



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Filmore Academy Charter School

Public charter schools opening the fall of 2014

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

Due by 12:00 noon, March 1, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
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 2014-2015 school year

APPLICATION DUE DATE/TIME

January 4, 2013

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

March 1, 2013

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

March 8, 2013

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

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

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Filmore Academy Charter School*

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: *The Filmore Group*

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: *Tanya*

Title/Relationship to nonprofit: *Board Member*

Mailing address: *5304 Duckwing Dr
Raleigh NC 27604*

Primary telephone: *919-217-5555* Alternative telephone: *973-814-7072*

E-Mail address: *filmoreacademy@yahoo.com*

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

County: *WAKE*

LEA: *920-Wake 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? *The Filmore Group*

Grade Levels Served and Total Student Enrollment:

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

Will this school operate on a year round schedule?

No: X

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	<i>K,01,02,03,09,10</i>	<i>216</i>
Second Year	<i>K,01,02,03,04,09,10,11</i>	<i>288</i>
Third Year	<i>K,01,02,03,04,05,09,10,11,12</i>	<i>360</i>

Fourth Year	K,01,02,03,04,05,06,09,10,11,12	396
Fifth Year	K,01,02,03,04,05,06,07,09,10,11,12	432
Sixth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	468
Seventh Year	K,01,02,03,04,05,06,07,08,09,10,11,12	468
Eight Year	K,01,02,03,04,05,06,07,08,09,10,11,12	468
Ninth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	468
Tenth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	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 founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

filmore
Signature

Tanya Johnson- Chair
Title

filmore
Printed Name

03/01/2013
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:

Filmore Academy Charter School will provide tomorrow's leaders with opportunities to demonstrate academic excellence, global citizenship, and achievement in athletics and performing arts through the support of modern technologies, diverse experiences and the community at-large.

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.*

The population of Filmore Academy will be generally reflective of Wake County, Raleigh in particular, and North Raleigh most specifically. According to the 2011 census estimates, Wake Countys residents were approximately 62% Caucasian American, 21% African American, 10% Hispanic American and 5% Asian American. We would intend to reflect this in our schools population while also recognizing that the demographics more localized to the school may be more indicative of our applicant pools profile (e.g. Raleigh: 53% Caucasian American, 29% African American, 11% Hispanic American and 4% Asian American) . With that said, Filmore Academy would certainly not engage in any disallowable targeting of any classification, be that based on race, religion, creed, gender, sexual orientation, ability, or disability. Keeping the school diverse will be an ongoing priority. Filmore Academy intends to place market materials on line and in other demographic areas (that arent always aware of the excellent choices of charter schools) to notify our target student body of our school. Transportation will be offered to students that show an interest in Filmore Academy that might have obstacle with the transportation to our proposed location. The location is an area of Raleigh that is very socially and economically sound. These factors make good business sense when having to fundraise, receive in-kind donations, for the stability of a sound financial plan for the school. The targeted student body is one that will no doubt bring diversity. With Duke, Carolina, State, and Wake Forrest all at the heels of our school a key core to our mission will most possibly accomplished. These universities will be the play grounds for our aspiring elite athletes and performing artist. All these universities are great options for our student body to strive to attend. With that being said, we know that our student body may come from many different diverse backgrounds. Filmore Academy wants to give all our student the opportunities to have academic achievement in an environment that may not look like their own communities, and we strive to make their journeys to our doorsteps as

effortless as possible.

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

Filmore Academy intends to enroll 18 students per class and have two classes per grade level. Initially the only grade levels offered will be K-3 and 9-10. In the next year both 4th and 11th grade will be offered and by the third year 5th and 12th grade. The following 3 years will see the addition of 6th, 7th and 8th grades in succession. In this way we intend to allow any enrolled student the opportunity to remain at Filmore through the duration of their elementary and high school education regardless of when they join.

LEA Wake County had an ADM of 146,078 in FY 2011-12. Filmore Academys expected enrollment of 216 students in year 1 (2014-15) will increase to 468 by year 6 (2019-20). This represents an impact on the LEA of between 0.15% and 0.32%.

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

Most notably Filmore Academy will differ from Wake County LEA in the following ways:

Foreign language learning will be a requirement of every student to aid in developing global citizens

The use of 21st century technologies, project-based learning, and experiential opportunities (local, regional, national, international) will be fundamental strategies employed by our teachers

Extracurricular athletic or arts participation will be a requirement of every student both in an out of school to foster the skills of high achieving leaders

The extracurricular program offered at and facilitated by Filmore Academy will be central to our existence as it is central to our mission. The athletic program will be run by the Athletic Director who will be responsible for finding qualified coaches, allocating resources, and assisting student-athletes in finding their path to athletic success. We intend to have a one school sponsored sport per season, for each gender, for junior high and high school students.

Junior High - JV (7th and 8th grade) High - Varsity (9th-12th grade)
Fall Winter Spring Fall Winter Spring
Boys Soccer Basketball Baseball Soccer Basketball Baseball
Girls Soccer Basketball Softball Soccer Basketball Softball

These student-athletes will compete against comparably talented schools both regionally and when feasible beyond North Carolina.

In addition we will offer and facilitate programs in the performing arts such as stage acting, film acting and dance. Partnerships with community organizations and other schools will help us to round out cast and crew, share venues and expand the reach and options of our students.

Participation in one of these sports or arts will fulfill the extracurricular requirement for the particular period of practice and performance. However when a season or performance is complete the student is still expected to fulfill their weekly requirement; this may necessitate communication with the athletic or arts director when the school offered options do not match the students skills or interests.

In accordance with state standards, we will not give preferential admittance or treatment to talented students but we will encourage them to apply.

Filmore Academy will complement the plan of Wake County LEA by employing exceptional teachers, encouraging community involvement, and striving to produce the best students in North Carolina.

- 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.*

Improve student learning:

Students at Filmore Academy will be trained in 21st century skills in all subject areas. Activities requiring inquiry, collaboration, and communication will be sought as often as possible. Filmore Academy will not be a place where students will sit passively and absorb information. They will be actively involved in their learning. They will learn as a whole class, in small groups, individual settings, from teachers, and from each other. They will use books, multimedia, maps, technology and other resources to learn and then demonstrate that learning through effective speech and writing, artistic and technical expression.

To improve student learning, Filmore Academy will:

- * Equip students with the skills necessary to access, apply, and create

knowledge based upon North Carolinas Common Core/Essential Standards

- * Employ highly qualified teachers and staff based on education and career experiences, and a demonstrable personal philosophy that aligns with the schools mission.

- * Help students develop the necessary 21st century skills in critical thinking, communicating, collaborating, and using technology to be globally competitive

- * Infuse each students educational experience with a deliberate connection to academic excellence, global citizenship, athletics and the arts

- * Guide students toward a passion for lifelong learning, effective communication, democratic principles and actively improving the world.

- * Incorporate technology and digital media in instruction for maximum student engagement and high relevance to real life.

- * Whenever beneficial, relevant, and affordable bring students to places of learning in the state, the region and internationally.

Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted:

- * Provide a variety of authentic assessments based on students learning styles including portfolios, digital media, presentations, seminars, etc.

- * Design lessons in a strategic way to stimulate and engage learning for all levels of students by taking learning outside the classroom whenever applicable.

- * Partner with community organizations, businesses, and performance venues, so that students will see that their learning is used each day in a variety of careers locally and around the world.

- * Pursue external opportunities in the community for students to show what they know, to job shadow, to bond with their community, to interact with experts, and to advocate global citizenship.

Encourage the use of different and innovative teaching methods:

Teachers at Filmore Academy will be encouraged to seek methods that best suit their subject area. Lateral planning teams of the same subject areas will meet regularly to share best practices which may include virtual learning through North Carolina Virtual Public Schools and other institutions with appropriate virtual course offerings. Innovation will be encouraged such as using technology for student engagement and to leverage expertise from around the globe by bringing experts in the field into the classrooms through conferencing media like "Skype."

Project based learning for both formative and summative assessment will be implemented at every grade level with increasing utilization in higher grades. Global citizenship and local civic duty will be consistent themes as well as global learning at all grades. To the extent possible and applicable this will be demonstrated through strategic and structured trips to local government entities, regional sites of historical and cultural importance, and even other countries particularly in connection with foreign language learning. This will all be supplemented by technology and a regular focus on improving communication skills.

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

The teachers at Filmore Academy will be selected based on their qualifications and experience, but also for their vision. They will be crucial to the development of the school in every way. For the programs outlined in this application to come to fruition, the teachers on staff must not only believe in them, but also continually work to make them better.

Our commitment to shared leadership empowers teachers to voice their thoughts and concerns and to exercise their leadership abilities. It also affords administrators the benefit of a wealth of ideas so as to create the best possible learning outcomes for students. To that end, a leadership team will be established and be tasked with researching, surveying, developing, planning, and implementing all school-wide special events, cultural arts performances, public open houses, community outreach initiatives, sporting events, and field trips.

Additionally we will encourage our teachers to build relationships with business and community leaders in order to see how their subject area is embedded in real world applications and allow teachers the opportunity to visit and "observe" their content in action. Also we will want teachers to attend content-specific professional development, continuing education opportunities, and further certification opportunities.

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

Parents will select Filmore Academy as their school of choice for their child because they seek a focus on academic excellence, global citizenship, a focus on athletics and the arts, and 21st century skills and technology. We will:

- * Encourage faculty members and approved community members to establish extracurricular clubs, organizations, and sports teams to cultivate outside interests for the well-rounded student. These clubs will represent an extension of Filmores mission, value and beliefs.
- * Extend learning outside of the school building by traveling with students to places that bolster the schools mission and engages students content knowledge through application and everyday contexts.
- * Invite guest speakers in person and through digital media to share their expertise and real- world experiences to enhance subject area content.

All this will be done while Filmore Academy gives all of our students the opportunities to have academic achievement and success in an environment that may not look like their own communities. Filmore will strive to make their journeys to our doorsteps as effortless as possible.

Goals for the Proposed Charter School:

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

While remaining committed to achieving high growth in all tested subject areas day to day academic growth will be measured through formative

assessment. The staff will be trained using the model found in the NC FALCON resources. Student retention will be documented for each school year. Staff retention will also be documented. In cases where a staff member or student chooses to leave the school, an exit survey will be administered. The results will be gathered and a report will be completed by the principal for presentation to the board of directors. It will be their job to determine if attrition is within acceptable amounts or if it indicates an area of concern. In addition, an anonymous staff survey will be administered at the completion of each year to determine areas of success and areas for improvement. A similar anonymous survey will be administered to the parents. The results of both surveys will be tabulated by a board member who will present those results at a board meeting prior to the beginning of the next school year. The survey results will be considered as goals for the upcoming year. In addition goals will be established on topics such as community outreach, technology acquisition and implementation, fundraising, field trips and athletic and arts competition.

To provide tomorrow's leaders with opportunities to demonstrate academic excellence, global citizenship and achievement in athletics and performing arts through the support of modern technologies, diverse experiences and the community at-large.

Academic excellence: On a quarterly basis representatives from the teacher and administration leadership team will report to the board the anonymized grades of all students including grades on recent major tests, presentations or projects. The board will also be made aware of any remedies underway to assist struggling students, and will expect that any assistance that can be provided by the board will be requested promptly.

Future vision: Student test scores, activities, and personal desire to succeed and be a life-long learner will position our students to seek enrollment in the top programs, colleges and universities in North Carolina and beyond.

Global citizenship: The board will maintain a relevant fund that will be allocated in the yearly budget and reviewed along with the budget at each monthly board meeting. This fund will be for supporting student academic trips, bringing in guest speakers and experts, and to support any resources or technologies that will allow students to effectively communicate with the global learning community.

Future vision: Students will seek out opportunities during and after their time at Filmore to travel, study abroad, and proactively involve themselves in causes they find meaningful.

Achievement in athletics and performing arts: Students will commit to at least 5 hours of extracurricular activity each week during the school year. Students and teachers will keep a log to track time that students have been involved in school approved activities. The teacher and administration leadership team will report this to the board quarterly.

Future vision: We will work to develop an athletics and arts program that can compete in our regions most elite arenas and venues. The focus we commit here will be proven a success when our students continue their skills in college and beyond.

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

The Board will have several measurable goals for itself and the school at-large:

95% of students will pass End-of-Grade (EOG) and End-of-Course (EOC) testing with a score of 80% or better annually as it pertains to their grade level. This goal will be evaluated annually when scores are released.

The school will make high growth annually. This goal will be evaluated annually when scores are released.

Students will commit at least 5 hours of extracurricular activity (professional clubs, arts, and athletics) each week as mandatory enrollment specifications. Students and teachers will keep a log to track time that students have been involved in school approved activities. Each grade level will report this to the Board quarterly. The Board will maintain a balanced and financially sound budget annually. This will be evaluated by an annual audit, as well as reflected in the monthly budget reports.

Within 3-5 years Filmore Academy will be an Honor School of Excellence.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Filmore Academy's academic program is designed to serve the school's mission and reflect its core values. Academic excellence does not occur by accident; it is a direct function of outstanding teachers developing, refining, and implementing an outstanding curriculum that addresses the unique needs of the particular students we serve. It is the belief of Filmore Academy that our world is rapidly changing and new communication methods are bringing all corners of our world closer together. Technology is also rapidly changing life as we know it and today's students must be prepared to enter this global world. They must be able to use the 21st century skills of inquiry, collaboration, and communication to experience their world and make sense of it. They must be able to ask questions, gather and apply information, and use that information to create products and solve problems. They must be able to collaborate with others and to see the value of that collaboration. They must be able to communicate facts and opinions in a variety of effective ways. They must be positioned to strive for knowledge in higher education. They must be supported in being global citizens who strive to excel in academics, the arts, athletics, and their community and through all means that most resonate with them.

Filmore Academy will teach students the Common Core State Standards in math and language arts and the NC Essential Standards in all other subject areas. Traditional, innovative and experiential ways to teach these curriculums will be sought, including incorporating 21st century skills and technology, various modes of communication, and a variety of methods for students to understand the world around them, their place in it, and their responsibility to it. The curriculum is designed to promote high expectations for all students, provide all students with the opportunity to learn, and ultimately equip all students with the skills and knowledge required to succeed in the college environment. Our curriculum is dynamic and responsive, constantly addressing the academic needs of our students, as informed by both internal and external assessment data.

Classroom instruction at Filmore Academy emphasizes the development of higher order critical thinking and problem solving skills. Through breaking down learning expectations into manageable parts and incorporating a range of traditional and authentic assessment measures, teachers design and implement lessons to address the unique needs of the different students they serve. Teachers also work in teams to plan units and lessons "backwards" from desired outcomes and learning objectives. Students at all grades are required to demonstrate deep, substantive learning through performance assessments that extend beyond the traditional pencil and paper tests, such

as projects, exhibitions, portfolios, presentations, debates, reports, and a range of writing assignments in all subjects.

Project based learning will be a central component of learning at every grade with greater emphasis in higher grades while more traditional and structured teaching will take place in younger years. In project based learning students will have the opportunity to learn using real problems that they or their global peers might encounter in the world around them. Projects will usually involve researching and creating a solution to some type of problem and then presenting a solution in an effective way. In addition to the core curriculums, our students will be instructed in art, music, technology, foreign language and physical education as the arts and physical fitness are critical to developing well rounded learners and leaders of tomorrow.

A student of Filmore Academy will be a lifelong learner and be well prepared to succeed in the academic and social rigors of higher education. In addition, they will have the foundational skills necessary to compete in a global workforce.

K-12 Curriculum and Instructional Design:

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

Filmore Academy is a new public charter school opening in North Raleigh in Wake County in August or September of 2014. At that time we will offer two classes in each grade of K-3 and 9-10. Over subsequent years two classes of the other grades will also be offered until Filmore is a full K-12 school beginning in our sixth year in 2019; each class will have 18 students. As a charter school, Filmore is a tuition free, public school option for any student, regardless of his/her county of residence.

Filmores academic program is designed to serve the schools mission and reflect its core values. Academic excellence does not occur by accident; it is a direct function of outstanding teachers developing, refining, and implementing an outstanding curriculum that addresses the unique needs of the particular students we serve. It is the belief of Filmore that our world is rapidly changing and new communication methods are bringing all corners of our world closer together. Technology is also rapidly changing life as we know it and todays students must be prepared to enter this global world. They must be able to use the 21st century skills of inquiry, collaboration, and communication to experience their world and make sense of it. They must be able to ask questions, gather and apply information, and use that information to create products and solve problems. They must be able to collaborate with others and to see the value of that collaboration. They must be able to communicate facts and opinions in a variety of effective ways. They must be positioned to strive for knowledge in higher education. They must be supported in being global citizens who strive to excel in academics, the arts, athletics, and their community and through all means that most resonate with them.

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implement lessons to address the unique needs of the different students they serve. Students at all grades are required to demonstrate deep, substantive learning through performance assessments that extend beyond the traditional pencil and paper tests, such as projects, exhibitions, portfolios, presentations, debates, reports, and a range of writing assignments in all subjects.

Project based learning will be a central component of learning at every grade with greater emphasis in higher grades while more traditional and structured teaching will take place in younger years. In project based learning students will have the opportunity to learn using real problems that they or their global peers might encounter in the world around them. Projects will usually involve researching and creating a solution to some type of problem and then presenting a solution in an effective way. In addition to the corecurriculums, our students will be instructed in art, music, technology, foreign language and physical education as the arts and physical fitness are critical to developing well rounded learners and leaders of tomorrow.

As college life approaches, high school students will be encouraged to enroll in advanced courses, or take a class at a local college or university. Seniors may choose to design and complete a Senior Project of their choice to prepare them for the more self-directed, autonomous learning environment of college. A student of Filmore Academy will be a lifelong learner and be well prepared to succeed in the academic and social rigors of higher education. In addition, they will have the foundational skills necessary to compete in a global workforce. Grounded in the safety of a community which values each and every one of them, students will seek ways to serve that community and seek meaningful lives both near and abroad

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 each division (elementary, middle, high) the school would ultimately serve.
2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.
3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The Project Based Learning philosophy will supplement the daily instruction of the Common Core State Standards in math and language arts and the new NC State Essentials Standards in all other subject areas. Day to day instruction will be traditional in nature combining group work with whole class instruction. Teachers will seek to encourage the 21st century skills, a global approach sensitive to a students extracurricular activity whenever possible. Dry-erase boards and/or walls with Idea Paint, as well as document and computer projectors will be utilized in all classrooms. Mobile Dell computer labs will supplement any desktop computers in each classroom. Students will participate in the computer coding project through code.org. The contracted IT specialist will facilitate these materials for in class and home base instruction.

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

In addition to mastering project based teaching, teachers will also work in teams to plan units and lessons "backwards" from desired outcomes and learning objectives to ensure that the goal of a lesson is achievable based on the components of the plan. Teachers will conduct pre assessment mid-year assessment as well as end of the year assessments to gage, monitor aid in the growth of each student.

Our students also work with their teachers to make connections across subject areas, to the world around them, and to their own lives and experiences as they explore new topics, which reflect our belief in the interconnected and interrelated nature of knowledge. Our teachers collaborate frequently to explore interdisciplinary questions, themes, field trips, travels abroad, and projects through:

Shared Essential Questions which explore powerful topics such as: What is justice? What is the role of the individual in society? And who am I on a cellular level?

Shared Grade Level Themes which connect learning across the subject areas such as Global Citizenship, Discovery and Choices.

Interdisciplinary Projects: Teachers at each grade level work throughout the year to develop interdisciplinary projects in which students apply learning from multiple subjects in culminating projects.

Exhibition Nights: In the spring of each year, students at each grade level present an Exhibition Night for families and community members in which they demonstrate their learning across the subject areas.

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

In high school students will spend the morning after the initial meeting in the core subjects. After lunch instruction will move toward Spanish, the arts and electives. While not sacrificing the commitment to academic excellence student schedules will be tailored appropriately to allow them the time and flexibility to meet their additional commitments to performing arts and athletics. As such the conclusion of the academic schedules of some students may vary to allow for time to attend practices and competitions. To compensate for these students will need to be supported by their parents, their teachers, and develop self-accountability in order to strike a balance between all commitments. Academic excellence is purposely referred to first in our mission statement; it is not to be sacrificed for achievement in athletics or the arts but instead to complement them. This will require dedicated, self-aware students capable of the same balance that well rounded college students must demonstrate.

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

Filmore Academy will follow a traditional schedule and will have 185 school days and 10 teacher work days. The work days would be used for professional development and time to prepare instruction to support the mission of the school. The traditional calendar was chosen because, as a school who wants to be rooted in the community, we wish to follow the same schedule that other schools, businesses, and individuals that surround us. Additionally for student performances and competitions to coincide with other regional schools it is sensible that we are on a similar schedule. The school would attempt to align the calendar with Wake County Schools calendar to allow families at multiple schools to have vacation time together.

Inside of particular semesters, grades, and individual schedules there may be modifications based on projects, field trips, guest speakers, athletic completions, and artistic performances especially in upper grades.

The example provided in Appendix R is for illustrative purposes only and will be updated accordingly beginning in school year 2014-15.

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.

Students who are not performing at expected levels may need additional assistance to be successful. Expected levels means that the students are passing the EOG and making expected growth or high growth on an annual basis, unless otherwise stipulated by an IEP. We would also expect that a student completing his or her class work would be making a C or better in all subject areas.

If children are not meeting these goals, the first step will be for the classroom teacher to define the areas of struggle and contact the students parents about the potential problem. If differentiation and collaboration with the family is not enough, the EC Team will be brought in to make suggestions and if necessary test the student academically and behaviorally. The reading specialist or ELL teacher may provide additional support as needed. Various specialist i.e. Psychology therapist and speech therapist but not limited to only these therapist will be contracted on a yearly basis and will be brought in as needed. Filmore Academy believes that every child can be successful and an educators job is to assist students as they master the content, not to just disseminate the information.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
 - a) Methods for identifying ELL students.
 - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
 - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

Filmore Academy Charter School will meet the needs of English Language Learners by identifying ELL student by administrating a Home Language Survey, assessing the English proficiency in reading, writing, speaking and listening of any student whose home language is not English or who appears not to speak English and determine whether the student is a ELL learner by a trained personnel. If the student is ELL, they will be placed in an instructional program that will provide sheltered subject matter instruction in English and English language. The English language instruction and the sheltered content instruction provided to ELL students will be geared to their English proficiency level. Students with beginning and low intermediate English proficiency need more "sheltering," more adaptations of curriculum and instruction, than students with a higher level of English proficiency. ELL English instruction will be provided during a 90 minute reading block in a guided reading group, which is based on the language proficiency of the student.

The Student Intervention Team will monitor the progress and success of the ELL students, including exiting students from ELL by consultation and

problem-solving which focuses on the needs of an individual student. Consultation with the school Student Intervention Team is needed to examine more intensive and individualized intervention options. The Student Intervention Team is composed of knowledgeable school staff and the student's family, who work collaboratively to:

- (1) Probe the students strengths and needs.
- (2) Analyze the student's response to previous interventions.
- (3) Use a root cause analysis approach to develop a systematic plan for intensive interventions which are designed to close the academic or behavioral gap between the student and his or her peers

The team will use a continuous problem-solving process to review and revise plans as needed until the student achieves his/her individual goals.

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.

Filmore Academy Charter School will meet the needs of intellectually gifted students by identifying students that perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. They exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. The program provides distinctive services for advanced-level learners in academic areas and the visual and performing arts. Program services offer accelerated and enriched learning opportunities.

We will ensure that gifted education services are an integral part of the general education program by providing differentiated instruction and curriculum to continuously improve student achievement and performance. Emotional and social needs of advance-level learners, providing time and resources so that students can pursue areas of special interest, recognizing and developing diverse abilities and talents, and providing comprehensive professional development for its teachers to help them meet the unique needs of advanced-level students. Lessons may be modified through acceleration or enrichment of content. Assignments can be modified through reducing regular classroom work or providing alternate assignments. Scheduling options include providing opportunities for high-ability students to work individually through independent study, shared learning in homogeneous groupings with peers of similar ability and interests, and participation in heterogeneous groupings of mixed-ability students.

Exceptional Children

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

Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have

previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

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)

1. Initial Identification of EC Students:

Filmore Academy will not request information about academic ability on the initial application for admission. However, once students have been enrolled in the school, the school will ask parents to sign a records release form so that cumulative folders can be requested from other schools. In addition, the school will ask the families at that time to notify them if their child has a need (such as a learning disability, identified behavior need, ELL, struggling student, identified as gifted or talented) and provide us with any paperwork, such as an IEP, that would help us begin to serve their child.

2. During the course of any school year, if a child is suspected to need additional assistance, the EC team would observe the students, evaluate if testing should be done, and the school would provide testing if the EC team and parents both agree. Students who are not tested or do not qualify, but still would benefit from assistance, will be given assistance from the staff.

3. The requesting of records from previous schools will be done by a signed release from the student's parent or guardian. Whenever any relevant records are obtained or drafted they will be saved electronically in a password protected file accessible only to those needing the information to properly provide support to the student (i.e. the student's primary teacher and the EC team) and accessible through user authentication procedures; the originals will be stored in a locked cabinet.

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.

1. Ensuring Needs Are Met:

Students with IEPs will have help from the EC Team. In most cases, we anticipate this help would be in the form of push-in assistance from the EC Teacher, meaning the student would remain in his or her class and the EC Teacher would come in to assist the students or even co-teach with the teacher. Students who required a pull-out setting would be pulled out of the class as needed. Students might also be given 504 plans if they were unable to qualify for an IEP, but had a documented disability (such as ADHD) and needed modifications to be successful. Students who did not qualify, but still needed assistance, might work with an EC Teacher when he or she was in

the classroom to work with a small group of EC students, and the classroom teacher would differentiate as necessary to help make the student successful. Students with physical disabilities would be given the tools they need to be successful (ramps, devices to magnify text, etc.). Students who are labeled as gifted and talented would have work differentiated by their classroom teachers and math and reading would be ability grouped in most grades and differentiated in other grades. Students who are English Language Learners would receive additional support from the ELL teacher.

2. Filmore Academy Charter School will guarantee a "free and appropriate education" in the "least restrictive environment" along with all appropriate "related services" required for the student to benefit from their education. Filmore Academy Charter School recognizes that each student is unique. Therefore, we will specifically address the individual needs of our exceptional children with regards to academics and behavior as dictated by each student's Individualized Education Plan (IEP).

3. Reviewing the EC Program:

IEPs and 504 plans would be reviewed annually. Psychological evaluations, re-evaluations and educational testing would be repeated or given based on the recommendations of the EC Department and the law. The effectiveness of the EC program would be part of the educational audit through EOG scores, parent surveys, staff surveys, and the input of the committee assigned to the audit.

4. The classroom teacher and the EC teacher will collaborate to ensure that the student is getting the services that he or she is entitled to receive. Filmore Academy Charter School recognizes the need for a partnership to exist among teaching staff, parents and students in order to meet the needs of exceptional children. Filmore Academy Charter School staff will work to ensure that students with exceptional needs receive an appropriate setting and that parents of special needs students will be given procedural guidelines which are governed by North Carolina Department of Public Instruction.

Filmore Academy Charter School will hire certified special education teacher(s), based on the needs of our exceptional children population, who with the school director will be responsible for the appropriate identification and evaluation services of students identified as or suspected of being disabled. Filmore Academy Charter School will use special education consultants and specialists to provide direct teaching, consultation, and speech therapy as necessary, based on the individual students needs as reflected in his/her IEP. Filmore Academy Charter School special education teacher will insure identified disabled students receive all required course modifications by communicating directly with the special education Teacher. Each teacher of that the student has will following up monthly for a consultation with all teachers, parents and student to ensure compliance with all statutes.

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 students. These standards should set forth what students in the last grade served will know and be able to do.

1) Especially in high school students are expected to take an increasing level of responsibility for their learning and academic progress. Students needing additional tutoring and instruction are expected to work with their teachers to get the support they need. Although a teacher may pass a student with a grade of a D after strong remedial effort on behalf of the student, Ds are not to be commonplace on any students transcript. Instead students are expected to maintain a minimum of a C average since we are striving for academic excellence that will prepare students for college and beyond.

2) Filmore Academy will comply with all federally and state mandated testing. Therefore, EOGs, EOCs and writing test data would be used to adjust instruction from year to year as strengths and weaknesses are assessed. The goal would be that all students make growth, that the school as a whole makes high growth, and that the school meets AYP annually. Formative and Summative assessments as well as NC Falcon will also be used in class to assess progression and mastery of content. Filmore Academy will be a data driven school and the pace of the content taught, as well as the teaching strategies used each year, would be modified annually depending on the needs of the students.

3) Students are expected to earn a minimum of a C grade in all of their courses. Although it is possible to pass a class with a D this will be rare and the results of significant effort on behalf of the student whereby they still are unable to master the basics of the material. It is also possible to move to the next grade with an F, it is not possible for a student to graduate without meeting all requirements. Therefore a failed class will have to be repeated or alternate arrangements made. The parents or guardians of any student at risk of earning a D or failing a class will be informed promptly by the teacher.

At the conclusion of the school year report cards will be sent to parents via mail and email with a statement on whether or not the student has been promoted to the next grade. The teachers of students with special needs will consider their IEPs and/or alternate learning strategies and/or the insights of the EC teacher for determining ability-modified grades and promotions.

4) To graduate from Filmore Academy, the student must meet the following requirements which are equal to or more stringent than those established by the North Carolina Department of Instruction for graduating high school seniors. These requirements include 4 English credits, 4 Mathematics credits, 4 Science credits, 4 Social Studies credits, 4 Foreign Language credits, 1 Health and Education credit, and 2 elective credits. A minimum of 5 hours per week of school approved extracurricular activities will have been completed and documented during the high school years too. Student must also receive a satisfactory grade for their contribution to the Exhibition Night projects and if they have chosen to do a Senior Project this will also need a passing grade. Students will be expected to pass End of Grade and EOC assessments along the way. However, students who do not meet these requirements may still be allowed to graduate at the discretion of the

principal.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.
2. Explain the plan for graduating students with special education needs.
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

1) The graduation requirements for Filmore Academy will be equal to or greater than those stated in the Future-Ready Core requirements. Not only will students need to complete 4 units of all core subjects (English, Mathematics, Science and Social Studies), 1 unit of Health/PE but they will also need to complete 4 units of Spanish and 6 units of electives such as Fine Arts, Information Technology or Business. Each course will count as 1 credit hour except for some electives which may count as a half credit hour.

Throughout high schools teachers will reinforce for students that the work they do now will translate into the grades they get tomorrow, which will in turn impact the colleges they can attend or the jobs they can take, culminating in their earnings potential and their ability to lead a financially stable life. As such students are encouraged to review their transcript with their teachers and parents before submitting it to colleges to understand their GPA (A=4.0, B=3.0, C=2.0, D=1.0), to refresh their memory on the classes theyve taken, and to verify that their name and contact info is accurate.

2) Throughout a students academic career at Filmore Academy they will be assessed in a variety of ways. These assessments, as well as all records provided by the parents from prior schools, testing facilities and medical professionals will inform teachers of students needing modified support. Students with verifiable disability as defined by federal regulations will have an IEP developed with a team of qualified and supportive people including their parents, a special education teacher, and a core teacher. All IEPs will be developed according to the least restrictive environment principle because we believe in allowing students access to the curriculum of their peers and the social and academic growth that comes from their classmates. For high school students these IEPs will permit teachers to individualize some of the work that the student is responsible for so that they can demonstrate grade-level proficiency in a manner consistent with the limitations of their condition.

3) Teachers who develop concern that a student may drop out as a result of observations such as numerous tardies or absences, disengagement, inattentiveness, incomplete or newly sloppy work, disturbing references in their work, excessive tiredness, unhealthy physical changes, pregnancy, etc will initially speak with the student in a private and non-confrontational way. After gathering the students perspective the teacher may bring that matter to the students other teachers and/or an appropriate faculty member. The parents will be informed and their support requested. To the extent possible the student may be offered a temporary alternative learning opportunity such as online work or access to additional tutoring. If a student is at risk of not meeting a graduation requirement or about to drop out the teacher, principal and parents will meet to devise an immediate plan

to avert the situation.

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 within the appendices (Appendix C).

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.

Being a global citizen and a leader of tomorrow means embracing diversity of all kinds (race, religion, gender, age, and sexual orientation, physical and mental abilities), upholding democratic principles, and seeking a more just world. Bullying and its various manifestations of abuse (verbal, written, physical, sexual, cyber) has no place at Filmore Academy nor in the lives of those associated with this institution including its students, faculty, volunteers, administrators, staff, and supporters.

Open lines of communication will be standard and unwavering for students at Filmore Academy so that they feel safe in expressing concerns related to conduct. Any form of retaliation, intimidation, or suppression of information related to such concerns will not be tolerated and may be grounds for suspension, expulsion or criminal charges. Teachers, administrators, faculty and supporters will be expected to uphold the most honorable of standards regarding human decency such that students trust in the system of rules and appropriate responses for infractions.

[See APPENDIX C for details]

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: The Filmore Group

Mailing Address: 5304 Duckwing Dr

City/State/Zip: Raleigh NC 27604

Street Address: 5304 Duckwing Dr

Phone: 919-217-5555

Fax: 919-217-5555

Name of registered agent and address: Tanya Johnson
5304 Duckwing Dr
Raleigh, NC 27604

FEDERAL TAX ID: 46-1438716

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)
 No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Gineen Bowman	Secretary	WAKE	Paralegal/Admin assistant

Lourdes Fernandez	Assistant Chair	WAKE	Attny Lawyer
Chris Gallagher	Board member	WAKE	IT specialist /Project manager
Michael D Patrick	Financial Officer	WAKE	CPA
Tanya Johnson	Chair	WAKE	Special ed B-K Day Care Facility Administrator

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

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 Corporation is a non-profit corporation organized for charitable and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). More specifically, the Corporations purposes are (a) to establish a charter school pursuant to Section 115C-238.29 of the North Carolina General Statutes (the "Charter School") and (b) to perform any other lawful charitable or educational activity permitted under the Code. In furtherance of such purposes, the Corporation may engage in any lawful activity except as otherwise restricted in the Articles of Incorporation.

Duties of the Board of Directors. Without limiting any of its generality, the Board of Directors shall reserve to itself the ultimate responsibility and authority for reviewing and deciding matters of fundamental importance. Specifically, for example, the responsibilities of the Board of Directors shall include, but shall not be limited to, the following:

- (1) Adopting, upholding, and serving to fulfill the mission, philosophy, and goals of the Charter School;
- (2) Establishing policies for governance that uphold the laws governing public charter schools in North Carolina;
- (3) Hiring, evaluating, and retaining the Charter School Principal and executive staff (who shall all also serve as a non-voting members);
- (4) Recommending to the Charter School Principal (and the Charter School administration) priorities, short-term and long-term plans and broad policies for the successful operation of the Charter School;
- (5) Adopting and approving the annual budget for the Charter School and periodically reviewing the financial statements of the Charter School for financial stability, budget viability and state compliance;
- (6) Supporting the Charter School administration, faculty, and staff to ensure the precise and complete implementation of all aspects of the academic program, curriculum, and instruction, including monitoring student achievement to ensure attainment of N.C. State Board of Education standards;
- (7) Adopting and approving operating procedures for the Charter School;
- (8) Assuming a leading role in promotion and fundraising for the Charter School;
- (9) Building and maintaining parent, educator, and community partnerships; and
- (10) Maintaining accurate up-to-date records of the business conducted at all meetings of the Board of Directors.

The board will recruit, hire, and supervise the lead administrator by posting the appropriate job announcement with various online and offline recruiting sources. The board will open this job announcement in August of 2013 and close at the end of September 2013. There will be a thorough background, resource, and referral investigation done on all the leading potential candidates carried out by the board. Next, a rigorous and thorough interview session will transpire consisting of 3 interviews with various board members in October. Board members will hold a special meeting to evaluate the candidates and put the vote for their leading candidate. Finally in December of 2013 acceptance notification contract will be sent to the candidate of choice. We will encourage this candidate to respond within 30 days. After lead administrative acceptance of the position, denial notifications will be sent to all other candidates.

To progress with greatest efficiency and harmony, the Charter School will be guided by this lead administrator who will be committed to the mission, philosophy, and goals of the Charter School, as expressed in the institutions charter and bylaws; and he or she will possess the professional expertise, practical experience, and skills to create a dynamic, progressing, expanding Charter School.

Once on board as lead administrator, there will be annual evaluations and staff focus monitoring conducted by the board to ensure all the fore mentioned practices are being adhered to.

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.*

All Board Meetings, as required by law, will be open to the public. The Board of Directors will provide notice to the community of board meetings through public postings of meeting dates. The Board will post meeting dates on their website and through other appropriate public locations. The Board Meetings will be held at a consistent time, day and location each month in order to increase accessibility for parents and community members to attend. At each meeting the agenda will include time for public comments so that community members have a forum for voicing their comments. The Board will also conduct a yearly parent survey. The survey will be made available through paper and online distribution so that all stakeholders have the opportunity to provide feedback. This survey will provide the Board valuable feedback from school stakeholders on the execution of the mission of Filmore Academy.

The Board will also make available to all school stakeholders a grievance policy. This policy will outline the appropriate procedure for stakeholders grievances to be addressed by the Filmore Academy Board of Directors. This policy holds the Board of Directors accountable for addressing concerns from its stakeholders. The board will govern the Charter school, Filmore Academy.

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?*

The current founding board members were recruited through numerous media

employment web sites, Volunteer.com, indeed, and other social media web sites like Facebook, Twitter, Craigs list. As vacancies ome open the board will post and recruit the opening, through these and other like sites for two weeks and seat the open vacancy within thirty (30) days from the opening. Time permitting. The prostect will have a resume review, interview, and application review by 3/4 of the board. The nomination will be put to vote and designated by the voting board members.

4. *How often will the board meet?*

The board will meet once a month, the second Monday, location to be announced.

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 H).*

New board members will receive a four (4) hour orientation about the business, with a dissemination of board organization information and materials, committee updates, a review of the projected marketing plan for the year, a synopsis of where the organization is going, and key info from the chair, financial officer, and secretary. The board will hold two (2) yearly retreats in the spring and in the fall to receive professional development. SWOT, interpersonal skills, and board financing exercises will be conducted. These retreats will be mandatory for all board members and will last approximately eight (8) hours. Location, time, and agenda will be announced and distributed forty five (45) days prior to the retreat.

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.*

If the Board of Directors or Committee has reasonable cause to believe that a person who is required to disclose actual or possible conflicts of interest has failed to do so, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.

If, after hearing such persons response and making such further investigation as may be warranted in the circumstances, the Board of Directors or Committee determines that the person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. The board will periodically monitor conflict possibilities to assure an avoidance of actual and perceived conflicts. Currently the board has not identified any existing relationships that could pose actual or perceived conflicts of interest if the application is approved.

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

In order for the Board of Directors to effectively fulfill their responsibilities an efficacious process must be used to make decisions. This process must maintain a clear balance between the pro-active planning of organizational objectives and the maintenance of current actionable items. In order to support the Board of Directors decision making process the Board will establish committees to develop or address school policies which require implementation or new direction. After their review process the committee will bring their recommendation to the full Board of Directors on the development of these policies. The full Board will then execute its responsibility to carefully review all of the data of the recommendation and ensure that it aligns with the vision of the school. The Board will

carefully review, discuss and vote on all school policies. During normal circumstances the Board will not take action on policies unless Board Members have had an agreed upon review period of the proposed policies.

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.*

Board of Directors-Duties of the Board of Directors. Without limiting any of its generality, the Board of Directors shall reserve to itself the ultimate responsibility and authority for reviewing and deciding matters of fundamental importance.

Advisory Board-Comprised of various people within the communities at large of Raleigh, Wake County, NC, and or the United States. These people will attend board meetings, support organizations activities, resources, prestige, money ,etc. The committee will not have governing responsibilities.

Lead Administrator- Head of schools/Director will sit as a member of the advisory board. To progress with greatest efficiency and harmony, the Charter School will be guided by this lead administrator who will be committed to the mission, philosophy, and goals of the Charter School, as expressed in the institutions charter and bylaws; and he or she will possess the professional expertise, practical experience, and skills to create a dynamic, progressing, expanding Charter School. Lead administrator are required to regularly attend Board meetings and be willing to take the time to be introduced and become familiar with the Charter School and its mission, philosophy, goals, and charter; to study these bylaws; to learn about the organization and structure of the Charter Schools governance and administration; and to understand the responsibilities and obligations required of a Lead administrator. Lead administrators are responsible to the Charter School community for the successful management, operation and going concern of the Charter School. The Board of Directors creates and advises on policy matters; the Charter School lead administration implements Board policy. Other than the Charter School Lead administrator, individual Directors do not participate in implementing policy (i.e., engaging in specific management, personnel, or curricular issues). The lead administrator shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum. Business Manager/financial officer- will sit as a member of the advisory board, reports to the Lead administrator, and handles all the day to day financial business of the Charter school. The financial officer is responsible for giving reports and explanations to the board, of the financial state of the Charter on a quarterly basis. The financial officer shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.

Parent Advisory Board- Not a PTA. Comprised of student parents, grandparents, and or relatives. Support charter's activities providing information, resources, prestige, money, etc. The committee will not have governing responsibilities. Board may send one or two representatives to board meetings to carry out Parent Advisory board business.

Additional Committees. The Board of Directors may designate other

committees, each of which, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility or liability imposed upon it or him or her by law. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by the Chair of the Board of Directors or by resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

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

Include in the Appendices:

- 9. 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).
- 10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
- 11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
- 12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
- 13. Copy of any board policies if adopted already (Appendix H).
- 14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

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

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

X Not Applicable

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 K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

- o Any position new to the school would be posted on the website and open to the public for a minimum of two weeks before being filled. This means, in year one, each position would be posted and open to the public. In subsequent years, any positions being vacated by staff members will be open internally before being made public (i.e., a second grade teacher moves out of state, and a 3rd grade teacher on staff wishes to change grade levels)
- o In addition to being posted on the website, open positions would be posted in the newspaper, on local message boards, and advertised on fliers
- o During the planning year, the Board of Directors would hold a Prospective Staff Open House to explain the program, benefits, and job descriptions to interested individuals
- o During the planning year the Board would interview at minimum, three candidates for principal. The Board would vote to hire a principal. The principal would be the first employee hired by the Board.
- o After hiring the principal, he or she would interview and suggest to the Board individuals to fill all other staff positions. The Board would then vote on each of these suggestions individually
- o Only after the Board votes and approves each individual for employment will the individual be given a contract
- o Retention of high-performing teachers and faculty will be a focus of the board and the principal. Strategies include regular formal and informal check-ins with the teacher, development of a professional development plan (PDP), encouragement to observe their area of expertise in action in other industries, encouragement to further their education, consideration of compensation changes, public praise.

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.*

Charter school employees can be a part of the Parent Advisory board and or the Advisory board. They are able to attend board meetings, support organizations activities, resources, prestige, money, etc. Staff will not have governing responsibilities. In addition Charter School employees shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she may not vote nor be counted in determining the existence of a quorum.

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

- o Filmore Academy will be an equal opportunity employer
- o The Board of Directors will give directives and opinions to hire and fire all employees
- o All employees will have to complete and pass a background check annually in order to remain employed by the school. Refusal to complete a background check or failure to pass can result in immediate termination of employment
- o All contracts will be at-will contracts are good for one school year

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

Filmore Academy will have a salary range from \$12,000 - \$65,000 which will include all employees from your part time lunch specialist to the Lead administrator. Benefits are based on the type of employee one is not the level at the school. All full-time employees will receive full benefits, some at their option. These benefits will include health insurance, life insurance, Retirement Plans, and additional disability Plans.

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

- o Should an employee have a grievance with another staff members, grievances would be given, in writing, to the principal
- o Should an employee have a grievance with the principal or another staff member about whom the employee feels the principal might have a conflict of interest, grievances would be given, in writing to the Board of Directors
- o An official, legal, grievance policy would be provided in the Staff Handbook prior to the beginning of the school year, and no employee could be the subject of retaliation
- o Contracts for employees will be one-year and will be at-will contracts. The Board may choose to not renew an individuals contract for the following school year
- o Termination of employment during the year can happen immediately if the employee violates any item in The Standards for Professional Conduct for NC Educators. Termination of employment during the year due to job performance must be after the employee has been placed on an action plan and has not shown improvement towards their goals

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

The following positions within Filmore Academy may have dual responsibilities:

The lunch coordinator/food service staff will be a part time position and will be shared with the custodial staff. Funding is allocated in the budget for one (1) part time staff person for each position, creating One full time position if one person is hired for both.

Core English/language arts teacher may be the Performance arts instructor. This teacher will receive \$5000 bonus pay if one person is hired for both positions.

Core science or math teacher may hold the position of computer instructor with the contracted IT specialist as an aid. This teacher will receive \$5000 bonus pay if one person is hired for both positions.

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

Filmore Academy Charter School plans to have qualified staffing adequate for the anticipated special needs population will assuring that the person serving in that role must follow NCLB requirements for highly-qualified staff, which include a bachelors degree and demonstrated subject-matter competence. Additional consideration will be given as to whether the person is knowledgeable about special needs requirements, accountable for implementation of the schools special needs programs, and able to provide administrative oversight.

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

Principal and Vice-Principal Qualifications

An Masters degree or higher in education, one specifically in administration preferred by not required

Minimum of 5 years teaching and/or educational administration experience

Hold a valid SP II North Carolina Teaching License

Curriculum Director

A Bachelors degree or higher in education
Minimum 5 years teaching experience
Hold a valid SP II North Carolina Teaching License

Classroom Teachers K-5

A Bachelors degree of higher in education
Hold a valid SP I or SP II North Carolina Teaching License in Elementary Education, or be on track to receive a SP I or SP II license from DPIs Licensure Department
Ideally one teacher would also hold a Reading Specialist certification in grade K-3 and 3-5

Classroom Teachers in Grade 6

A Bachelors degree of higher in education
Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPIs Licensure Department) in elementary education or middle school certification in the subject he or she will teach
Ideally one teacher would also hold a Reading Specialist certification

Classroom Teachers 7-8

A Bachelors degree of higher in education
Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPIs Licensure Department) with middle school certification in the subject he or she will teach

Teacher Assistants

A Bachelors degree is preferred, but not required
Experience as a teacher assistant is preferred, but not required

EC Teacher

A Bachelors degree or higher in education
Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPIs Licensure Department) in Special Education. Dual certification in middle school content areas, EC subject areas, or elementary education is a plus

Performing Arts Teacher

A Bachelors degree or higher in education
Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPIs Licensure Department) in visual arts K-12
May be an English Literature candidate to act in dual role to fill the English and/or language arts History Math, or science positions

Reading Specialist Teacher

A Bachelors degree or higher in education
Minimum 5 years of teaching experience
Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPIs Licensure Department) as a reading specialist

ELL Teacher

A Bachelors degree or higher in education

Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPIs Licensure Department) with ELL certification

Foreign Language Teacher

A Bachelors degree or higher in education

Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPIs Licensure Department) in the foreignlanguage to be taught

PE Teacher/Athletic Director

A Bachelors degree or higher in education

Hold a valid SP I or SP II North Carolina Teaching License (or being tracked to receive a SP I or SP II license

From DPIs Licensure Department) in Physical Education K-12

May be any core teacher candidate to act in dual role to fill the English and/or language arts History Math, or science positions

Office Manager

A Bachelors degree is preferred, but not required

Organizational and personal skills appropriate

Secretarial experience in a school or business is a plus

Office Assistant

A Bachelors degree is preferred, but not required

Organizational and personal skills

Staff Evaluation and Professional Development

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

Director of Education/Principal will maintain all teacher licensure requirements and professional development and provides advice to teachers, school administrators and support staff by providing training.

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.*

Develop Teachers:

Although many teachers are already experts in their field, each teacher has room to grow. To continually develop our teachers, Filmore Academy would set aside money in its budget annually for whole-staff individualize development. Whole-staff development would focus primarily on Project Based Learning the first year of operation. In subsequent years, development would be scheduled based on the needs of the staff. Similarly, individual staff development would be provided to those wishing to strengthen their knowledge and skills in a particular area.

Mentor Teachers:

Both beginning and experienced teachers need mentors. Those teachers who have already obtained a SP II license would complete a Personal Development Plan (PDP) every year to be approved by the principal. Teachers with similar goals would work together, mentoring each other as they made progress towards their PDP goals annually. Beginning teachers would take part in a state approved Beginning Teacher Program (BTP).

Evaluate Staff:

The principal and vice-principal of the school would evaluate staff in several ways. First, data from EOGs, student grades, and parent surveys would evaluate teacher effectiveness. Also the North Carolina Teacher Evaluation Process would be used to annually evaluate teachers via an online evaluation rubric system. The school's principal would be the main contact for teacher evaluations, although the vice-principal would serve as a secondary contact. However, the plan would follow the general guidelines below:

- Teachers would complete a PDP to be approved by an administrator at the beginning of each year
- Teachers will be observed a minimum of twice per year, except for those in the BTP Program who would be formally observed 4 times per year
- Additional observations could be conducted at any time, either formal or informal
- Teachers would meet after each observation to post-conference
- PDP would be evaluated mid-year and at the conclusion of each year, either during a post-conference or during a PDP conference as needed
- Staff who are not proficient would be placed on an Action Plan

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

Filmore Academy will provide teachers with Project Based Learning training. Professional development will be based on the needs of the teachers and be oriented toward supporting the teacher in effectively being able to teach their content area for the 21st century student. Whole group professional development will be offered annually, and individual professional development will be encouraged to assist teachers who wish to grow.

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.*

Filmore Academy will arrange to have both formal and informal training programs to enable its faculty and staff to progress growth in knowledge to improve their skills as educators. Employees may be selected for workshops and seminars related to concentration on specific core academic areas to increase student achievement and proficiency. Core educational Training programs will commence during weekends, after all new hire teachers have accepted employment. During these workshops and seminars, teachers will learn about identifying grading process, curriculum expectations, instructional goal or learner outcome for teaching activities outside the classroom and board policies governing such activities, cultural and socioeconomic background of members of the school community, support services, understanding and meeting expectations in Project Based Learning, demonstrate an understanding of learning theory, develop a schedule, and classroom management procedures.

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.

Filmore Academy will use five (5) out of ten (10) teacher workdays. The professional development will be eight (8) learning hours with workshops or

seminars with lunch included throughout the school year. Due to the professional development being during teacher workdays, the school's calendar, daily schedule and staffing structure will not be compromised unless we there need additional staffing for administrative duties pertaining to the professional development.

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 reflects 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)).

Filmore Academy's Marketing plan for enrollment is an eighteen (18) month process to start. Beginning in January of 2013 we unroll this process to begin reaching out to parents and teachers. Through numerous web sites, social media, and surveys we have begun to market our name and brand as a leader in academics, global citizenship, and a major contributor to the arts and athletics in the wake county corridor. Reaching over 1000 schools, families, and teachers we participated in the Charter school fair held in Raleigh NC, January 18, 2013. At this fair we took mini applications from parents for students to add to our lottery information to start January 2014 for the 2014-2015 school years. In addition, there were some good teacher prospects that have begun to reach out to us via email. With a projected location in North Raleigh, we will continue to survey advertise and pull from the zip codes that encompass that area. In addition, we will venture to other zip codes and continue the advertising thrust to reach other demographic compositions to serve a more diverse population, thus utilizing our contracted transportation service to ensure each students ability to travel to and from school. In addition we are, and will continue to notify the special arts, athletic teams, and social clubs in all of Wake County, to both reach and diligently seek the students mentioned in our mission statement. Again, offering the usage of the contracted transportation service to the students.

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.*

1) Through online, social media, and offline resources parents and the community will be kept informed about all key milestones, events, and happenings regarding the school. A school facilitated website will maintain the most accurate and up to date information while immediate news and reminders will be shared via tools like Twitter. Regular (newsletter) and formal (impending challenges or major milestones) information will be

disseminated through a combination of email and regular mail to ensure parents and their concerns are not ignored.

2) Parents will be asked to volunteer at least 2 hours per month across the needs of the school including in the classroom, to supervise the lunches and transportation pick up, and outings, field trips, travels abroad, to assist in coaching, and help to organize various activities. This will not be a requirement, but it will be encouraged. In addition, parents will be sought to assist with the literacy and/or math courses in lower grades and during PBL times in all grade levels. Parents with expertise in many areas will be sought, especially during the founding years of the school. Parents with expertise in technology, web design, cultural arts, real estate, fundraising, furniture moving and acquisition, and coaching will be especially sought out. These fore mentioned parents will be sought after to sit on the Parent Advisory board and the Advisory board. A formal PTA is not planned but we will encourage and support the formation of an active parent-teacher organization. Parents will be asked to volunteer for such events but not limited to dances, lunch time monitors, coaches, substitutes, janitors, office help, recess and study hall monitors, transportation carpool monitors, and spring and fall clean up and landscaping, etc.

Admissions Policy

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

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *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.*

1) The application period will open with the open lottery every January. The lottery will always close on March 1st. The selection will always happen mid March. Enrollment will begin April 1 for all interested applicants.

Applicants must supply:

- 1) birth certificate
- 2) Previous transcript
- 3) a general application

2) The only requirement to apply to Filmore Academy would be residence in the state of North Carolina, and proof of residence will be requested with the application and required prior to enrollment. Homeless students are eligible to apply. In addition, students whose parents are stationed overseas are eligible to apply if the student lives in North Carolina. A student who currently is domiciled outside of North Carolina is not eligible to apply, even if he/she intends to move to North Carolina before the beginning of the school year. In addition, the individual(s) who have legal custody of the child must be domiciled in North Carolina, not just legal guardians. In addition, foster children are not eligible for enrollment based on the foster family's residence; eligibility still lies with the residence of the parent.

Preference for enrollment is restricted to the following:

During the first year of operation, the children of members of the Board; limited to 10% of the schools population or 20 students, whichever is fewer Children of the schools principal, teachers, and teacher assistants, assuming space was available at the time the employee was offered a job at Filmore Academy. If no space was available at that time, the child (ren) would be placed at the top of that grades waitlist.

Siblings of enrolled students

3) There will be 5 students added to the waitlist for each grade. As lottery selected students decline enrollment, an administrator will begin to call to offer enrollment off of the wait list

4) Parents may need to provide proof of residency

5) Students may withdraw or transfer at any time. In order to do so, written notice from the parent or guardian must be given. However, if the parent or guardian does not give notice and another school sends a written request for records transfer signed by the parent or guardian, this will serve as written notice.

If a student fails to show up for school at the beginning of the year, or any time during the year, absence alone will not be enough to withdraw the child. Due diligence through phone calls and home visits will be documented and serve as evidence of a students withdrawal. In this case, no withdrawal will be made prior to consulting with DPI about the individual case.

Spaces created by students who withdraw or transfer will be filled using the established waitlist. Waitlists will only be valid until December 31 of the current school year, after which time no spaces will be filled. The lottery in the spring will fill any available seats for the following school year.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Wake County Schools
- LEA #2 Durham Public Schools
- LEA #3 Orange 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.

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 920	LEA 320	LEA 680	LEA 920	LEA 320	LEA 680	LEA 920	LEA 320	LEA 680	LEA 920	LEA 320	LEA 680	LEA 920	LEA 320	LEA 680
Kindergarten	30	3		30	3		30	3		30	3		30	3	
Grade 01	30	3		30	3		30	3		30	3		30	3	
Grade 02	30	3		30	3		30	3		30	3		30	3	
Grade 03	30	3		30	3		30	3		30	3		30	3	
Grade 04	0	0		30	3		30	3		30	3		30	3	
Grade 05	0	0		0	0		30	3		30	3		30	3	
Grade 06	0	0		0	0		0	0		30	3		30	3	
Grade 07	0	0		0	0		0	0		0	0		30	3	
Grade 09	30	3		30	3		30	3		30	3		30	3	
Grade 10	30	3		30	3		30	3		30	3		30	3	
Grade 11	0	0		30	3		30	3		30	3		30	3	
Grade 12	0	0		0	0		30	3		30	3		30	3	
	180	18	18	240	24	24	300	30	30	330	33	33	360	36	36
	198			264			330			363			396		
	216			288			360			396			432		

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.

Filmore Academy will have a safe transportation plan that ensures no child is denied access to the school due to lack of transportation. The transportation plan will be a three part plan. First, is car pool. Carpool session will assure the safe arrival and drop off of students located at the schools doors. Parents, caretakers, daycares, afterschool facilities, and transportation services will all participate in a well-organized safe drop off and pick up carpool session. As students enter orientation for their respective grade, they will receive 2 numbered plaques that represent their family and will be displayed on the rear view mirror. During Carpool session, both mornings and afternoons parent volunteers will act as traffic patrol, dispatch, and crossing guards alongside staff, to assure all students are safe during this time. At drop off students will move quickly into the school, exiting out of the right sides of vehicles only. During pick up students will move quickly from the school, entering into the right sides of vehicles only. Two way radios will be used for dispatch of numbers and notification of each number arriving to pick up their respective student. No cell phones will be allowed during this time. Students that are not picked up within 30 minutes of the beginning of carpool will be wrangled in the lobby of the school and given permission to use phones to locate their rides. Staff will be responsible for staying with any children not picked up until the authorized pick up person arrives. Identification must be presented to pick up children left later than 45 minutes after carpool.

Next, Filmore Academy will be contracting with an outside transportation company to facilitate the transportation needs of children within a 15 mile range that do not have reliable transportation across the targeted student population area. The determined budget and necessity for transportation will be determined within the first week of school as proposed students are present, and request the need.

Last, Filmore Academy will also contract with the same transportation company for emergency usage. Emergency usage is allocated for those persons designated to pick up and drop off students that may have an emergency transportation issue arise on short notice. Filmore Academy will be invoiced for any additional emergency usage.

Furthermore, Filmore Academy will use a transportation company and parent volunteer drivers and vehicles to transport students for field trips, performances, practices, sports events, etc.

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.

Filmore Academy put in place a nutritious lunch plan that will ensure no student is lacking a daily meal. We will require all students to bring lunches from home on a daily basis except when noted by monthly school menu and or activity calendar. We will encourage parents to pack healthy choices when sending lunches to school. Lunch Staff member will monitor lunch time and parent volunteers will cover the thirty (30) minute lunch period and 30 minute recess or study hall session to follow, each day.

Filmore Academy will provide optional food choices on Mondays and Fridays for a fee. A portion of the fee based lunch will be used as a fundraiser. Students can purchase meals from two (2) different restaurants in advance. One lunch staff member (as stated on the budget) along with parent volunteers from all grades will distribute the purchased meals to the students.

In the case of those students that forget their lunch, have an inability to bring a lunch, or have a financial hardship, healthy lunch and snack options will be provided by the school. The school, parent volunteers, and student families will donate healthy food items, to be stored and refrigerated in the designated prep kitchen area. Each day the lunch staff member will count the needed lunches and snacks and provide them to the proper classroom at the appropriate lunch time.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$3,776.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$300,000		\$500.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$7,504.00
Total Cost			\$12,293.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 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.

filmore 02/26/2013

(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).

The Board for Filmore Academy has identified three specific locations for a school building. Filmore Academy's realtor will issue LOI's with first rights of refusals for all three once the allocation to DPI Friday March 1, 2013. One property location in particular, our first choice option, is currently being used by a charter school in Wake County. The current occupants have a lease end date of July 31, 2014. We will be able to occupy the property August 1, 2014. The board, through our Realtor is extending the landlord a Letter of intent with a first right of refusal requesting early entry for ECO, and lease will be contingent on Filmore Academy's ability to acquire all permits, necessary to occupy the building. Because the building is currently used for educational purposes Filmore will assume the responsibility and apply for the ECO in its name at the proper time.

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.*

The Board for Filmore Academy has identified three specific locations for a school building. If our first choice falls through we will have LOI's and first rights of refusals for all our proposed locations.

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 2014-15

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

The formula for figuring these allotments can be found in the [Resource Manual Finance Section](#).

See [Charter School Dollars per ADM](#) on the following link for per pupil allotments by county.

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

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.
- These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015. For local funding amounts, applicants will need to contact their local offices or LEA.

LEA #1 920 - Wake County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,434.28	180	\$798,170.40
Local Funds	\$2,241.00	180	\$403,380.00
Federal EC Funds	\$3,743.48	18	\$67,382.64
Totals			\$1,268,933.04

LEA #2 320 - Durham Public Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,554.57	18	\$81,982.26
Local Funds	\$2,275.00	18	\$40,950.00
Federal EC Funds	\$3,743.48	2	\$7,486.96
Totals			\$130,419.22

LEA #3 680 - Orange County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,881.52	18	\$87,867.36
Local Funds	\$2,275.00	18	\$40,950.00
Federal EC Funds	\$3,239.16	2	\$6,478.32
Totals			\$135,295.68

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

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$81,348	\$1,088,903	\$462,350	\$1,527,337	\$1,682,847
-Local Per Pupil Funds	\$485,280	\$366,218	\$1,374,741	\$513,671	\$565,972
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$968,020	\$1,289,843	\$1,628,427	\$1,809,183	\$1,993,390
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$1,534,648	\$2,744,964	\$3,465,518	\$3,850,191	\$4,242,209

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
Personnel:															
Lead Administrator	1	\$60,000	\$60,000	1	\$63,250	\$63,250	1	\$65,000	\$65,000	1	\$68,000	\$68,000	1	\$72,000	\$72,000
Assistant Administrator	1	\$55,000	\$55,000	1	\$58,000	\$58,000	1	\$61,000	\$61,000	1	\$64,000	\$64,000	1	\$68,000	\$68,000
Finance Officer	1	\$55,000	\$55,000	1	\$58,000	\$58,000	1	\$61,000	\$61,000	1	\$64,000	\$64,000	1	\$68,000	\$68,000
Core Content Teacher(s)	12	\$40,000	\$480,000	16	\$42,000	\$672,000	20	\$45,000	\$900,000	22	\$47,000	\$1,034,000	24	\$49,000	\$1,176,000
Para Educator(s)	2	\$32,000	\$64,000	2	\$35,000	\$70,000	5	\$37,000	\$185,000	6	\$39,000	\$234,000	7	\$41,000	\$287,000
Electives/Specialty Teacher(s)	1	\$35,000	\$35,000	1	\$37,000	\$37,000	1	\$37,000	\$37,000	1	\$37,000	\$37,000	2	\$37,000	\$74,000
Exceptional Children Teacher(s)	1	\$36,000	\$36,000	1	\$38,000	\$38,000	1	\$41,000	\$41,000	1	\$44,000	\$44,000	1	\$48,000	\$48,000
Related Service Teacher(s)	1	\$35,000	\$35,000	1	\$39,000	\$39,000	1	\$41,000	\$41,000	1	\$43,000	\$43,000	1	\$45,000	\$45,000
Contracted Personnel	2	\$17,600	\$35,200	2	\$12,600	\$25,200	2	\$14,600	\$29,200	2	\$18,600	\$37,200	2	\$18,600	\$37,200
Food Service Staff	1	\$6,000	\$6,000	1	\$7,000	\$7,000	1	\$8,000	\$8,000	1	\$90,000	\$90,000	2	\$10,000	\$20,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Staff Supplements	2	\$18,000	\$36,000	2	\$22,250	\$44,500	2	\$26,000	\$52,000	3	\$27,250	\$81,750	3	\$27,500	\$82,500
Professional Development	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$25,000	\$25,000	1	\$37,000	\$37,000	1	\$45,000	\$45,000
Total Personnel	26	\$409,600	\$917,200	30	\$432,100	\$1,131,950	37	\$461,600	\$1,505,200	41	\$578,850	\$1,833,950	46	\$529,100	\$2,022,700
Benefits:															
Disability	21	\$96	\$2,016	29	\$100	\$2,900	37	\$100	\$3,700	40	\$100	\$4,000	43	\$100	\$4,300
Health Insurance	21	\$5,500	\$115,500	29	\$7,500	\$217,500	37	\$7,800	\$288,600	40	\$0	\$0	43	\$8,000	\$344,000
Life Insurance	21	\$125	\$2,625	29	\$130	\$3,770	37	\$135	\$4,995	40	\$137	\$5,480	43	\$140	\$6,020

Filmore Academy Charter School

Medicare	21	\$569	\$11,949	29	\$609	\$17,661	37	\$631	\$23,347	40	\$657	\$26,280	43	\$685	\$29,455
Retirement Plan	21	\$1,177	\$24,717	29	\$1,260	\$36,540	37	\$1,306	\$48,322	40	\$1,360	\$54,400	43	\$1,417	\$60,931
Social Security	21	\$2,433	\$51,093	29	\$2,603	\$75,487	37	\$2,700	\$99,900	40	\$2,811	\$112,440	43	\$2,929	\$125,947
Total Benefits	126	\$9,900	\$207,900	174	\$12,202	\$353,858	222	\$12,672	\$468,864	240	\$5,065	\$202,600	258	\$13,271	\$570,653
Total Personnel Budget	152	\$419,500	\$1,125,100	204	\$444,302	\$1,485,808	259	\$474,272	\$1,974,064	281	\$583,915	\$2,036,550	304	\$542,371	\$2,593,353

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

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Copy Paper	\$10,000	\$13,000	\$20,000	\$25,000	\$28,000
	Curriculum/Texts	\$10,000	\$13,000	\$15,000	\$15,500	\$15,700
	Instructional Materials	\$2,000	\$2,700	\$3,400	\$4,000	\$4,100
	Other	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000
	School Supplies	\$15,000	\$20,000	\$25,000	\$27,000	\$50,000
	Testing Supplies	\$10,000	\$10,500	\$10,700	\$11,000	\$11,200
Human Resources Costs	Legal Counsel	\$10,000	\$13,300	\$20,000	\$20,000	\$20,000
	NC Wise	\$0	\$0	\$0	\$0	\$0
	Personnel Software	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Other	Food Plan	\$30,000	\$40,000	\$50,000	\$60,000	\$70,000
	Insurances	\$12,500	\$15,700	\$17,700	\$19,000	\$19,500
	Marketing Plan	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Transportation Plan	\$80,000	\$100,000	\$120,000	\$140,000	\$150,000
	Travel Expenses	\$5,000	\$7,000	\$14,000	\$16,000	\$18,000
Rents and Debt Services	Custodial Supplies	\$6,000	\$7,000	\$9,500	\$11,000	\$12,000
	Extermination	\$3,600	\$4,000	\$4,500	\$4,700	\$5,000
	Facility Lease/Mortgage	\$384,000	\$384,000	\$384,000	\$384,000	\$384,000
	Maintenance	\$10,000	\$15,000	\$15,500	\$16,000	\$16,500
	Rent of Equipment	\$100,000	\$60,000	\$60,000	\$60,000	\$60,000
	Security/Alarm	\$5,000	\$5,200	\$5,500	\$6,000	\$6,200
Technology Hardware	Instructional Software	\$25,000	\$37,500	\$50,000	\$60,000	\$65,000
	Network/Internet	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
	Office Software	\$3,000	\$5,000	\$5,500	\$6,000	\$6,000
	Other	\$75,000	\$94,000	\$104,500	\$115,000	\$125,200
Utilities	Electric	\$25,000	\$32,000	\$35,000	\$39,000	\$41,000
	Energy	\$0	\$0	\$0	\$0	\$0
	Phone	\$12,000	\$15,000	\$16,500	\$17,800	\$21,000
	Water/Sewer/Trash	\$6,000	\$6,300	\$6,500	\$6,700	\$6,800
Total Operations		\$867,100	\$934,200	\$1,032,800	\$1,109,700	\$1,187,200

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

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$1,125,100	\$1,485,808	\$1,974,064	\$2,036,550	\$2,593,353
TOTAL EXPENDITURE (OPERATIONS)	\$867,100	\$934,200	\$1,032,800	\$1,109,700	\$1,187,200
TOTAL EXPENDITURES	\$1,992,200	\$2,420,008	\$3,006,864	\$3,146,250	\$3,780,553
TOTAL REVENUE	\$1,534,648	\$2,744,964	\$3,465,518	\$3,850,191	\$4,242,209
ANNUAL NET PROJECTIONS	-\$457,552	\$324,956	\$458,654	\$703,941	\$461,656

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

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

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

Enrollment projections were based on enrolling 18 students in grades K-3 and 9-10. Each grade would have two classrooms. Expenditures that tie to eliminated grades or program for lack of enrollment will be decreased and so will other fixed costs. The breakeven point for student enrollment was estimated at 214 for first year.

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

The academy may initial contract out payroll services and some accounting functions. However, the academy will purchase and use accounting software Peachtree to manage accounting, purchases, and payroll. The processes will operate within an adequate control environment. If contractors are hired the lowest of three written quotes will be used to select. The accounting and financial processes and systems will operate in accordance with NC General Statute 115C-238.29E.

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

The level of spending is tied to enrollment and expenditures are made to achieve the objectives established

by the mission and purpose of the organization. The organization will set spending priorities based on the needs and requirements dictated by curricular offerings, transportation plans, and professional development. The expenditures impacts the quality delivery of service.

4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

We expect to obtain in-kinds, cash Contributions, and grants in the range of 1% to 2% of expenditures in the first two years and 5% to 10% in years 3 through 5. The board and others have verbally expressed an interest to contribute. However, we have not received any signed pledge forms.

5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not

received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?

The academy will reduce variable cost and some step-fixed cost if anticipated revenues are not received.

Breakeven-point Studens 2015-214 2016-284 2017-342 2018-376 2019-410

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

The are no funds available for cash flow contingency. The board and others have expressed interest making cash contributions and in-kind goods and services. The board is also applying for grants. One in particular is the DOE Grant that comes out march 6,2013. This grant is for start up Charter schools. The Baord has already made contact with consultanats with the DOE to see that we are a good candidate for this Grant. Or plan is to hold fundraisers throughout the next two years every 3 months.

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

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

At the end on each year, Filmore Global Academy Board of Directors will contract with a licensed North Carolina CPA to conduct an annual audit of Filmore Global Academys financial practices and records.

In accordance with GS115C-238.29F(f), Filmore Global Academy will: (1) comply with the financial audits, audit procedures, and audit requirements adopted by the State Board of Education for charter

schools; (2) comply with the reporting requirements established by the State Board of Education in the

Uniform Education Reporting System; and (3) report at least annually to the State Board of Education the

information required.

Provide the name and contact information of the firm approved by the NC Local Government

Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

Filmore Academy expects to retain (subject to Board of Directors approval) the firm of Romeo, Wiggins, & Company, LLC to conduct an annual audit.

VI. AGREEMENT PAGE

LEA Impact Statement:

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

Applicant Signature:

The foregoing application is submitted on behalf of Filmore Academy Charter School (*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: filmore

Board Position: Tanya Johnson- Chair

Signature: _____

Date: 03/01/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.