65,664	\$65,664	1	\$67,305	\$67,305	1	\$68,988	\$68,988
Associate Director	.5	\$46,000	\$23,000	.5	\$47,150	\$23,575	.5	\$48,328	\$24,164	.5	\$49,536	\$24,768	1	\$50,775	\$50,775
Finance Officer	0	\$0	\$0	.5	\$50,000	\$25,000	1	\$51,000	\$51,000	1	\$52,275	\$52,275	1	\$53,581	\$53,581
Clerical	1	\$23,500	\$23,500	1	\$24,080	\$24,080	1	\$24,689	\$24,689	1.5	\$25,306	\$37,959	1.5	\$25,938	\$38,907
Director Of Student Life	.5	\$42,000	\$21,000	.5	\$43,050	\$21,525	.5	\$44,126	\$22,063	.5	\$47,150	\$23,575	1	\$48,328	\$48,328
Director Of Counseling	0	\$0	\$0	.5	\$45,000	\$22,500	.5	\$46,125	\$23,063	.5	\$47,278	\$23,639	1	\$48,460	\$48,460
A - Total Admin and Support:	3	\$174,000	\$130,000	4	\$273,342	\$180,742	4.5	\$279,932	\$210,643	5	\$288,850	\$229,521	6.5	\$296,070	\$309,039
Instructional Personnel:															
Core Content Teacher(s)	12	\$34,900	\$418,800	14	\$35,770	\$500,780	16	\$36,665	\$586,640	18	\$37,581	\$676,458	18	\$38,521	\$693,378
Electives/Specialty Teacher(s)	0	\$0	\$0	.5	\$35,050	\$17,525	1.5	\$39,500	\$59,250	2.5	\$41,000	\$102,500	3	\$42,000	\$126,000
Exceptional Children Teacher(s)	1	\$38,000	\$38,000	1	\$38,950	\$38,950	1	\$39,923	\$39,923	2	\$40,921	\$81,842	2	\$41,944	\$83,888
Master Teacher - Instructional Support	1	\$42,000	\$42,000	1	\$43,050	\$43,050	1	\$44,126	\$44,126	2	\$45,229	\$90,458	2	\$46,360	\$92,720
Teacher Assistants	2	\$22,000	\$44,000	3	\$22,550	\$67,650	3	\$23,062	\$69,186	3	\$23,639	\$70,917	4	\$24,229	\$96,916
B - Total Instructional Personnel:	16	\$136,900	\$542,800	19.5	\$175,370	\$667,955	22.5	\$183,276	\$799,125	27.5	\$188,370	\$1,022,175	29	\$193,054	\$1,092,902
A+B = C - Total Admin, Support and Instructional Personnel:	19	\$310,900	\$672,800	23.5	\$448,712	\$848,697	27	\$463,208	\$1,009,768	32.5	\$477,220	\$1,251,696	35.5	\$489,124	\$1,401,941
Administrative & Support															

Benefits															
Health Insurance	3	\$2,784	\$8,352	4	\$2,784	\$11,136	4.5	\$2,784	\$12,528	5	\$2,784	\$13,920	6.5	\$2,784	\$18,096
Retirement Plan--NC State	3	\$2,720	\$8,160	4	\$2,753	\$11,012	4.5	\$2,706	\$12,177	5	\$2,808	\$14,040	0	\$2,880	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$600	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	3	\$1,740	\$5,220	4	\$1,744	\$6,976	4.5	\$1,751	\$7,880	5	\$1,778	\$8,890	6.5	\$1,824	\$11,856
Social Security	3	\$1,740	\$5,220	4	\$1,744	\$6,976	4.5	\$1,751	\$7,880	5	\$1,778	\$8,890	6.5	\$1,824	\$11,856
D - Total Admin and Support Benefits:	12	\$8,984	\$26,952	16	\$9,025	\$36,100	18	\$8,992	\$40,464	20	\$9,748	\$45,740	19.5	\$9,312	\$41,808
Instructional Personnel Benefits:															
Health Insurance	16	\$2,784	\$44,544	19.5	\$2,784	\$54,288	22.5	\$2,784	\$62,640	27.5	\$2,784	\$76,560	29	\$2,784	\$80,736
Retirement Plan--NC State	16	\$2,083	\$33,328	19.5	\$2,092	\$40,794	22.5	\$2,141	\$48,173	27.5	\$2,222	\$61,105	29	\$2,250	\$65,250
Retirement Plan--Other	0	\$0	\$0	19.5	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	16	\$1,319	\$21,104	19.5	\$1,350	\$26,325	22.5	\$1,356	\$30,510	27.5	\$1,407	\$38,693	29	\$1,425	\$41,325
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	16	\$1,319	\$21,104	19.5	\$1,350	\$26,325	22.5	\$1,356	\$30,510	27.5	\$1,407	\$38,693	29	\$1,425	\$41,325
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	64	\$7,505	\$120,080	97.5	\$7,576	\$147,732	90	\$7,637	\$171,833	110	\$7,820	\$215,050	116	\$7,884	\$228,636
D+E = F - Total Personnel Benefits	76	\$16,489	\$147,032	113.5	\$16,601	\$183,832	108	\$16,629	\$212,297	130	\$17,568	\$260,790	135.5	\$17,196	\$270,444
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	15	\$577,098	\$156,952	20	\$690,941	\$216,842	22.5	\$701,539	\$251,107	25	\$717,384	\$275,261	26	\$732,483	\$350,847
B+E = H - Total Instructional Personnel (Salary & Benefits)	80	\$313,249	\$662,880	117	\$359,928	\$815,687	112.5	\$372,955	\$970,958	137.5	\$398,306	\$1,237,225	145	\$409,078	\$1,321,538
G+H = J - TOTAL PERSONNEL	95	\$890,347	\$819,832	137	\$1,050,869	\$1,032,529	135	\$1,074,494	\$1,222,064	162.5	\$1,115,690	\$1,512,486	171	\$1,141,561	\$1,672,385

Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$3,000	\$4,000	\$5,000	\$5,500	\$6,000
	Paper	\$1,000	\$1,500	\$2,000	\$2,200	\$2,500
	Computers & Software	\$12,000	\$7,500	\$5,500	\$3,500	\$3,500
	Communications & Telephone	\$3,500	\$3,600	\$3,700	\$3,800	\$3,900
	Copier leases	\$3,500	\$3,600	\$3,700	\$3,750	\$3,750
Professional Contract	Student Accounting/Powerschool	\$10,500	\$11,125	\$12,780	\$13,470	\$14,193
	Financial	\$7,500	\$7,800	\$8,100	\$8,400	\$8,700
	Board Training, Development & Expenses	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Blended Learning Consulting	\$40,000	\$35,000	\$25,000	\$20,000	\$20,000
Facilities	Facility Lease/Mortgage	\$160,000	\$170,000	\$175,000	\$180,000	\$180,000
	Maintenance	\$10,000	\$15,750	\$16,530	\$17,365	\$18,235
	Custodial Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Custodial Contract	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000
	Insurance (pg19)	\$4,614	\$4,758	\$4,900	\$4,900	\$4,900
Utilities	Electric	\$32,400	\$33,210	\$34,040	\$34,891	\$35,763
	Gas	\$2,250	\$2,306	\$2,365	\$2,425	\$2,480
	Water/Sewer	\$6,750	\$6,920	\$7,090	\$7,265	\$7,450
	Trash	\$2,200	\$2,255	\$2,310	\$2,370	\$2,430
Transportation	Buses	\$20,000	\$22,000	\$24,000	\$26,000	\$28,000
Other	Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Child nutrition	\$28,900	\$30,000	\$32,100	\$33,200	\$34,300
	Travel	\$5,000	\$5,250	\$5,500	\$5,750	\$6,000
	K - TOTAL Administrative & Support Operations	\$394,114	\$408,574	\$412,615	\$418,786	\$427,101
	Instructional:					
Classroom Technology	Computers	\$27,000	\$31,500	\$36,000	\$40,500	\$45,000
	Software	\$23,544	\$27,032	\$31,392	\$35,316	\$39,240
	Plc Software	\$10,800	\$3,950	\$4,150	\$4,300	\$4,400
Instructional Contract	Staff Development	\$35,000	\$36,000	\$27,000	\$28,000	\$20,000
Books and Supplies	Instructional Materials	\$18,000	\$22,000	\$24,000	\$32,000	\$33,000
	Curriculum/Texts	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000
	Copy Paper	\$2,000	\$2,500	\$3,000	\$3,000	\$3,000

	Testing Supplies	\$7,500	\$8,000	\$8,500	\$9,000	\$9,500
Professional Contract	Instructional Technology Support	\$30,000	\$30,000	\$31,000	\$32,000	\$35,000
	L - TOTAL Instructional Operations	\$168,844	\$176,982	\$182,042	\$202,116	\$208,140
	K+L = M - TOTAL OPERATIONS	\$562,958	\$585,556	\$594,657	\$620,902	\$635,241

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$819,832	\$1,032,529	\$1,222,064	\$1,512,486	\$1,672,385
M - TOTAL OPERATIONS	\$562,958	\$585,556	\$594,657	\$620,902	\$635,241
J+ M =N TOTAL EXPENDITURES	\$1,382,790	\$1,618,085	\$1,816,721	\$2,133,388	\$2,307,626
Z - TOTAL REVENUE	\$1,414,184	\$1,705,830	\$1,949,254	\$2,194,763	\$2,427,654
Z - N = SURPLUS / (DEFICIT)	\$31,394	\$87,745	\$132,533	\$61,375	\$120,028

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

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

1. How was the student enrollment number projected?

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

Based on survey feedback of 341 interested students, a projected 11% growth in Pitt County in school age children, and the fact that no other public options are available in Pitt County, 216 students are projected for 2015-2016. We will launch our school with 2 full-time administrators, 12 core content teachers for grades K-5 (2 per grade level), one master teacher, one EC teacher and one full-time administrative assistant who will initially serve as data manager for the school. The master teacher will provide teacher support and mentoring and provide a critical thinking and leadership rotation class for all K-5 grades. We will increase the number of master teachers in subsequent years as we add Honors classes in middle school. NOTE: The Associate Director will also serve as the Director of Student Life.

Due to lower class sizes (18:1), we will utilize 2 teacher assistants initially - one for each grade level K-1. As enrollment increases, we will expand to 4 teacher assistants (K-3, one per grade) by Year 5. We fully expect parent and community volunteers to assist in other grade levels. We will contract services for a nurse to be onsite 1 day per week and will require our lead administrator to become CPR-certified for any emergencies.

Each year we will add 2 additional core teachers - 2 per grade level until we reach a full K-8 school. By Year 10, we will house 3 classes per grade level. In year two, we will add another half-time position for a Finance Director as we move to reduce outsourcing costs for accounting. In Year 3, we also anticipate a split position of a Media/Tech Coordinator (.5) and an Electives Teacher to cover all middle grades (.5). In year four, we do expect to grow the staff by 5 positions in order to serve the growth in students, EC populations and electives. We are adding the full-time finance director, 2 additional teachers for Grade 8, another full-time teacher for middle school electives, and an additional EC teacher. In Year 5 we move all positions to full FTE positions, with an exception of a part-time clerical position to allow the full-time admin assistant to assume full data manager duties.

We are projecting a 6% EC population which is about 1/2 of the state average just to be conservative in our revenues. If we stay at the state average,

our EC budget will increase as will revenues.

We anticipate leasing all computers, hand-held devices and infrastructure support in order to reduce capital costs in our first few years. We will seek to build out a professional learning community (PLC) online that will serve to house and deliver in-house professional development and content for teachers, staff as well as board members. The initial set up for computers and the PLC will increase expenditures in Year 1.

Our break-point for student enrollment is 182 students.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

We will be seeking grants and expect to qualify for Title I and Title II funds; however, they have not been used in any of these calculations since they are unknowns at this point. In addition, we are seeking a \$100,000 planning grant with Next Generation Learning Challenges to assist with start-up costs.

We may seek volunteers as well as grant consultants (fee based upon successful grant) to work with local, state and national philanthropic groups to identify and procure grants, endowments, and project-based funding as needed.

Several items on the budget can be modified should anticipated revenues be lower than estimated.

- Leasing costs for software, devices, etc. are per student and can be reduced
- Blended learning consulting services can be reduced
- Technical support services can be reduced
- Costs for providing lunches can be reduced due to lower enrollment

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

We will be seeking grants and expect to qualify for Title I and Title II funds; however, they have not been used in any of these calculations since they are unknowns at this point.

Provide the student to teacher ratio that the budget is built on.

18:1

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

We hope to select local vendors for food service in order to provide economic development within the county. We also expect parents to supply lunches for their children. A small budget has been appropriated to supplement those who cannot afford lunches.

We have estimated for contractual maintenance and repairs, but may opt to hire a full time custodian based on needs of our facility. If we do so, we fully expect that our custodian will be able to do minor repairs and major

repairs will still need to be contracted out.

Ignite Innovation Academy - Pitt will be a blended learning school and will require extensive expertise, board guidance and professional development assistance in the first five years. The Board expects to design a comprehensive RFP process to select contractors for blended learning consultation, instructional technology support, board development, staff development and school marketing. The RFP process will allow contractors to go through a competitive process and will give the Board a vetted process for designing criteria for selecting the best value for the school.

The Board will also seek a leasing partner for technology (computers, hand-held devices, etc.) and will utilize a similar RFP process as described above.

3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

The budget priorities of Ignite Innovation Academy - Pitt are simply to recruit and hire the best teachers and administrators possible to the tasks of educating students in core elementary and middle school subject matter and training them in the application of skills through service-based projects. Our school will focus on spending funds first and foremost on instructional processes (curriculum and teacher development) and the tools they require (technology, software, etc.). Our goal is to assure that students have caring and supporting teachers, an environment that fosters the love of learning, a strong parent/community outreach and a solid technology rich infrastructure to support next generation learning processes.

4. *What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.*

We anticipate working towards establishing a general fund balance of 10% of expenditures. Our goal is to roll over local dollars and unexpended funds through the first 2-3 years to build a comfortable general fund balance. In addition, we will seek grants, donations, etc. that may supplant costs and allow us to achieve a 10% general fund balance by Year 2 of operations.

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

Ignite Innovation Academy - Pitt is currently working with several Pitt County/Greenville developers to ascertain the best approach for a design-build facility in which the developer would lease a brand new facility to the school.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

Not Applicable

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

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

The four basic functions of management are usually described as planning, organizing, directing, and controlling. Internal control is what we mean when we discuss the fourth function, controlling. Adequate internal controls allow managers to delegate responsibilities to subordinate staff and contractors with reasonable assurance that what they expect to happen, actually does.

Because charter schools vary in size, complexity, and degree of centralization, no single method of internal controls is universally applicable. Ignite will develop an internal control systems, consistent with our operations and mission. Internal control policy and procedures will be designed for:

1. Cash and revenue
2. Receivables
3. Payroll
4. Inventory
5. Fixed assets
6. Expenditures/Payables

In addition, Ignite Innovation Academy - Pitt will assure the following are in place upon the granting of our charter:

- Policies and procedures that provide for appropriate segregation of duties to reduce the likelihood that deliberate fraud can occur
- Personnel qualified to perform their assigned responsibilities
- Sound practices to be followed by personnel in performing their duties and functions
- A system that ensures proper authorization and recordation procedures for financial transactions

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

Not applicable

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

Farley, Mizelle & Co., Inc
1692 E Arlington Blvd.
Greenville, N.C. 27858

Dixon Hughes Goodman, LLP
Certified Public Accountants and Advisors

Cayton, Collins, Asbell, Ward & Greene, LLP

1696 East Arlington Blvd
P.O. Box 4127 Greenville, NC 27836

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

ignitelearning

Date: 12/04/2013

Applicant Signature:

The foregoing application is submitted on behalf of Ignite Innovation Academy - Pitt (*name of non-profit corporation or individuals submitting application*). 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: ignitelearning

Board Position: Chairman of the Board

Signature: _____

Date: 12/06/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

