



# Conversion Charter Application

## *New or Renewal*

SCHOOL NAME

CENTENNIAL PLACE ELEMENTARY

SCHOOL CONTACT ADDRESS

531 LUCKIE STREET NW  
ATLANTA, GEORGIA 30313

Dr. John D. Barge  
State School Superintendent

MAY 2013

## CONVERSION CHARTER SCHOOL APPLICATION COVER PAGES

**Check one:**    \_\_\_ New Petition            \_\_\_ Renewal Petition (If renewal, when was the original charter term start date? \_\_\_\_\_)

**Name of School:** \_\_\_\_\_ Centennial Place Elementary \_\_\_\_\_

**Local school system in which the conversion charter school will be physically located:**

\_\_\_\_\_ Atlanta Public Schools \_\_\_\_\_

**Contact person:** \_\_\_\_\_ Alison Shelton \_\_\_\_\_ Principal \_\_\_\_\_  
Name Title

**Contact address:** \_\_\_\_\_ 531 Luckie Street, NW \_\_\_\_\_  
\_\_\_\_\_ Atlanta, GA 30313 \_\_\_\_\_

**Telephone number of contact:** \_\_\_\_\_ 404-802-8550 \_\_\_\_\_

**Fax number of contact:** \_\_\_\_\_

**E-mail address of contact:** \_\_\_\_\_ ashelton@atlanta.k12.ga.us \_\_\_\_\_

Centennial Place Elementary Conversion Charter Application  
November 2013

**Conversion Charter School Name** Centennial Place School

**Approved by the** \_\_\_\_\_ **Board of Education on** \_\_\_\_\_

**Grade Levels Served** K-8

**Ages Served** 5-14

**Proposed Opening/Renewal Date** August 2014

**Proposed Charter Term** 5 years (If this is a renewal petition with a term other than 5 years requested, please give the rationale for the requested term length)

**Mission Statement:** The *Mission* for the New Schools at Centennial Place is to create a culture of opportunity where students are developed into creative, critical thinkers. This will be achieved through strong partnerships that support a crib to eighth grade model school with a STEAM-focused curriculum.

**For each year of the proposed charter term, please indicate the number of pupils the conversion charter plans to serve.**

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	100	90	90	85	85	70	75	X	X					595
Yr 2	100	90	90	85	85	70	85	85	X					690
Yr 3	100	90	90	85	85	70	85	85	85					775
Yr 4	100	90	90	85	85	70	85	85	85					775
Yr 5	100	90	90	85	85	70	85	85	85					775
Yr 6														
Yr 7														
Yr 8														
Yr 9														
Yr 10														

## Table of Contents

1. Purpose for charter conversion	
a. Historical school information	6
b. Conversion Charter Purpose and Goals	8
c. Innovations Matrix	9
d. Community Involvement	12
2. Academic Objectives	
a. Summary of Academic Goals	15
b. Description of Assessments and Data Usage	17
c. Academic Action Items and Strategies	19
d. STEAM Curriculum overview	27
e. Description of Academic Innovations	35
f. Teacher:Student Ratios	48
g. Educating Special Populations	49
h. Waivers	53
3. Organizational Innovations	
a. Summary of Organizational Goals	54
b. Organizational Action Items and Strategies	56
c. Description of Organizational Innovations	62
d. Waivers	66
4. Governance	
a. Governing board makeup and terms of service	67
b. Governing board role	68
5. Financial Objectives	
a. Summary of Financial Goals	69
b. Financial Action Items and Strategies	70
c. Description of Financial Innovations	74

Centennial Place Elementary Conversion Charter Application  
November 2013

d. Waivers	76
6. Student Admissions	
a. Enrollment zone and priorities	76
b. Procedures for Admission	77
c. Outreach efforts	78
7. Assurances Form	80
8. Petition community vote verification form	83
9. Exhibits	
a. Sample Admissions Form	84
b. Sample Calendars	86
10. Appendices	
a. Academic Support Partnerships	88
b. iReport Sample	89
c. A Case for K-8: A Brief Literature Review	91
d. <i>Partners in Learning Compact</i>	94
e. Initial Board List and Biographies	95
f. Projected Budget and Assumptions	97
g. DRAFT Teacher Contract	103
h. Teacher Criteria and Job Description	106
i. APS Process for Teachers Remaining in the system	110

## **I. WHY DO WE WANT A CONVERSION CHARTER?**

### **A. What is our motivation for applying to be a conversion charter?**

#### **A Historical Framework: The Case for a K-8 Conversion Charter at Centennial**

In 1994, the Atlanta Housing Authority (“AHA”) issued a Request for Proposals (RFP) designed to convert the nation’s first public housing project, Techwood Homes, into a sustainable mixed-income, mixed-use community. The Integral Partnership of Atlanta (“Integral”) put forth a competitive, compelling and novel vision and was subsequently selected to do the work. The vision was of an economically integrated community with new infrastructure, new mixed-income housing, historic preservation, new schooling arrangements and new social institutions, resulting in a “new sociology”. At the core of this new sociology was the educational goal that all students schooling in the new community go to and graduate from The Georgia Institute of Technology or other comparable institutions.

This goal drove the “new sociology” then and still does so today. It put the focus squarely on the teaching and learning enterprise. It made learning the priority in the new mixed-income community. While infrastructure, architecture, streetscapes and landscaping were important; these big items were secondary in importance to schooling and its impact on the mixed-income model proposed for both the housing and the schooling. Schooling was clearly identified as the linchpin to developing this first ever sustainable, mixed-income community at the site of a traditional public housing project. Appropriately, the focus at Integral shifted. It now needed to collaborate with the Atlanta Public Schools (“APS”) and the Atlanta Board of Education (“BOE”). With neither a charter nor a contract, Integral proceeded to build a covenant with the BOE and APS to develop a school that could secure and sustain the mixed-income vision sought by Integral and AHA, built on an educational foundation whereby students attending the school are able to attend Georgia Tech and other highly selective colleges and universities, without preferences, and graduate on time. This idea, put forth by Integral, resonated with the residents of Techwood Homes and the surrounding community.

The covenant, created after intense negotiations, produced arrangements described below that increased the likelihood of doing something special at a new school, not yet authorized or named. The school was needed to advance the mixed-income agenda for both schooling and housing while promoting

the Integral-inspired grand vision of going to, and graduating from, Georgia Tech and other schools of similar standing.

### *The Covenant*

- \* The BOE authorized building a new Math, Science, and Technology Themed school, which it named Centennial Place Elementary School.
- \* The BOE passed a resolution authorizing reconstitution at the new Centennial Place Elementary School.
- \* The BOE authorized a year-round calendar and use of school uniforms after a parent vote of support.
- \* Integral and AHA made it possible for the board to construct the school at curbside by swapping eight acres of land and easements in exchange for the 2.7 acres at the old Fowler Elementary School on the Techwood Homes site.
- \* The Center for Education Integrating Science, Mathematics and Computing (CEISMC) organization at Georgia Tech was enlisted to help make the school the first STEM-focused elementary school in APS. They helped to design the curriculum, provide professional development, and produce new instructional features.
- \* A soft oversight group worked with APS/BOE on principal selection. With the YMCA and Sheltering Arms and, to a lesser extent, the Boys and Girls Club and The Union Mission, the oversight team built a collaboration to facilitate Centennial's growth, development, and success.
- \* The school enjoyed relative autonomy. In essence, the central administration allowed more flexibility and freedom to run the school.
- \* A strong Principal and teachers, as instructional designers, were at the center of the covenant and are also at the center of the conversion charter plan.
- \* The leader and the instructional designers selected project-based learning as its instructional design.
- \* After a few years of operation, the school achieved another first. It became a STEAM school working, with The Ferst Center at Georgia Tech and the Music School at Georgia State University to incorporate an Arts focus.

Under all of these covenant arrangements, Centennial has produced three classes that have made their way through APS K-12, and large numbers of students (greater than 100) have gone to outstanding colleges and universities, including Georgia Tech, University of Georgia and Ivy League Schools. The mixed-income community, known as Centennial Place, anchored by the new high-performing STEAM elementary school, became HUD's national model for mixed-income community development where distressed projects previously sat. This approach to revitalization of distressed public housing sites, built upon a foundation of mixed-income housing and outstanding education, became known as the Atlanta

Model (<http://www.atlantahousing.org/pressroom/>), and it enjoyed the visibility to persist in practice and in the literature.

Covenants age, and so, too, do the people who drive them. As a result, covenants over time can become unreliable as a means of sustaining arrangements in an ever-changing environment. Centennial Place School, built on the basis of an unwritten covenant, now needs to have the ability to freely adjust and adapt to the changing community needs. Centennial Place Elementary must now formally break away from the informal covenant and seek out the flexibility to become a true charter school, if it is to achieve true world competitive excellence.

Integral New Schools Atlanta (“NSA”), a non-profit organization, sponsored by Integral, inclusive of current Centennial Place Elementary School community members, and focused on the pursuit of the STEAM educational mission, seeks this conversion charter to provide a world class education that will prepare its students for college and beyond. In order to do so, NSA seeks to solidify the freedoms granted from the original covenant and to be able to take advantage of the additional freedoms and flexibility that having a charter provides. As the market place changes, the charter school is positioned to carry out school level decision-making quickly. Organizational freedom for NSA is paramount. It needs the tools of charters that grant organizational flexibility, autonomy, nimbleness and responsiveness, while meeting competitive academic targets. These organizational attributes will drive Centennial beyond “good enough” and back on the sociological path that led to its creation in the first place. What follows are the details of the NSA proposal, which emphasize child-centered leadership, the centrality of the instructional designers in the learning life of a child, the importance of parents in the education of their children, and the strong commitment from anchor institutions, community partners, and stakeholders.

**B. What will you be able to do with a charter that you can not do without a charter?**

NSA seeks a charter to fully utilize the flexibility it provides and allow the school to do the following, which it cannot currently do without a charter:

- Establish school-specific classroom and personnel structures to address student achievement goals including adjusting class size, addressing readiness promotion, and hiring based on a STEAM curriculum and project-based learning.



- Align the calendar and school day schedules to address student achievement goals including longer school year, increased instructional time, project-based learning, and focused professional development time.
- Assume responsibility for decision-making regarding budget allocations to address student achievement goals including developing compensation packages, negotiating services, and creating a development plan.

NSA and the new Centennial Place School (“CPS”) wish to change the trajectory for our students utilizing the charter model to create a culture of opportunity where students are developed into creative, critical thinkers. This will be achieved through strong partnerships that support a crib to eighth grade school model with a STEAM-focused curriculum. We set forth the following goals:

- Develop a replicable model of STEAM education fully utilizing educational partners, specifically Georgia Tech to develop best practices. STEAM – Science, Technology, Engineering, Arts, and Mathematics – instruction utilizes new ways of integrating the subjects to build creative, critical thinkers.
- Prepare students who are ready for rigorous, college preparatory high school instruction. By ensuring our students are reaching benchmarks in each grade band – K-2, 3-5, and 6-8 – we provide continuous academic growth and build critical-thinking skills.
- Engage a strong community focused around educating our children. We will do this by fully developing our strategic partnerships to address crib to kindergarten learning, build a new STEAM curriculum, and identify enrichment programs for K-8. Teachers will be provided many professional learning opportunities to build their capacity. Parents will have their own learning opportunities focused around ways to support their students.

**C. Describe any innovations that will materially distinguish the conversion charter from the school’s pre-conversion model**

NSA and CPS will use the Innovations set out in this charter application and summarized below to positively drive student achievement:

<b>ACADEMIC INNOVATIONS &amp; AUTONOMY</b>	
<b>Innovations</b>	<b>Benefits</b>
<p><b>1. Implementation of a STEAM curriculum aligned to Common Core Standards</b></p> <ul style="list-style-type: none"> <li>• Intentional technology integration</li> <li>• Professional development aligned to build instructional skills and support goals</li> <li>• Enrichment programs, including fieldtrips, aligned with STEAM curriculum</li> </ul>	<ul style="list-style-type: none"> <li>· Full engagement of strategic partners to support the development of a STEAM curriculum and align it to current standards</li> <li>· Alternative instructional methods are available through technology to support differentiation and provide additional learning opportunities</li> <li>· Adapt to continuously changing needs as proficiency levels increase and intentionally planned to accelerate student learning</li> <li>· Relevant, differentiated teacher training to support STEAM integration and project-based learning</li> <li>· Students are exposed to experiences that are designed to increase interest in a subject and are relevant to the learning experience</li> <li>· Summer programs are intentionally planned to accelerate students</li> </ul>
<p><b>2. Intentional assessments and use of adaptive testing to monitor growth and provide benchmarks</b></p> <ul style="list-style-type: none"> <li>• Early, comprehensive diagnostic testing prior to school year</li> <li>• Individual Instructional Profiles created for all students</li> <li>• Data Days developed to align data analysis to instruction and professional learning</li> </ul>	<ul style="list-style-type: none"> <li>· Assessments are relevant and provide real-time data that is useful in both determining student growth and adjusting instruction to fit the immediate needs of the student</li> <li>· Teachers are able to differentiate learning from day one and be prepared for the areas of need and potential growth</li> <li>· Teachers, students, and parents have a clear understanding of the expectations for the school year providing the opportunity to engage in a meaningful way that supports student growth</li> <li>· Frequent, regular, and intentional review of data allows for real-time analysis of and solutions to school needs</li> </ul>
<p><b>3. Establish grade bands for skill acquisition and application - K-2, 3-5, 6-8</b></p> <ul style="list-style-type: none"> <li>• Flexible ability-grouping in early K-2 grade band</li> <li>• Readiness promotion in early K-2 grade band</li> </ul>	<ul style="list-style-type: none"> <li>· Focus on student growth over a period of time rather than in one school year</li> <li>· Instruction can be built to spiral in skills over a longer period of time allowing deeper understanding</li> <li>· Maximum differentiation in early grades can be used to promote foundational skill acquisition</li> <li>· Students are advanced as they reach critical benchmarks ensuring critical skills are present before moving to next grade band</li> <li>· Heterogeneous mixing of ability levels in intermediate grades</li> </ul>

<ul style="list-style-type: none"> <li>• Departmentalization introduced in intermediate 3-5 grade band</li> <li>• Addition of 6-8 grade band</li> </ul>	<ul style="list-style-type: none"> <li>· Subject-specific teachers are able to focus on a chosen content area increasing their engagement and ability to plan deep, meaningful instruction</li> <li>· Vertical planning can take place among subject areas ensuring instructional sequence is seamless</li> <li>· Social development is supported within a familiar cohort of students as students move into crucial middle grades</li> <li>· Students continue on a STEAM learning pathway building their skill ability and developing critical thinking skills</li> </ul>
<p><b>4. Embrace Teacher as Designer model</b></p> <ul style="list-style-type: none"> <li>• Teacher Pathways model to provide intentional teacher training and leadership development</li> <li>• Student:Teacher class ratios set based on researched best practices</li> </ul>	<ul style="list-style-type: none"> <li>· Teachers have a clear understanding of their role and how they will be supported in reaching their professional career goals</li> <li>· Professional development can be designed, implemented, and adjusted as necessary to address the specific needs of the teaching staff and the current students</li> <li>· Ratios are based on identified areas of academic need and can be flexible based on the daily schedule</li> </ul>
<p><b>5. Alternative annual calendar and daily schedule aligned to academic needs</b></p> <ul style="list-style-type: none"> <li>• Regular professional learning days (Data Days) developed to align data analysis to instruction and professional learning</li> </ul>	<ul style="list-style-type: none"> <li>· Calendar allows for increased student instructional time and addresses concerns with possible summer learning loss</li> <li>· Daily schedule reflects academic focus and addresses needs in each grade band</li> <li>· Frequent, regular teacher planning and professional development allows for real-time analysis of and solutions to school needs</li> </ul>
<b>ORGANIZATIONAL INNOVATIONS &amp; AUTONOMY</b>	
<b>Innovations</b>	<b>Benefits</b>
<p><b>1. Autonomous governing board including community stakeholders – APS, parents, teachers, businesses, and anchor institutions</b></p>	<ul style="list-style-type: none"> <li>· School-level decision making is relevant and specific to community needs</li> <li>· APS becomes a full participant in the process of converting a school and can learn best practices to be applied to traditional schools</li> </ul>
<p><b>2. Balanced, representative School Council to advise and support school-level decisions</b></p>	<ul style="list-style-type: none"> <li>• Instructional and classroom decisions are supported by those most directly involved and affected</li> <li>• Use of data and the school’s improvement plan become part of regular decision-making</li> </ul>
<p><b>3. Community engagement plan aligned to school needs</b></p> <ul style="list-style-type: none"> <li>• Comprehensive Teacher Development Plan focused towards increasing capacity within the building</li> </ul>	<ul style="list-style-type: none"> <li>· A community focus is built around academic achievement with clear goals and outcomes</li> <li>· Participation by teachers in their professional development builds the expectation of learning and continuous improvement</li> </ul>

<ul style="list-style-type: none"> <li>Engagement of strategic partners through a Partner Summit for development, execution, and support of academic goals</li> <li>Training Center and Parent Out Reach Program (POP) encompassing academic support, training, and life skills lessons</li> </ul>	<ul style="list-style-type: none"> <li>Intentional engagement of partners ensures continuous improvement and innovation from outside organizations and builds communities around the schools</li> <li>Meaningful parent forums, education opportunities, and support services provide connection to academic goals</li> </ul>
<b>FINANCIAL INNOVATIONS &amp; AUTONOMY</b>	
<b>Innovations</b>	<b>Benefits</b>
<p><b>1. Autonomy over school budget and resource allocation</b></p> <ul style="list-style-type: none"> <li>Directly hire staff and negotiate all contracts, and build responsive compensation systems</li> <li>Negotiate with APS to provide back office and other services</li> </ul>	<ul style="list-style-type: none"> <li>The funding specifically for direct instruction providing a direct student impact is increased</li> <li>Efficiencies can be implemented to increase funds available</li> <li>The request to approval to implementation cycle is shortened</li> <li>Academic planning and budgeting are clearly integrated to fund needs directly supporting academic goals</li> <li>Transparency is ensured for stakeholders including community and taxpayers</li> <li>School staff are hired specifically to support academic goals and school's mission/vision</li> <li>Compensation packages can be adjusted to attract and retain high quality staff</li> <li>School can ensure that funds are spent judiciously and effectively on back office services</li> </ul>
<p><b>2. Establishment of a Development function to raise targeted funds</b></p>	<ul style="list-style-type: none"> <li>Funds are raised to meet specific program and facility needs outside of general budget allocations</li> <li>The financial barrier to high-quality programming and enrichment opportunities is removed</li> <li>Establishment of an operating reserve or contingency fund will be used to achieve financial sustainability</li> </ul>

**D. Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved with the conversion charter.**

Community partnerships and involvement have been key in successfully preparing the conversion charter application. Originally conceived as a unique Public-Private Partnership, the proposed transformation was introduced to the community over a year ago. For the last year, and more intensely over the last six months, the planning and development of the charter elements has proceeded with the involvement of the School Council, PTA, and Foundation. The proposed partnership was on the agenda

for discussion at each PTA meeting and included in weekly email distributions. Additionally, communications to the parents and teachers have included eight parent/teacher forums specifically addressing the conversion, a survey to gather ideas and feedback, and support letters from parent leaders. A petition in March 2012 supporting the conversion of the school to K-8 garnered 189 signatures.

In May 2013, the local School Board approved a resolution allowing for the expansion of Centennial Place Elementary to serve grades K-8 and began the process to determine the proper governance for the new school based on the proposed partnership. In July 2013, it was confirmed that the vehicle for school transformation was a Conversion Charter. At that point, the committees already established for planning the transformation were enlisted to focus on drafting the application for the conversion. These four committees – Education and Performance, Community Engagement, Facilities, and Finance – included representatives from the following stakeholders:

- Centennial Place Elementary administration and teaching staff
- Centennial Place Elementary parents including PTA and Foundation board members
- The Integral Group
- Atlanta Housing Authority
- Georgia Institute of Technology
- YMCA of Metro Atlanta

After the application is approved, the committees utilized during the preparation process will increase to five (separating Education and Performance) and will expand to include more members of the community. These committees of individuals representing a broad base of community supporters will plan and implement the elements of the charter. Partnerships are being built and strengthened to provide deep and intentional involvement in planning the curriculum and programming to support the school's academic goals.

A strong network of community partnerships and engaged parents will provide ongoing support to the charter. The Georgia Institute of Technology is the premier education partner in this effort and will provide support in STEM curriculum development, professional development, and student enrichment activities. Other partnerships include the Georgia Aquarium for enrichment and professional development and High Tech High (HTH), San Diego for project-based learning support. Strong crib to

kindergarten partnerships in the immediate area, highlighted by a campus-based program administered by the YMCA of Metro Atlanta, will provide critical early learning and skill development that ensure students entering CPS are ready for a rigorous academic environment. A Parent Training Center will provide vital support to parents as partners in the education of their children. Appendix I provides a matrix of community partners and how they are supporting the conversion.

## **II. ACADEMIC OBJECTIVES, PLANS, AND WAIVERS**

### **A. Complete the Accountability Template form for a conversion charter.**

The Academic Accountability Template summarizing the goals can be found below and includes accountability measures on Georgia CRCT, Performance Series, and individual school goals specifically related to the STEAM curriculum.

DRAFT

Centennial Place Elementary Conversion Charter Application  
November 2013

<b>Academic Performance Goals</b>	
<p><i>Instructions: Below you will find the goals and measures that will become part of your charter contract. This chart gives you the opportunity to propose percentages based on your knowledge of your anticipated population. Please note, the Department does not guarantee adoption of proposed percentages. Additionally, this chart allows you to provide a school specific goal and several measures. Please complete the gray boxes for each corresponding goal/measure. Once you have completed a box, please make the cell green to indicate completion. If a goal/measure does not apply to your school or you do not wish to provide additional measures, please do not complete the gray box and leave the cell gray.</i></p>	
<b>Goal 1</b>	
<p><b>The Charter School will perform above the level that would place it on the Priority Schools list, the Focus Schools list, or the Alert Schools list. The Charter School will also meet all targets (currently CCRPI and State Performance Targets), as defined by Georgia state requirements and the state's waiver of No Child Left Behind, subject to any amendment, waiver or reauthorization thereof. Students will demonstrate proficiency and improvement over prior years' performance.</b></p>	
<b>Measure 1</b>	
<p>During each year of the charter term, the Charter School will meet or exceed all State Performance Targets and all other statewide-accountability requirements as established by the Department each year for all content areas of the Criterion-Referenced Competency Test (CRCT), the End of Course Test (EOCT) and the graduation rate.</p>	
<b>Measure 2</b>	
<p>During each year of the charter term, the percentage of students who meet or exceed state standards on each content area of the CRCT will be greater than the State or local district Average, whichever is higher, by at least __ % in all subjects in all grade levels.</p>	1%
<b>Measure 3</b>	
<p>During each year of the charter term, the percentage of students scoring in the exceeds category on the CRCT in all grade levels and subject areas will exceed the baseline average* by __ %.</p> <p><small>*For new schools, baseline will be established in Year 1. For renewals, baseline will be established by the previous academic year.</small></p>	5%
<b>Measure 4</b>	
<p>During each year of the charter term, the percentage of charter school students scoring in the meets or exceeds category on the End of Course Test (EOCT) will be greater than the State or local district Average, whichever is higher, by at least __ % in all subjects in all grade levels.</p>	N/A
<b>Measure 5</b>	
<p>During each year of the charter term, the percentage of charter school students scoring in the exceeds category in all subject areas on the EOCT will exceed the baseline average* by __ %.</p>	N/A
<b>Measure 6</b>	
<p>The Charter School will exceed state or local district graduation averages, whichever is higher, by __ %, or exceed __ %.</p>	N/A
<b>Measure 7</b>	
<p>Should your school wish to propose additional CRCT, EOCT or graduation rate goals, please propose them here (maximum of 3).</p>	
<b>Goal 2**</b>	
<p><b>The Charter School will demonstrate proficiency and improvement on national norm-referenced assessments</b></p> <p><small>**Please complete this section if your school plans to offer a norm-referenced test.</small></p>	
<b>Measure 1 - for ITBS</b>	
<p>The percentage of students who meet or exceed annual growth goals in the national percentile value on the ITBS assessment will increase by __ % each year* of the charter term.</p>	N/A
<b>Measure 2 - for ITBS</b>	
<p>The percentage of students with __ years or more of growth as determined by the Grade Equivalent value on the ITBS will increase by __ % each year.</p>	N/A
<b>Measure 3 - for MAP</b>	
<p>The percentage of students who meet or exceed their RIT growth targets on MAP testing, as developed by NWEA will increase by __ % each year* of the charter term.</p>	N/A
<b>Measure 3 - other</b>	

Centennial Place Elementary Conversion Charter Application  
November 2013

Performance Series - Computer Adaptive Assessment percentage of students performing above the 50th percentile for each grade, in math and reading, will increase by 7%, each year. *The percentage of students with scale scores above the 75th percentile for each grade, in math and reading, will increase by 3%, each year. For grades 6 to 8, the first year of the grade is a baseline year.	*The
<b>Goal 3 - grades 9-12</b>	
<b>The Charter School will demonstrate post high school readiness.</b>	
<i>Must complete at least 2 measures</i>	
<b>Measure 1</b>	
__% of graduates will score at least a 23 out of 36 on the composite ACT or at least 1600 out of 2400 on the combined SAT.	N/A
<b>Measure 2</b>	
__% of graduates will score Meets or Exceeds on the Georgia High School Writing Test.	N/A
<b>Measure 3</b>	
__% of graduates will complete a pathway within their program of study.	N/A
<b>Goal 4 - grades 6-8</b>	
<b>The Charter School will demonstrate high school readiness.</b>	
<b>Measure 1</b>	
__% of students will score Meets or Exceeds on the Grade Eight Writing Assessment.	95%
<b>Goal 5 - grades K-5</b>	
<b>The Charter School will demonstrate middle school readiness.</b>	
<b>Measure 1</b>	
__% of students will score Meets or Exceeds on the Grade Five Writing Assessment.	90%
<b>Goal 6</b>	
School specific goal - please propose one goal and 1-3 measures directly related to the mission or innovativeness of your school. Please note, only SMART measures will be included in your charter contract.	
<b>School Specific Measure 1</b>	
75% of core content teachers will have at least a math or science endorsement or middle school math or science certification by the end of year two of the charter term.	
<b>School Specific Measure 2</b>	
100% of core content teachers will receive STEM-specific professional learning, 4 times per year, for a total of no less than 16 hours, during the course of each school year.	
<b>School Specific Measure 3</b>	
The school will receive STEM certification from the Georgia Department of Education by the end of year two for the elementary grades and by the end of the charter term for the middle grades.	
Additional Notes or Comments B, all increasing measures will require a baseline year so that, the first year the grade is established is used as the baseline for subsequent years. The APS Performance Framework will be used to measure charter performance by APS and the school agrees to adhere to these measures, as well.	
For grades 6 to	



**B. How will the conversion charter governing board, management, instructional leadership, faculty and staff know that students are on track to meet these academic goals?**

**1. What assessments will the conversion charter administer to obtain performance data for each student?**

The new CPS will administer both criterion-referenced and norm-referenced assessments to obtain student performance data. CPS will utilize formative and summative assessments to obtain this information. The following assessments will be utilized to gain such data:

**Formative Assessments**

- Performance Series (Computer Adaptive), Norm-referenced – K-8
- STAR Early Literacy – K, 1
- STAR Reading - K-8
- STAR Mathematics – K-8

**Summative Assessments**

- Criterion-Referenced Competency Test (CRCT), Criterion-Referenced or its equivalent measure as designed by the State of Georgia – Grades 3-8
- Georgia Kindergarten Inventory of Developing Skills (GKIDS) - Kindergarten
- Georgia Writing Assessment – Grades 3, 5 and 8

In addition to the formal testing done throughout the year, teachers will assess students on a regular basis using weekly assessments, exit tickets, quizzes, projects, writing samples, etc. to support the overall assessment profile for each student.

**2. Describe how the conversion charter will obtain baseline achievement data.**

The new CPS believes in developing an academic data portfolio that includes a variety of data that tell a compelling story. CPS will embrace the accountability measures set by the State of Georgia. State-mandated assessment data results from the Georgia Criterion Referenced Competency Test (GA-CRCT) will be utilized to establish achievement data baseline. The percentage of students in the “meets” and ‘exceeds’ categories by grade and subject at the end of the 2013-2014 school year will provide the baseline goals for subsequent years.

In addition, CPS will utilize the following assessments as other measures for benchmarking purposes:

- Performance Series (PS) for norm-referenced assessment data,

- STAR Reading, STAR Early Literacy and STAR Mathematics,
- The Comprehensive Test of Phonological Processing (CTOPP) to assess phonological awareness, phonological memory, and rapid naming or comparable measure, and
- The Woodcock Johnson Comprehension-Knowledge, Long-Term Retrieval, Visual-Spatial Thinking, Auditory Processing, Fluid Reasoning, Processing Speed, Short-Term Memory, Quantitative Knowledge and Reading-Writing.

CPS will also analyze subgroup CRCT data, including; Students with Disabilities (SWD), Economically Disadvantaged (ED), English Speakers of Other Languages (ESOL), and racial/ethnic data consistent with ESEA reporting guidelines, to establish performance baselines for those student populations as well.

**3. Describe how the conversion charter will benchmark student growth.**

The new CPS will monitor and demonstrate student improvement by benchmarking growth on measures of school-wide performance, teacher performance, and individual student improvement. Growth will be measured annually by the State mandated College & Career Ready Performance Indices (CCRPI). To serve as evidence of a student's growth in non-tested areas, CPS will utilize the state's Student Learning Objectives (SLOs). SLOs provide pre and post measures which can be utilized to determine student growth toward the student learning objectives. Additionally, the SLO data can be used as evidence of the ten Performance Standards, components of Teacher Keys Effectiveness System (TKES):

1. Professional Knowledge
2. Instructional Planning
3. Instructional Strategies
4. Differentiated Instruction
5. Assessment Strategies
6. Assessment Uses
7. Positive Learning Environment
8. Academically Challenging Environment
9. Professionalism
10. Communication

The new CPS will also administer on-going, norm-referenced assessments known as Performance Series (PS) to benchmark student growth over the course of the academic year. PS testing is a collection

of computerized adaptive assessments used to determine each student's core instructional level.

Beginning in 2014-2015, in addition to the reading and mathematics assessments, CPS will assess third through eighth graders (gradual inclusion of grades 6, 7, and 8) in the subjects of science and social studies. Data from the initial science and social studies data periods will be used to establish a baseline and set PS goals for subsequent years of the charter.

**4. Explain how the conversion charter will work with the local school system to participate in all state-mandated assessments.**

CPS will embrace the accountability measures set by the State of Georgia. State-mandated assessment data from the Georgia Criterion Referenced Competency Test (GA-CRCT) will be utilized. As the state converts to a national assessment more aligned to the Common Core State Standards (CCSS) and a comparable assessment is designed by the State of Georgia, CPS will collect and analyze the new assessment data in an effort to calculate a performance baseline and drive student performance goals for the remaining years of the charter application term.

**C. What specific actions will the school's management, instructional leadership, faculty and staff take to ensure student performance objectives are met during the proposed charter term?**

The new Centennial Place School's educational platform, steeped in Common Core State Standards (CCSS), will be designed to build the learning framework needed for K-8 student academic development. The core of CPS' instructional design model will be the STEAM design – Science, Technology, Engineering, Arts, and Mathematics. This model will provide an innovative method of supporting students within all disciplines, culminating in interdisciplinary project-based learning opportunities structured to propel our students to become globally competitive citizens.

CPS will develop a comprehensive curriculum dedicated to the development of confident, creative, critical thinkers who are equipped with the tools needed to be global competitors in the 21<sup>st</sup> century. The school will also forge new and leverage current academic partnerships with local education institutions and businesses to provide active, continuous learning for teachers and students.

CPS has developed 5 Core Actions over the course of the initial five-year charter period to meet the academic goals:

## ACTION 1 – CREATE INTERDISCIPLINARY STEAM-BASED UNITS OF LEARNING

### STRATEGY 1:

Provide Comprehensive STEAM *Professional Development* for all teachers over the course of 4 years which is deeply aligned to the Common Core State Standards (CCSS) and consistent with the strong development of Professional Knowledge. Develop an understanding of curriculum, subject content, pedagogical knowledge and tools to providing relevant learning experiences.

In order to build a strong STEAM-focused learning environment, comprehensive training on the foundational skills in all content areas will be acquired in a gradual two-year professional development process.

**Gradual Two-Year Professional Development Plan** - All teachers will receive - four content-specific professional learning units designed to support foundational skill development.

- **Science** –Understanding Scientific Process, developing characteristics of Science - Habits of Mind, Scientific Method
- **Mathematics** – Foundational Math Skills developed for grade bands, developing standards of mathematic practice
- **Reading** – Foundational Reading Skills developed for grade bands focused on Phonological Awareness, Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency; Development of Literature and Non-Fiction Text with evidence-based reading
- **Gifted** – Methods of teaching experience, learning styles and Models of Teaching

It is CPS' desire to have all staff members complete state recognized professional learning, which may include content-specific endorsements and/or state recognized Professional Learning Units during the first two years of employment.

CPS believes that attracting and retaining high-quality teachers is linked to job satisfaction and job support/training.

CPS believes that professional development must be meaningful and intentional. To that end, CPS staff members will work collaboratively to create and monitor an *Individual Development Plan (IDP)* which will support the school's academic and innovation goals.

### STRATEGY 2:

Institute a Rigorous & Relevant Curriculum Design - forming *clear, consistent expectations to plan and execute comprehensive interdisciplinary STEAM-based units* of learning; consistent with deep, comprehensive development of interdisciplinary approach to Instructional Planning, Instructional Strategies, Differentiated Instruction, and Assessment Proficiency within an inquiry-based classroom.

The development of interdisciplinary STEAM-based units of learning requires comprehensive planning.

**Building Years** (Years 1 and 2) – All teachers will implement 2 units of learning (end of semester) which have embedded standards geared to interdisciplinary learning. Teachers will be guided through the process of building the necessary skills to support the end of semester interdisciplinary unit of learning. Teachers and students will reflect on the learning associated with the instructional design and delivery.

**Forming Years** (Years 3 and 4) – All teachers will develop comprehensive units of learning which have embedded standards geared to interdisciplinary learning. Teachers will provide developmentally appropriate inquiry-based/project-based learning.

- **Primary (ages 4-8)** – Students will complete four *whole group* project-based learning opportunities to exercise the core content standards within an interdisciplinary focus.
- **Intermediate Elementary (Grades 3-5)** – Students will complete four small group; project based learning opportunities to exercise the core content standards within an interdisciplinary focus.
- **Middle Grades (Grades 6-8)** – During the middle grade years, students will complete grade-specific year-long internships. The internships are designed to support self-guided, project-based learning with advisory support. The design of each year's internship will increase in the degree of intensity, requiring students to utilize a greater degree of independence and expectation.

## ACTION 2 – DEVELOP TECHNOLOGY SAVVY STUDENTS

### STRATEGY 1:

Provide Professional Development of all teachers over the course of 2 years – deeply aligned to the National Educational Technology Standards for Students – specifically the profiles for technology literate students.

In order to build a strong technology environment, comprehensive training of the foundational skills in technology must be acquired by all teachers. It is CPS' desire to have all staff members' complete state recognized professional learning, which may be equivalent to state endorsements and/or state recognized Professional Learning Units during the first two years of employment with CPS.

CPS recognizes that job satisfaction and on-the-job support/training is linked to attracting and retaining high-quality teachers. CPS is committed to recruiting future teaching candidates who stay abreast of the latest instructional technology strategies or the desire to increase their level of pedagogical knowledge after their hire date; this will be accomplished through Individual Development Plan (IDP) that will be

created for staff members to support the school's technology learning.

**STRATEGY 2:**

Institute a Rigorous & Relevant Technology Curriculum Design – providing regular opportunities to use technology to develop skills that require personal productivity, creativity, critical thinking and collaboration. (NTSE 2007)

The development of curriculum to meet the Technology Literate Student profiles as outlined by the National Educational Technology Standard for Students requires comprehensive learning units where technology enhances the learning process. In particular, the students are engaged in hands-on learning units that seamlessly integrate technology as a part of project-based learning.

**STRATEGY 3:**

Develop Blended Curriculum Program through online protocols that complement the face-to-face instructional environment.

Technology has transformed the way we live, work and play. We can now communicate across oceans and continents within seconds. Yet, our school systems remain the same.

The overwhelming majority of students attends a 'brick or mortar' school for a set number of hours and days at desks and consume content from textbooks that may already be outdated. During the five-year development, CPS would like to research and layer next generation learning methods into its current traditional frame, suggested methods include:

- Online and Computer Based Learning
- Distance Learning
- Hybrid Learning - often used synonymously with blended learning; typically refers to blending multiple modes of learning – combining online and on-site pedagogies and materials within the same classroom.

CPS knows that the landscape for Technology Innovation is an ever-changing phenomenon. Efforts to support personalized learning throughout these changing demands will require unique planning.

Personalized learning will afford students with an opportunity to spend as little or as much time as they need to master the material. Self paced programs mean high achieving students won't get bored and can accelerate academically, while struggling students can get additional time and support to gain competency and confidence.

**ACTION 3 – DEVELOP A FULLY INTEGRATED, COMPREHENSIVE ARTS  
AND PHYSICAL EDUCATION PROGRAM**

**STRATEGY 1:**

Develop a Comprehensive Arts Program to include Visual Arts and Performing Arts (which may include band, chorus, orchestra, drama, dance, and/or media arts).

Developing a comprehensive Arts Program provides CPS students with the ability to improve learning skills, enhance social skills, develop confidence, promote self-discipline/self-motivation, increase memorizing skills, improve language and musical skills, enhance problem solving skills, and encourage creativity. CPS believes that the Visual and Performing Arts are just as critical to the development of the 21<sup>st</sup> student as the core content subjects. To that end, CPS will dedicate resources to support a variety of visual and performing arts experiences for all K-8 students, as follows:

- A Visual Arts Program which may include general art classes, architecture classes, sculpture, and textual application.
- A Performing Arts Program to provide students an opportunity to develop performance skills through drama, band, orchestra, and general music classes.

**STRATEGY 2:**

Develop a comprehensive World Languages Program.

*All* students will have regular access to a foreign language and students in middle school would have the option of learning more than one language. Students would have the option of online learning and/or distance learning in the classroom and exploring other countries for further language acquisition.

**STRATEGY 3:**

Develop a comprehensive physical education program – providing students with opportunities to enhance fine/gross motor skills, increase levels of fitness, gain understanding about the importance of physical activity, and develop tools necessary to sustain a healthy lifestyle (nutrition, physical activity, etc).

Our Physical Education program will explore being physically fit through various forms of movement and fitness - gymnastics, tumbling, dance, as well as state requirements. All students will be assessed using Fitness Gram Assessment to determine the body mass composition, flexibility, and endurance and develop fitness goals for the academic year. Health and wellness courses are included in the curriculum.

#### ACTION 4 – INTEGRATE A SCHOOL-WIDE SOFT SKILLS CURRICULUM

##### STRATEGY 1:

Incorporate specific, comprehensive social-emotional curriculum in all grades, K-8.

While hard skills, commonly known as technical skills, are critical to the completion of a task, CPS recognizes that Soft Skills/Executive Functioning Skills - the cluster of skills necessary for planning and organizing; personality traits; social graces; facility with language; personal habits; friendliness; and optimism - are equally important.

In an effort to produce students that have the necessary Soft & Executive Functioning Skills, CPS will utilize a constructed program such as Quantum Learning or Second Step to systematically and intentionally teach students through a series of lessons which will ultimately produce students with the following skill set:

- Strong Work Ethic
- Positive Attitude
- Good Communication Skills
- Time Management Skills
- Problem-Solving Skills
- Ability to collaborate
- Self-Confidence
- Ability to Accept and Learn from Criticism
- Flexible/Adaptable
- Ability to Work Well Under Pressure

#### ACTION 5 – UTILIZATION OF STRATEGIC ACADEMIC PARTNERSHIPS

##### STRATEGY 1:

Implement Teacher Training development that enhances STEAM-based learning opportunities with current and future partners.

Teacher training uniquely developed to support the STEAM-based learning opportunities with academic partners, such as:

- **Georgia Institute of Technology (Georgia Tech)** – Center for Education Integrating Science, Mathematics and Computing (CEISMC) – Inquiry and Practice Based Learning through Mathematics and Science; Learning Walkthroughs; Mathematical Modeling, etc.
- **Georgia Institute of Technology's CEISMC, Georgia Intern Fellowships for Teachers**



(GIFT) provides paid summer STEM internships in industry workplaces and university laboratories for middle and high school science, mathematics, and technology teachers. Teachers spend 4 to 7 weeks experiencing firsthand how industrial scientists and researchers approach problems, design experiments, interpret data, communicate findings, and develop and implement workplace solutions.

- **Georgia Aquarium** - How to develop a 20-minute Inquiry-based Science Lesson; Development of Next Generation Science Standards, etc.
- **Georgia Aquarium Workshops** – specifically designed workshops for teachers, ranging from 1 day workshops such as *Why Do We Explore?* to week-long excursions such as *Rivers to Reefs*, which earn teachers high-quality learning and Professional Learning Units.
- **High Tech High, San Diego** provides valuable training for teachers on project-learning and consultation on developing a project-based curriculum.

### STRATEGY 2:

Develop In-School Programming development to support hands-on learning opportunities for students to experience STEAM inquiry-based learning through a variety of programs.

In-school programming uniquely created to directly impact hands-on learning for all students, initially phased in as an Intersession course, such as:

- **Georgia Institute of Technology (Georgia Tech)** – Center for Education Integrating Science, Mathematics and Computing (CEISMC) Georgia Tech – FIRST Lego Robotics
- **Georgia Tech College of Computing** – K-8 Coding Classes
- **Georgia Tech Tau Beta Pi Engineering Honor Society**– MindSET is a national K-12 initiative which aims to increase students’ interest and understanding of Science, Technology, Engineering and Mathematics (STEM). This is accomplished through a series of tutoring sessions which will engage students with teaching modules that include interesting presentations and hands-on activities to help them better understand the basic concepts involved in STEM disciplines.
- **Georgia Aquarium** – Instructor Led excursions, such as Sea Life Safari and Bite Size Basics are directly connected to the Georgia Performance and Common Core State Standards and allow students the opportunity to engage in unique learning about the animals and habitats of the aquarium.

### STRATEGY 3:

Provide Summer Enrichment courses for Centennial Place students to enhance or support their learning continuum over the course of the school year.

Summer enrichment courses specifically for CPS (enrollment priority) students provide an addition to the

180 days of instruction for all students, these programs range to meet the various wants/needs of our students, such as:

- **Summer Peaks@GT** provides an academic, cultural, and recreational program designed to encourage a diverse group of students from low-income families to realize their full potential. Like Horizons@GT, Peaks@GT is committed to the development of the whole child through experiences that build problem-solving skills, foster awareness of community responsibility, instill respect for oneself and others, and encourage a life-long interest in learning.
- **Camp H<sub>2</sub>O Georgia Aquarium** – Summer Camps are provide a wonderful opportunity to grow imagination while exploring the aquarium,. This experience will afford students with animal encounters; behind the scenes tours and the ability meet with care-givers.
- **Georgia Aquarium – Education Cart Instructors and Docents** – Middle Grades students will be afforded the opportunity to lead learning with the use of Education Carts at the Aquarium. In addition, students will have the opportunity to become Aquarium Docents to greet guests and share their knowledge of the aquarium exhibits.

#### **STRATEGY 4:**

Develop Engineering Internships for our middle grades students to build project-based learning through real-world internships.

The culmination of the K-8 model will be realized in the middle grades years.

Students will be engrossed in a year-long internship with an academic partner. Students will work closely with their school advisor and an academic partner to solve real-world problems that can have a potential for mutual benefit. These internships will embody the real-world application of the necessary Engineering components, which may include project design, management, design models, construction, presentation, and marketing. Some possible projects include:

- **Georgia Aquarium** - Development of a future Georgia Aquarium Exhibit – from the design, construction, habitat requirements, budget, etc.
- **Georgia Tech** – Designing a solar power panel plant to support sustainable energy in an urban environment.
- **Area Arts Organizations** – Designing and implementing an interactive arts exhibit for the public.
- **Area Nonprofit Organizations** – Designing shelters for new public transportation stops.

**1. Describe the focus of the curriculum.**

The new Centennial Place School will design rigorous and relevant curriculum with a interdisciplinary STEAM Design which will provide students with the ability to learn in *STEAM-based units* of learning, intentionally blending the core content into authentic, real-world application opportunities. In the building years, CPS will provide the students with two real-world, interdisciplinary project-based learning opportunities leading to 4 project-based learning opportunities in subsequent years. Through our careful grade-band curriculum development and intentional, data-driven teaching and learning process, students will acquire all necessary pre-requisite skills in reading; writing; listening and speaking; grammar and English proficiency; mathematics; scientific method; social studies and geography; visual arts; performing arts; independent study skills; and technology skills to meet the student performance objectives. Through this design, CPS’ approach will focus on developing broader “thinking skills” - critical thinking; creative thinking; decision making; logic and problem solving.

The following charts provide a roadmap of the specific skill set needed for authentic STEAM-based learning unit design:

**PRIMARY YEARS STEAM Design**

Students in the Primary Years STEAM design, ages 4-8, will develop a strong foundational skill set in the areas of reading, writing, knowledge of the scientific process and habits of mind, strong basic number sense, and the effective utilization of and communication with technology. Developing these skills is critical in the STEAM K-8 model because, without this strong foundation, the application and project-based learning developed in the subsequent grade bands will not be possible. Therefore the Primary Years STEAM design builds the content-specific skills infused with intentional, whole-group projects which will be embedded with deep teacher-led, guided practice to support students with the interdisciplinary STEAM model.

<p style="text-align: center;"><b>Primary Years (Ages 4-8)</b> <b>STRONG FOUNDATIONAL SKILL DEVELOPMENT</b></p> <ul style="list-style-type: none"><li>• <b>READING</b><ul style="list-style-type: none"><li>○ <b>Reading acquired by Grade 2 Standard Acquisition Level</b></li><li>○ <b>Readiness Levels established for Grades K-2</b></li></ul></li><hr/><li>• <b>SCIENCE</b></li></ul>
--

- Understanding of Scientific processes – **Guided practice** through the scientific method – Whole Class Projects
- Develop Characteristics of Science – *Habits of Mind*
  - Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will **exhibit these traits in their own efforts to understand how the world works.**
  - Students will have the **computation and estimation skills** necessary for **analyzing data** and following scientific explanations.
  - Students will **use tools and instruments** for observing, measuring and manipulating objects in scientific activities.
  - Students will use ideas of system, model, change and scale in exploring scientific and technological matters.
  - Students will **communicate scientific ideas** and activities clearly.
  - Students will be familiar with the character of **scientific knowledge** and how it is achieved
  - Students will understand important features of the **process of scientific inquiry.**
- **TECHNOLOGY**
  - *Profiles for Technology Literate Students (ICT) Grades PK-2 (Ages 4-8)*
    - Illustrate and communicate original ideas and stories using **digital tools and media-rich resources**
    - Identify, research, and collect data on an environmental issue using **digital resources** and propose a developmentally appropriate solution.
    - Engage in learning activities with learners from multiple cultures through **e-mail and other electronic means.**
    - In a **collaborative work group**, use of a variety of technologies to produce a **digital presentation or product** in a curriculum area.
    - Find and evaluate information related to a current or historical persons or event using **digital resources.**
    - Use **simulations and graphical organizers** to explore and depict patterns of growth such as life cycles of plants and animals.
    - Demonstrate the **safe and cooperative use of technology**
    - Independently **apply digital tools and resources** to address a variety of tasks and problems
    - **Communicate** about technology using developmentally appropriate and accurate terminology.
    - Demonstrate the ability to **navigate in virtual environments** such as electronic books, simulation software and Web Sites.
- **ENGINEERING**
  - Engineering – Whole Group Application
    - Skill Development of the **Attributes of Design**
    - **Real-world exposure** with science, technology and mathematics standards
    - Four areas of Engineering Support
      - **Optimization**
      - **Modeling**
      - **Analysis**
      - **Communication**
    - Development of Interdisciplinary, Content-Specific Design for one project during

the course of the school year; this project will include standards from reading, science, engineering and mathematics. The students will be guided through this process with intensive teacher support.

- **ARTS**

- **General Music** - Students will have the opportunity to listen and move to music, sing, learn about orchestral instrument families, play rhythm and Orff instruments, and learn about composers from today and the past. Students may also perform for the community and stakeholders.
- **Visual Art** - Students will have the opportunity to learn from various professional Artist and student Artist on a university level; students will learn to make ceramics, about various American Artist and techniques for art. Students will create various art pieces. Students will display their work throughout the year for the community and perform student created pieces throughout the year.
- **Theatre Arts** - Students will have the opportunity to learn Dramatic Expression techniques to enhance their public speaking and confidence. Students may also have the opportunity to participate in Creative Movement dance to enhance their fine motor skills.
- **Physical Education** - Students will have the opportunity to earn physical education exercises daily.
- **World Languages** - Students will have the opportunity to learn a foreign language and speak a foreign language daily. Students will have the opportunity to meet foreign language speakers from different countries and learn from them.

- **MATHEMATICS**

- Math Foundations skills developed by Grade 2 Standard Acquisition Level
  - Strong Number Sense and Numeration Development
  - Addition and subtraction – concepts, skills and problem solving
- Develop Standards of Mathematical Practice
  - Make sense of problems and persevere in solving them
  - Reason abstractly and quantitatively
  - Construct viable arguments and critique the reasoning of others
  - Model with mathematics
  - Use appropriate tools strategically
  - Attend to precision
  - Look for and make use of structure
  - Look for and express regularity in repeated reasoning

### **INTERMEDIATE YEARS STEAM Design**

The Intermediate Years STEAM Design builds on the skill set established in the Primary Years; students will complete interdisciplinary projects in small groups with teacher support and guidance. Students will *apply* the skills acquired in real-world, project-based learning opportunities. The students will *utilize* the scientific processes/habits of mind, *expand* to a deeper mathematical understanding of numbers, *utilize* a broader technology base and *produce* media-rich presentations. The Intermediate

Years STEAM design builds small group opportunities to apply the skills in an interdisciplinary method with teacher support.

**Intermediate Years (Grades 3-5)**  
**APPLICATION of FOUNDATIONAL SKILLS**

• **SCIENCE**

- Understanding of Scientific processes – **Supported practice** through the scientific method – Small Group Projects
- *Characteristics of Science – Habits of Mind*
  - Students will be aware of the importance of **curiosity, honesty, openness, and skepticism in science** and will exhibit these traits in their own efforts to understand how the world works.
  - Students will have the **computation and estimation skills necessary for analyzing data** and following scientific explanations.
  - Students will use tools and instruments for **observing, measuring and manipulating objects** in scientific activities.
  - Students will use ideas of **system, model, change and scale in exploring scientific and technological matters**.
  - Students will **communicate scientific ideas** and activities clearly.
  - Students will question **scientific claims and arguments effectively**.
  - Students will be familiar with the **character of scientific knowledge** and how it is achieved
  - Students will understand important features of the **process of scientific inquiry**.

• **TECHNOLOGY**

- *Profiles for Technology Literate Students (ICT) Grades 3-5 (Ages 8-11)*
  - Produce a **media-rich digital story** about a significant local event based on first-person interviews.
  - Use **digital-imaging technology** to modify or create works of art for use in a digital presentation.
  - **Recognize bias in digital resources** while researching an environmental issue with guidance from the teacher.
  - Select and apply **digital tools to collect, organize, and analyze data** to evaluate theories or test hypotheses.
  - **Identify and investigate a global issue** and **generate possible solutions** using digital tools and resources.
  - **Conduct science experiments using digital instruments and measurement devices**.
  - Conceptualize, guide and **manage individual or group learning projects using digital planning tools** with teacher support.
  - **Practice injury prevention** by applying a variety of ergonomic strategies when using technology.
  - **Debate the effect of existing and emerging technologies** on individuals, society and the global community.

• **ENGINEERING**

- Engineering – Small Group Application
  - Application of **Engineering Design**

- **Real-world application** with science, technology and mathematics standards with assistance
  - Four areas of Engineering Support
    - **Optimization**
    - **Modeling**
    - **Analysis**
    - **Communication**
  - Development of Interdisciplinary, Content-Specific Design for two projects during the course of the school year; this project will include standards from reading, science, engineering and mathematics. The students will be assisted through this process with *limited* teacher assistance.
- **ARTS**
    - **Orchestra** - Students will have the opportunity to play string instruments. The beginning year will be a modified Suzuki/rote approach, which focuses on playing position, tone production, and memorization. Beginning in fourth grade, students will learn to read music and perform in an orchestra. Students will also learn to take rhythmic and melodic dictation in addition to writing music and creating their own compositions. Students may perform 2 times a year for the community or stakeholders and participate in GMEA and/or district ensembles and clinics.
    - **Band** - Students will have the opportunity to learn from professional musicians, play band instruments and learn about different American Composers. Students will put on a performance 2 times a year for the community and perform solo pieces throughout the year.
    - **General Music** - Students will have the opportunity to learn from various musical artists, play various instruments, learn songs, and write songs, and learn about different Composers from different countries. Students will put on a performance 2 times a year for the community and perform student created pieces throughout the year.
    - **Visual Art** - Students will have the opportunity to learn from various professional Artist and student Artist on a university level; students will learn to make ceramics, about various American Artist and techniques for art. Students will create various art pieces. Students will display their work throughout the year. Students will have the opportunity to display their work in venues outside of Centennial Place. (Partnerships, COKE, Centennial Place Apartment, Local Business.)
    - **Theatre Arts** - Students will have the opportunity to learn and create monologues and short skits. Students will have the opportunity to learn various dance techniques to enhance their posture and poise. Students will have the opportunity to learn how to publicly speak. Students will have the opportunity to learn from various Actors, Singers, and Dancers in the community.
    - **Physical Education** - Students will have the opportunity to learn physical education exercises daily. Students will have the opportunity to lead the community in physical education activities.
    - **World Languages** - Students will have the opportunity to learn a foreign language and speak a foreign language daily. Students will have the opportunity to meet foreign language speakers from different countries and learn from them. Students will have the opportunity to work in virtual classrooms with distance learners.
  - **MATHEMATICS**

- Math Foundations skills developed by Grade 5 Standard Acquisition Level
  - Multiplication and division of whole numbers, decimals, and fractions – concepts, skills and problem solving
- Develop Standards of Mathematical Practice
  - Make Sense of problems and persevere in solving them
  - Reason abstractly and quantitatively
  - Construct viable arguments and critique the reasoning of others
  - Model with mathematics
  - Use appropriate tools strategically
  - Attend to precision
  - Look for and make use of structure
  - Look for and express regularity in repeated reasoning

### MIDDLE YEARS STEAM Design

The Middle Years STEAM Design provides students with the opportunity to complete *individually-paced*, project-based learning opportunities. Students will complete year-long internships with advisory assistance from an academic partner and middle years educator. Students will *design* scientific processes while demonstrating strong scientific habits of mind, *demonstrate* a deep mathematical understanding of numbers/relationships, *model* and *create* various technology applications and presentations. The Middle Years STEAM design supports independent study with advisory assistance – *deepening the engineering component of the STEAM process*.

#### Middle Years (Grades 6-8)

##### **CRITICAL THINKING & PROBLEM-SOLVING Independent Work**

##### • SCIENCE

- Understanding of Scientific processes – Self-Guided Learning – **Individual Project Development**
- Characteristics of Science – Habits of Mind
  - Students will be aware of the importance of **curiosity, honesty, openness, and skepticism in science** and will exhibit these traits in their own efforts to understand how the world works.
  - Students will use **standard safety practices for all classroom laboratory and field investigations**.
  - Students will have the **computation and estimation skills** necessary for **analyzing data and following scientific explanations**.
  - Students will use tools and instruments for **observing, measuring and manipulating equipment** and materials in scientific activities utilizing safe laboratory procedures.
  - Students will **use ideas of system, model, change and scale in exploring scientific and technological matters**.
  - Students will **communicate scientific ideas** and activities clearly.



- Students will **question scientific claims and arguments effectively**.
- Students will be familiar with the **character of scientific knowledge** and how it is achieved
- Students will understand important **features of the process of scientific inquiry**.
- **TECHNOLOGY**
  - *Profiles for Technology Literate Students (ICT) Grades 9-12 (Ages 14-18)*
    - **Describe and illustrate** a content-related concept or process using a **model, simulation or concept-mapping software**.
    - **Create original animations or videos** documenting school, community or local events.
    - Gather data, examine patterns and apply information for **decision making using digital tools and resources**.
    - Participate in a **cooperative learning project in an online learning community**.
    - **Evaluate digital resources to determine the credibility of the author and publisher** and the timeliness and accuracy of the content.
    - **Employ data-collection technology** such as probes, handheld devices and geographic mapping systems to gather, view, analyze and report results for content-related problems.
    - **Select and use the appropriate tools and digital resources** to accomplish a variety of tasks and to solve problems.
    - **Use collaborative electronic authoring tools** to explore common curriculum content from multicultural perspectives with other learners.
    - **Integrate a variety of file types to create and illustrate a document or presentation**.
    - **Independently develop and apply strategies** for identifying and solving routine hardware and software problems.
- **ENGINEERING**
  - Engineering – Individual Problem-Solving and Design Application
    - Problem-Solving and Unique Design Development
    - **Full Implementation of the design process** utilizing science, technology and mathematics standards **with advisory support**
    - Four areas of Engineering Support
      - **Optimization**
      - **Modeling**
      - **Analysis**
      - **Communication**
    - Development of Interdisciplinary, Content-Specific Design for one culminating project during the course of the school year; this project will include a real-world problem, identified by the learner and integrated with standards from reading, science, engineering and mathematics. The students will be assisted through this process with *advisory support*.
- **ARTS**
  - **Orchestra** - Students will have the opportunity to begin or continue orchestra in grades 6-8. Daily orchestra classes will be grouped to offer differentiated instruction according to grade and level including Beginning, Intermediate and Advanced classes. Orchestra lessons will focus on playing position, tone production, music reading, performance

techniques, history, theory, and critical analysis. Students will also learn to take rhythmic and melodic dictation in addition to writing music and creating their own compositions. Students will put on a performance 2 times a year for the community or stakeholders and participate in GMEA and/or district ensembles and clinics including the GMEA Large Group Performance Evaluation.

- **Band** - Students will have the opportunity to learn from professional musicians, play band instruments and learn about different World Wide Composers from different countries. Students will put on a performance 2 times a year for the community and perform solo pieces throughout the year.
- **Choral Music** – Students will have the opportunity to learn proper choral techniques, to read and notate music, improvise and compose music, listen to and critique performances, and understand the cultural and historical context of music. Students will put on a performance 2 times a year for the community and perform student created pieces throughout the year.
- **General Music** - Students will have the opportunity to learn from various musical artists, play various instruments, learn songs, and write music, write songs, and learn about different Composers from different countries.
- **Visual Art** - Students will have the opportunity to learn from various professional Artist and student Artist on a university level; students will learn to make ceramics, about various American Artist and techniques for art. Students will have the opportunity to publicly speak and present their work in venues outside of Centennial Place. (Partnerships, COKE, Centennial Place Apartment, Local Business.)
- **Theatre Arts** - Students will have the opportunity to learn from various professional Actors, Dancers, and Singers, in the community. Students will have the opportunity to learn acting techniques and dance techniques. Students will have the opportunity to learn monologues, skits, and create their own productions.
- **Physical Education** - Students will have the opportunity to learn physical education exercises daily. Students will have the opportunity to lead the community in physical education activities.
- **World Languages** - Students will have the opportunity to learn a foreign language and speak a foreign language daily. Students will have the opportunity to meet foreign language speakers from different countries and learn from them.
- **MATHEMATICS**
  - Math Foundations skills developed by Grade 8 Standard Acquisition Level
    - Ratios and proportional relationships; early expressions and equations; arithmetic of rational numbers
    - Linear relationships
  - Develop Standards of Mathematical Practice
    - Make Sense of problems and persevere in solving them
    - Reason abstractly and quantitatively
    - Construct viable arguments and critique the reasoning of others
    - Model with mathematics
    - Use appropriate tools strategically
    - Attend to precision
    - Look for and make use of structure
    - Look for and express regularity in repeated reasoning

## **SOFT/EXECUTIVE FUNCTIONING SKILLS**

While content-specific knowledge (hard skills) is essential, CPS also recognizes the importance of developing soft skills...*soft skills are defined as personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills are interpersonal and broadly applicable...*; this will be addressed through intentional teaching and support services focused on attitude; responsibility; self-esteem; empathy; integrity; self-motivation; inter and intra-personal skills.

In an effort to produce students that have the necessary Soft & Executive Functioning Skills, CPS will utilize a constructed program such as Quantum Learning or Second Step to systematically and intentionally teach students through a series of lessons which will ultimately produce students with the following skill set: strong work ethic, positive attitude, good communication skills, time management skills, problem-solving skills, ability to collaborate, self-confidence, ability to accept and learn from criticism, flexible/adaptable, and ability to work well under pressure.

CPS believes that the above skills will afford its students a competitive edge in ensuring they are College and Career ready, as universities/ companies/employers view such skills as critical to organizational health and employee upward movement.

### **2. Describe the educational innovations that will be implemented. Provide a clear explanation of how the innovations will increase student achievement.**

NSA borrows from and models innovations found in other successful charter schools focusing on STEAM, STEM, and project-based learning. In close partnership with Georgia Tech and consultation with schools like High Tech High, NSA will build upon these lessons to create a one-of-a-kind program in Atlanta.

#### **a. Implementation of an Interdisciplinary STEAM Design aligned to Common Core Standards**

As described in the previous section, STEAM design will be an innovative practice that the new school will develop as the core skill set needed for the 21<sup>st</sup> century learner.

CPS believes that the development of an authentic STEAM design requires the following:

- On-going, Intensive Professional Development for CPS Staff

- Development of rigorous and relevant, interdisciplinary STEAM Design, broken into three academic bands – Primary Years, Intermediate Years and Middle Years
- Authentic Technology Utilization
- Fully Integrated Arts Program
- Development of Student Soft Skills/Executive Skills Learning
- Authentic utilization of Academic Partnerships

Please refer to Section II.C.1 for a detailed description of the STEAM design.

**b. Intentional Assessments and use of Adaptive Testing to monitor growth and provide benchmarks**

CPS believes that a viable, sustainable educational institution relies heavily on the development of a three-tiered assessment approach, which includes:

1. *Diagnosis* – Initial Screeners
2. *Prognosis* – Academic Outlook – and *Prescription* – Individual Instructional Profile
3. *Periodic Checkpoint* – Monitor/Revise

Developing this three-tiered approach requires CPS to create an in-depth *data story* for *all* students to meet their individualized academic goals.

CPS will intentionally, and strategically communicate this *data story* to appropriate stakeholders (students, teachers, parents, community members, and partnerships) and in doing so will provide a data-rich landscape from which to determine if the overall rigor of the academic program is viable, sustainable, rigorous, and attainable.

**DIAGNOSIS**

CPS will construct an academic portfolio that will provide data to support the three-pronged educational-assessment approach. As students enroll, CPS, will ascertain the students’ current levels – this stage is known as the *diagnostic data dive*. The diagnostic data dive will glean information from the scaled, prescriptive screeners at the beginning of each academic year and/or entrance date in school.

<b>DIAGNOSTIC</b>	K	1	2	3	4	5	6	7	8
Comprehensive Test of Phonological Processing (CTOPP)	X	X	*	*					

Centennial Place Elementary Conversion Charter Application  
November 2013

Woodcock Johnson	X	X	X	X	X	X	X	X	X
STAR Early Literacy	X	X							
STAR Reading		X	X	X	X	X	X	X	X
STAR Math		X	X	X	X	X	X	X	X

PROGNOSIS

The assessment data will provide a snapshot of the student’s current standing against *like-peers*. After the data has been gleaned, CPS will create an *individual academic outlook (prognosis)* for the student. The individual academic outlook will determine the expected course of action for this student; specifically the types of academic supports needed to meet the prescribed academic goals/benchmarks.

PRESCRIPTION

At CPS, each student will receive an Individual Instructional Profile (IIP). The profile will provide all members of the academic team (teacher, student and parent) with a landscape for learning over the course of the academic year and beyond. Once the individual academic outlook is developed for each student, CPS will continuously monitor the student to determine if the IIP is meeting the needs of the student; essentially answering the questions – “Is the plan working and what does the data tell us”? Appendix II shows a sample IIP taken from iReport from the APS system.

PERIODIC CHECKPOINT

The formative assessment data listed below will provide the framework to monitor and review the student’s responsiveness to the IIP. The data gleaned from the formative assessments will be used as a means to gauge progress (both formally and informally) and guide instructional decisions in real-time. Formative assessments are great tools for assessing student’s response to instruction, measuring teacher effectiveness and determining the fidelity of curriculum implementation. In addition, teachers will utilize additional assessments – e.g. tests, quizzes, exit tickets, etc. to add additional context and data to support the profile.

<b>FORMATIVE</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Comprehensive Test of Phonological Processing (CTOPP)	X	X	*	*					
Woodcock Johnson	X	X	X	X	X	X	X	X	X

Centennial Place Elementary Conversion Charter Application  
November 2013

Performance Series (Computer Adaptive)	X	X	X	X	X	X	X	X	X
Star Early Literacy	X	X							
STAR Reading		X	X	X	X	X	X	X	X
STAR Math		X	X	X	X	X	X	X	X

At the end of an instructional period (academic year, semester course, etc.), CPS will administer summative assessments in grades K-8 as a means of assessing the students' knowledge of content, or how much have the students retained.

SUMMATIVE	K	1	2	3	4	5	6	7	8
Criterion Referenced Competency Test (CRCT) or its Equivalent				X	X	X	X	X	X
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	X								
Performance Series (Computer Adaptive)	X	X	X	X	X	X	X	X	X

During the beginning phase (Years 1 and 2), CPS will focus on readiness levels for reading and mathematics based on the Common Core Standards and will provide all students with the necessary skill set to meet the growing demands of the curriculum. During the Forming Phase (Year 3 and 4), CPS will focus more deeply on the use of application skills, habits of mind and characteristics of practice to ensure that students understand the content and can apply it (with support) in real-world situations. In the final phase (Year 5), CPS will delve deeper into real-world experiences where they will not only apply their learning but will be required to utilize problem-solving techniques and strategies to defend their work and share their academic thoughts with conviction.

***Data Days with Intentional Professional Learning***

CPS recognizes that in order to successfully and effectively utilize the data needed to make informed, timely instructional decisions, the educational institution must be afforded the opportunity to thoughtfully disaggregate data and adjust as needed to meet the ever-changing needs of the students. In addition, CPS believes that on-going, intentional professional learning must be planned and scheduled to ensure

educators receive the necessary skills to impact student growth. To that end, CPS will create Data Days which will have two purposes – review data and develop teachers.

### DATA DAYS

CPS has created a school calendar designed to support the school's data process. Data Days have been embedded in the school's calendar to ensure data disaggregation and decision-making occur immediately following a data collection period, as outlined in our on-going formative assessment schedule.

### INTENTIONAL PROFESSIONAL LEARNING

As discussed in Academic Action 1 Strategy 1 (Section II.C), all staff members will develop an Individual Development Plan (IDP) which supports the school's academic and innovation goals. Therefore, CPS will provide Professional Learning Time throughout the school year to ensure teachers have access to time and resources to support their IDP.

### INNOVATIVE STUDENT LEARNING

CPS will provide an extension of learning by leveraging hands-on STEAM excursions with local organizations, businesses and academic partners, these learning experiences may include in-school fieldtrips, out of school fieldtrips, and lecture series.

#### **c. Grade Bands for Skill Acquisition and Application**

##### **Grades K-2 (Ages 4-8), Grades 3-5 and 6-8**

Centennial Place Elementary is a uniquely located, urban school that supports serving a socio-economically diverse population of students. Based on historical data, CPS will project the following demographics, of the 520 (projected enrollment) the following is more than likely will occur:

- 17% Transitional Housing
  - Shortest Stay – 5 days
  - Longest Stay (to date) – 23 days
- 22% of will be new to CPS
  - 12% Other APS schools
  - 5% Georgia Student

- 5% Outside of the State of Georgia
- 49% Pre-K Experience, as identified by parent/guardian
- 68% Free and Reduced Status

***PRIMARY YEARS SKILLS ACQUISITION (Ages 4-8)***

CPS recognizes that the development of academically-sound students requires an intentional focus on curriculum development and data-driven instructional decision that begins in the *primary years* (ages 4-8). It is essential that students acquire rich foundational or basic skills to prepare for content-rich study to occur. Therefore, CPS will focus its efforts on *primary years* skills acquisition— particularly developing deep reading and mathematical skills.

Traditionally, public schools follow grade promotion criteria which require students to acquire a certain set of academic standards within an academic year. Unfortunately this method does not support all students during the early years of elementary education. Historically, close to 50% of Centennial Place Elementary students do not have Pre-K experience which increases the risk of a disparity of entrance skills – *reading*, students ranging from limited phonological and phonemic awareness to full readers; *mathematics*, limited number identification to concrete math knowledge. CPS aims to intensely differentiate learning in the early grade band to aid in skill acquisition. CPS will identify readiness skill sets for reading and mathematics during these primary years. Students will progress to the next “grade” or “level” based on mastery at different checkpoints throughout the year versus the traditional single checkpoint at the end of the year. This allows a student to move forward quickly if they master the foundational skills quickly and it also allows a student who requires more support to spend more time mastering a skill rather than be moved forward at an arbitrary timeframe. Because *primary years* students will be assessed based on readiness levels, CPS will have the ability to create innovative cohorts of students grouped by flexible skill readiness rather than age or traditional grade identification. This supports students to acquire the necessary skills needed for success in the *intermediate elementary*, grades 3-5 and *upper grades*, grades 6-8. The ultimate goal for the *primary years* is to allow heterogeneous mixing in the upper grades with less need for intense remediation.



***DEPARTMENTALIZATION IN INTERMEDIATE YEARS***

Teachers in Intermediate grades will provide departmentalization beginning in grade three. CPS believes that departmentalization in the Intermediate Years provides an opportunity for students to develop deep levels of content-specific learning, while providing teachers with concentrated content-specific learning in one or two areas. In order for departmentalization to be successful, the following must be established:

- Well-Informed Expectations for Students, Teachers and Parents
- Established Communication Procedures
- Established Procedures that are consistent and effective
- Thoughtful professional development for all staff involved
- Thoughtful Class Scheduling

CPS will ensure all teachers work in horizontal and vertical teams to ensure students are substantially knowledgeable and capable students. Horizontal Teams means that teachers will work with grade level peers to devise interdisciplinary units of instruction. Vertical Teams refers to the teachers of like subjects, i.e. all middle years math teachers will collaborate to ensure students are gaining the appropriate amount of content acquisition and application needed for the middle years.

***MIDDLE YEARS PROJECT ADVISORY FOCUS***

Teachers in the Middle Years will provide students with concentrated support through an Advisory Course centered on the year-long Internship. A thoughtful schedule will produce students with the ability to complete independent study components while the homeroom teacher works in tandem with the academic partner in an advisory capacity. Students will develop, plan and execute a real-world problem; pulling together the Engineering components needed to effectively problem solve an issue. Students will be afforded the opportunity to receive in-school guidance on completing and executing the critical components of an effective project-based assignment. This task will require the student to pull all of the applied knowledge in core subjects to complete an interdisciplinary project on their own.

### *Transitioning to K-8 Structure*

NSA wishes to add the middle grades to support the academic and social development needs of our students. Recognizing the need for research-driven decisions, Georgia Tech CEISMC conducted a literature review on behalf of NSA regarding the K-8 school structure. The review is found in Appendix III.

This review sites research that has shown:

- The independent middle school model has tended to work against the development and achievement of early adolescents.
- Substantially lower standardized-test scores in math and ELA for middle grades students versus those in a K-8 environment.
- Ninth grade GPA's, credits earned, and standardized test scores favored students from K-8 schools.
- A K-8 structure seems to support better social outcomes and higher teacher retention levels.

The extension of CPS to serve the middle grades capitalizes on this research showing more positive outcomes for students in a K-8 setting. One grade level will be added per year starting with 6<sup>th</sup> in the 2014-15 school year to a full 6<sup>th</sup>-8<sup>th</sup> grade group by the 2016-17 school year. This structure and gradual addition allows:

- Social development with a familiar cohort of students
- Continuation of a STEAM learning pathway with increasing focus on project-based learning to build skill application and critical thinking skills
- Careful, intentional implementation of the new curriculum and programming to support academic goals

NSA and CPS realize that the addition of the middle grades will require additional building capacity. This also recognizes the best practice of providing some physical separation between the upper and lower grades and allows the middle grades to build their independence. The planning and building of new facilities allows innovative use of space, both shared with the elementary grades and specifically developed for the middle grades building. NSA builds on the school's history of partnering with outside organizations to intentionally create facilities focused on the academic process and will consult with

institutions such as Georgia Tech, Georgia Aquarium, and HTH, San Diego. Facilities will be planned to support the STEAM curriculum and provide for flexibility in instructional delivery. Partnerships with the YMCA, Georgia Tech, and the Georgia Aquarium allow access to additional facilities for instruction and enrichment.

**d. Innovative approach to teaching development – Teacher as Designer**

NSA recognizes and espouses the centrality of quality teachers to the learning process. NSA's approach to talent is driven by its belief that in order to better serve students, schools must transform to support what Public Impact, a highly regarded education research and consulting firm, calls an *Opportunity Culture*. The model draws on the notion that great schools require great teachers who have sufficient time and resources and are supported by well-designed systems. An extensive body of research and practice demonstrates that excellent teachers have the ability to transform students' academic and life trajectories. According to Public Impact, "On average, students with excellent teachers – those in the top 20 to 25 percent today – make approximately three times the progress of students with teachers in the bottom 20 to 25 percent. ... Children who start out *two years behind* can catch up – *if they have an excellent teacher four years in a row*. (<http://opportunityculture.org/why-this-matters/>)." Yet, despite the widespread recognition of the power of great teachers, few students – especially in low-income schools – have consistent exposure to these excellent teachers.

Public Impact persuasively argues that current strategies to dismiss ineffective teachers and recruit high-performers will still leave the majority of students without access to transformative teachers. Instead, they argue that schools must create greater opportunities for growth and be designed in order to ensure excellent teachers have a greater reach:

In an Opportunity Culture, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach. When excellent teachers reach more students, per-pupil funds are freed to cover higher pay and other priorities. Teachers can learn from their outstanding peers. Most important, all students have excellent teachers in charge of their learning (<http://opportunityculture.org/why-this-matters/>).

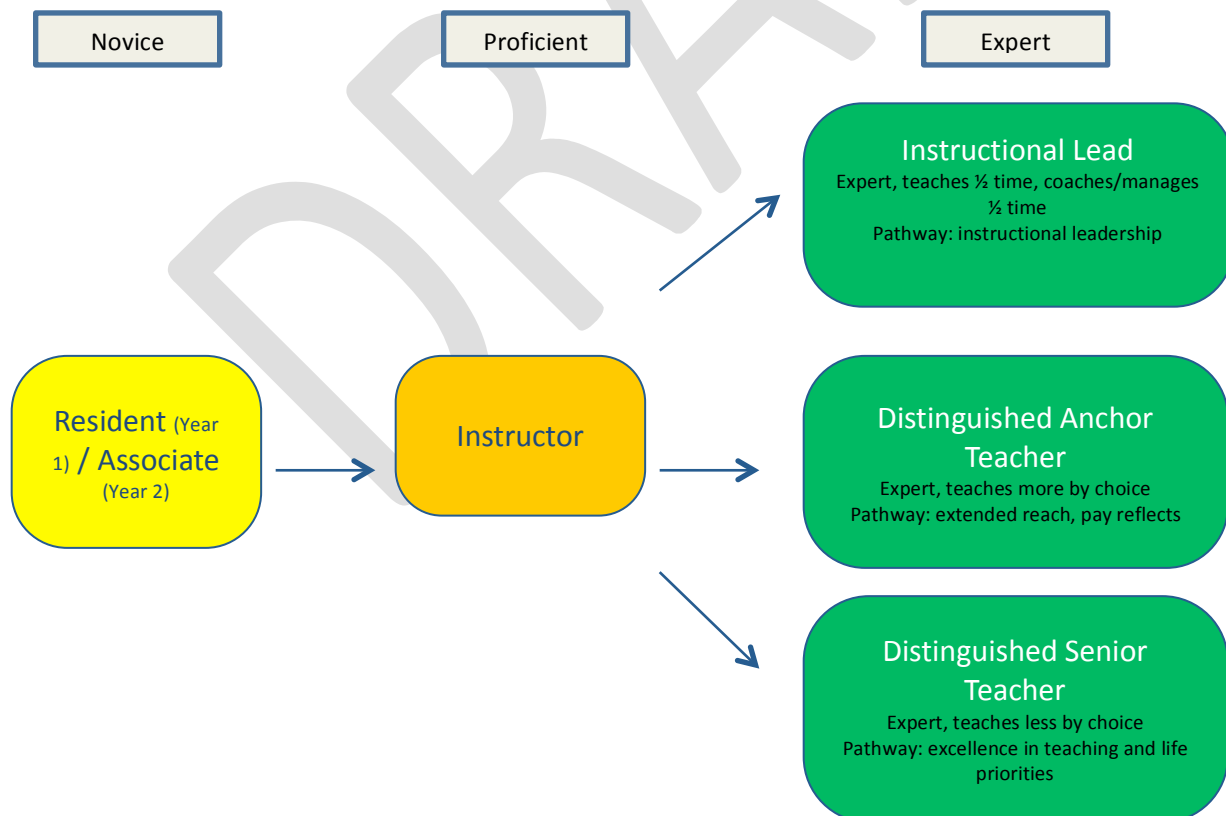
NSA seeks the flexibility of a charter to design teaching roles, professional advancement paths, and teacher training to align with the new curriculum and allow teachers to take charge of their professional

careers. Teachers are intensely trained and supported to become highly effective teachers through a clear pathway with an end goal that is self-directed. Teachers will develop an Individualized Development Plan (IDP) that can incorporate the Teacher Pathways described below. While NSA aims to hold student-teacher ratios low, the model design incorporates significant research that indicates that class-size reductions has less of an impact on student outcomes than having a top-quartile teacher.

This vision will attract high-performing teachers, especially when paired with meaningful supports and highly attractive compensation (Sections II.C.2.d and V.B.1.a). Offering significantly higher compensation to expert teachers is affordable because of the way NSA has restructured roles, increasing teachers' responsibilities as they advance and extend their reach, while supporting them with entry-level professionals.

### ***Teacher Pathways***

NSA designs teaching roles to better reflect experience, expertise and personal career goals. Below is a basic visual overview of possible professional development pathways for teachers:



The following table provides a high-level overview of how these teaching roles could play out at the elementary level:

Teacher type*		Targeted Instructional min / day	General Description
Expert Teachers	Instructional Leads	150	<ul style="list-style-type: none"> <li>In addition to instructional expertise, leads have aptitude and desire for coaching and potentially school leadership.</li> <li>Focus on reading, math or project-based learning</li> </ul>
	Distinguished Anchor Teachers	315	<ul style="list-style-type: none"> <li>Great teachers who want to stay in the classroom; anchor teachers have their reach extended as much as possible (and are compensated accordingly).</li> <li>Focus on reading, math or project-based learning</li> </ul>
	Distinguished Senior Teachers	270	<ul style="list-style-type: none"> <li>Great teachers generally "qualified" for anchor role but who do not want additional teaching load.</li> <li>Focus on reading, math or project-based learning</li> </ul>
Experienced Instructors		270	<ul style="list-style-type: none"> <li>Experienced, "proficient" teachers</li> </ul>
Novice Teachers	Associate Teachers	270	<ul style="list-style-type: none"> <li>Generally, second-year teachers ready for supported classroom leadership.</li> <li>Generally offer small-group support in rotation periods and lead science/social study class periods</li> </ul>
	Year 1 Residents	225	<ul style="list-style-type: none"> <li>First-year teachers given significant support and reduced classroom leadership roles.</li> <li>Offer small-group support in rotation periods and lead science/social study class periods</li> </ul>

\*Working titles

Teachers work together extensively, and are often in the same class at the same time, but this differs from a traditional "co-teaching" model because it more clearly defines and differentiates roles based on teacher skill. This model also does not "waste" time with two teachers in the room. It does require significant collaboration but allows teachers to have greater focus and support. Even expert teachers, who now have greater "higher value" responsibilities, are now given more significant support in meeting all their students' various needs. Also, NSA aims to assign teachers to responsibilities partly based on their particular strengths. Teachers are compensated according to taking on new (earned) responsibility and their increasing expertise in their craft – in a way similar to most other professions.

### Resident Teacher, Year 1

New, first-year teachers spend significant time in the classrooms of expert teachers (as residents who assist in execution of lessons, work with small groups, and assess learning) to build instructional capacity. On their own, they lead small social study and science classes and facilitate skill practice, digital or otherwise, to build their classroom management abilities and provide high-quality instruction to students. Leading supplemental classes ensures that they learn through the experience of being in charge. First-year teachers are assigned fewer instructional minutes to provide them more time for both planning and observation of expert teachers. They can progress to become a proficient teacher by consistently meeting or surpassing their professional goals for the two consecutive years of residency. Teachers who come in with at least one year of experience but are still considered novice may progress to become proficient after only one year of surpassing their professional goals.

### Associate Teacher, Year 2

Second-year teachers progress to greater classroom leadership responsibilities and assume a full teaching load. They do not yet lead core classes and continue to receive significant coaching, support and direction from teachers with greater expertise.

### Experienced Instructors

Proficient/experienced teachers have demonstrated the consistent ability to effectively plan and execute instruction, analyze student data, and maintain a positive and productive classroom culture while a resident or in another teaching position. Proficient teachers may progress to become expert teachers as they hone their practice over time. Before being viewed as expert, proficient teachers must generally meet or surpass their goals in each area of the Professional Teaching Evaluation Process for at least two consecutive years.

### Expert Teachers

Expert teachers at NSA can choose from career development opportunities that include excellence in classroom teaching (distinguished senior), becoming an extended-reach (distinguished anchor) teacher, or instructional leads who take on administrative, coaching and management responsibilities in addition to

classroom teaching. By offering differentiated roles, with compensation to match responsibilities and reach, NSA aims to develop, leverage and retain great teachers while elevating the teaching profession.

NSA designs the school day with the goal of ensuring all students have access to high quality teachers in the foundational skills of reading and math. Additionally, instructional leads (who are expert teachers) focus on overseeing and coaching either general instruction (by subject or grade) or project-based learning time, depending on their particular expertise.

**e. Innovative scheduling**

Centennial Place Elementary has successfully utilized a year-round calendar for 12 years that roughly follows a 45/15 model (45 days/9 weeks of learning followed by 15 days/3 weeks of break). The break periods allow regular Intersessions or periods of time providing advancement or remediation for the students. Remediation becomes “real time” and is most effective when targeted during the school year. A shorter summer means less learning loss and time spent reviewing when the school year begins. There is not extensive research on alternative calendars with regards to academic achievement but a review conducted by The Century Foundation did find positive benefits of a year-round calendar when coupled with intersession and other enrichment supports (<http://tcf.org/work/education/detail/all-day-all-year-schools-rev.-2004/>).

NSA and CPS will institute a calendar that utilizes this research showing the benefits of an alternative calendar – remediation and summer learning support – while ensuring the school has adequate time to turn over the facilities, behaves in a financially responsible manner, and provides time for school-sponsored summer enrichment activities. Two examples of school calendars for consideration are included in Exhibit 2.

The new calendar will utilize two specific innovations – Intersessions and Data Days. Intersessions, as stated above, provide regular remediation for struggling students and time to propel students ahead. Students are not required to attend Intersession. Data Days are Professional Learning/Student Enrichment days built into the calendar on a regular basis and are considered part of the required 180 school days. Data Days provide teachers time to review student formative assessment data and plan adjustments to the instruction as necessary. Data Days also provide opportunities for individual or group professional

development. During this time, students are provided Enrichment activities either off or on campus that align with standards and current classroom learning. Utilizing partners allows this program to be robust and meaningful. More regarding Data Days can be found in Section II.C.2.b.

**3. Describe the anticipated teacher-to-student ratios and the rationale for maintaining these ratios.**

NSA recognizes research focused around the impact of student-to-teacher ratios, specifically that which supports smaller class sizes in the lower grades. Therefore, ratios are based on identified areas of academic need and can be flexible based on the daily schedule. Student-to-teacher ratios vary by grade and vary across each grade based on the subject matter and type of instruction, reflecting the focus on building foundational skills in the early grade bands. The kindergarten has a team of teachers that work with students in classes with student-to-teacher ratios ranging from about 10 to 18, and an overall ratio of about 13:1 for the grade (excluding enrichment/non-core teachers or special education teachers). First grade would have a slightly higher overall ratio and generally slightly larger classes. Later grades have overall ratios that increase to 17:1 but also have a greater range of class sizes, with core instruction time led by expert teachers in classes of 28. At times, however, these same classes might be separated into small learning groups with multiple teachers.

All student-to-teacher ratios will reflect sound fiscal practices with respect to resources available to pay for high quality teaching staff. Staffing needs will shift and require flexibility to serve the immediate needs of the community. For example, in the building years, the K-2 band will require more intensive resources and smaller classes to reach the level of foundational skills required for the academic goals of the 3-5 and 6-8 bands. AS the crib to kindergarten partnerships become more established and participation increases, the school can easily adjust class sizes to reflect increased proficiencies. As project-based learning becomes more integrated into the curriculum, the class size ratios might shift again to accommodate high level projects in the middle grades (6-8).

Teacher type	Number of teachers								Total
	K	1	2	3	4	5	6-8	Other	
<b>Distinguished</b>	2	2	2	2	2	2	6		<b>18</b>
<b>Lead Instructor</b>	1	1	1	1	1	1	3	1	<b>10</b>



Centennial Place Elementary Conversion Charter Application  
November 2013

<b>Instructor</b>	3	2	1	1	1	1	3		<b>12</b>
<b>Associate</b>	1		1		1		1		<b>4</b>
<b>Resident</b>	1	1		1		1	2	1	<b>7</b>
<b>Gym/Art/Music</b>								4	<b>4</b>
<b>Total</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>	<b>6</b>	<b>55</b>

	<b>Students*</b>	<b>Total Teachers</b>	<b>Student::Teacher Ratio</b>	<b>Class size range (students to teachers)</b>
K	100	8	12.5	9-17
1	90	6	15	8-23
2	90	5	18	9-29
3	85	5	17	9-29
4	85	5	17	9-29
5	70	5	14	8-23
6**	85	5	17	9-29
7**	85	5	17	9-29
8**	85	5	17	9-29
<i>Other</i>	<i>NA</i>	6	<i>NA</i>	23-34
<b>Total</b>	<b>775</b>	<b>55</b>	<b>14.0</b>	<b>8-34</b>

*\*Student counts are based on historical data of enrollment numbers*

*\*\*Projected enrollment when school is at capacity*

**D. What are the conversion charter’s plans for educating special populations?**

CPS believes that all students can achieve at high levels regardless of race, gender, or socioeconomic status, if appropriate, timely and intensive supports are provided. Based upon historical data, CPS anticipates that approximately 24% of our population will be students with special needs, including students with gifted learning needs, students with disabilities and students with limited English proficiency. Several elements of our school design have been demonstrated to aid all students to achieve academic success. These elements include, but are not limited to, skill acquisition benchmarks, frequent assessments, and an interdisciplinary, real-world application of learning. CPS will make every effort to quickly and accurately identify students with special needs, develop and implement appropriate academic plans specific to their need, and consistently monitor their progress.

**1. Describe how the conversion charter will meet the needs of students identified as gifted and talented.**

CPS is committed to providing enrichment learning that supports the development of all students. Centennial Place Elementary currently has 13% its students who qualify for the state's Gifted Program. CPS will serve gifted students and will follow and comply with state laws, placement and instructional delivery models. Based on current requirements, CPS will identify students who are eligible for gifted education services, following the eligibility requirements defined in SBOE 160-4-4-3.8. CPS will ensure transparency is established with the identification process for gifted learners by providing clear, comprehensive and consistent communication to school personnel, parents/families, students and the community as a whole. CPS will employ the multiple criteria (motivation, creativity, mental ability and achievement) for student identification. To ensure all students have access to the gifted education services, any person with knowledge of the students' ability may refer a student for consideration.

CPS will waive the district's guidelines related to staffing and process in order to ensure fidelity of implementation of gifted services in the K-8 model. Waivers of staffing and process may include selection of state approved gifted models that may differ from the standard delivery model(s) provided by the Atlanta Public School system.

In addition, CPS will explore various ways to increase the gifted learning practices to the general education classroom by ensuring that all teachers at CPS will acquire the Gifted & Talented Endorsement within the first two years of employment. This endorsement will ensure that students, regardless of Gifted & Talented identification, benefit from the Gifted and Talented teaching strategies across all content areas. CPS will also expand the traditional methods of student identification which may include the use of quantitative data from formative & summative assessments and specific gifted and talented traits. CPS believes the use of non-traditional methods of student identification will provide access to a broader population of students.

CPS will ensure the gifted services are grounded in research and educational theory and/or principles. Curriculum and instruction will be adapted, modified to meet the needs of the gifted students. In order to ensure academic success, teachers will use national and state standards to align, expand, and implement

advanced curriculum; using a variety of on-going assessment data based on readiness, interests and learning profiles to develop flexible groups and tasks; flexible instructional pacing; and utilization of resources specifically designed for the gifted learners – critical and creative thinking, problem solving activities and social and self-awareness.

**2. Describe how the conversion charter will provide state and federally mandated services for students with disabilities.**

Centennial Place Elementary serves a diverse population, including 4% of students identified as Students with Disabilities. While CPS does not serve a self-contained unit, it currently serves the students with the following exceptionalities: Emotional/Behavior Disorder, Specific Learning Disability, Severe Developmentally Delayed, Mild Intellectual Disability, Autism and Speech. CPS will provide students with disabilities a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) possible. CPS serves students with disabilities in compliance with all State and Federal laws, rules and regulations related to serving Students with Special Needs, including but not limited to: Section 504 of the Rehabilitation Act of 1973, Title II of Americans with Disabilities, and Individuals with Disabilities Education Act (IDEA) and the State Board of Education Rile 160-4-5-.03. CPS may, however, waive any district guidelines relating to staffing and process in order to ensure fidelity of implementation needed to comply with federal and state mandates.

CPS will continue to utilize the staffing structure Special Education Lead Teacher (SELT) serving the primary years, intermediate years and middle years program. The SELT will ensure compliance, improve timeliness of service, and reduce overburdened case management loads. In addition, the SELT will provide in-house support and professional learning to all staff members to ensure that research-based approaches are embedded in the teaching and learning process. CPS plans to create a dedicated staff position, or portion of a position to support the Student Support Team (SST) structure and process in accordance with state guidelines and local school board policies. Duties will include collecting and organizing student data, observing in classrooms, coordinating and leading SST meetings, and leading professional development related to the SST process.

CPS will continue to utilize state and district adopted forms as well as technology systems. Each student will be instructed in the Least Restricted Environment (LRE). CPS will continue serving students with disabilities with an array of delivery models and supports including, but not limited to: addition of accommodations and modifications of instructional delivery; support in general education settings (i.e. personnel supports such as paraprofessionals, interpreters, or teachers); direct special education services (consultative services, collaborative services, co-teaching services, support from an itinerant teacher); and other placement options such as Special Education resource classes. All Special Education positions will be staffed by certified Highly Qualified teachers according to provisions set forth by the Georgia Professional Standards Commission. Staff will participate in compliance-related professional development offered by the district.

**3. Describe how the conversion charter will provide state and federally mandated services for English Language Learners (ESOL).**

Centennial Place Elementary serves a diverse population, including 7% of students identified as English Language Learners (ESOL). CPS will honor the rich cultural and linguistic representation in the community by making effective and sensitive ESOL instruction a priority. CPS will continue to serve ESOL students and will follow and comply with federal and state laws, rules, and regulations related to serving ELLs including identification, screening, eligibility, testing, placement, instructional delivery, services, assessments, and exit. CPS will waive district guidelines related to staffing and process in order to ensure fidelity of implementation needed to comply with federal and state laws and rules.

Screening of students will be done during the enrollment process to ensure ELL students can be identified and supported as soon as possible and to better meet their instructional needs. The Home Language Survey (HLS) will include identifying questions to initially identify the eligibility, such as

- What is the student's first language?
- What language does the student use at home?
- What language does the student use most often

CPS will continue to use the WIDA-ACCESS Placement Test (W-APT) or any other state adopted assessment. Eligibility for ESOL program will apply for scores of 1.0-4.9. Students with EL status will

receive support through several delivery options appropriate for the student. Assessment of progress will be conducted utilizing the district's assessment window; normally January-March of each year using the stated adopted WIDA-ACCESS. Students scoring 1.0-4.9 on any tier will continue services the following year. Students with scores of 5.0 or higher become EL monitored. After two years receiving EL services, students are no longer classified as ELL.

CPS plans to have a dedicated staff position to provide services to students and coordinate documentation. Students qualifying for ESOL services will have access to all available learning offered at CPS and will continue to be served using an array of delivery models to ensure balanced education participation. CPS may utilize one of the following delivery models: Sheltered English Class – class with other ELLs to learn the English language; Content-based Class – English is taught through a content area; Pull-Out Class – ELLs removed from scheduled class to receive ELL support; and/or Push-In Services – general class with an ESOL teacher present to support ELLs.

**E. Which of the specific actions in the academic plan require a waiver of state law, rule, or guidelines?**

As a charter petitioner, certain policies, rules, regulations, and provisions of Title 20 may be waived for the school for the purposes of implementing the academic model described above and raising student achievement. NSA seeks a full flexibility waiver per O.C.G.A § 20-2-2065(a). Having broad flexibility to make timely decisions to support the actions outlined above allows the school to address academic goals and the needs of our community. NSA wishes to ensure we are waived from any laws now or in the future that may impede the ability of the school to fully implement the new academic model. Although NSA seeks a full flexibility waiver, the following are specific waivers of particular importance to implementing the academic actions and innovations spelled out above:

- Class size limits to support small differentiated classes in lower grade band – O.C.G.A 20-2-182 and ABOE policy IEC
- School schedule policies in elementary and middle grades in order to support project-based, interdisciplinary learning and extend school hours and days – O.C.G.A 20-2-290 and ABOE policy IED and IEDA

- Certified teacher in classrooms during instructional time specifically to develop “Data Days” that include student instructional time from non-staff instructors – O.C.G.A 20-2-200
- District-level curriculum development to allow school-level control over STEAM curriculum model and implementation – ABOE policy IC

### III. ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

#### A. State the conversion charter’s Organizational Goals and Measures

NSA aims to create an innovative school that serves as a model for successful 21<sup>st</sup> century education in Georgia and helps to create Atlanta’s next generation of innovators and leaders. As a STEAM school, it is essential that the structure be sufficiently flexible to facilitate the engagement of strategic education partners in the instructional program. Flexibility enables the school leadership to make decisions that respond to the unique needs of the school and its unique student population. Furthermore, flexibility is key to continuous adjustments to our instructional delivery as our students continuously improve and move the bar ever higher.

NSA’s strategic organizational goals and measures are:

- **Organizational Goal #1** - Establish a highly effective governance structure to ensure proper school oversight and inclusive of the school community

##### Measures

- In the first year of operations, the Board will attend quarterly trainings on effective charter school governance practices. At least two of these will be facilitated by an independent provider.
- After the first year, the board will attend at least two annual trainings, one of which will be provided by an independent provider.
- The board will develop a process for and document new member orientations and trainings.

- **Organizational Goal #2** – Operate the New Schools at Centennial with integrity and full transparency.

##### Measures

- NSA and CPS will receive an unqualified audit with no significant findings each year.

- NSA will engage an independent firm to perform annual performance assessments against goals.
- NSA will provide an annual report including outcomes of the financial audit and performance assessments as listed above.
- NSA and CPS will comply with all State reporting requirements.
- **Organizational Goal #3** – Develop a skilled, engaged community of stakeholders focused on academic excellence

Measures

*A. Teachers*

- Annually, teachers will attend school-mandated professional development sessions and at least one additional professional learning opportunity outside of those provided by the school.
- Teachers will sign a *Partners in Learning* compact annually.
- Maintain high levels of teacher retention as measured by 80% of highly-effective teachers as measured by TKES or similar who accept annual contract renewal.

*B. Parents*

- Parents will ensure regular student attendance and timely arrival with no more than a 5% tardy rate annually, on average.
- Parents and students will sign a *Partners in Learning* compact annually.
- Parents will express an 85% satisfaction rating with the school and the learning environment as measured through annual surveys.

*C. Businesses and institutions*

- Community partners will sign a partnership contract annually containing measurable goals for their partnership. These goals will be reviewed annually.
- Community partners will express an 85% overall satisfaction rating with their engagement program as measured through annual surveys.

**B. What specific actions will the conversion charter take to achieve its organizational performance objectives?**

NSA recognizes the need for strong actions to support the above listed organizational objectives.

NSA sets forth the following five actions to fulfill those goals in the five-year charter term:

**ACTION 1 – CREATE A ROBUST GOVERNING BOARD AND STRUCTURES**

**STRATEGY 1:**

Establish a Governing Board whose members act as Ambassadors for the school and that holds the school's academic vision paramount in all decisions.

The Governing Board members are the school's ambassadors to the public – supporting the school through their active engagement in the school's governance – but also garnering the needed support for a sustainable school community. Every decision made, every partnership brought to the table, and every policy set should be focused on what is right for this community. The Governing Board becomes the torchbearers for sustaining the school's vision. The board will do the following to build these ambassadors:

- Create bylaws that provide a clear framework for board members
- Include two representatives of APS to ensure a collaborative environment and movement towards agreed upon goals
- Include two representatives from the school community to enhance the connection between the governing body and the community
- Create a governance training calendar to build board capacity
- Create a community engagement plan

**STRATEGY 2:**

Recruit and seat board members who provide important community connections to enhance the academic offerings of the school.

Board members are strategically placed on the board to provide necessary community connections with key partners – Georgia Tech as main academic partner, the YMCA as campus partner, etc. Space on the board is left available to bring on other strategic members designed to build board capacity. Board members are expected to provide connections for bringing resources to the school, whether financial or otherwise.

**STRATEGY 3:**



Develop policies and procedures that will establish appropriate controls and set forth the rules that will govern the actions of the school leadership, teachers and staff.

A governing board's task is essentially to ensure the school leadership can fulfill the academic goals of the school. The governing board will set policies as follows:

- Negotiate and sign the three party contract with APS and the State of Georgia
- Ensure fiscal soundness of the organization through budgeting and financial oversight
- Establish and maintain all policies relating to governance of the school
- Hire and support the Principal/School Leader as needed to achieve academic objectives
- Provide oversight for the campus expansion
- Monitor compliance with all Georgia Department of Education statutes and any other applicable laws
- Evaluate board performance annually
- Provide an annual report to stakeholders, community, and Atlanta Public Schools
- Undergo regular training to build capacity to support the school properly

**STRATEGY 4:**

Develop relevant board collateral including board notebooks, training materials, and performance rubrics.

**ACTION 2 – CREATE A REPRESENTATIVE SCHOOL COUNCIL**

**STRATEGY 1:**

Develop a balanced, representative School Council tasked with supporting the Principal/School Leader in school-level decisions.

A School Council will be established to support school-level decision-making and to foster community engagement in that process. The School Council will be tasked with the following:

- Develop the School Improvement Plan and monitor its progress
- Recommend school needs to the Governing Board during the budgeting process
- Advise the principal in decisions regarding discretionary spending including professional development offerings, enrichment programming, etc.
- Review assessment data and use it as a guide for school decision-making
- Support the Principal/School Leader in carrying out plans to achieve the academic goals of the school including advising on procedures and processes used in the school building
- Members may serve on panels for hiring purposes

The School Council will be made up of an odd number of members with a balanced representation of school employees and parents. The Council will have at least three parents, at least two teachers, the school Principal, and one person from the outside community. The goal of the council is to provide a diverse, representative group to support the Principal/School Leader in his/her duties and ensure the community has a voice in the academic decisions that affect the school. The Council should be balanced between those employed by the school and parents.

### ACTION 3 – DEVELOP PARTNERSHIPS TO SUPPORT A STRONG CRIB-K PROGRAM

#### **STRATEGY 1:**

Engage with the YMCA of Metro Atlanta, Sheltering Arms, and Bright Horizons to further develop the existing preschool program currently located on the school's campus.

Several early education centers serve the neighborhoods within the CPS attendance zone. By working with our closest early-education partners, CPS works to vertically align the academic pathway between early learning and elementary education. This ensures that many students entering the school at kindergarten have a high level of preparation, especially in the early skills to support a STEAM curriculum. As the partnerships develop in the five-year charter period, the school will see the ability to raise the proficiency levels of the early grade band K-2.

### ACTION 4 – DEVELOP A COMPREHENSIVE TEACHER DEVELOPMENT PLAN

#### **STRATEGY 1:**

Institute a *Partners in Learning* Compact providing guidelines for involvement in the student's educational program. Appendix IV is an example of a compact.

Teachers become active partners with parents and students in the expectations for academic success. The compact for teachers might include:

- Outlining expected behaviors as a role model to students
- Regular communication with parents through emails and conferences
- Commitment to finding strategies that are child-specific

#### **STRATEGY 2:**

Create and implement a comprehensive five year professional development plan aligned with academic goals and offered to teachers as a means of increasing their individual skill set

NSA recognizes the importance of building the teacher's capacity to serve in the classroom. The action

plans for Teacher Professional Development were included in the Academic Action 1 in Section II.C and include:

- Training teachers for STEAM delivery
- Increasing the number of endorsements and/or PLUs annually
- Utilizing partners such as Georgia Tech, the Georgia Aquarium, and HTH, San Diego

**STRATEGY 3:**

Create Individual Professional Development Plans (IDPs) for teachers annually with goals for academic and professional growth

NSA recognizes the need for teachers to take an active part in their professional growth and will build a program designed to fully support teachers as they move along a desired career path. This increases the teacher's engagement in the school as they become more committed to building their capacity to serve the larger student population. The available Teacher Pathways were outlined more fully in the Academic Section II.C.2.d.

**STRATEGY 4:**

Implement a compensation plan and structure for employees that aligns employee and school interests and encourages achievement of goals

The compensation plan will be closely aligned with academic goals and school professional development goals. The plan will be clearly laid out such that all employees understand the necessary steps to achieving the various compensation levels.

**STRATEGY 5:**

Create a Teacher Training Center focused on providing avenues for individual and group learning

A dedicated Teacher and Parent Center sends a strong message about the importance of all community members working together in support of the academic vision of the school. Instead of a single room or shared space within the school, a dedicated building will be provided that offers areas for individual and group learning. This space might include:

- Quiet areas for studying and completing professional learning
- Access to technology for group learning activities
- Small group meeting areas

**ACTION 5 – DEVELOP A COMPREHENSIVE COMMUNITY ENGAGEMENT PLAN**

**STRATEGY 1:**

Conduct an annual *Partner Summit* to create a strong understanding of how each partner contributes, build the community of support, and strategically align resources.

NSA recognizes the importance of deep, intentional partnerships and how each partner brings something valuable to the table. The Partner Summit aligns the work of the partners with the work of the school by identifying creative ways each partner can contribute. These areas will fall into three main categories – academic, social development, and school life – and could include:

- Academic – Partnerships are aligned with the school’s academic goals and are data driven. More regarding the Academic Partnerships can be found in Academic Action 5 (Section II.C).
- Social Development – Partners and volunteers support the soft skills curriculum and can include mentoring, shadowing, and life skills lessons. Current partnerships include Everybody Wins! Atlanta, Hands on Atlanta, and SunTrust.
- School Life – Partners provide much-needed support to the school environment that might not be directly tied to academic goals but are important in developing a positive school culture. This could include playground maintenance/enhancements, grounds keeping, sponsored events, etc.

**STRATEGY 2:**

Create a *Community Partner Contract* with each business or institution that clearly identifies areas of support and goals of the partnership.

Goals are measurable and may include areas like:

- Time spent in the school
- Number of volunteers provided
- Support of a particular project or program
- Resources provided either monetary, human, or in-kind

**STRATEGY 3:**

Train all staff members to understand the role of the partners and their volunteers (if applicable) and how they contribute to the success of the school. Assign specific staff to oversee the partnership program and apply high levels of customer service to the relationship.

**ACTION 6 – DEVELOP A COMPREHENSIVE PARENT INVOLVEMENT PLAN**

**STRATEGY 1:**

Institute a *Partners in Learning* Compact providing guidelines for involvement in the student's educational program. Appendix IV is an example of a compact.

Parents will be active participants in their child's education and are educated in various ways to provide that support. Parents are asked to engage at home with learning but also encouraged to regularly attend trainings or meetings, volunteer at the school, and participate in parent conferences. The compact for parents and students might include:

- Guidelines for monitoring homework, technology interaction, and reading with a child
- Suggested volunteer hours
- Support of anti-bullying messages
- Arriving to school on time
- Conforming to classroom rules

**STRATEGY 2:**

Create a robust Parent Outreach Program (POP)

Just as teachers and students will need a new skill set to serve the STEAM curriculum and reach CCSS, parents need support in understanding this new way of education and how to best support it in the home. NSA also recognizes the importance of supporting the whole family to support the academic achievement of the students. Administrators and teachers will build on the already successful Parent University program to develop the new Parent Outreach Program (POP). This program will include:

- Academic courses to support STEAM and Common Core instruction
- Health and wellness courses aimed at individuals and families
- Social courses
- Personal growth courses to support resume building, etc.

**STRATEGY 3:**

Develop a Parent Center focused on providing both assisted and individual parent support

A dedicated Teacher and Parent Center sends a strong message about the importance of all community members working together in support of the academic vision of the school. Instead of a single room or shared space within the school, a dedicated building will be provided that offers areas for individual and group learning. This space might include:

- Quiet areas for studying or reading
- Access to technology for educational or career-building purposes

- Small group meeting areas
- Space for PTA business or storage

**1. Describe the organizational innovations that will be implemented during the proposed charter term. Provide a clear explanation of how the innovations will increase organizational effectiveness.**

The following organizational innovations will be used to create a one-of-a-kind school with strong community engagement:

**a. Institution of a Governing Board**

A Governing Board to handle school-level governance will be seated specifically to address the needs of the school community. Decision-making becomes relevant and specific to meet the academic goals. NSA recognizes the important role of APS in this conversion charter and the ongoing success of any public school within the system. Therefore, NSA espouses the innovation of placing two APS representatives on the school's governing board. APS becomes a full participant in the process of converting a school and creates an atmosphere of collaboration – lessons learned can be applied to traditional schools and vice versa. The makeup, role, and actions of the board are covered in Section IV.

**b. Strategic and Meaningful Community Engagement – Teachers, Parents, Businesses**

NSA recognizes the central role that parents play in the education of their child and sees the parent as a partner in schooling. Additionally, NSA recognizes that the community plays an important role in the schools and can provide anything from funding to programs to curriculum support. A research review by the National Center for Family & Community Connections in Schools in conjunction with the Southwest Educational Development Laboratory found that community and parent engagement in schools has positive effects on individual student achievement, social functioning, and creating new opportunities. In particular, four areas were identified as positive whole school effects – school reform efforts, school climate, access to resources, and increased instructional capacity and curriculum development (<http://www.sedl.org/connections/resources/emergingissues.pdf>).

### ***Development of a School Council***

Currently, Centennial Place Elementary follows Georgia Law that requires each school to have a Local School Council (“LSC”) made up of people in the school’s community with an interest in the success of the school. The LSC is an advisory group tasked with supporting student achievement. Currently, Georgia law requires a parent majority on the LSC and that a parent serve as the chairperson. In the new CPS, the School Council will continue to support student achievement but will have a larger role in supporting the Principal/School Leader in school-level decision-making. This ensures a representative community voice in determining the direction for curriculum and that academic decisions are: 1) in the best interest of the students, 2) driving student achievement, and 3) supporting the academic goals.

The School Council will establish its own bylaws and membership with an equally weighted group of parents and teachers. The School Council will be allowed to choose their own chairperson without requirement that it be a parent (as current LSC requires). This innovation encourages community engagement in all areas of the academic process and ensures proper input in decisions that affect the whole school. The School Council is specifically tasked with reviewing data and using it to drive decisions, ensuring that all decisions are based on academic goals. The Council is also tasked with supporting the Principal/School Leader in carrying out plans to support academic achievement, ensuring that proper procedures and processes are established with that end in mind.

### ***Partners Summit and Community Engagement Plan***

The current Centennial Place Elementary sits in a unique location surrounded by businesses and institutions in concentrations not found in other school’s attendance zones. Our attendance zone encompasses Georgia Tech, portions of Georgia State, Coca Cola headquarters, and the Georgia Aquarium. The area will soon house the National Center for Civil and Human Rights and the College Football Hall of Fame. A new stadium will be constructed nearby and the West Midtown area is bursting with new commercial and real estate developments. Atlantic Station, our northernmost neighborhood, is a huge new development that has happened since the school opened its doors. Meanwhile, to the south, we include much of the downtown core.

NSA and the new CPS are poised to fully engage these businesses and institutions and will institute an annual Partners Summit to develop a robust *Community Engagement Plan* capitalizing on its already extensive network of supporters. The initial working committee has included many partner organizations – Georgia Tech, AHA, and the YMCA. Partners such as Georgia Tech, the Georgia Aquarium, and Georgia State University have provided and continue to provide professional development, curriculum guidance, and enrichment programming. Strategic partners, particularly Georgia Tech will be integral to building a new STEAM curriculum and providing project-based learning support. Partners will also provide resources, enrichment activities, volunteers, mentors, and other identified support. Each year, identified partners will complete a *Partner Contract* with the school outlining their commitment to the academic goals of the school. Appendix I provides a matrix of the initial partners identified to support conversion to a STEAM curriculum.

#### ***Partners in Learning Compact***

NSA and CPS seek to redefine the role and impact that parents and guardians make in their child's education when uniquely coupled with students' and teachers' understanding of their role in the school. CPS will build upon the Title I *Partners in Learning Compact* to create a robust partnership agreement between the school and home to support the academic vision of the school. By signing this compact, all players – Parents, Students, Teachers, and Administration – understand the expectations and how each group supports the other. The compact might include the following and can be found in Appendix IV:

- Student behavior expectations that align with the school's rules, regulations, and vision including classroom behavior, "habits of mind" associated with learning, and social expectations.
- Guidelines for parents to utilize at home that have been shown to affect student achievement such as monitoring interactions with technology, enforcing good sleep habits, and supporting good study habits.
- Teacher behavior expectations that align with the school's vision of expecting and supporting success for every student and outlining specific ways of engaging with parents and students.
- Guidelines for administration support for the staff, parents, and students that creates a positive atmosphere for learning and further fulfills the vision of high achievement.



### ***Parent Outreach Program (POP)***

CPS wants to ensure a strong partnership between the school and home. The school's parents represent a diverse group of educational background and experiences. They represent many ethnicities, religions and come from different socio-economic backgrounds. This diversity forms the wonderful tapestry that represents our student body and thus promotes our work to provide appropriate, state of the art resources for parents. In understanding this we will develop a new initiative – Parent Outreach Program (POP).

The goal of POP at CPS is to afford parents and guardians substantial, meaningful opportunities to participate in the education of their children. Through this initiative we also aim to provide parents with support to learn the necessary skills to engage effectively with the process of their child's education and take advantage of the multiple opportunities for personal development and self-improvement available in the community. This will ensure that parents will be properly equipped to assume leadership roles in their school and community. The POP sessions focus on child development, academic skills, parent leadership and effective parenting skills.

These courses are developed for the needs of CPS parents and students. Courses can be held at the school, the Training Center, or alternative locations like the YMCA; or at the school library as part of a Saturday School initiative. Teachers, parents, community leaders, health care experts, business leaders, college professors, the school nurse and/or social worker can lead some sessions.

#### Suggested Sessions/Courses:

##### **1. Academic Courses**

- Test Prep: How to Prepare for Standardized Tests
- Read to Succeed: Comprehending Informational Text
- Math Minds: Focus on Vocabulary, Mental Math, and Problem Solving
- Science Minds: The Scientific Method
- Resume Writing (Course will focus on helping parents who are unemployed or who need to sharpen their skills at resume writing).
- Course offerings in GED and college credit hours
- Promote parent advocacy
- Ways to structure the home atmosphere to support the academic learning at school

##### **2. Health and Wellness Courses**

- Clean Eating: How to Prepare Healthy Meals and Snacks
- Let's Get Fit: Proper Exercise for You and Your Child
- Asthma and Allergies (Course will help parents to properly care for children with asthma and allergies I have noticed that the same students seem to have colds all year)
- CPR Training

### **3. Social Courses**

- How to Discipline With Positive Reinforcement and Love
- Creating Healthy Relationships With Boys
- Creating Healthy Relationships With Girls
- Understanding the ADHD/ADD Child and how to properly care for their learning and social needs
- Provide support for the physical makeup of our families ( single and two parent households)

### **4. Personal Advancement**

- Employment office for parents, focusing on job opportunities for parents with limited English skills.
- Guidance about qualifying for home loans to help parents move toward home ownership and sustaining healthy households that would reduce transitional families and households

## **2. Describe why the innovations are appropriate for this unique conversion charter.**

Every innovation contained in this document has been carefully considered with respect to the specific community currently served by Centennial Place Elementary. The organizational innovations highlighted in this section are geared towards intentionally building a community focused on high academic achievement for a wide socio-economic range of students. The conversion charter allows development of distinct and meaningful partnerships based on its unique location serving downtown, West Midtown, and parts of the Marietta corridor. This is coupled with a strong commitment by families and teachers, who pledge their support to reach the academic goals.

### **C. Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines?**

As a charter petitioner, certain policies, rules, regulations, and provisions of Title 20 may be waived for the school for the purposes of implementing the organizational model described above and raising student achievement. NSA seeks a full flexibility waiver per O.C.G.A § 20-2-2065(a). Having broad flexibility to make timely decisions to support the actions outlined above allows the school to address

organizational goals and the needs of our community. NSA wishes to ensure we are waived from any laws now or in the future that may impede the ability of the school to fully implement the new organizational model. Although NSA seeks a full flexibility waiver, NSA specifically requests to waive O.C.G.A 20-2-86 regarding the composition of the School Council in order to create a more balanced, representative council to support school-level decisions.

#### **IV. GOVERNANCE**

##### **Describe how an autonomous governing board will make decisions for the conversion charter.**

The governing board for the new Centennial Place School is incorporated as New Schools Atlanta (NSA) and will consist of at least seven and no more than eleven members, the number and qualification of members to be set by the Governing Board and reviewed annually. The board will include substantial partners and stakeholders invested in the school's academic, organizational, and financial outcomes. NSA will adopt bylaws for internal governance and uphold all obligations set forth in the charter. The initial Governing Board will consist of two board members designated from The Integral Group, two board members designated from APS, and two board members designated from the immediate school community. All positions will be dedicated to partner organizations focused on supporting the academic goals of the school through meaningful contributions. A list and brief bio of initial board members can be found in Appendix V. Community members will be identified through a process that engages the broader school community.

The terms of Directors shall be two (2) years with each year ending on June 30. Directors may serve an unlimited number of consecutive terms. Upon the expiration of a term, all Directors shall continue to serve until successors are duly appointed and/or elected. The Governing Board may establish committees, working and advisory, as needed to address the needs of the board with respect to school oversight. Any potential conflicts of interest will be disclosed to the full board when it is convened. Should a conflict of interest arise during the course of board decision-making, the board member will abstain from that decision. The process for determining a board member's re-appointment to or removal from the board is as follows:

Centennial Place Elementary Conversion Charter Application  
November 2013

- A committee established by the Governing Board for the express purpose of board review and selection will conduct a review of the board members annually.
- The board will establish and publish clear criteria for the success of each board member. Such criteria may include the resources raised, attendance patterns, personal contributions, etc.
- The committee will make a recommendation to the board chair regarding the board member.

The governing board's roles and duties are to:

- Serve as ambassadors for the school and continue to build partnerships in the community.
- Ensure fiscal soundness of the organization through budgeting and financial oversight including conducting an annual independent financial audit.
- Establish and maintain all policies relating to governance of the school including developing a grievance and appeals process for employees.
- Hire and support the School Leader(s) as needed to achieve academic objectives; develop and perform an annual review process for those school leaders.
- Secure adequate resources to fulfill the academic and organizational goals of the school.
- Ensure that all stipulations in negotiated contracts are followed including the three-party contract with APS and the State of Georgia.
- Provide oversight for capital improvements to the existing building and to the campus which may include:
  - Identifying and contracting with any firms as necessary to oversee expansion of the facilities such as project management, architectural services, and building services.
  - Identifying and contracting with any firms as necessary to oversee renovations to the existing facilities to ensure safe and appropriate learning environments for students.
- Monitor compliance with all Georgia Department of Education statutes and any other applicable laws.
- Evaluate board performance annually .
- Provide an annual report to stakeholders, community, and Atlanta Public Schools.

- Undergo regular training to build capacity to support the school properly.
- Other duties as outlined in the bylaws of or adopted by the governing board.

The initial Governing Board will consist of individuals, at least some of which have extensive board experience in order to ensure specific policies will be addressed and resolved quickly to allow implementation for the 2014-15 school year. Additionally, the board will undergo regular board governance training provided by outside resources and will determine the appropriate methods to build board capacity. NSA plans to join the Georgia Charter Schools Association and may utilize its board governance training program.

## **V. FINANCIAL OBJECTIVES, PLANS, AND WAIVERS**

### **A. State the Conversion Charter's Financial Goals and Measures**

**School financial performance objectives should reflect where the school envisions itself financially at the end of the charter term**

NSA's annual financial objectives may be summarized as:

- **Financial Goal #1** – NSA will align annual budgets and development efforts to support the school's academic and organizational goals.

#### Measures

- Invest 70% or more of public funding to instructional programs and STEAM delivery.
  - Raise, from a combination of start-up grants from foundations, businesses and government sources at least \$300,000 by June 30, 2014 to pay for professional development, training of the faculty, and retention.
  - Establish a \$500,000 working capital reserve for the school.
- **Financial Goal #2** – NSA will operate the school in a financially sustainable manner for all five years of the initial term.

#### Measures

- Receive an unqualified audit with no significant findings each year.
- Annual operating surpluses will cumulatively total at least \$500,000 at the end of the charter term.

- NSA will negotiate third party contracts, including with APS, to minimize costs associated with school operations.
- NSA will enter into annual contracts with school leaders, teachers, and staff.
- NSA will maintain enrollment numbers established by the school each year and have at least 725 students in grades K-8 by the end of the charter term.
- NSA will negotiate a nominal rent charge for use of the existing APS facilities.
- NSA will, through philanthropic and private sources, raise substantially all the capital costs and endowment required to construct and operate new facilities.

**B. What specific actions will NSA take to achieve the financial performance objectives?**

Attached as Appendix VI is CPE's 5 year budget projections, assuming the charter contract begin July 1, 2014 and runs through June 30, 2019 (the "Budget"). The Budget was jointly prepared by NSA and APS' financial department.

NSA will take the following actions to achieve the aforementioned financial goals:

**ACTION 1 – PREPARE ANNUAL BUDGETS REFLECTING FISCAL RESPONSIBILITY AND SUPPORTING THE SCHOOL'S ACADEMIC FOCUS**

**STRATEGY 1:**

Base the school budget on sound, conservative, documented assumptions and will be aligned with the school's mission and vision.

- The NSA Fiscal year shall be July 1 – June 30, and will utilize the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations.
- NSA will utilize the state's Chart of Accounts and the adopted Budget will comply with O.C.G.A. §20-2-171.
- NSA's flow statements will show receipts and disbursements on a monthly basis along with beginning and ending balance and will demonstrate that NSA has adequate resources to pay its expenses throughout the year.
- Proposed budgets will be based on projected enrollment based on historical data of demographics.
- The annual budget will include legal defense funds, legal representation, Crime/Fidelity Bond and other insurance, fingerprinting and background checks, among other items required by APS.
- The NSA Board will approve all budget and cash flow statements; furthermore, the receipts and disbursements on the cash flow statement will be consistent with the amounts in the budget.

- Any services contracted for by NSA, including those contracted for with APS, will be detailed in contracts. All contracts between NSA and APS will be approved by the NSA Board and legal counsel and be reviewed annually for compliance.

**STRATEGY 2:**

Maintain full autonomy over its budgets and expenditures.

The Finance Committee of the NSA Board, working with the Principal, APS and certain external consultants, will prepare the annual budgets and present them to APS. The Finance Committee will incorporate agreed upon comments from APS into a revised budget and present to the full NSA Board for final approval.

**STRATEGY 3:**

Work collaboratively with APS, through their financial department, to prepare NSA's financial information.

By working closely with APS financial officials and seating two APS personnel on the Governing Board, NSA ensures that best fiscal practices are shared and can be modeled for other schools in the district – whether charter or traditional.

**ACTION 2 – PROVIDE PROPER FISCAL OVERSIGHT AND MANAGEMENT OF RESOURCES**

**STRATEGY 1:**

Approve responsible fiscal policies and guidelines. These policies and guidelines shall address the following:

- **Procedures for receipts**, which will outline processes to be followed upon receipt of money or non-monetary goods to ensure these resources are recorded and deposited properly, including receiving, depositing, recording and reconciling cash.
- **Procedures Related to Bids**, which will provide for bid processes that are transparent and protect the integrity of the bid process itself and stewardship of public funds.
- **Procedures for Disbursements**, which will provide an appropriate manner of disbursements of funds to ensure only authorized individuals have access to account information and are positioned to withdraw funds. Such policies will include procedures for vendor set-up and management; processing/approving purchase orders; processing invoices; and processing operating checks.
- **Procedures for School Activity Accounts**, which will establish how CPE will handle cash receipts, disbursements, and provide safeguards against theft and misappropriation.
- **Procedures for Payroll**, which will detail how payroll is calculated and disbursed, thereby

helping to ensure that relevant federal, state, and local laws are followed. Such procedures also will include verification of payroll registers, methodology for setting up new employees, making payroll changes; processing payroll checks; and verifying payroll monthly.

- **Investment policies and procedures**, which will outline how the CPE may invest its resources and the safeguards to monitor investment decisions, including identification of investable assets vs. projected cash flow; timelines for investment portfolio; risk assessment; liquidity requirements; and diversification strategies.

**STRATEGY 2:**

Purchase back office and operating support services (such as IT, payroll, accounting, maintenance, student data analysis, procurement, food services, transportation and benefits) through a competitive process between APS and other providers.

NSA recognizes the benefit to partnering with APS. Provided that NSA finds the cost and proposed services to be acceptable, NSA will contract with APS for certain determined services on an annual basis. These services can be reviewed annually to ensure that NSA is managing resources in a responsible manner by finding the most competitive resources.

**STRATEGY 3:**

Provide NSA employees with one-year contracts, with compensation individually negotiated.

Eliminating automatic contract renewals and tenure situations creates a competitive and flexible employment plan focused on achieving academic goals. NSA and the school administration can create strategic hiring plans each year in direct response to student needs based on data.

**STRATEGY 4:**

Develop policies surrounding expenditures by the School Leader(s) in operation of the school.

Expenditures shall be approved by the School Leader up to \$5,000, with the Executive Committee of the Board of Directors of the school approving all expenditures from \$5,000 to \$50,000 and the full Board of Directors approving all expenditures over \$50,000.

**STRATEGY 5:**

Maintain appropriate governance and management procedures and financial controls.

NSA's financial management will be under the direct control and supervision of qualified business personnel. NSA will obtain an annual independent audit by a Georgia licensed Certified Public Accountant in accordance with O.C.G.A. §20-2-2065(b).

- The financial reporting format shall be in conformity with generally accepted accounting principles.



- The audit report will be provided to the APS within 90 days of the fiscal year end.
- NSA understands that any significant audit findings may result in termination of the charter after review of the audit report by the APS Finance Department.

**STRATEGY 6:**

Develop strategies to ensure retention and recruitment of students to support the financial measure of at least 725 K-8 student enrollment by the end of the charter term.

See Section VI.C for more information regarding the plans for retaining and recruiting students.

**STRATEGY 7:**

Procure a Crime/Fidelity Bond covering all persons receiving or disbursing funds and will maintain this bond in the amount of \$1 million.

**ACTION 3 – ENGAGE A DEVELOPMENT ARM TO SUPPORT DEVELOPING THE STEAM CURRICULUM AND SCHOOL BUILD OUT**

**STRATEGY 1:**

Identify a firm or individual to oversee a comprehensive fundraising campaign to support the conversion of the school and to achieve the start-up goals.

The fundraising strategy will have focus on two areas:

- **Operating funds** – these funds would be raised to support teacher development and other identified needs that fall within the academic goals and vision for the school. These might include such things as providing stipends for intersession teachers, providing enrichment activities for students, increasing access to online learning, etc.
- **Capital improvements** – these funds would be targeted towards expansion of the campus and improvements to the existing school. These can be building out or renovating spaces and also include material improvements such as increased technology hardware.
- **Operating reserve/contingency fund** – these funds are to ensure financial sustainability of the school.

Initial fundraising efforts will support Financial Goal #1 in building a start up fund. The Governing Board will be tasked with ensuring ongoing fundraising efforts meet the needs of the budget and annual academic needs. This could include:

- Building Phase Year 1 and 2 – Supporting critical teacher development and introducing enrichment opportunities to the students.
- Forming Phase Year 3 and 4 – Providing project-based learning support such as staff to oversee

the process, supplies to support projects, and professional development for instructional delivery around tis new model.

**STRATEGY 2:**

Raise all funds necessary to pay for any modification required of the existing facility, as well as pay for construction of new facilities. NSA will raise sufficient funds from the private sector in the form of grants or equity contributions so that annual debt service can be paid from operating surplus.

**1. Describe the financial innovations that will be implemented during the proposed charter term.**

**Provide a clear explanation of how the innovations will increase financial effectiveness.**

NSA, during the first five-year term, will implement these financial innovations:

**a. Autonomy over the school budget and resource allocation**

By converting to an independent charter with full autonomy over its budget, NSA will ensure that APS and NSA can analyze which budget items are most effective in driving academic performance.

- APS will calculate NSA's allotment based on the district's per pupil revenue and the school's FTE count. Initial funding will be based on the March 2014 FTE count and adjusted after the October FTE count and again at the midterm adjustment. For subsequent years, funding will be based on the October and March counts with midterm adjustments. Funding will be based on actual enrollment. CPE will thus become the first traditional public school in Georgia converted to a charter managed by an independent entity with full control over 100% of its funds.
- NSA will have complete and absolute autonomy over the funds allocated in #1, to spend in its discretion and as it sees fit, consistent with the Charter and Budget.

***Directly hire staff and negotiate all contracts and compensation systems***

NSA recognizes the importance of teachers in the learning process as outlined in the Teacher Pathways section of Academic Innovations (Section II.C.2.d). NSA aligns its budget and compensation innovations to support this academic innovation. NSA implements the following innovations:

- NSA will implement a compensation plan and structure scheme for employees that aligns employee and school interests and encourages achievement of goals.
- All NSA employees will receive one year contracts, with compensation individually negotiated.

By negotiating individual contracts and compensation schemes, NSA can hire the best and brightest, differentiate pay, and award incentive compensation if it so chooses. NSA believes that these financial innovations will help APS become more efficient, productive and customer-friendly.

*Negotiate with APS to provide back office and other services*

NSA recognizes the partnership with APS in unique and innovative ways, placing two APS representatives on the Governing Board. Further aligning the goal of creating a strong alliance between the two entities are the following financial innovations:

- APS will make available the current Centennial Place Elementary building available to NSA to house the conversion charter. NSA will raise all funds necessary for any renovations, alterations or additions. By implementing a unique facilities partnership, APS and NSA can more efficiently finance facilities.
- APS may provide back office services, as mutually agreed to and contracted by the parties.

These financial innovations support a collaborative effort of learning best practices during this conversion charter than can be replicated with other charter and traditional schools.

**b. Establishment of a Development function to raise targeted funds**

NSA recognizes the need to address larger funding decisions beyond the basic operations of the school on a day-to-day basis. The budget adopted by NSA will provide a fiscally responsible approach and show good stewardship of public funds. In addition to sound budget practices, NSA will establish a development function to support the financial goals set forth above. The Development arm will work to raise funds towards the \$300,000 goal for teacher training and \$500,000 reserve goal. Establishing this critical function through the board removes possible financial barriers to high-quality programming and enrichment opportunities.

**2. Describe why the innovations are appropriate for this unique conversion charter.**

NSA is seeking to implement an innovative, unique model of education in Atlanta, with the flexibility to:

- Develop a sustainable financial model that can be used to inform decisions at other charter and traditional public schools
- Hire the best teachers and compensate them accordingly
- Attract strong leadership

- Convince the private sector to fund the initiative
- Devise workable partnerships with APS, business, higher education, parents and faculty
- Build world class facilities to serve the middle grades without overburdening the public funds available for school expansions

NSA believes that CPE can serve as a model for how APS and other traditional school districts can collaborate to enhance the quality of educational opportunities offered to Georgia's students.

**C. Which of the specific actions in the financial plan require a waiver of state law, rule or guidelines?**

As a charter petitioner, certain policies, rules, regulations, and provisions of Title 20 may be waived for the school for the purposes of implementing the financial model described above and raising student achievement. NSA seeks a full flexibility waiver per O.C.G.A. § 20-2-2065(a). Having broad flexibility to make timely decisions to support the actions outlined above allows the school to address financial goals and the needs of our community. NSA wishes to ensure we are waived from any laws now or in the future that may impede the ability of the school to fully implement the new financial model.

**VI. STUDENT ADMISSIONS**

**How will students be admitted to the conversion charter?**

**A. What is the school's attendance zone and enrollment priorities?**

NSA and CPS will maintain the current attendance zone boundaries of Centennial Place Elementary for enrollment in the school. Any student currently attending or residing within the attendance zone will have priority enrollment. The following clarifications are set forth for enrollment purposes:

- For elementary school age students living within the attendance zone, CPS will be their zoned elementary school. Students wishing to attend another APS elementary school must follow general administrative transfer guidelines.
- For middle school age students living within the attendance zone, CPS will be their zoned middle school. Therefore, CPS will gradually absorb the middle school attendance zone. In-zone students wishing to attend Inman Middle School, the current zoned middle school, will have that option until

CPS has completed build out of the middle grades 6-8. Students wishing to attend another APS middle school must follow general administrative transfer guidelines.

- The new Centennial Place School will remain in the Grady Cluster.

Please check any of the following enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1)(B) that the conversion charter will utilize. If the school will not utilize any enrollment priorities, please leave this section blank.

- ⊗ A sibling of a student enrolled in the charter school or in any school in the high school cluster
- ⊗ Students whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school
- ⊗ Students who were enrolled in the local school prior to its becoming a charter school
- ⊗ Students who reside in the charter attendance zone specified in the charter

**B. Describe the rules and procedures that will govern admission.**

Target enrollment numbers will be determined by the board and the school administration each year.

The admissions process will be as follows:

- Intent letters from currently enrolled students will be distributed in January each year. The intent letters do not serve as applications but provide a means of gauging retention numbers.
- Intent letters, current enrollment, and historical data will be used to determine projected enrollment from families living within the attendance zone and those already enrolled. If enrollment is below capacity, then positions will be open and follow the following process.
  - Applications will be accepted for admissions starting in February and continue through April 1. Applications will be prioritized based on the above criteria and slots designated for priority students. If, after applying these priorities, there are still available slots, a random lottery will be used to fill these slots. The lottery will take place on or around April 1 each year. Any remaining applicants will be placed on a wait list.
  - Registration will occur in the week following the end of school (typically the first full week of June).

**C. How will the conversion charter reach students representative of the racial and socioeconomic diversity in the school system? How does the school plan to recruit students and maintain/increase enrollment?**

Marketing efforts include both retention of current students and recruitment of prospective students. NSA has achieved strong retention among its current student population. NSA leadership is committed to providing an outstanding educational experience, as well as maintaining robust, open lines of communication with parents – factors that are critical to retention. Some of the ways in which NSA supports communication with parents include:

- Periodic messages from the Principal and other NSA leaders to parents that are delivered by students in the “Monday folder,” by e-mail and other vehicles.
- Time-sensitive messages from the Principal to parents whenever there is a matter of imminent concern to the school community (including matters related to safety and security), by email and other vehicles.
- Messages from the Chairman of the NSA Board to parents.
- A full-time Parent Liaison on the staff of the school, who keeps parents informed of events, activities and key deadlines.
- Inclusion and welcoming of parents at all NSA Board meetings.
- A school web site with a frequently updated calendar.
- An annual report that clearly and concisely explains to parents how NSA served its students during the previous school year. (This report also is used for student and teacher recruitment, fundraising and awareness-building within the boarder community.)
- By developing strong relationships with the parents of current students, student retention is fostered. Parents of current students have also proven to be excellent referral sources for new students.

By using the enrollment priorities set forth above, NSA believes it will reach students representative of the racial and socioeconomic diversity in APS. Furthermore, NSA believes it will be able to recruit students to fill the middle grades by building a robust STEAM curriculum featuring project-based

learning which is unique to the school's cluster. Once the charter has been granted, NSA will begin an active recruitment effort.

Even though the school remains at full enrollment, NSA places high value on helping the parents of prospects within the Target Student Population become aware of the value of a CPS education. Some of the ways in which NSA broadens awareness and interest within the Target Student Population include:

- Providing stories to neighborhood newsletters and posting regular messages to neighborhood groups. These print and online vehicles offer strong coverage and deliver healthy readership within the top-priority admission groups. Stories provided and posted offer updates on CPS's strong academic achievement, diverse enrichment options and excellent learning environment. Family members are encouraged to call or visit the school to learn more about how a CPS education can help their child achieve his or her full potential.
- Regular outreach to local institutions including churches, transitional housing, and neighborhood associations to build awareness of the school and procedures for enrollment.
- To broaden awareness of CPS among a larger geographic area, newsworthy achievements are shared with local media, yielding mentions of CPS in general interest publications such as The Atlanta Journal-Constitution, The Patch, The Sunday Paper and Atlanta INTown.
- NSA also makes a consistent effort to reach out to the community it serves – for example, by providing meeting space for local neighborhood associations. By hosting neighborhood meetings, NSA continues to improve awareness and interest among parents of current and prospective students, as well as their neighbors.
- CPS staff offer tours of the school on a regular basis to the parents of prospective students.
- To ensure a sizeable and diverse pool of Pre-K and Kindergarten applicants, NSA will specifically target the parents of young students at surrounding early childhood learning centers who reside in the City of Atlanta.

## ASSURANCES FORM AND SIGNATURE SHEET

The law requires your school provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Conversion Charter School Application Package, you are providing the legal assurance that your school understands and will do these things. This form must be signed by a duly authorized representative of the conversion charter.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Centennial Place Elementary (*name of school*) located in Fulton County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter cluster is located, as provided in the charter and in a manner consistent with the Constitution;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of cluster students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;
7. Shall ensure that the charter school's governing board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board adopts and abides by a conflicts of interest policy;
9. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
10. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
11. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;



Centennial Place Elementary Conversion Charter Application  
November 2013

12. Shall provide state and federally mandated services for English Language Learners, as applicable;
13. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
14. Shall notify the state of any intent to contract with a for-profit entity for education management services;
15. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
16. Shall comply with federal due process procedures regarding student discipline and dismissal;
17. Shall be subject to all laws relating to unlawful conduct in or near a public school;
18. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
19. Shall have a written procedure for resolving conflicts between the charter cluster and the local board of education;
20. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
21. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
22. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
23. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws;
24. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
25. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
26. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
27. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
28. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule and Guidelines;
29. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
30. Shall acknowledge that all criteria used to calculate QBE funding may not be waived; and
31. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter cluster.

This Conversion Charter School Application, Assurance Form, and attached Exhibits were approved by the \_\_\_\_\_ Board of Education on the \_\_\_\_\_ day of \_\_\_\_\_, 201\_\_.

Centennial Place Elementary Conversion Charter Application  
November 2013

\_\_\_\_\_  
Authorized Representative, Charter School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Local Board of Education

\_\_\_\_\_  
Date

If a Charter is granted, Petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

\_\_\_\_\_  
Authorized Representative, Charter School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Local Board of Education

\_\_\_\_\_  
Date

DRAFT

This petition has been agreed to, by secret ballot, by a majority of the faculty and instructional staff members at a meeting called with two weeks' advance notice during which time a complete petition draft was available for review.

Date of Vote 10/22/2013  
Total Number of Faculty and Instructional Staff 52  
Number Approving 28 Percent Approving 54%  
Number Disapproving 19 Percent Disapproving 37%  
Alisi C. Shelt 10/29/2013  
Principal's Signature Date

This petition has been agreed to, by secret ballot, by a majority of the parents or guardians of the students enrolled in the school who were present at a meeting called for the purpose of deciding whether to submit the petition. Two weeks' advance notice of the meeting was published during which time a complete petition draft was available for review.

Date of Meeting 10/02/2013  
Total Number of Parents Attending Meeting 213  
Number Approving 204 Percent Approving 96%  
Number Disapproving 8 Percent Disapproving 4%  
Alisi C. Shelt 10/29/2013  
Principal's Signature Date

## Exhibit 1 – Sample Admissions Form

### Centennial Place School Admissions Form 2014-2015 School Year

Thank you for your interest in becoming part of the Centennial Place School Family! Centennial Place School maintains its pre-charter attendance zone, but anticipates opening enrollment to families who reside within city limits but outside the attendance zone. Please complete the following information to be included in this year's Enrollment process. Should there be more applications than capacity, the school will conduct a lottery to fill open positions.

Applicants must provide proof of residency within the city of Atlanta before being eligible to participate in the open enrollment process. Guardian/s must provide:

1. Identification (Driver's License, Passport, etc.)
2. Proof of residency
  - a. Copy of home mortgage statement or payment book
  - b. Lease or rental agreement
  - c. Current Georgia Power utility bill
3. Additional supporting document (at least one)
  - a. Current bank documentation
  - b. Authorized mail delivered by the USPS addressed to occupant
  - c. Employer documentation indicating address (pay stub, application, etc.)
  - d. Current Fulton County tax statement
  - e. Current motor vehicle registration
  - f. Voter registration

Parents/Guardians of students selected for admission through the lottery process will complete a full registration packet upon acceptance of enrollment.

The information provided is accurate to the best of my knowledge. I understand this application is not binding and does not provide a guaranteed position in the Centennial Place School. I understand the provisions provided in this application and within the policies of the charter school.

My child's name and grade may be published as a notification of the lottery drawing.  
My child's name and grade may NOT be published as notification of the lottery drawing.

---

Parent/Guardian Signature

---

Date



## Exhibit 2 – Sample Calendars

Centennial Place Elementary currently uses a Year Round Calendar similar to the first example below. Centennial Place School intends to utilize a similar extended year calendar including intersessions. The school is investigating utilizing a slightly different calendar that would allow more time for summer programming including teacher training, student enrichment programs and/or student boot camp.

### Centennial Place School | YEAR ROUND CALENDAR EXAMPLE

JULY 2014						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Prep Camp  
 First Day of Quarter  
 Data Days – Student  
 Enrichment/Teacher Workday  
 Intersession  
 Break  
 Holidays – Teacher and Student  
 Last Day of School

AUGUST 2014						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

- Features:
- 180 School Days
  - 6 week Summer
  - Mid-July through May
  - 2 Intersessions – each 2 weeks long
  - 4 long breaks

SEPTEMBER 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- Summer Programming:
- Onsite summer camps
  - One Week Prep Camp

OCTOBER 2014						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2015						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER 2014						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2015						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2015						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Centennial Place Elementary Conversion Charter Application  
November 2013

Centennial Place School | BALANCED CALENDAR EXAMPLE

JULY 2014						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- Prep Camp
- First Day of Quarter
- Data Days – Student
- Enrichment/Teacher Workday
- Intercession
- Break
- Holidays – Teacher and Student
- Last Day of School

AUGUST 2014						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

- Features:**
- 180 School Days
  - 8 week Summer
  - Late July through May
  - 2 Intercessions – each 1 week long
  - 4 breaks

SEPTEMBER 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- Summer Programming:**
- Horizons Program at GT – 6 week no fee summer program
  - Onsite summer camps
  - One Week Prep Camp
  - Summer Teacher Institute at GT

OCTOBER 2014						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2015						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER 2014						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2015						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER 2014						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2015						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## Appendix I - Academic Support Partnerships

Partner	Support Provided	Partner status
Georgia Institute of Technology	Curriculum Development	Active
	Professional Development	
	Enrichment Programs	
	Facilities Consultation	
	Tutors/Mentors	
	Staffing Support	
YMCA of Metro Atlanta	Preschool Development	Active
	PE/Health Facilities	
	Afterschool programming	
	Summer enrichment	
Georgia Aquarium	Enrichment Programs	Active
	Facilities Consultation	
	Volunteers	
	Curriculum Consultation	
Atlanta Speech School	Curriculum Development	Developing
Georgia State University	Curriculum Development	Developing
	Professional Development	
Coca Cola	Volunteers	Active
	Tutors/Mentors	
High Tech High, San Diego, CA	Professional Development	Developing
	Facilities Consultation	
	Curriculum Consultation	



## Appendix II – iReport Sample

Name:

Student

ID:

Grade:

4

READING	CRCT Spring 2013	50th Percentile	80th Percentile	Early-Year Check Point	Mid-Year Check Point	CRCT Spring 2014
Scale Score	863	858	876			
Performance Level	3	3	3			
Estimated % Correct	88%	94%	95%			
Lexile	890	946	1039			

LANGUAGE	CRCT Spring 2013	50th Percentile	80th Percentile	Early-Year Check Point	Mid-Year Check Point	CRCT Spring 2014
Scale Score	842	838	853			
Performance Level	2	2	3			
Estimated % Correct	80%	82%	90%			

MATHEMATICS	CRCT Spring 2013	50th Percentile	80th Percentile	Early-Year Check Point	Mid-Year Check Point	CRCT Spring 2014
Scale Score	828	827	845			
Performance Level	2	2	2			
Estimated % Correct	72%	73%	80%			

SCIENCE	CRCT Spring 2013	50th Percentile	80th Percentile	CRCT Spring 2014
Scale Score	828	832	853	
Performance Level	2	2	3	
Estimated % Correct	68%	71%	80%	

SOCIAL STUDIES	CRCT Spring 2013	50th Percentile	80th Percentile	CRCT Spring 2014
Scale Score	840	832	849	
Performance Level	2	2	2	
Estimated % Correct	77%	72%	81%	

Centennial Place Elementary Conversion Charter Application  
November 2013

ATTENDANCE	2012-2013	MUST HAVE GOAL	STRETCH GOAL	Mid-Year Check Point
<b>Rate</b>	99%			
<b>Total Absences *</b>	1			

\* Estimated using Attendance Rate over a 180 day school year

**Student Signature** \_\_\_\_\_

**Advisor Signature** \_\_\_\_\_

The above is taken from Atlanta Public Schools' Research Department, outlining the new iReports that are utilized during the 2013-2104 school year. NCPS will craft a similar report but it will include all of the data points from the diagnostic and formative assessment data points to broaden the scope of student growth information.

DRAFT

## **Appendix III – A Case for K-8: A Brief Literature Review**

Over the course of the last 10 years, a debate regarding the most appropriate grade configuration for schools to best meet the academic and socio-emotional needs of young adolescents has emerged (Cooper, 2008). The debate focuses on two of the most accepted models for schools serving students ranging in age from 10 to 14: K-8 schools and middle schools. K-8 schools are schools that serve students in grades kindergarten through eighth grade. According to Cooper (2008),

“Middle schools are separate schools designed to meet the academic and emotional needs of middle grades students in isolation from younger students; however, it is important to note that middle school grade configurations are often structured differently according to the educational philosophies and financial capabilities of each individual school district. Hence, separate middle school grade configurations may include grades 3-8, 4-8, 5-8, or 6-8. However, the most popular middle school grade configuration includes grades 6-8” (p. 49).

The practice of placing students in grades 6-8 in stand-alone middle schools began over 40 years ago. According to Rockoff and Lockwood (2010) between 1970 and 2000, the number of public middle schools in the U.S. increased from just over 1,500 to 11,500. Middle schools replaced both K-8 primary schools and junior high schools (grades 7-9). From 1987 to 2007, the percentage of public-school 6th graders in K-6 schools fell from approximately 45 percent to 20 percent.

Adolescent students were organized into separate middle schools in order to meet their needs in a setting entirely devoted to adolescent education (Cooper, 2008; Mizell, 2005). Additionally, middle schools were seen as the appropriate setting for beginning vocational and career exploration (Cooper, 2008; Juvonen et al., 2004; Mizell, 2005). Middle grades students are given opportunities to explore various topics they might want to explore in-depth in high schools including, foreign languages, computers, art and music.

While successful academic performance in the middle grades is important, primarily because it influences students' high school course taking-patterns and preparation for college entrance exams, academic performance was only one factor considered for adoption of the middle school model. Research indicates that students in grades 6-8 have more discipline problems primarily because, for the first time, they are being exposed to peer pressure, drugs, alcohol, and opportunities to engage in sexual activities. According to Cooper (2008), independent middle schools were introduced in part to counteract adolescents' early encounters with social problems and protect younger children in the primary grades from negative aspects of adolescence. In efforts to determine whether middle school is a viable educational format, researchers from a variety of disciplines have examined a host of academic, psychological, and social outcomes (Weiss & Kipnes, 2006). Based on several research studies, the middle school model has tended to work against the development and achievement of early adolescents (Cooper, 2008; Mizell, 2005; Offenber, 2001; Rockoff & Lockwood, 2010; Weiss & Kipnes, 2006).

### **Academic Outcomes**

Academic achievement of students in middle schools is lagging across the United States. As a result, several school districts are moving away from the middle school model and returning to the K-8 format (Mizell, 2005). A RAND report, "Focus on the Wonder Years: Challenges Facing the American Middle School," notes that only one out of three of the nation's 8<sup>th</sup> grade middle school students met proficiency standards on the 2004 National Assessment of Educational Progress (NAEP). Additionally, when compared internationally to other students, the 2007 Trends in International Math and Science Study (TIMSS) placed US eighth grade students near the bottom in mathematics and science. Students in many third world countries ranked higher than US eighth graders.

Educational researchers typically measure academic achievement by comparing such indicators as test scores, GPAs, promotion rates, and dropout rates (Cooper, 2008). Several studies have compared student academic achievement in middle schools vs. academic achievement in K-8 schools (Weiss and Kipnes, 2006; Rockoff and Lockwood, 2010). In a comparative study of students who attended middle schools and K-8 schools in New York City, Rockoff and Lockwood (2010) found that student achievement, as measured on state-level standardized tests was substantially lower for the middle school population in math and English. The study concluded that student achievement dropped between 5<sup>th</sup> and 6<sup>th</sup> grades, with sharp declines occurring by 8<sup>th</sup> grade. Per pupil spending and class size couldn't explain the middle school achievement gap. The study also indicated that parent evaluations of school safety, academic rigor, and overall educational quality was much lower among those whose children attended middle schools than among parents with children in K-8 schools.

Some researchers have used longitudinal data to measure middle grades students' academic achievement by examining students' academic performance at K-8 schools and middle schools until the completion of their 9th grade year in high school (Offenberg, 2001). Offenberg examined the achievement of students who attended public K-8 versus those who attended public middle schools in Philadelphia. From 1996 until 1999, Offenberg collected student achievement data from "37 to 42 middle schools and 40 to 43 K-8 schools" (p. 25). Controlling for school character and poverty level, Offenberg concluded that ninth grade GPA's, credits earned, and standardized mathematics, reading and science scores favored students from K-8 schools. The GPA's of students from K-8 schools were one tenth higher than students from middle schools. This difference was statistically significant ( $P < .02$ )

### **Psychological and Social Outcomes**

Developmental psychologists have shown that adolescent children commonly exhibit traits such as negativity, low self-esteem, and an inability to judge the risks and consequences of their actions, which may make them particularly difficult to educate in large groups (Cooper, 2008). Middle school research focusing on self-esteem indicates that middle schools are detrimental to students' self-esteem, particularly for middle school girls, with a significant decline between 6<sup>th</sup> grade and 8<sup>th</sup> grade (Weiss and Kipnes, 2006).

Some studies have shown that middle school negatively influences students' sense of school belonging or connectedness to their school (Weiss and Kipnes, 2006). Other studies comparing K-8 students and middle school students shows that students who attended K-8 schools report a slightly greater sense of belonging as compared to students who attended middle schools (Anderman, 2002). Interpersonal relationships are less positive in middle schools than in other school environments. Some researchers have maintained that the middle school provides a structure to facilitate negative behaviors such as cruelty or meanness among their students (Weiss and Kipnes, 2006). According to Weiss and Kipnes (2006), self-esteem, developing positive relationships, and sense of belonging are positively related to optimism and GPA and negatively related to depression, social rejection, and school discipline problems. Student discipline problems are often linked to teacher dissatisfaction, which leads to teacher turnover (Cooper, 2008; Patton, 2005). Teacher retention rates are higher at K-8 than middle schools. The Georgia Professional Standards Commission (2001), in a quantitative study looking at the factors that affect teacher retention, found that 69% of teachers indicated student discipline problems were "likely or very likely reasons for leaving the teaching profession" (p.27).

#### References

- Anderman, E. M. . (2002). School Effects on Psychological Outcomes during Adolescence. *Journal of Educational Psychology, 94*(4), 795-809.
- Cooper, J.B. (2008). *Examining the Relationship between Grade Configuration and Teachers' Perceptions of Working Conditions in Public K-8 Schools and Middle Schools in North Carolina*. (Doctor of Education), University of North Carolina at Chapel Hill, Chapel Hill, NC.
- Georgia Professional Standards Commission. (2001). A statewide analysis of the factors that lead to the retention of teachers in Georgia's public schools.
- Juvonen, J., Le, V., Kagonoff, T., Augustine, C., Constant, L. , & (2004). Focus on the wonder years: Challenges facing the American middle school. Santa Monica, CA: RAND Corporation.
- Mizell, H. . (2005). Grade configurations for educating young adolescents are still crazy after all these years. *Middle School Journal, 37*(1), 14-21.
- Offenberg, R. M. (2001). The efficacy of Philadelphia's K-to-8 schools compared to middle grades schools. *Middle School Journal, 32*(4), 23-29.
- Patton, C. . (2005). The K-8 bunch. *District Administration, 41*(2), 44; 53-55.
- Rockoff, J. E., & Lockwood, B. B. . (2010). Stuck in the middle. *Education Next, 10*(4).
- Weiss, Christopher C., & Kipnes, Lindsay. (2006). Reexamining Middle School Effects: A Comparison of Middle Grades Students in Middle Schools and K-8 Schools. *American Journal of Education, 112*(2), 239-272.

## Appendix IV – Sample *Partners in Learning* Compact

Student Name \_\_\_\_\_

Teacher \_\_\_\_\_

# Centennial Place Elementary

Partners in Learning Compact 2013-2014

Parent • Student • Teacher • Administration

<b>Parent/Guardian Agreement</b> <i>I want my child to achieve. Together we can improve teaching and learning. Therefore, I will encourage my child by doing the following:</i>	<b>Student Agreement</b> <i>It is important that I work to the best of my ability. Therefore, I shall strive to do the following:</i>	<b>Teacher Agreement</b> <i>It is important that student's achieve. Therefore, I shall strive to do the following:</i>	<b>Administration Agreement</b> <i>I believe that in order for students to achieve parents, students, teachers, and administrators must be partners in learning. Therefore, I shall strive to do the following:</i>
<ol style="list-style-type: none"> <li>1. See that my child is punctual and attends school regularly</li> <li>2. Support the school in its efforts to maintain proper discipline</li> <li>3. See that my child is in Centennial Place Elementary uniform every day</li> <li>4. Establish a time and place for studying</li> <li>5. Read with my child, let my child see me read, and let my child read to me</li> <li>6. Join the PTA and attend PTA meetings and other school functions that parents are asked to attend</li> <li>7. Limit or monitor my child's TV viewing, select worthwhile programs, and watch some TV with him/her</li> <li>8. Monitor my child's activity on the Internet, help select worthwhile sites, and spend time finding information with him/her</li> <li>9. Expose my child to math, science, reading and technology</li> <li>10. Volunteer 20 hours a year to school related activities</li> <li>11. Read, sign and return weekly progress reports</li> <li>12. Assist my child in the completion of daily homework/school projects</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend school regularly and on time</li> <li>2. Take responsibility for my education</li> <li>3. Wear my Centennial Place Elementary uniform everyday</li> <li>4. Come to school each day with pens, pencils, paper, and the necessary tools for learning</li> <li>5. Complete and return homework assignments on time</li> <li>6. Observe regular study hours</li> <li>7. Respect others and cooperate with adults and students</li> <li>8. Conform to rules of student conduct and seek peaceful conflict resolution instead of fighting</li> <li>9. Limit TV and increase reading</li> <li>10. Handle technology with care</li> <li>11. Use the Internet for educational purposes</li> <li>12. Support the Centennial Place Elementary Acceptable Use Policy</li> </ol>	<ol style="list-style-type: none"> <li>1. Be a role model and maintain a positive attitude</li> <li>2. Be caring to all students and respect diversity</li> <li>3. Support the Centennial Place Elementary uniform policy</li> <li>4. Explain expectations, goals, and grading to parents and students</li> <li>5. Assess and provide homework that is relevant and meaningful</li> <li>6. Use engaging activities in the classroom to make learning enjoyable</li> <li>7. Communicate with parents regularly and on a positive note</li> <li>8. Find strategies and materials that best help each child and provide extra assistance when needed</li> <li>9. Provide opportunities for students to sensibly use technology</li> <li>10. Support and enforce the Centennial Place Elementary Sensible Use Policy</li> <li>11. Join the Centennial Place Elementary PTA and attend PTA meetings regularly</li> </ol>	<ol style="list-style-type: none"> <li>1. Promote high expectations and standards</li> <li>2. Provide a safe, welcoming environment for students, parents, staff, and community</li> <li>3. Support and enforce the Centennial Place Elementary uniform policy</li> <li>4. Make our mission and goals known to all</li> <li>5. Believe in and care for all students</li> <li>6. Provide an environment that allows for positive communication among teachers, parents, and students</li> <li>7. Be an instructional leader for staff</li> <li>8. Support and enforce the Atlanta Board of Education policy on homework</li> <li>9. Provide in-service opportunities for staff and parents</li> <li>10. Be a role model and maintain a positive attitude</li> <li>11. Support and enforce the Centennial Place Elementary Acceptable Use Policy</li> <li>12. Join the Centennial Place Elementary PTA and attend PTA meetings and other school functions</li> </ol>
Signature _____ Date _____	Signature _____ Date _____	Signature _____ Date _____	Principal _____

## Appendix V – Initial Governing Board Members

- **Egbert L. J. Perry**, Chairman & CEO, The Integral Group, LLC  
As President of The Integral Group LLC, Egbert led the effort to create the new revitalized community known as Centennial Place, in which Centennial Place Elementary is the educational component. In 1996, as part of its Centennial Place vision, Integral and the Atlanta Housing Authority, as development partners, brought together the partners (particularly APS, Georgia Tech, the YMCA and Sheltering Arms) to create the collaboration and launch Centennial Place Elementary two years later.
- **Bud Peterson**, President, Georgia Institute of Technology  
In the initial development of Centennial Place Elementary, Georgia Tech played a leadership role in assisting with the design of the curriculum and the integration of technology into the ongoing instruction. While there has been some ongoing involvement in the school, Georgia Tech, through the President's office will re-establish Georgia Tech's prominent role in making Centennial Place School a premier STEAM school in the state. Georgia Tech has committed to the STEM component of the STEAM program at the Centennial Place School to be a Georgia-Tech Assisted STEM Program and a STEM K-8 lab school for the institution.
- **Joy Fitzgerald**, CEO, Atlanta Housing Authority  
The site of Centennial Place Elementary was owned by the Atlanta Housing Authority ("AHA") and much of the land for the proposed expansion remains in the ownership control of AHA, making AHA one of the major investors in this undertaking. Key to the success of this undertaking is AHA's continued sponsorship. AHA's active engagement with this one-of-a-kind education initiative will remain with the office of the CEO.
- **Ed Munster**, CEO, Metropolitan Atlanta YMCA  
Originally, the YMCA served as the After School Program provider for the Centennial Place Elementary. That role evolved and lessened over time. In the renewed vision for the school, the YMCA will serve as the provider of a robust Crib to K program on the campus and directly serve the school as the provider of the PE Program and various enrichment activities that support and complement the classroom instruction.

Centennial Place Elementary Conversion Charter Application  
November 2013

- **Lisa Borders**, Senior Vice President, Coca-Cola Company  
Over time, Coca-Cola has been an engaged partner in support of the school and the YMCA, providing mentors and financial support to the life at Centennial Place Elementary, with company representatives serving in various capacities in the school community. The company has reaffirmed its commitment by committing to service in a leadership position on the governing board.
- 2 Members of the Board will be assigned by Atlanta Public Schools (“APS”)
- 2 Members of the Board will be assigned by the school community (Local School Council & PTA)  
The current Centennial Place Community has been engaged throughout the planning process of this charter. As such, they are provided two positions on the board to support the ongoing community engagement that is so vital to the success of the school. The school community board members will be selected through a process identified by the Local School Council and the PTA as two elected, representative school associations.
- The board has the capability to fill two additional positions at any time.



## Appendix VI – Projected Budget and Assumptions

THE SCHOOLS AT CENTENNIAL						
<u>SUMMARY OPERATING STATEMENT - BASE YEAR THRU YEARS</u>						
	Base Year FY 2013	Year 1 FY 2014	Year 2 FY 2015	Year 3 FY 2016	Year 4 FY 2017	Year 5 FY 2018
Total Student Population (Grades K - 8)	519	594	689	774	774	774
<b>Total Net Revenues</b>	<b>\$ 4,843,500</b>	<b>\$ 5,725,425</b>	<b>\$ 6,732,867</b>	<b>\$ 7,682,444</b>	<b>\$ 7,836,093</b>	<b>\$ 7,992,814</b>
Expenses:						
Personnel	\$ 2,900,265	\$ 4,017,498	\$ 4,541,444	\$ 5,055,338	\$ 5,508,200	\$ 5,665,096
Instruction	318,045	369,893	432,640	491,806	501,642	511,675
Services & Supplies	667,095	795,210	881,673	1,008,769	1,027,917	1,047,350
Facilities	441,035	392,788	404,877	560,606	578,832	597,775
<b>Total Expenses</b>	<b>\$ 4,326,440</b>	<b>\$ 5,575,388</b>	<b>\$ 6,260,634</b>	<b>\$ 7,116,518</b>	<b>\$ 7,616,592</b>	<b>\$ 7,821,896</b>
<b>Net From Operations</b>	<b>\$ 517,060</b>	<b>\$ 150,037</b>	<b>\$ 472,233</b>	<b>\$ 565,925</b>	<b>\$ 219,500</b>	<b>\$ 170,918</b>
Contingency Funding	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 50,000
Debt Service - New Facilities	\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Net Surplus (Deficit)	\$ 50,037	\$ 272,233	\$ 365,925	\$ 19,500	\$ 20,918	\$ -
Contingency Fund Balance	\$ 100,000	\$ 200,000	\$ 300,000	\$ 400,000	\$ 450,000	\$ -

Centennial Place Elementary Conversion Charter Application  
November 2013

**The Schools at Centennial  
Operating Statement - Base Year thru Year 5**

	Base Year <u>13-'14</u>	Year 1 <u>14-'15</u>	Year 2 <u>15-'16</u>	Year 3 <u>16-'17</u>	Year 4 <u>17-'18</u>	Year 5 <u>18-'19</u>
<i>Student Population - Grades K-5</i>	519	519	519	519	519	519
<i>Student Population - Grades 6-8</i>	75	75	170	255	255	255
<b>REVENUES</b>						
<b>Base Revenues</b>	\$4,993,299	\$5,190,000	\$5,293,800	\$5,399,676	\$ 5,507,670	\$5,617,823
* K - Grade 5	0	712,500	1,647,300	2,520,369	2,570,776	2,622,192
* Grades 6 - 8	\$4,993,299	\$5,902,500	\$6,941,100	\$7,920,045	\$8,078,446	\$8,240,015
<b>Total Base Revenues</b>	<u>\$4,993,299</u>	<u>\$5,902,500</u>	<u>\$6,941,100</u>	<u>\$7,920,045</u>	<u>\$8,078,446</u>	<u>\$8,240,015</u>
District Administrative Fee @ 3% Base Revenues	\$ (149,799)	\$ (177,075)	\$ (208,233)	\$ (237,601)	\$ (242,353)	\$ (247,200)
<b>TOTAL NET REVENUES</b>	<b>\$4,843,500</b>	<b>\$5,725,425</b>	<b>\$6,732,867</b>	<b>\$7,682,444</b>	<b>\$7,836,093</b>	<b>\$7,992,814</b>
<b>EXPENSES</b>						
<b>Personnel Costs</b>	\$ 60,000	\$ 120,000	\$ 123,600	\$ 127,308	\$ 131,127	\$ 135,061
Head of Schools	151,261	204,298	210,427	216,740	223,242	229,939
School Principals	2,035,000	2,322,650	2,684,077	3,065,099	3,404,664	3,506,804
Teachers	0	75,000	77,250	79,568	81,955	84,413
Math & Science Coach	50,000	100,000	100,000	100,000	100,000	100,000
Guidance Counselor	55,000	56,650	58,350	60,100	61,903	63,760
Special Education Teacher	0	30,000	60,000	61,800	63,654	65,564
ESOL Teacher	45,000	46,350	47,741	49,173	50,648	52,167
Office Manager	35,000	36,050	37,132	38,245	39,393	40,575
Business Assistant	0	50,000	50,000	50,000	50,000	50,000
Athletics/Extracurricular Coaches	8,000	9,000	10,000	11,000	12,000	13,000
Nurse	30,000	60,000	61,800	63,654	65,564	67,531
Social Worker/Counselor	30,000	50,000	51,500	53,045	54,636	56,275
Technology Support	30,000	30,000	30,000	30,000	30,000	30,000
Payroll Burdens - Benefits, Taxes & Insurance	321,004	767,500	869,569	969,606	1,059,415	1,090,007
<b>Total Personnel Costs</b>	<b>\$ 2,900,265</b>	<b>\$ 4,017,498</b>	<b>\$ 4,541,444</b>	<b>\$ 5,055,338</b>	<b>\$ 5,508,200</b>	<b>\$ 5,665,096</b>
<b>Instruction Costs</b>						

Centennial Place Elementary Conversion Charter Application  
November 2013

**The Schools at Centennial  
Operating Statement - Base Year thru Year 5**

	Base Year <u>13-'14</u>	Year 1 <u>14-'15</u>	Year 2 <u>15-'16</u>	Year 3 <u>16-'17</u>	Year 4 <u>17-'18</u>	Year 5 <u>18-'19</u>
Textbooks (Instructional Material)	\$ 103,800	\$ 121,176	\$ 143,367	\$ 164,275	\$ 167,560	\$ 170,912
Classroom Supplies	25,950	30,294	35,842	41,069	41,890	42,728
Computers	51,900	60,588	71,684	82,137	83,780	85,456
Software	12,975	15,147	17,921	20,534	20,945	21,364
Enrichment Activities	31,140	36,353	43,010	49,282	50,268	51,274
Instructional Equipment	38,925	45,441	53,763	61,603	62,835	64,092
Library and Media Center	10,000	10,200	10,404	10,612	10,824	11,041
Student Assessment	12,975	15,147	17,921	20,534	20,945	21,364
Classroom Furniture	5,000	5,100	5,202	5,306	5,412	5,520
PE Equipment	15,000	15,300	15,606	15,918	16,236	16,561
Art Supplies	10,380	15,147	17,921	20,534	20,945	21,364
<b>Total Instruction Costs</b>	<b>\$ 318,045</b>	<b>\$ 369,893</b>	<b>\$ 432,640</b>	<b>\$ 491,806</b>	<b>\$ 501,642</b>	<b>\$ 511,675</b>
<b>Services &amp; Supplies</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Student Uniforms	10,380	12,118	14,337	16,427	16,756	17,091
Athletic Program	500	500	500	500	500	500
Office Furniture	2,000	2,040	2,081	2,122	2,165	2,208
Office Computers & Software	10,000	10,200	10,404	10,612	10,824	11,041
Printing and Copy Services	2,595	3,029	3,584	4,107	4,189	4,273
Postage and Shipping	500	510	520	531	541	552
Bookkeeping	10,000	10,200	10,404	10,612	10,824	11,041
Audit	2,500	2,550	2,601	2,653	2,706	2,760
Payroll Services	120	122	125	127	130	132
Banking Fees	5,000	5,100	5,202	5,306	5,412	5,520
Legal Services	3,200	3,264	3,329	3,396	3,464	3,533
Liability & Property Insurance	20,000	30,000	30,000	20,000	20,000	20,000
Staff Development	25,000	30,000	35,000	40,000	45,000	50,000
Special Education	0	0	0	0	0	0
Health Services	15,000	10,000	10,000	10,000	10,000	10,000
Staff Recruitment	5,000	5,100	5,202	5,306	5,412	5,520
Tech Support	10,000	10,200	10,404	10,612	10,824	11,041
Phone/Internet Service	207,600	242,352	286,734	328,550	335,121	341,823
Food Service	159,000	216,240	220,565	281,220	286,845	292,581
Transportation	1,000	1,020	1,040	1,061	1,082	1,104
Health Supplies	2,000	2,040	2,081	2,122	2,165	2,208
Pest Control	5,000	5,100	5,202	5,306	5,412	5,520
Janitorial Supplies & Services	2,500	2,550	2,601	2,653	2,706	2,760
Waste Disposal	-	-	-	-	-	-

Centennial Place Elementary Conversion Charter Application  
November 2013

The Schools at Centennial  
Operating Statement - Base Year thru Year 5

	Base Year 13 - '14	Year 1 14 - '15	Year 2 15 - '16	Year 3 16 - '17	Year 4 17 - '18	Year 5 18 - '19
Marketing	10,000	10,200	10,404	10,612	10,824	11,041
<b>Total Services &amp; Supplies</b>	<b>\$ 667,095</b>	<b>\$ 795,210</b>	<b>\$ 881,673</b>	<b>\$ 1,008,769</b>	<b>\$ 1,027,917</b>	<b>\$ 1,047,350</b>
<b>Facilities</b>						
Rent/Lease/Mortgage		1	1	1	1	1
Building Maintenance & Repair	305,000	250,000	255,000	325,125	331,628	338,260
Utilities	135,035	141,787	148,876	234,480	246,204	258,514
Fire Safety & Compliance	1,000	1,000	1,000	1,000	1,000	1,000
<b>Total Facilities</b>	<b>\$ 441,035</b>	<b>\$ 392,788</b>	<b>\$ 404,877</b>	<b>\$ 560,606</b>	<b>\$ 578,832</b>	<b>\$ 597,775</b>
<b>TOTAL EXPENSES</b>	<b>\$ 4,326,440</b>	<b>\$ 5,575,388</b>	<b>\$ 6,260,634</b>	<b>\$ 7,116,518</b>	<b>\$ 7,616,592</b>	<b>\$ 7,821,896</b>
<b>CONTINGENCY FUND</b>		<b>\$ 100,000</b>	<b>\$ 100,000</b>	<b>\$ 100,000</b>	<b>\$ 100,000</b>	<b>\$ 50,000</b>
<b>DEBT SERVICE- NEW FACILITIES</b>		<b>\$ -</b>	<b>\$ 100,000</b>	<b>\$ 100,000</b>	<b>\$ 100,000</b>	<b>\$ 100,000</b>
<b>SURPLUS (DEFICIT)</b>		<b>\$ 50,037</b>	<b>\$ 272,233</b>	<b>\$ 365,925</b>	<b>\$ 19,500</b>	<b>\$ 20,918</b>

<b>CASH BALANCE</b>						
Beginning Cash	\$ -	\$ -	\$ 50,037	\$ 322,270	\$ 688,195	\$ 707,696
Net Surplus (Deficit)	\$ -	\$ 50,037	\$ 272,233	\$ 365,925	\$ 19,500	\$ 20,918
Ending Cash	\$ -	\$ 50,037	\$ 322,270	\$ 688,195	\$ 707,696	\$ 728,614

## The Schools at Centennial FY 2013 (Base Year) and 2014-2018 Budget Years

### BUDGET NOTES AND ASSUMPTIONS

These notes and assumptions accompany the five (5) year operating pro-forma that supports the Conversion Charter Application for the Schools at Centennial. It has been developed with the assistance of the Administration of the Atlanta Public Schools (APS).

#### Revenues

##### ⇒ **Elementary School Grades K-5**

- The per-pupil revenue in 2014, the first year of the Charter, is assumed to be \$10,000 and escalated at 2% annually thereafter.
- The base year student count of 519 is held constant over the initial five (5) year charter term

##### ⇒ **Middle School Grades 6-8**

- The per-pupil revenue in 2014, the first year of the Charter, is assumed to be \$9,500 and escalated at 2% annually thereafter.
- The middle school grades are assumed to be phased in one grade per year, beginning with the addition of grade 6 in 2014. The number of students is assumed to 75 in FY 2014 (grade 6 only) and increasing to 85 and held constant in each grade thereafter.

⇒ The per-pupil costs shown above reflect the weighted QBE Worksheet calculations that take into account all of the appropriate metrics reflecting the student body composition, teacher levels, etc.

⇒ The Gross Revenues are reduced by a 3% District Administrative Fee to arrive at Total Net Revenues.

#### Personnel Costs

- ⇒ A Head of Schools and a Middle School Principal will be recruited during the second half of FY 2013 Base Year to prepare for the opening of grade 6 in temporary facilities in FY 2014.
- ⇒ The average annual teacher salary is \$55,000.
- ⇒ An annual 3% COLA increase is applied to all personnel costs.
- ⇒ A 25% payroll burden is applied to direct payroll costs to cover all health & other benefits, employee insurance, etc.
- ⇒ The number of teachers will be increased from 41 in FY 2013 (Base Year) to 46, 51, 55, respectively, over the first three (3) years of the initial charter period.

#### Instruction Costs

- ⇒ All components of instruction costs (excluding Classroom Furniture and PE Equipment) are estimated based on a per-student historical cost at Centennial Place Elementary in the case of grades K-5 and District level information in the case of grades 6-8.
- ⇒ Classroom Furniture and PE Equipment are based on lump sum historical costs.

Centennial Place Elementary Conversion Charter Application  
November 2013

⇒ All costs are escalated 2% annually.

### **Services & Supplies Costs**

- ⇒ New Schools Atlanta will pursue Service Level Agreements (“SLA”) with various 3<sup>rd</sup> party vendors, including APS, for certain services. They possible list include:
- Bookkeeping
  - Payroll
  - Tech Support
  - Food Service – Currently budgeted at \$400 per student, with costs escalated @ 2% annually
  - Transportation – Currently budgeted at \$53,000 per bus; Costs are escalated 2% annually and the # of buses is increased to 4 in FY 2014 and 5 in FY 2015.
  - Buildings Maintenance & Repair – The budget reflects a reduction in costs in FY 2014 and a 25% increase in FY 2016 when the new school building is completed; All costs are escalated 2% annually.

### **Facilities**

- ⇒ APS will provide the existing facilities for use by the Conversion Charter at a cost of \$1 per year.
- ⇒ New Schools Atlanta will undertake private fundraising for the building of new facilities and the renovation of existing facilities, if needed.
- ⇒ Utilities (Electricity, Gas & Water) are assumed to experience a 50% increase in FY2016 when the new building comes on line, and costs are escalated 5 annually.

### **Contingency Fund**

- ⇒ The budget assumes that an annual set aside of \$100,000 will be made into a reserve or contingency fund, and allowed to accumulate.

### **Debt Service – New Facilities**

- ⇒ The budget reflects the assumption that less than 100% of the total funds required to build the new facilities will be raised. Thus, the budget reflects an annual debt service payment of \$100,000 towards the amortization of the remaining debt.

## Appendix VII – DRAFT Teacher Contract

### Centennial Place School: Professional Services Agreement

This Agreement is made this \_\_\_<sup>th</sup> day of \_\_\_\_\_ 2013, between Centennial Place School (hereinafter, “the School”) and [Name of Teacher] \_\_\_\_\_ (hereinafter, “Employee”).

#### 1) ACKNOWLEDGEMENT

The School is hereby employing the Employee as a Teacher at Centennial Place School pursuant to the terms and conditions of this Agreement.

The Employee acknowledges and agrees to the following:

- a) New Schools Atlanta (“NSA”) is a private, non-profit corporation established to operate the School.
- b) NSA has been granted a Charter by Atlanta Public Schools and the State of Georgia to operate the Centennial Place School (hereinafter, “School”).
- c) To use his/her best efforts to achieve the goals of the School and to fully cooperate with the Principal/School Leader to implement the School Achievement Plan and the School’s Charter, as that program may evolve or be amended.
- d) That he/she is accountable to the Principal/School Leader and, through them, the Board of Directors of the School (“The Board”) for the implementation of the School Achievement Plan and the School’s Charter.

#### 2. PROFESSIONAL EXPECTATIONS AND STANDARDS

As a Teacher, the Employee will be responsible for meeting the professional and personal expectations and standards set forth in the job description for the Employee’s position (a copy of which is attached hereto) or of such other position that the Employee may be assigned in the future. By signing this agreement, the Employee acknowledges that he/ she has received, read, understood and agreed to the attached job description as well as the School Achievement Plan and the School’s Strategic Plan. The Employee recognizes and agrees that the School may modify the attached job description from time to time at their sole discretion.

The School will provide Employee with the Employee Handbook, which may be revised from time to time, as appropriate. All procedures, policies, and guidelines included in the Employee Handbook are incorporated herein, and Employee agrees to be bound by all such terms, including any future revisions, unless otherwise stated by Principal/School Leader.

#### 3. DURATION OF AGREEMENT

This agreement shall be effective from July 1, 2014 and terminate on June 30, 2015 (“2014-2015 School Year”), subject to the provisions of Section 7 below.

[For new employees only.] This employment offer is subject to and contingent upon the results of the Employee's background check and will be revoked if the results of the background investigation are unsatisfactory.

[For returning employees only.] This offer of employment for the 2014-2015 School Year is contingent upon the successful completion of your duties during the 2013-2014 School Year. Should your employment be terminated for any reason prior to June 30, 2014, this agreement will be null and void.

#### **4. ANNUAL SALARY AND OTHER COMPENSATION**

The annualized base salary of the Employee will be \$\_\_\_\_\_ to be paid in 24 equal installments beginning on July 15, 2014. Both the Employee and the School acknowledge the following:

- (a) The annualized salary set forth above is based upon:
  - i. Employee's experience, certification, and "step" ranking per the district adopted salary schedules.
  - ii. The sum of the APS adopted base pay and \$3000 supplemental pay as approved by the Board.
- (b) Applicable compensation shall be payable in equal semi-monthly installments on the 15<sup>th</sup> and the last day of each month, beginning on July 15, 2014, until the termination date of this contract or unless earlier terminated by the Principal/School Leader or the Employee as herein provided.
- (c) NSA agrees to pay and administer all required state and federal payroll deductions and taxes.
- (d) The Employee's receipt of his/her annualized base salary is contingent upon the Employee attending all assigned professional development programs and conferences and working a total of 196 days at the School, including a minimum of 185 student contact days, during the 2014-2015 School Year. For any work year shorter than 185 days, the Employee's annualized base salary will be pro-rated.
- (e) The Employee's normal workday shall be no less than eight hours. The Employee may be expected to work additional time as necessary for the performance of his/her duties at the direction of the Principal.

During the work year and during the professional day, the Employee will devote all of his/her time and effort to the School. The Employee may not have a second job, including self-employment, while school is in session, without the express prior written consent of the Principal.

The Employee may be eligible to receive additional stipends for additional work, which may include afterschool clubs, enrichment activities, Saturday School, etc. as determined to support student achievement. The stipend is discretionary and subject to approval by the Board.

The Employee may be eligible to receive an annual discretionary performance bonus, based upon achievement of the School and the Employee meeting or exceeding predetermined goals and objectives. This annual discretionary bonus is subject to all of the following:

- (a) A bonus awarded for this school year (2014-2015) shall be based upon achievement of the School and the Employee's meeting or exceeding predetermined individual goals and objectives set by the Employee and the School's administration during the preceding school year.



- (b) If the Employee is offered employment for the 2014-2015 School Year, a bonus awarded during that School Year shall be based upon achievement of the School and the Employee's meeting or exceeding predetermined individual goals and objectives set by the Employee and the School's administration during this school year.
- (c) The bonus is discretionary and cannot be guaranteed in any fashion.
- (d) The bonus is subject to the approval of the Board.

## 5. BENEFITS

- (a) The Employee will be eligible to enroll in the School's identified benefit plan(s) when he/she starts to perform his/her regular job duties on a full-time basis.
  - i. **New Employee.** Benefits for a new full-time regular employee will begin the first of the month following thirty days of employment as a full-time regular employee. Attendance at training sessions during the summer before the school year begins does not constitute the commencement of the regular duties of the Employee's full-time employment for this purpose.
  - ii. **Returning Employee.** If the Employee is a full-time employee returning to the School and is currently enrolled in the benefit plan(s), his/her coverage will continue during the summer and there will be no thirty day waiting period before benefits begin for the 2014-2015 School Year.

It is understood that all such benefits, including, but not limited to, eligibility, coverage amounts, deductibles and carriers, are subject to modification or termination at the sole discretion of NSA or the respective insurance carriers and that the carriers may be changed at NSA's sole discretion.

- (b) The Employee is eligible to receive a total of ten paid leave days during the 2014-2015 School Year. For any work year shorter than 196 days, the Employee's sick days will be pro-rated. Up to three leave days will be carried over to the following year, subject to the terms and restrictions set forth in the above-referenced Employee Handbook. The School will adhere to the Family and Medical Leave Act, where applicable.
- (c) In addition to the above-mentioned leave days, Employee is entitled to the following paid holidays: Labor Day, Fall Break, Thanksgiving Holidays (1 week), Winter Holidays, MLK, Jr. Day, Spring Break, and Memorial Day. The Fall, Winter, and Spring Breaks are contingent upon the final approved calendar for the school year.

## 6. EVALUATION

The Employee will be subject to a formal performance evaluation, which may be modified by the School.

## 7. TERMINATION

The Employee's employment may be terminated at any time as follows:

- (a) By the Employee – The Employee may terminate this agreement upon providing at least 30 days advance written notice to the Principal/School Leader, unless specifically waived by the Principal/School Leader, in consultation with the Board.
- (b) By the School as follows:
  - i. Without cause, upon twenty days notice or ten working days pay in lieu of notice;
  - ii. If the Employee fails to obtain or maintain his/her teaching certification or does not make

reasonable progress towards becoming a highly qualified teacher as required by the No Child Left Behind Act;

- iii. By reason of reorganization, retrenchment or financial constraints that result in a job elimination;
- iv. By reason of unsatisfactory job performance, following procedures laid out in the Employee Handbook;
- v. By reason of misconduct, unprofessional conduct or conduct unbecoming an employee or tending to bring disrepute upon the School; or
- vi. If the results of the Employee's background investigation (including, but not limited to, criminal history, education, work experience or references) are unsatisfactory or if the Employee was not truthful on his/her employment application form.

#### **8. AT-WILL EMPLOYMENT**

The parties acknowledge and agree that the Employee's employment with the School is at-will, meaning that the Employee is not guaranteed employment for any fixed or definite length of time and that either party is free to terminate the employment relationship at any time for any reason, with or without cause or advance notice, except as expressly limited by the provisions contained in section 7 of this agreement. The parties further acknowledge and agree that the Employee's status as an at-will employee may not be modified or superseded except by a written agreement signed by the Employee and the School.

#### **10. MISCELLANEOUS**

This agreement is entered into and shall be governed by the laws of the State of Georgia.

This agreement shall constitute the entire understanding of the parties with respect to the subject matter herein and supersedes all prior agreements and understandings, written or oral, between the parties with respect to such subject matter and may only be altered, changed, added to, deleted from or modified through the voluntary, mutual consent of the parties in a written and signed amendment to this agreement.

If any provision or any part of any provision of this agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this agreement and all such provisions shall remain in full force and effect.

No waiver of any provision of this agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such a waiver constitute a continuing waiver unless otherwise expressly stated.

A signature below indicates that all terms of the agreement are acceptable. This agreement shall be executed in duplicate originals. Both of the signed agreements must be returned in the enclosed envelope by March 13, 2014. After this Agreement is countersigned by the School Principal, a fully-executed original will be returned to the Employee for his or her files. Employee is entitled to, and encouraged to, retain a duplicate original.



## Appendix VIII – DRAFT Teacher Criteria and Job Description

Draft – Criteria and Job Description - 10/14/2013

<b>Conversion Charter Teacher and Paraprofessional Criteria</b>	
<p>Due to the unique nature of the Conversion Charter, particular allowances will be provided to Centennial Place teachers who would like to make the transition and meet the hiring criteria.</p>	
<p><b>Current Centennial Place Teachers</b></p> <ul style="list-style-type: none"> <li>• <i>Desire</i> to transition to the Conversion Charter School</li> <li>• Review of <i>Evaluation Documentation</i> and documented efforts to improve personal practices i.e. additional professional development – online, additional educational opportunities, etc.</li> <li>• Review of <i>Assessment Data</i> detailing the academic <i>growth</i> of students</li> <li>• Impact on the <i>Total School Programming</i> – i.e. authentic participation on committees, program/club sponsorship, etc.</li> <li>• <i>Formal discussion</i> with the principal about short term (1-3 years) and long term (4-6 years) goals regarding personal growth and school improvement.</li> </ul>	<p>DRAFT</p>
<p><b>Current Centennial Place Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• <i>Desire</i> to transition to the Conversion Charter School</li> <li>• Review of <i>Evaluation Documentation</i> and documented efforts to improve personal practices i.e. additional professional development – online, additional educational opportunities, etc.</li> <li>• Impact on the <i>Total School Programming</i> – i.e. authentic participation on committees, program/club sponsorship, etc.</li> <li>• <i>Formal discussion</i> with the principal about short term (1-3 years) and long term (4-6 years) goals regarding personal growth and school improvement.</li> </ul>	
<p><b>New Teacher Candidates</b></p> <ul style="list-style-type: none"> <li>• <i>Initial Screening</i></li> <li>• If successful screening, the candidate will <i>conduct a lesson</i> in front of a classroom of students. The teacher will be provided a standard, outline of the class dynamics and 30 minutes to complete a lesson.</li> <li>• <i>Formal interview</i> with principal and panel (inclusive of teachers, parents and students). Standardized questioning developed by the panel. The panel will look for habits of mind and reflection.</li> <li>• Candidates will be asked to present <i>Evaluation Documentation</i> and documented efforts to improve personal practices (additional professional development – online, additional educational opportunities)</li> <li>• If available, review of <i>Assessment Data</i> detailing the academic <i>growth</i> of students</li> <li>• Impact on the <i>Total School Programming</i> – authentic participation on committees, program/club sponsorship.</li> </ul>	
<p><b>New Paraprofessional Candidates</b></p> <ul style="list-style-type: none"> <li>• <i>Initial Screening</i></li> <li>• <i>Formal interview</i> with principal and panel (inclusive of teachers, parents and students). Standardized questioning developed by the panel. The panel will look for habits of mind and reflection.</li> <li>• Impact on the <i>Total School Programming</i> – authentic participation on committees, program/club sponsorship.</li> </ul>	

Centennial Place Elementary Conversion Charter Application  
November 2013

Draft – Criteria and Job Description - 10/14/2013

<b>Teacher/Paraprofessional – Key Responsibilities</b>
Instruct students through interdisciplinary STEAM-based units of learning which are deeply aligned to the Common Core State Standards (CCSS).
Develops and Implements interdisciplinary STEAM-based units of learning. Prepares lessons/outlines which provide developmentally appropriate inquiry-based/project-based learning.
Administer various types of assessments to monitor student’s comprehension and manipulation of material.
Monitors students in all instructional and non-instructional areas – maintaining order and discipline.
Performs various administrative duties such as attendance, organizing the classroom and recording grades in Infinite Campus.
Coordinates parent/teacher conferences to review student’s performance, behavior and other issues three times a year.
Administer and/or support the state and local standardized testing processes and policies.
Attends faculty meetings and training sessions.
<b>Teacher/Paraprofessional - Professional Development</b>
Attend all relevant professional learning sessions as outlined in the school’s plan and each teacher’s Individual Development Plan (IDP).
Complete the Gradual Two-Year Professional Development Plan – outlining the four content-specific professional learning units designed to support foundational skill development: <ul style="list-style-type: none"><li>• Science</li><li>• Mathematics</li><li>• Reading</li><li>• Gifted</li></ul>
Complete the 2-year Technology Professional Development units which are deeply aligned to the technology standards for students – specifically the profiles for technology literate students.
Complete Teacher Training/Workshops/Internships developed to support the STEAM-based learning opportunities with academic partners; these sessions will be scheduled during the summer, intersession breaks and during the day. <ul style="list-style-type: none"><li>• Professional Development Sessions will be planned in advance to accommodate all teaching staff.</li></ul>

**DRAFT**

## Appendix IX – Process for Teachers Remaining with APS

The following was compiled by APS Human Resources for Centennial Place Elementary Staff. Teachers overwhelmingly chose Option D during a group work session.

### Choosing to work for the Charter means:

- Resigning from APS is required, if selected.
- In accordance with Atlanta Board of Education policy, **GARH-R(1)**, your accrued leave will remain with APS and may be retrieved at time of retirement, if eligible.
- An individual who is re-employed by the district is entitled to the reinstatement of unused sick leave that was not transferred to another system or otherwise purchased from the employee.

### Option A

Current employees transitioning over to charter will follow the hiring criteria:

- Follow hiring procedures for position at Centennial Place.
- Employees will be informed of their status by Charter School Principal.
- Non-selected employees or employees that choose not to apply for a position at the charter school will participate in an APS voluntary transfer fair.
- Remaining employees will be administratively placed.

### Option B

Current employees transitioning over to charter will follow the hiring criteria:

- Follow hiring procedures for position at Centennial Place.
- Employees will be informed of their status by Charter School Principal.
- Non-selected employees or employees that choose not to apply for a position at the charter school will participate in an APS voluntary transfer fair one hour earlier than other employees.
- Remaining employees will be administratively placed.

### Option C

Current employees transitioning over to charter will follow the hiring criteria:

- Follow hiring procedures for position at Centennial Place.
- Employees will be informed of their status by Charter School Principal.
- Remaining employees will be administratively placed.

### Option D

Current employees transitioning over to charter will follow the hiring criteria:

- Follow hiring procedures for position at Centennial Place.
- Employees will be informed of their status by Charter School Principal.
- Non-selected employees or employees that choose not to apply for a position at the charter school will participate in an East Region placement fair, if feasible.
- Remaining employees or employees that choose not to apply for a position at the charter school will participate in an APS voluntary transfer fair one hour earlier than other employees.
- Remaining employees will be administratively placed.