



Charter System Application

DISTRICT NAME

Carrollton City School System

DISTRICT ADDRESS

106 Trojan Drive
Carrollton, Georgia 30117

Dr. John D. Barge
State School Superintendent

DECEMBER 2012

CHARTER SYSTEM APPLICATION COVER SHEET

Proposed Charter System Information			
1. Full Name of Proposed Charter System: Carrollton City Charter School System			
2. Please indicate whether this is a: New Petition <input checked="" type="checkbox"/> or a Renewal Petition	3. How many schools in total are you proposing to include in your charter system? 4		
4. How many of each of the following schools are you proposing to include in your charter system? <div style="display: flex; justify-content: space-around; margin-top: 5px;"> Primary School(s) 0 Middle School(s) 1 </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> Elementary School(s) 2 High school(s) 1 </div>			
5. On July 1 of what year do you want your charter contract to be effective? 2014			
6. How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) 5 years			
7. Charter System Street Address 106 Trojan Drive	8. City Carrollton	9. State Georgia	10. Zip 30117
11. Contact Person Dr. Kent Edwards		12. Title Superintendent	
13. Contact Street Address 106 Trojan Drive	14. City Carrollton	15. State Georgia	16. Zip 30117
17. Contact's telephone number (770) 832-9633	18. Contact's fax number (770) 836-2830	19. Contact's E-mail Address kent.edwards@carrolltoncityschools.net	

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1. What will you be able to do with a charter that you can't do without a charter?

- a. Use this question to present a brief executive summary that makes the case for your school system being granted a charter.*

The Carrollton City School System is one of only 21 city school districts in Georgia – and one of the oldest. Established in 1886, the district celebrated its 125th birthday in 2011. The district's history is rich and broad, with a well-established tradition of excellence that can be attributed directly to the stability and high-level leadership of the school board and superintendent's office. Over the years, many board members have served for decades and the current chairman, Dr. James C. Pope, a board member for 30 years, has also served as president of the Georgia School Boards Association in 2010, continuing a tradition of Carrollton influence at the state level. The superintendent's office has been just as steady as the current superintendent, Dr. Kent Edwards, is only the sixth since World War II. The school system serves the small town of Carrollton, a west Georgia municipality with a population of 23,000. Carrollton is typical of small Southern towns in many respects, but boasts a more progressive and innovative culture than most, primarily because it is also the home of the University of West Georgia. This dynamic also greatly impacts the school district in a positive way – many Carrollton City School System students come from highly educated households, households that demand exceptional educational services for their children. This expectation has been a part of the school system's culture for generations now, benefiting not only the children of college professors, but all students who attend Carrollton City Schools. In fact, the district's reputation is so strong that almost a third of the enrollment comes from outside the city from families willing to pay a non-resident fee for their children's education. With the exception of the school system's alternative program, all Carrollton City School System schools are located on a centralized 130-acre campus serving about 4,800 students: Carrollton High School (9-12), Carrollton Junior High School (7-8), Carrollton Middle School (4-6) and Carrollton Elementary School (PreK-3). A Performance Learning Center was opened in 2012 through a partnership with Communities in Schools for identified

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students in grades 8-12 as an additional level of support for students from Carrollton Junior High School and Carrollton High School.

The district's rich history and commitment to *Upholding a Tradition of Excellence since 1886* resulted in a thoughtful and deliberate examination of options to move the district forward yet increase stakeholder involvement and shared responsibility for decision making at the school level. Charter system status allows the ultimate customization and flexibility to meet the needs of our students and further empowers our schools to meet the system's goals. With this broad flexibility, improved academic results are expected while keeping a sharp focus on the district's strategic plan.

Carrollton City School System has the support of the community to operate as a common charter allowing increased autonomy and shared decision making at the school level to better serve the needs of the district. Although the school district takes great pride in leading with innovation, the constraints of state regulations harness at times the forward reaching goals of the district. Resources are very precious and must be maximized for the benefit of students. The increased flexibility to design and operate under a system charter will allow even greater gains to be achieved. Anticipated areas of flexibility include funding, seat time, teacher certification requirements, course requirements, graduation requirements, customized pathways and programming. Strict accountability measures will be in place to ensure the additional responsibility is handled with the deserved respect. A strong commitment to earnestly accept the business and community voice to increase emphasis on apprenticeship and soft skills is noted as well as the desire to develop custom career pathways. School Governance Councils will only enrich the district to bring the influence of many perspectives to move the district forward. As stated by Dr. Kent Edwards, Superintendent, during very initial steps of this journey, "The leadership is ready for the increased responsibility." School leadership is valued and highly respected and will meet the challenge

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with enthusiasm and integrity. Along with the support of the internal and external stakeholders, this system is ready for the opportunities that charter system status can offer.

As a high performing school district with a graduation rate currently ranked 13th in the state with a rate of 88.3% for the class of 2012, striving to move from good to great can afford its own challenges. The district has a rich history of embracing strategic planning to target outcomes and raise the floor of achievement for all students rather than simply closing the gap by bringing results to the middle. Since its decision to seek charter status, the Carrollton City School System has executed a variety of deliberate efforts to disseminate the intent and solicit input from internal and external stakeholders in the community. Although strategic planning is a continuous process for the system, the charter petition has offered an exceptional opportunity to self-assess in preparation for accreditation renewal at the district level through the Southern Association of Colleges and Schools/AdvancED.

- March 20, 2013 – Community forum held at First Baptist Church of Carrollton to receive stakeholder input about the school system.
- April 24, 2013 – School system leadership received initial training to apply for a charter petition by Sherrie Gibney-Sherman from the Georgia DOE Charter Schools Division.
- May 7, 2013 – School board work session publicly introduced charter system petition process. Covered by the press, the local paper published an article about the details, introducing external stakeholders for the first time to the district's intent.
- June 3, 2013 – General stakeholder meeting solicited feedback about direction of school system.
- June 6, 2013 – School board work session updated board and the public in attendance about progress made to date in the application process.

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- June 19, 2013 – Wina Low, charter system petition facilitator, attended the Charter Systems Foundation meeting.
- July 18-19, 2013 – School board retreat updated and received input from the board about charter status.
- July 25, 2013 – Subcommittee meeting addressed school/system program desires/needs in charter system plan (subcommittee made up of members of general stakeholder group).
- July 29, 2013 – Subcommittee meeting addressed school/system finance and governmental structures of charter system plan (subcommittee made up of members of general stakeholder group).
- July 31, 2013 – Reports from subcommittees presented to district charter petition team.
- August 8, 2013 – Superintendent addressed back-to-school general assembly of all school system employees to discuss charter system plan and explain philosophy in general terms.
- August 12, 2013 – Board received another update from Wina Low, facilitator of the charter system petition process during a monthly public work session.
- August 19, 2013 – District team reviewed progress of charter petition, including reports on stakeholder/community support.
- August 2013 (various dates) – School-level meetings of faculty and staff, school advisory councils and other groups communicated to about charter system status and application process.
- September 4, 2013 – District team reviewed progress of petition.
- September 5, 2013 – School board work session featured discussion over charter school confusion since the board was opposed to the charter school amendment on the November 2012 ballot. Press coverage of this meeting was the lead story in the next day’s paper (Sept. 6) with the headline “City school system faces public confusion over charter status.” The article explained in

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detail the current stance of the board and system versus their position on the charter school amendment ballot.

- September 18, 2013 – A leadership team including Superintendent Kent Edwards attended Charter Systems Foundation workshop in Gainesville for training and networking with charter systems.
- September 19, 2013 – Written draft of petition presented to district team.
- September 23, 2013 – Community forum held at The AMP, an outdoor entertainment venue in downtown Carrollton, featured remarks from superintendent about the charter petition process, followed by an opportunity for stakeholder feedback in a “town hall meeting” format.
- September 25, 2013 – Final written draft, including attachments, presented to district team.
- September 2013 (various dates) – Flyers with five key points distributed via schools and community venues such as civic club meetings. School-level meetings of faculty and staff, school advisory councils and other groups communicated to about charter system status and application process.
- October 1, 2013 – Trojan Times, a publication produced by the school system that was distributed via the local daily, The Times-Georgian, as an insert and also distributed at the schools for free. This issue contains details of the charter system petition, timed to come out right before the first public hearing.
- October 3, 2013 and October 8, 2013 – Formal public hearings for the charter petition, held at the board’s meeting room. The October 3rd meeting was held at 8 a.m. before the board’s regular work session and the October 8th meeting was held at 6 p.m. before the board’s regular monthly meeting.

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- Ongoing – Website presence accessible from the district’s home page explains the intent and process and gathers additional feedback from stakeholders.

<http://www.carrolltoncityschools.net/?DivisionID=14957&ToggleSideNav=ShowAll>

- Ongoing – Superintendent’s blog via Wordpress takes message to a broader scope on the web.

<http://suptblog.wordpress.com/>

The district’s vision, mission, guiding principles and essential beliefs for learning are listed below.

The opportunity to achieve charter system status will allow the district to continue the long established pursuit of excellence and tradition started in 1886 as an independent city school system.

Our Vision:

The Carrollton City Schools and community nurture and empower individuals to be life-long learners who take personal responsibility for improving our world.

Our Mission:

The Carrollton City Schools will meet or exceed the expectations of the people we serve by providing:

- a safe, healthy environment for students, teachers and staff
- the best prepared teachers, administrators and staff
- a challenging curriculum and learning opportunities
- the highest quality instructional resources and tools
- a plan of continuous improvement
- a plan for developing and supporting school and community partnerships

Guiding Principles:

- Focus on success for all students and eradicate the reasons some children fail

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- Promote a climate of high expectations, respect and dignity
- Provide a curriculum that will have relevance to the lives of students
- Provide an environment that emphasizes democratic classroom processes in which students learn independently and through group work while learning to value diversity
- Recruit, employ and nurture dedicated, well-qualified and highly professional employees who adhere to professionally recognized standards and board policies
- Support system and school improvement plans and contribute to their implementation

Beliefs Essential for Student Learning & Achievement

- All students can learn when provided adequate time and support.
- The purpose of assessment is to support and guide student understanding of the curriculum standards.
- Assessments form a body of evidence collected over time that shows mastery of performance.
- Providing students with on-going, specific, timely, and descriptive feedback about their work improves their performance.
- A final grade reflects the most consistent, more recent pattern of student performance in relation to the standards.
- Understanding can be demonstrated in different ways, hence students will be provided a variety of opportunities to demonstrate learning.
- Students are given the opportunity to demonstrate understanding of the standards through performance tasks that provide complex challenges that mirror real world issues.
- Student involvement in the learning process is critical to increased student motivation, understanding of expectations, ownership, and responsibility.
- The practice of reflection clarifies and deepens understanding and leads to continuous improvement.
- Models and samples of student work communicate standards and accelerate student growth.
- Collaboration and communication among students, teachers, and parents support student learning and achievement.
- On-going professional learning supports what we believe to be essential about student learning

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and achievement.

To better understand the school system, a close examination of data from the June 2013 Student Record report provides a brief overview of enrollment, demographics and special populations.

Enrollment

- 4794 active students as of June 17, 2013. Compare to 4,657 for 2011-2012.
- Data supports the continued trend of increased student enrollment for the school district. The transiency rate was 6.8% for the school year. Compare to 7% for the 2011-2012 school year.

Demographics

- Black – 31.2%
- Hispanic – 16%
- White – 45.8%
- Asian – 1.2%
- Multi-racial – 5.1%
- Demographics are very stable as compared to June 2012 with variations of less than 1%.

English Learners

- 237 students served through the ESOL program. 61.6% of the English learner students in the district are served at the lower elementary level.

Gifted

- 854 students eligible for gifted services across the system for 2012 - 2013. Compare to 842 students for June 2012.

Special Education

- 587 students eligible for special education services. Compare to 533 students for June 2012 and 444 students for June 2011.

Economically Disadvantaged

- 56.34% of students eligible for free/reduced lunch program

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2. What are your school system's student performance objectives for the proposed charter term?

System student performance objectives should:

- *Show the system's student performance during the past five years.*
- *Reflect where the system envisions itself academically at the end of the proposed charter term.*
- *Indicate the expected rate of student performance growth in each year of the proposed charter term.*
- *Exceed the rate of growth mandated by the State.*
- *Demonstrate compliance with Georgia's ESEA Waiver.*
- *You are encouraged to include all or some of the components of the current draft of the Georgia Department of Education's College and Career Readiness Performance Index (CCRPI).*
- *You are urged to include cohort measures that show the progress over time of a single cohort of students.*
- *You are also urged to include national norm-referenced test results among your performance measures.*
- *Be specific, measurable, attainable, relevant, and time-based (SMART).*
- *Present graphs that show the past five years performance with the system student performance objectives for the each year of the proposed charter term plotted out to demonstrate graphically what the charter system is striving to achieve with its new innovations*

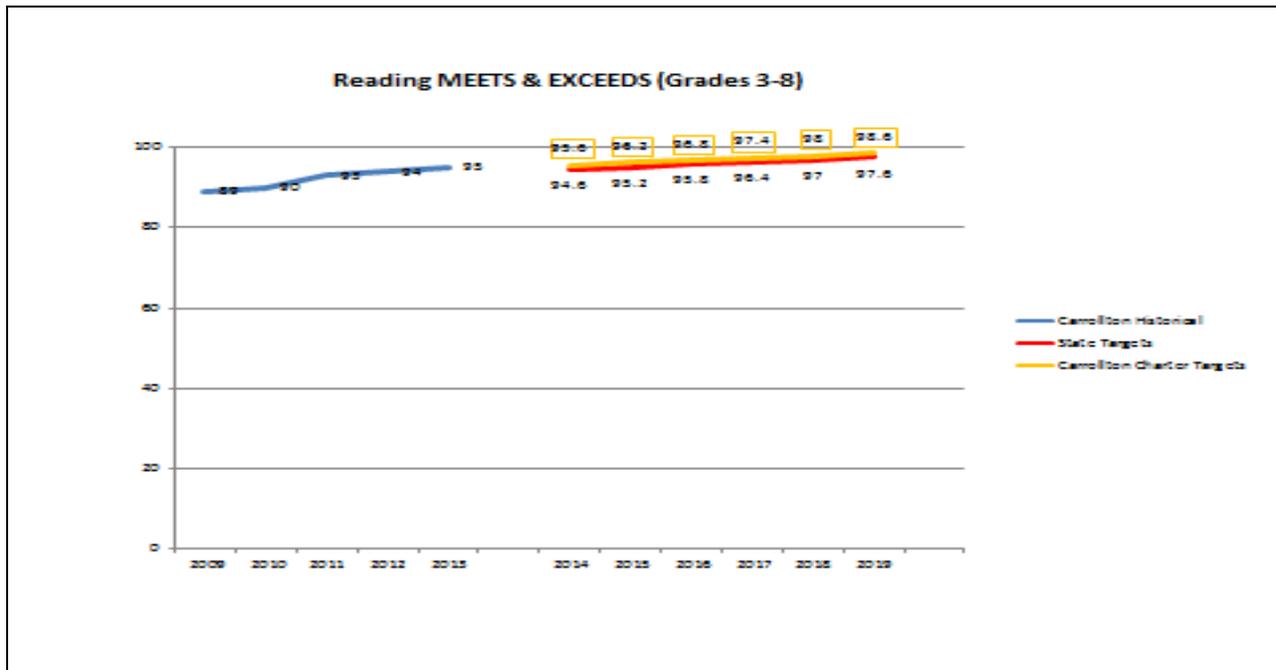
The Carrollton City School System is committed to success for all students with effective use of data as a strategic area of emphasis. The system is data rich and works deliberately to effectively understand and utilize data to improve instruction - from the broadest viewpoint down to the individual student performance level with ownership of this information shared by all. In order to use data to lead change, the district utilizes data teams at the system and school level. The system's strategic plan can be viewed through the link below for a comprehensive examination of the district's focus.

<https://eboard.eboardsolutions.com/StrategicPlan/PlanDetail.aspx?S=4028&PID=2126>

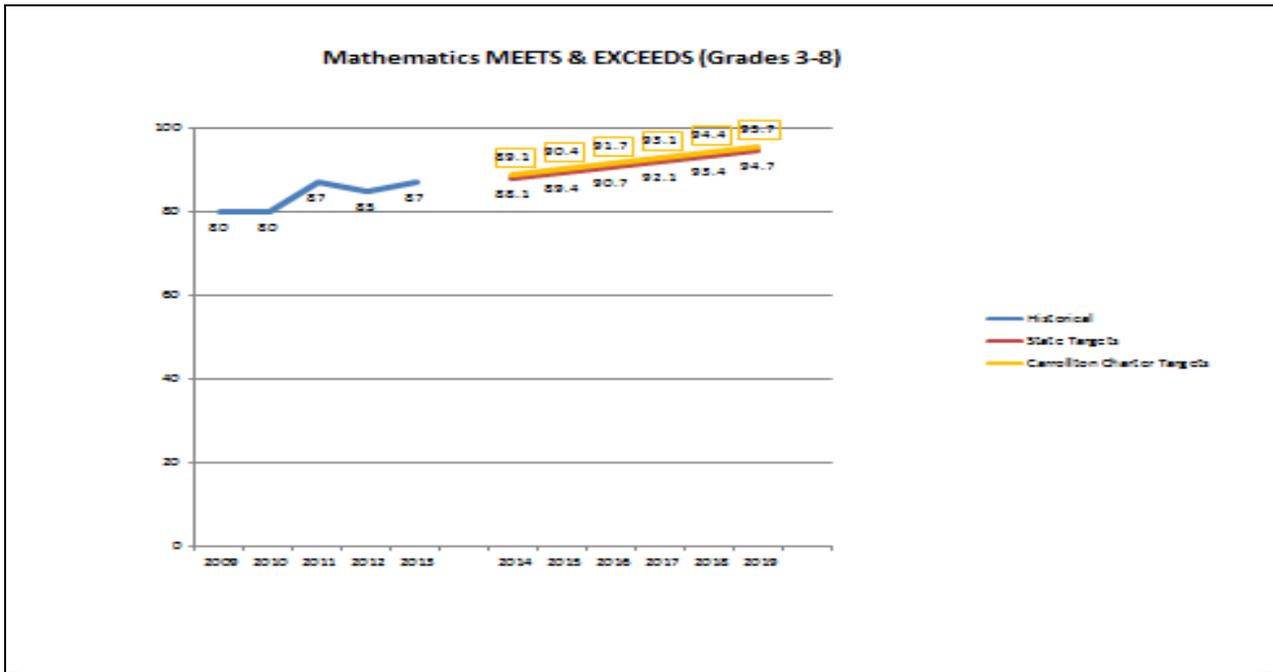
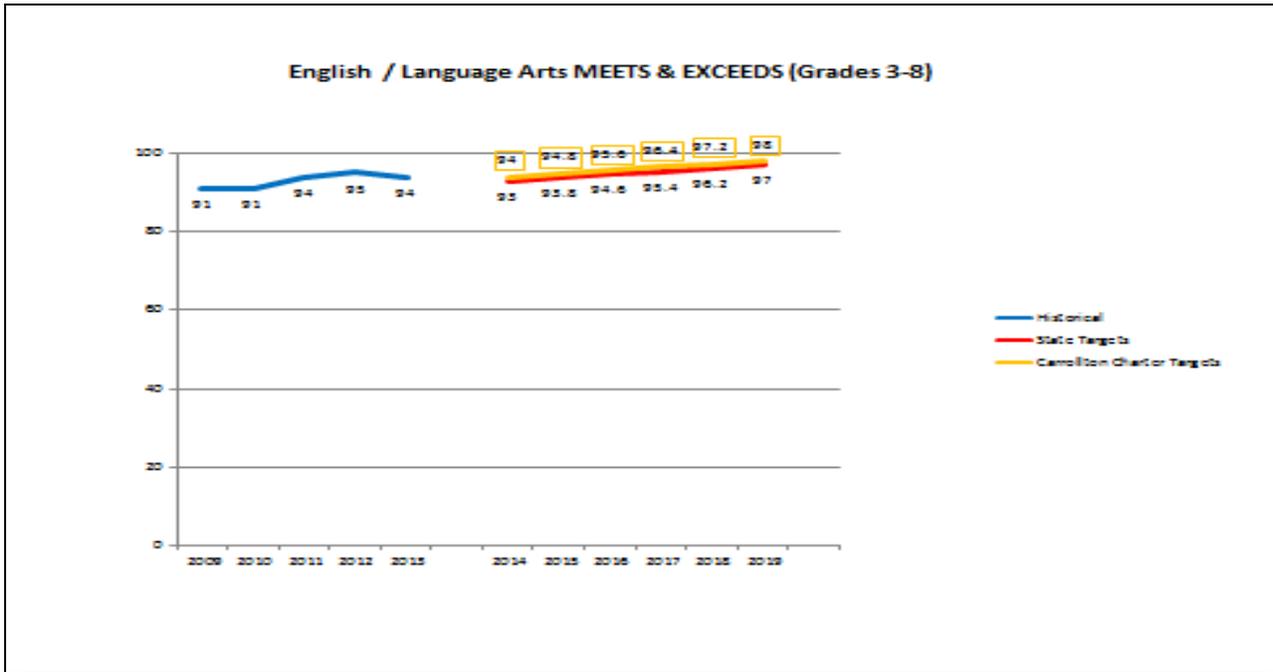
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In establishing goals for the charter system petition, the Carrollton City School System will comply with the intent and practice of the Single Statewide Accountability law and accompanying State Board of Education rule. Using the State Performance Targets for the College and Career Ready Performance Index, the Carrollton City Charter School System will exceed the state percentage of students meeting or exceeding on standardized tests by the end of the charter term.

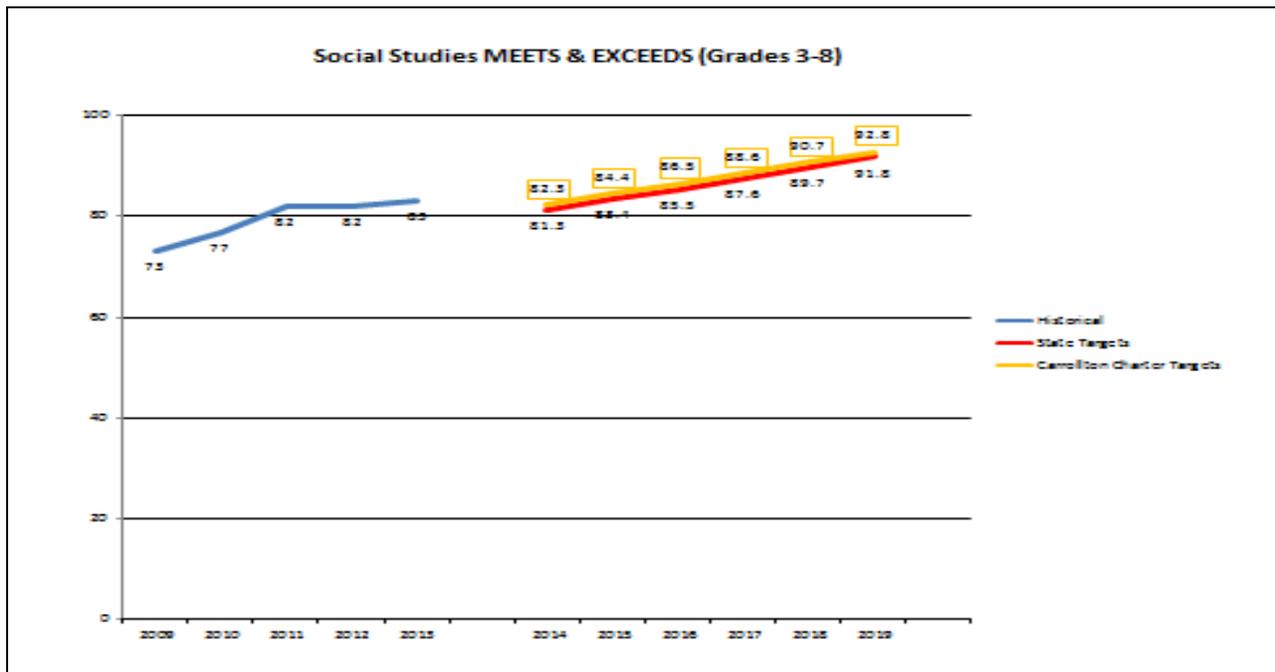
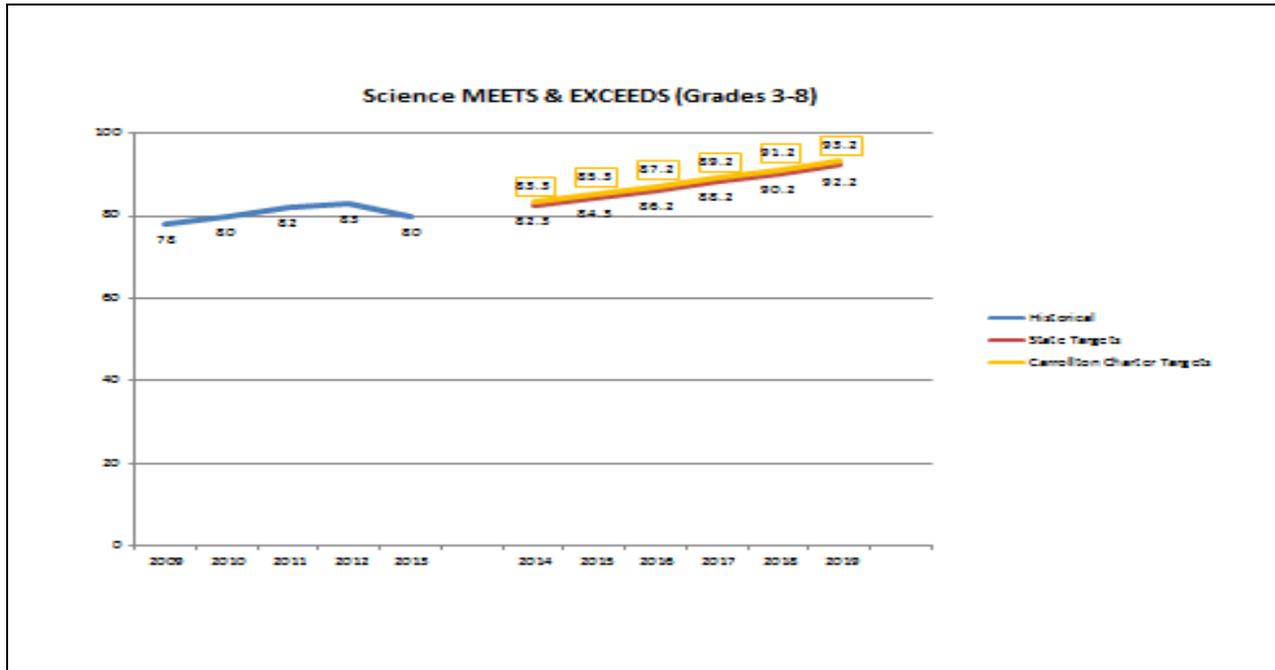
Student Performance Goal 1: The percentage of 3rd – 8th grade students **meeting or exceeding** standards on each area of the CRCT or other state assessment (Reading, ELA, Math, Science, Social Studies –all grades combined) will exceed the state percentage of students meeting or exceeding by the 2018/2019 school year.



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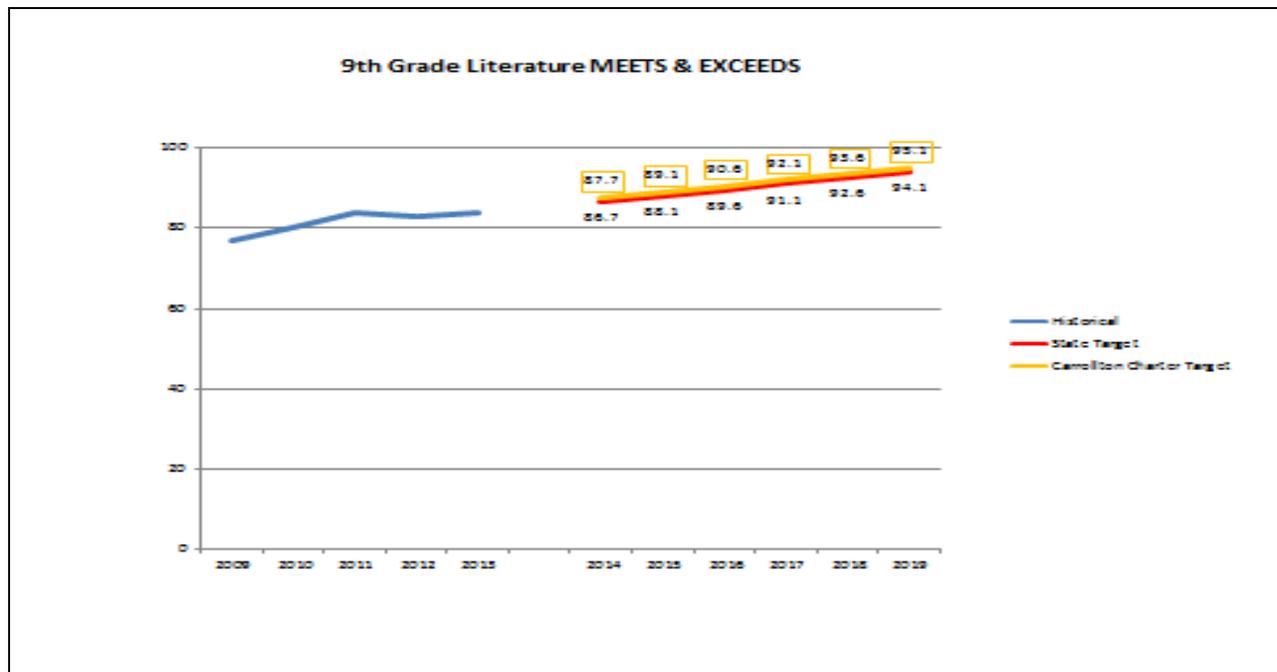


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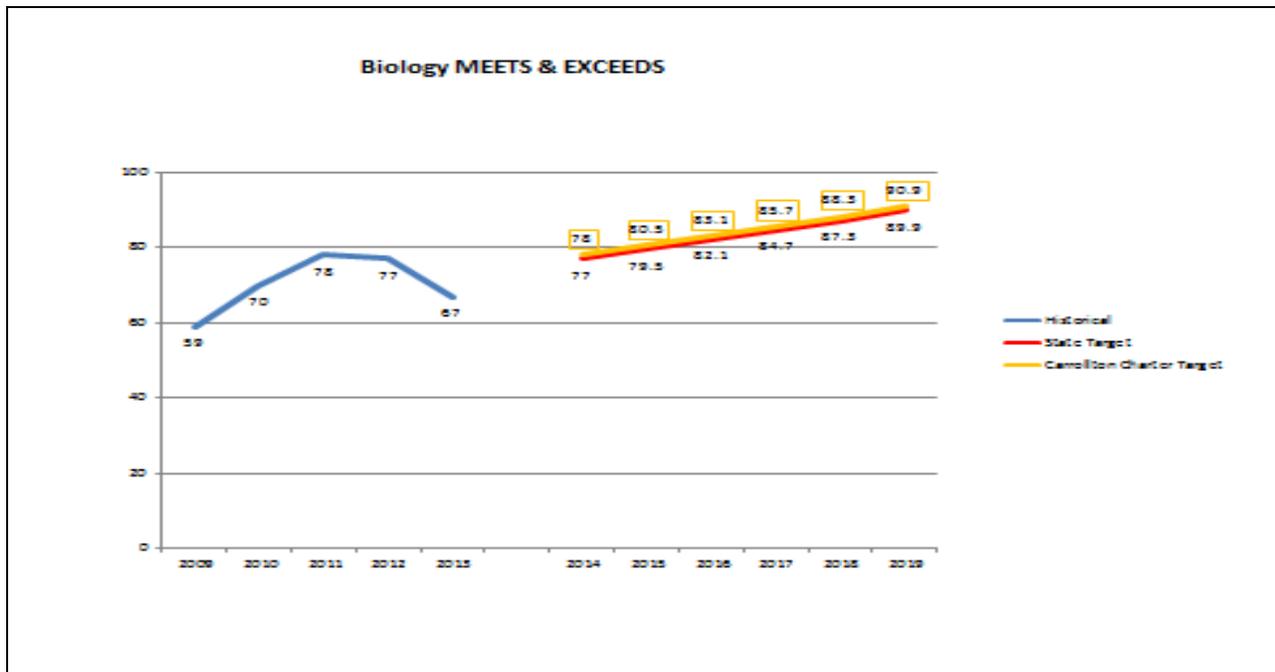
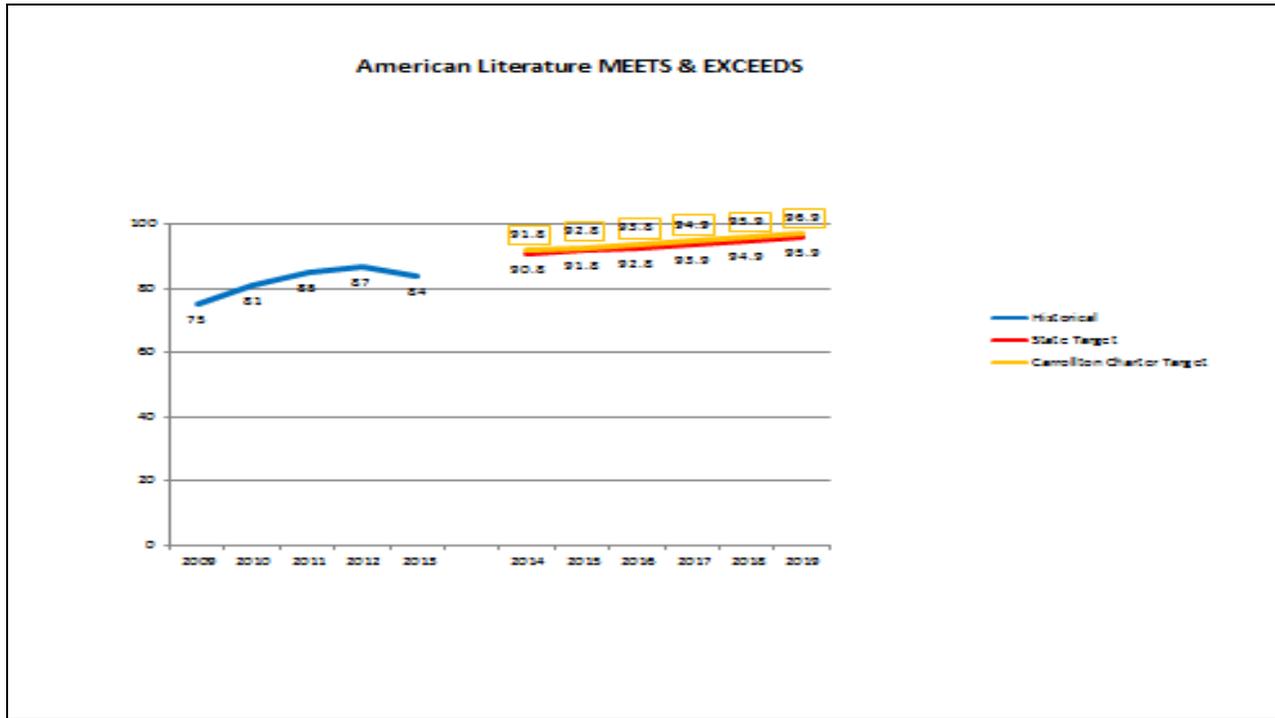
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- The annual Charter Targets listed exceed the Performance Targets set by the state as part of the new statewide accountability system by at least one percentage point. These targets include CRCT-M and GAA.
- At this time, there is not a Performance Target for the 2018/2019 school year. The Charter Target will continue the trend from previous years.
- If the Performance Targets are revised by the state, the Charter Targets will be adjusted accordingly.

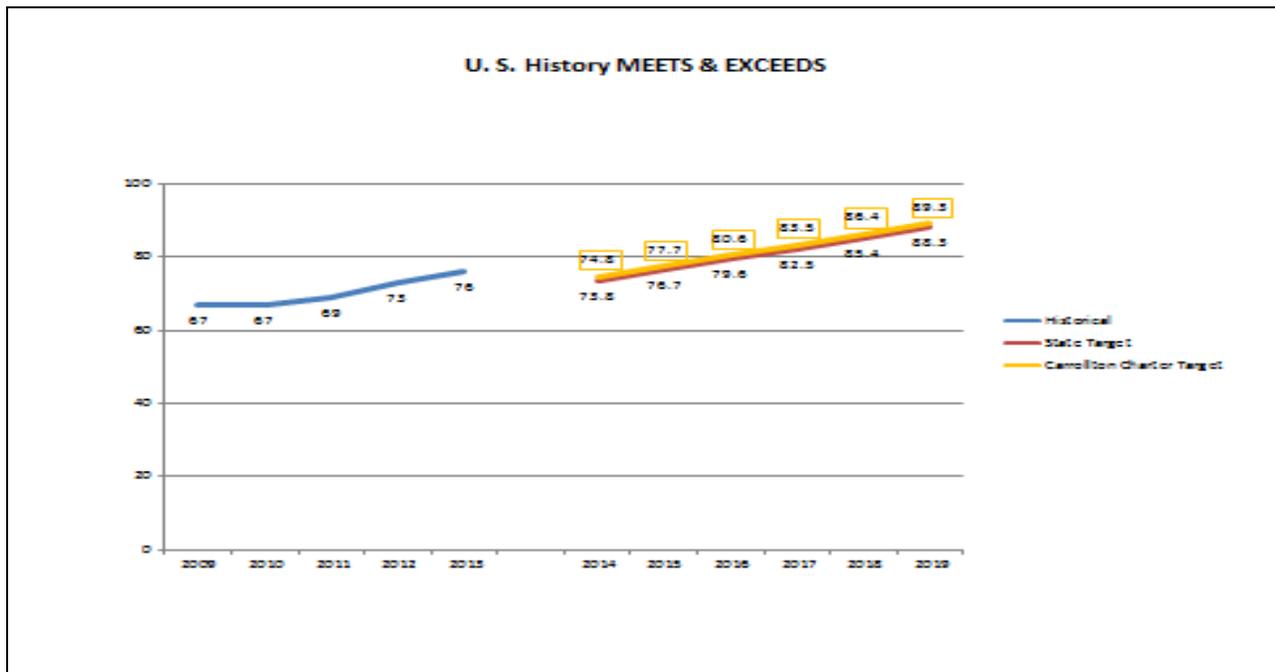
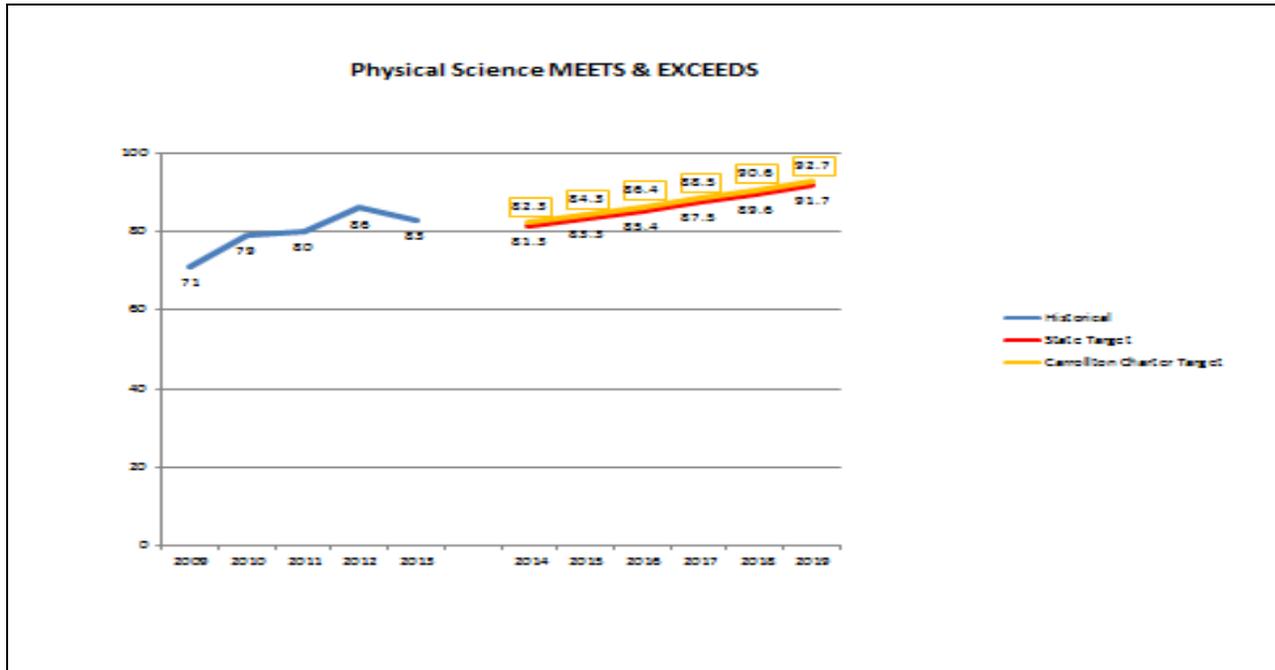
Student Performance Goal 2: The percentage of high school students **meeting or exceeding** state standards on each EOCT or other state assessment (9th Grade Literature, American Literature, Coordinate Algebra, Math I/Analytic Geometry/Math II, Physical Science, Biology, US History, Economics) will exceed the state percentage of students meeting or exceeding by the 2018/2019 school year.



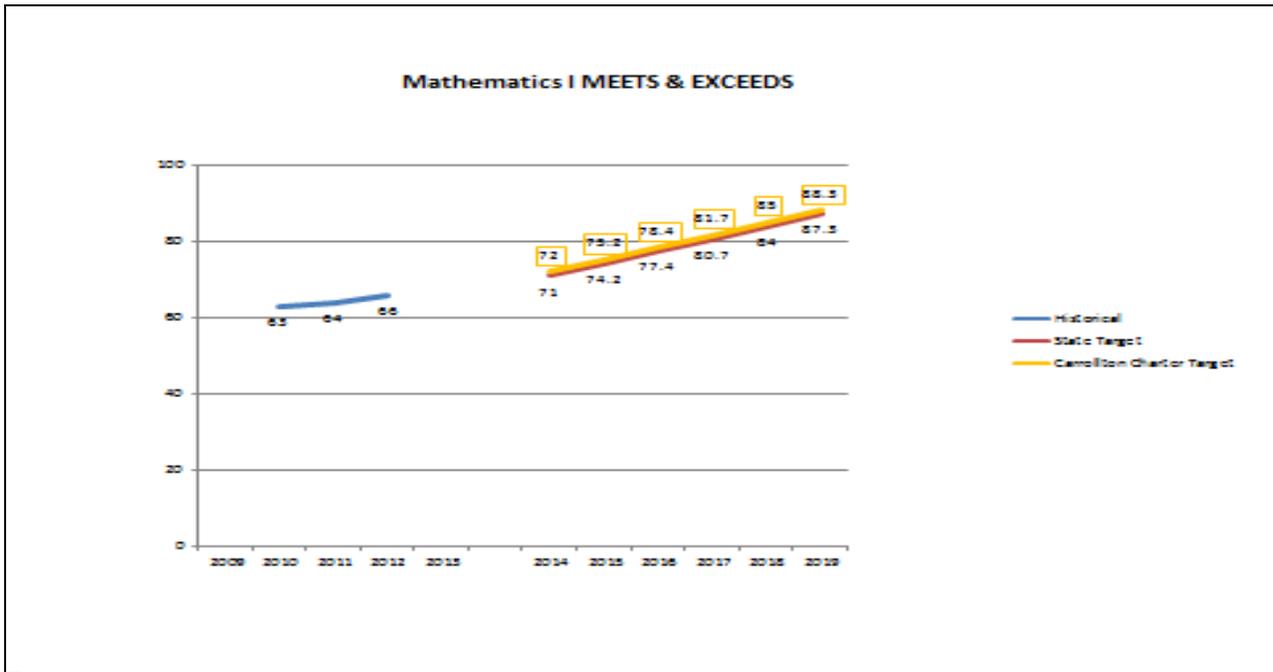
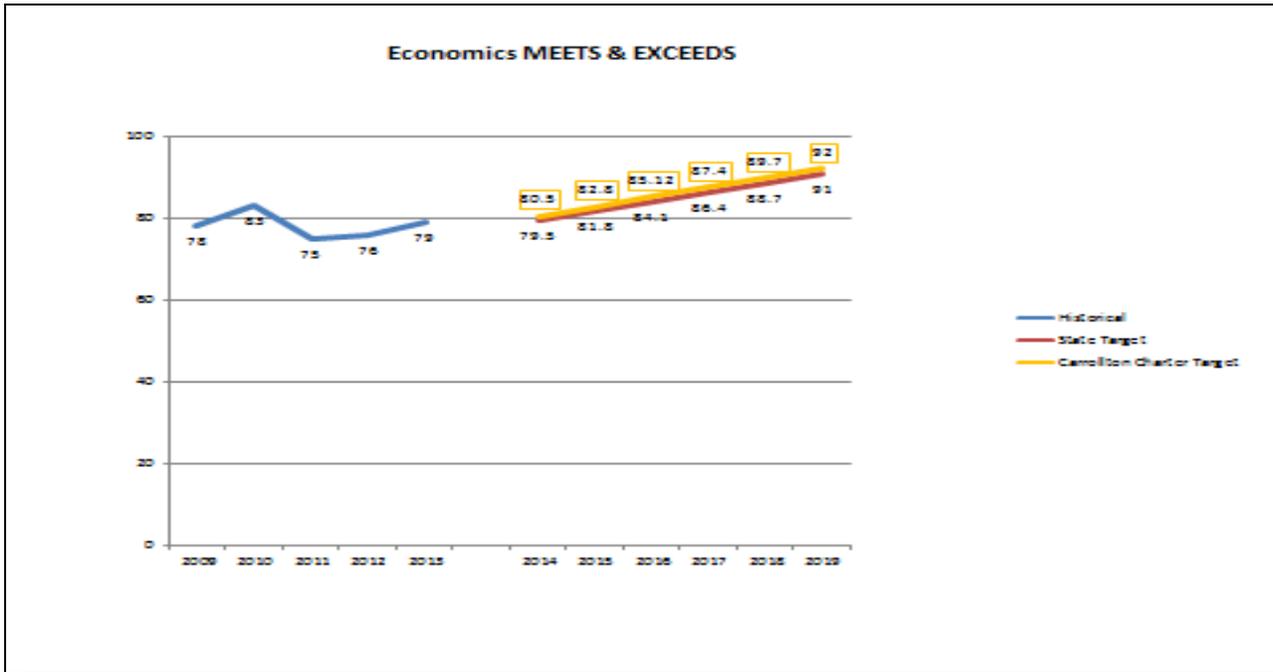
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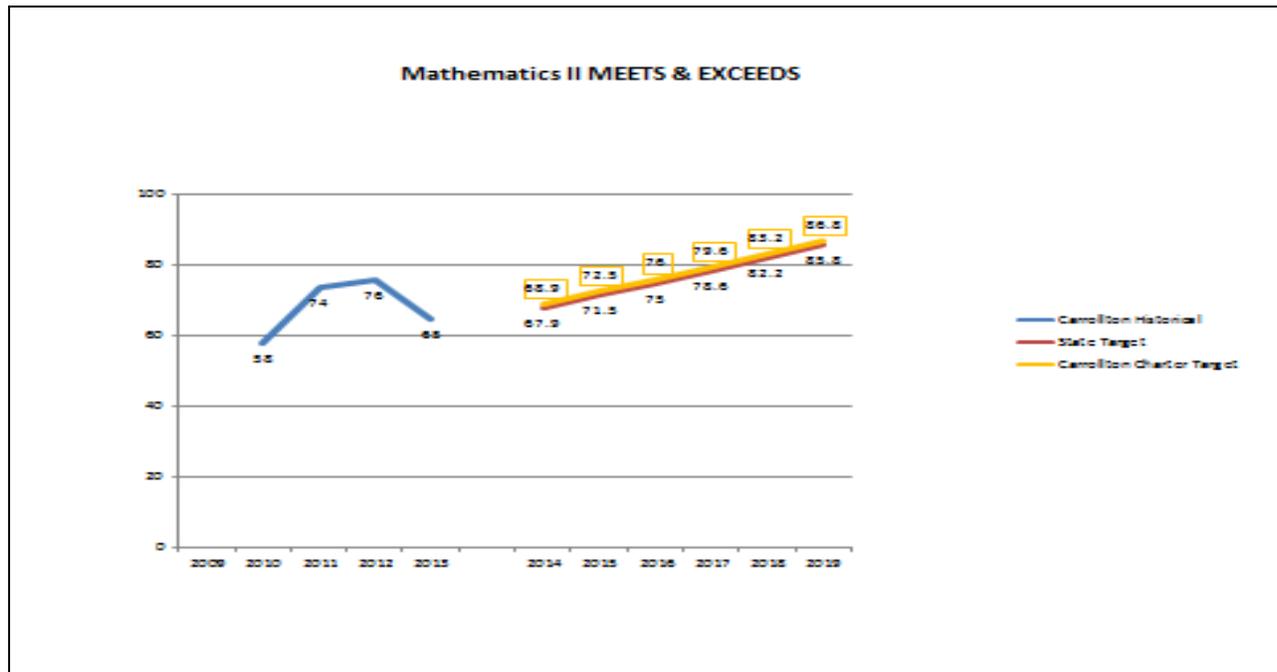
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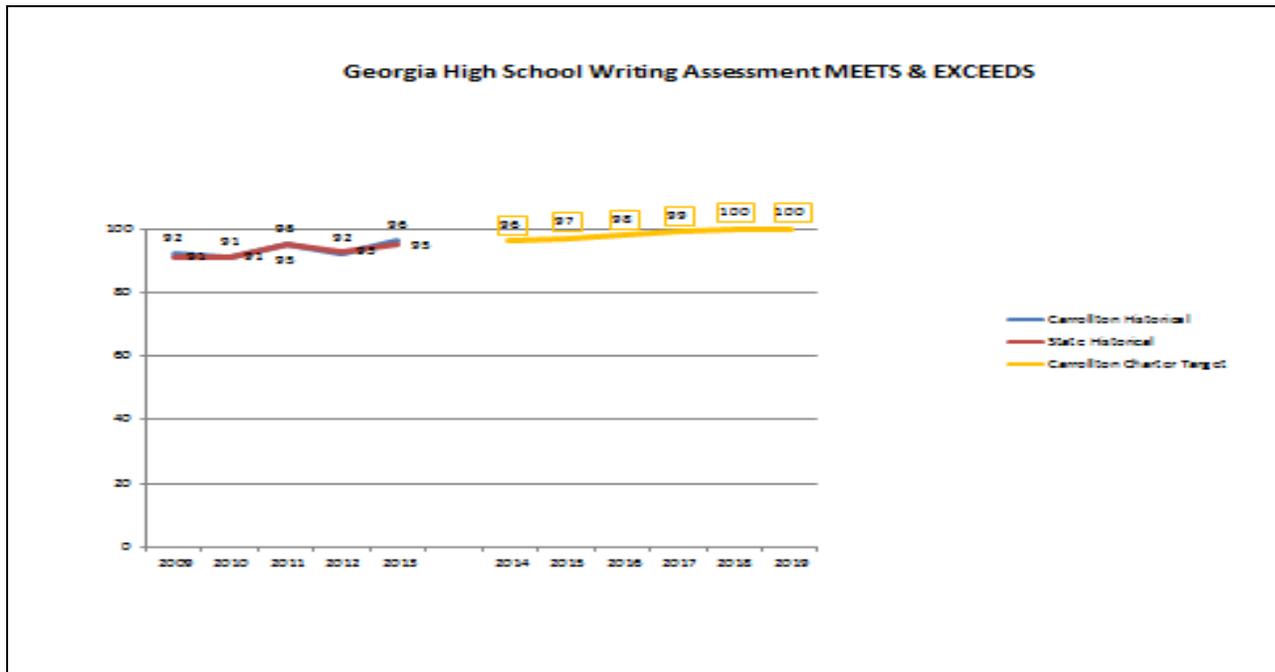


Notes:

- The annual Charter Targets listed below exceed the Performance Targets set by the state as part of the new statewide accountability system by at least one percentage point. These targets include GAA.
- At this time, there is not a Performance Target for the 2018/2019 school year. The Charter Target continues the trend from previous years.
- Because the EOCT data were provided from the spring administration system summary data available to the public on the state website. These data do not include GAA or retests scores.
- Because of the changes in the math curriculum, the historical data for Coordinate Algebra (first year tested SY2013) are Math I (SY2010, SY2011 & SY2012) data. The historical data for Analytic Geometry (first year to be tested SY2014) are Math II (SY2010, SY2011, SY2012 & SY2013) data.
- If the Performance Targets are revised by the state, the Charter Targets will be adjusted accordingly.

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Student Performance Goal 3: The percentage of students **meeting or exceeding** state standards on the Georgia High School Writing Test (GHSWT) will exceed the state percentage of students meeting or exceeding by the 2018/2019 school year.

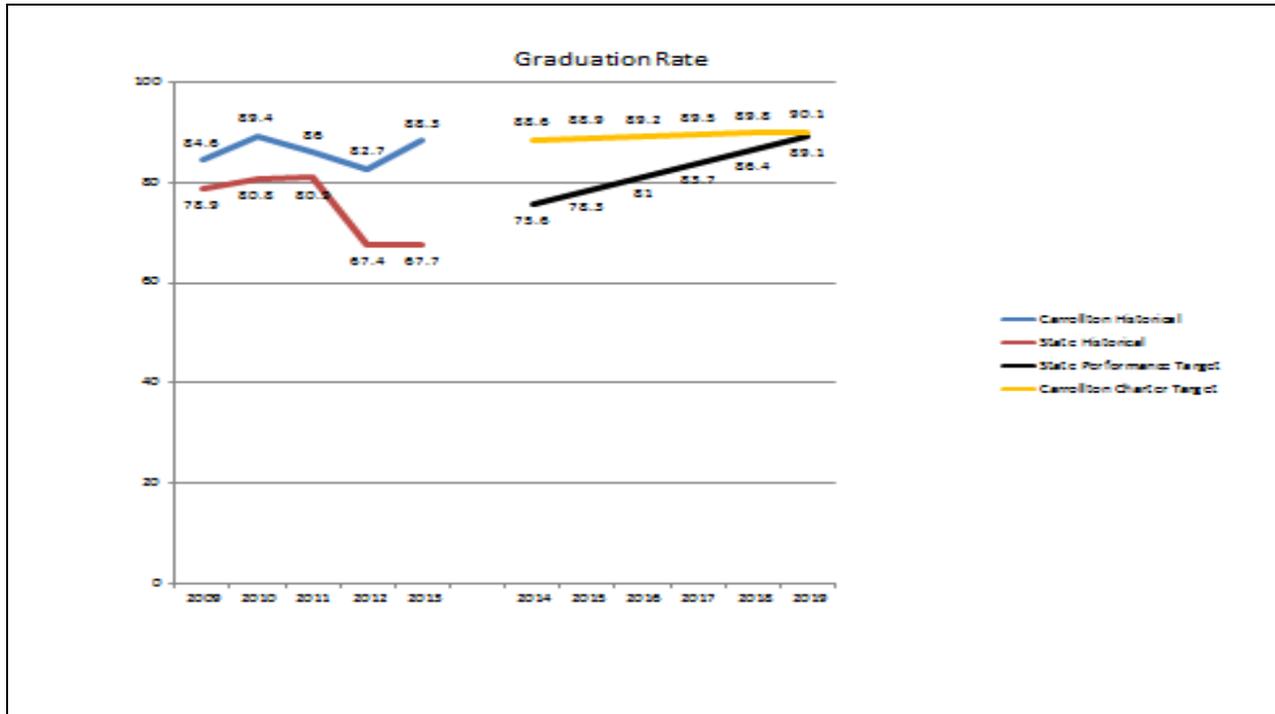


Notes:

- *Because there are no state performance targets for the writing assessments at this time, the Charter Targets for 2014 use the percentage of students meeting or exceeding on the 2013 state summary data available to the public on the state website as the baseline.*
- *These data are from the main administration and do not include retest scores.*

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Student Performance Goal 4: The Carrollton City graduation rate will **meet or exceed** the state graduation rate by the 2018/2019 school year.



Notes:

- These annual Charter Targets exceed the 4-Year Cohort Graduation Rate Targets set by the state as part of the new statewide accountability system by at least one percentage point.
- 2011 was the first year that the graduation rate was calculated using the 4-Year Cohort Graduation Rate
- Data source: AYP reports 2009-2011, CCRPI reports 2012 and forward. 4-year graduation cohort rate for 2012 will be published on the CCRPI for 2013. Graduation rate to be included in the 2013 CCRPI was publically released in May 2013.

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A five year summary of historical Criterion Referenced Competency Test and End of Course Test scores are provided below.

Student performance data for the past five years

Performance Indicator	Grade	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
CRCT: % of students MEETING OR EXCEEDING In READING	3	91%	89%	92%	93%	92%
	4	90%	91%	89%	91%	94%
	5	89%	89%	93%	92%	93%
	6	88%	89%	94%	97%	97%
	7	89%	89%	93%	96%	95%
	8	88%	95%	97%	97%	98%
CRCT: % of students MEETING OR EXCEEDING In ENGLISH/ LANGUAGE ARTS	3	93%	86%	93%	94%	88%
	4	90%	90%	90%	94%	93%
	5	93%	94%	94%	96%	95%
	6	91%	91%	97%	94%	95%
	7	90%	92%	95%	95%	96%
	8	91%	91%	95%	97%	95%
CRCT: % of students MEETING OR EXCEEDING In MATHEMATICS	3	83%	74%	85%	86%	86%
	4	83%	84%	87%	85%	84%
	5	77%	91%	96%	85%	91%
	6	78%	78%	81%	88%	87%
	7	85%	87%	92%	95%	95%
	8	71%	66%	80%	72%	79%
CRCT: % of students MEETING OR EXCEEDING In SCIENCE	3	86%	82%	84%	84%	81%
	4	84%	85%	85%	81%	81%
	5	83%	84%	82%	81%	82%
	6	68%	75%	79%	84%	74%
	7	83%	80%	83%	87%	85%
	8	65%	72%	79%	80%	78%
CRCT: % of students MEETING OR EXCEEDING In SOCIAL STUDIES	3	82%	80%	88%	84%	88%
	4	77%	80%	84%	79%	87%
	5	72%	74%	76%	81%	84%
	6	---	76%	81%	83%	75%
	7	---	82%	82%	84%	83%
	8	60%	69%	78%	79%	79%

Data Source: CRCT System Summary Reports (does not include CRCT-M or retests scores)

Population: All Students

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Student performance data for the past five years

Performance Indicator	Grade	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
CRCT: % of students EXCEEDING In READING	3	38%	37%	41%	52%	51%
	4	37%	38%	42%	46%	54%
	5	22%	23%	46%	31%	38%
	6	33%	41%	37%	46%	46%
	7	25%	27%	29%	29%	38%
	8	31%	36%	37%	41%	48%
CRCT: % of students EXCEEDING In ENGLISH/ LANGUAGE ARTS	3	35%	31%	35%	37%	42%
	4	28%	44%	37%	42%	39%
	5	35%	34%	41%	46%	45%
	6	44%	37%	41%	42%	32%
	7	38%	43%	52%	49%	59%
	8	45%	45%	52%	46%	40%
CRCT: % of students EXCEEDING In MATHEMATICS	3	39%	31%	43%	46%	51%
	4	45%	44%	43%	41%	39%
	5	35%	47%	51%	39%	56%
	6	17%	25%	22%	34%	29%
	7	40%	43%	49%	49%	49%
	8	24%	21%	30%	25%	28%
CRCT: % of students EXCEEDING In SCIENCE	3	36%	27%	38%	46%	38%
	4	44%	47%	52%	51%	49%
	5	47%	41%	52%	48%	51%
	6	10%	24%	19%	33%	17%
	7	40%	34%	42%	51%	51%
	8	16%	23%	28%	29%	25%
CRCT: % of students EXCEEDING In SOCIAL STUDIES	3	16%	16%	26%	33%	40%
	4	14%	29%	23%	25%	32%
	5	15%	20%	25%	29%	39%
	6	---	41%	41%	48%	37%
	7	---	49%	55%	57%	55%
	8	20%	27%	33%	26%	27%

Data Source: CRCT System Summary Reports (does not include CRCT-M or retests)

Population: All Students

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Student performance data for the past five years

Performance Indicator	Grade	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
EOCT: % of Students MEETING OR EXCEEDING	9 th LITERATURE	77%	80%	84%	83%	84%
	AM LITERATURE	75%	81%	85%	87%	84%
	BIOLOGY	59%	70%	78%	77%	67%
	PHYSICAL SCIENCE	71%	79%	80%	86%	83%
	US HISTORY	67%	67%	69%	73%	76%
	ECONOMICS	78%	83%	75%	76%	79%
	MATH I	---	63%	64%	66%	---
	MATH II	---	58%	74%	76%	65%
(Test implemented 2012-2013)	COORDINATE ALGEBRA	---	---	---	---	27%

Data Source: EOCT System Summary Reports

Populations: All Students

Student performance data for the past five years

Performance Indicator	Grade	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
EOCT: % of Students EXCEEDING	9 th LITERATURE	30%	37%	41%	37%	37%
	AM LITERATURE	25%	29%	33%	25%	24%
	BIOLOGY	17%	23%	30%	33%	25%
	PHYSICAL SCIENCE	41%	44%	53%	53%	51%
	US HISTORY	31%	33%	32%	34%	34%
	ECONOMICS	37%	47%	42%	27%	44%
	MATH I	---	11%	17%	16%	---
	MATH II	---	11%	21%	26%	14%
(Test implemented 2012-2013)	COORDINATE ALGEBRA	---	---	---	---	1%

Data Source: EOCT System Summary Reports

Populations: All Students

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Student performance data for past five years

Performance Indicator	Grade	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
WRITING: % of Students MEETING OR EXCEEDING	5 th	88%	74%	79%	77%	76%
	8 th	77%	82%	84%	87%	81%
	GHSWT	92%	91%	95%	92%	96%
WRITING: % of Students EXCEEDING	5 th	9%	10%	10%	6%	10%
	8 th	11%	6%	6%	7%	7%
	GHSWT	16%	16%	4%	13%	18%

Data Source: Writing Assessment System Summary Reports

Population: 5th & 8th Grade—All Students; GHSWT—All 11th grade first time test takers

Student performance data for past five years

Performance Indicator	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
GRADUATION RATE	84.6%	89.4%	86%	82.7%	88.3%
				4 year cohort rate implemented	4 year cohort rate

Data Source: AYP reports for SY 09-11 and CCRPI reports beginning with SY12. Graduation cohort data for 2013 report was publically released in May 2013. Data for the 4 year cohort rate for the CCRPI report is actually from the previous year's data.

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3. What specific actions will your school system take to achieve your student performance objectives during the proposed charter term?

- a. *Describe the educational innovations that will be implemented.*
- b. *Provide a clear explanation of how the innovations will increase student achievement.*
- c. *Describe the anticipated timeline for implementation of the innovations.*
- d. *Describe why the innovations are appropriate for this unique system.*

Given the broad flexibility of a charter system, the Carrollton City School System will establish learning communities to enhance and encourage students to reach their maximum potential. Educational innovations to be implemented include:

- **Carrollton Elementary School Early Learning Center** will serve all students in Pre-Kindergarten and Kindergarten. (Initial phase to begin in FY15)
- **Carrollton Elementary School Advanced Learning Program** for students in grades 1-3 to provide accelerated academic instruction. Students will be selected through an application process based on multiple criteria. (Initial phase to begin in FY15)
- **Carrollton Middle School Advanced Learning Program** for students in grades 4-6 to provide accelerated academic instruction. Students will be selected through an application process based on multiple criteria. In addition to accelerated academic instruction, a world language component will be incorporated. (Initial phase to begin in FY16 with 4th grade class)
- **Carrollton Middle School and Carrollton Junior High School** will partner with the Performance Learning Center to expand opportunities for students in grades 5-7 to support increased achievement through the use of virtual and blended learning. The services will be fluid

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and flexible to customize a program to support the needs of the student. (Initial phase to begin in FY17)

- **Carrollton Junior High School Advanced Learning Program** will provide an expansion of advanced, above level classes for students in grades 7-8 to include courses for Carnegie unit credit such as: Coordinate Algebra, Analytic Geometry, Physical Science, Spanish I & II. (Initial phase to begin in FY16)

- **Carrollton Junior High School and Carrollton High School** will collaborate with business and community leaders to implement a comprehensive and sequential **Professional Skills Program** to supplement the academic curriculum for students in grades 7-12 to include increased community partnerships, mentorships, apprenticeships, work-based learning opportunities and explicit instruction in soft skills. (Initial phase to begin in FY16)

- **Carrollton High School** will examine the creation of a custom career pathway(s) to meet the needs of business and industry allowing true partnerships to support college and career ready opportunities based on the needs of the community. (Initial phase to begin in FY16)

- **Carrollton High School** will implement a **Senior Capstone Project** requirement for all students to include academic course of study, professional skills, career pathway, apprenticeship/work-based learning and service. (Initial phase to begin FY16 implemented with the incoming Freshman class for 2015-2016)

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- **Carrollton City Schools** will implement a professional learning initiative to support the needs of the English learner. Certified staff will have the opportunity to participate in the English Speakers of Other Languages (ESOL) endorsement program provided on campus at no cost to the participant. In addition to the endorsement program, a volunteer parent liaison program will be added at each school to support the parents of English learners. (Initial phase to begin in FY16 CES, FY17 CMS, FY18 CJHS, FY19 CHS)

The system's strategic plan clearly outlines the direction to: *Explore, analyze, and design flexible scheduling and/or program offerings to students – especially in grades k-6 – with more/different learning opportunities to promote increased interest in education and academic success.* The Pre-Kindergarten and Kindergarten Early Learning Program and Advanced Learning Programs will provide a foundation to implement the flexibility afforded by becoming a charter system to personalize the learning environment and provide an innovative structure to support all learners.

The Pre-Kindergarten and Kindergarten Early Learning Center will provide a safe, nurturing enclave to foster student growth for our youngest students. In conjunction with the implementation of the academy concept, the school district will open a new building especially designed for pre-kindergarten and kindergarten students providing a premier technology driven early learning environment. The Carrollton Elementary School Early Learning Center will open in August 2014.

The implementation of the Advanced Learning Programs at Carrollton Elementary School and Carrollton Middle School beginning in August 2014 will be a significant step in accomplishing a progressive phase-in with grades 1-3 for FY15, 4th grade for FY16, 5th grade for FY17 and 6th grade for FY18. The engaged learner will be able to participate in accelerated learning opportunities through a comprehensive and sequential approach backed by an advanced, above grade level curriculum. In

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addition to above level courses offered at grades 1-6, a foreign language component will be added beginning at the 4th grade level. Students will be selected through an application process based on multiple criteria including recommendations from parents and teachers. A school level committee appointed by the Principal initially will oversee the selection process for students included in the program. Input will be given by the School Governance Council when established to examine the selection criteria and to support the process as appropriate. Although student achievement will weigh heavily in entrance criteria, the motivated learner will be given numerous opportunities to join the learning community at all grade level entry points and appropriate scaffolding for success will be provided.

Carrollton Junior High School will expand accelerated academic options for students in grades 7-8 to include the option of earning multiple Carnegie units of credit at the junior high school level such as: Coordinate Algebra, Analytic Geometry, Spanish I, Spanish II and Physical Science. Inclusion in advanced learning opportunities will be based on multiple criteria and guided by a committee selection process developed with the assistance of the School Governance Council. Course offerings will be increased to accommodate demand for all students meeting the criteria.

A Professional Skills Program for grades 7-12 will provide real world opportunities for students through mentors, apprenticeship options and explicit instruction in soft skills. Beginning with 7th grade students, in addition to career exploration required through the BRIDGE legislation, students will be provided career planning and opportunities to interact with community and business leaders. A soft skills inventory will assess students at the end of the 8th grade year to identify students in need of increased support. A summer leadership program in partnership with business and community leaders will provide an intense program for identified students to further remove any barriers to success for college and career readiness.

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Carrollton City Schools currently partners with numerous educational institutions, civic and nonprofit organizations and local businesses making the transition to the Professional Skills Program a logical progression. The partnerships provide a foundation of school-to-business relationships that better prepare the future workforce through collaborative efforts that integrate science, technology, engineering and math education and understanding as they relate to the needs of the business community.

The existing partnerships are: the University of West Georgia, West Georgia Technical College, City of Carrollton, Carroll County Board of Commissioners, Communities in Schools, West Georgia RESA, Carroll County Boys & Girls Club, Tanner Health Systems, the Carrollton City Schools Education Foundation, Carroll County Chamber of Commerce, Carrollton City Police Department and the Carrollton Parks, Recreation and Cultural Arts Department. Each partnership affords our system an opportunity to ensure students have a chance to experience a job-like embedded education.

An example of a partnership is with Southwire, North America's leading manufacturer of wire and cable used in the distribution transmission of electricity. Through this partnership, the Southwire Engineering Academy (SWEA) was developed. SWEA is a cooperative education program currently offered to 24 juniors and seniors in the Carrollton High School STEM program. Combining a focus on science, technology, engineering and mathematics with hands-on experience and mentoring. SWEA empowers, inspires and prepares students for futures in engineering. To enhance the learning experience, these junior engineers spend part of the day at school and two class periods at Southwire's headquarters. Guided by Southwire lead project engineers, they gain valuable hands-on experience using traditional engineering principles and critical thinking skills to solve manufacturing and product development challenges. The partnership has already resulted in paid internships for some students during the summer.

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Building on the strength of existing business and industry partnerships, the creation of customized career pathways will be explored to support the needs of the community. The Chamber of Commerce Education Task Force’s Blue Ribbon committee will provide guidance and insight to inform this work. A customized career pathway possible due to the flexibility of the charter system status will work “hand-in-hand” with the Professional Skills Program described earlier.

With an International Baccalaureate (IB) program already in place at the high school level, the Advanced Learning Academy students will easily transition to the accelerated options at the junior high school level and ultimately to Advanced Placement (AP) course offerings, the IB certificate or diploma program options and/or dual enrollment programs through colleges and universities. The increased academic opportunities supported by true partnerships with community, business and industry partners to provide real world apprenticeship programs will be further supported with explicit instruction in soft skills as lack of soft skills is identified by community and business leaders as the number one cause for loss of a first job. The Professional Skills Program for grades 7-12 is a direct result of feedback from the stakeholders through the charter exploration process to drive the educational options for students in the school district. To enhance support of college and career readiness, a capstone project incorporating academic study, career pathway, community service, apprenticeship/work-based learning and professional skills will be required for all seniors completing the circle directly linked to the system’s vision:

The Carrollton City Schools and community nurture and empower individuals to be life-long learners who take personal responsibility for improving our world.

With a growing population of speakers of other languages, the school district recognizes the need to provide a comprehensive approach to equip faculty members to support English learners and their families. With the goal of providing an ESOL endorsement program for a significant number of certified

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teachers and administrators, the residual benefit should be substantial with the ultimate outcome for students being reflected in successful completion of graduation requirements. To further support this work, volunteer parent liaisons will be added at all schools.

With increased academic options customized through flexibility afforded by the charter and meaningful partnerships with the business community, students in Carrollton City Schools should be well positioned as college and career ready. A 4 year graduation cohort rate of 88.3 % for the graduating class of 2012 provides a solid foundation to build yet the school district will not be satisfied until the graduation rate is 100%. (Graduation rate for the Class of 2012 will be reported on the College and Career Ready Performance Index report to be released in the fall of 2013.) With the above outlined initiatives in addition to the numerous programs already in place in the school district, increased student achievement is inevitable. A review of the academic goals and objectives already delineated in the application provide clear evidence of a school system with high expectations striving for continuous improvement. High achievement is already a trademark of the school system yet the struggle to close the achievement gap is long standing. Choice will be given to parents to select learning programs providing appropriate pathways for their child. Increased school autonomy will create a stakeholder driven quest for the highest quality programs resulting in higher student achievement and outcomes for all students. The goals and outlined initiatives can only be reached with the flexibility afforded through charter system status. Regulations typically associated with class size, expenditure control, salary and certification will continue to harness the desired innovation. The opportunities available through the charter system status will yield high results for the students of this district allowing stakeholder guided educational innovation to uphold the tradition of excellence established so long ago.

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

a. Although you will be granted a broad flexibility waiver if you are granted a charter, please list specific waivers needed to implement the educational innovations you have proposed.

Carrollton City Schools will request the broad flexibility from state laws as permitted by O.C.G.A. 20-2-2065(a). However, the specific waivers anticipated to implement our academic innovations may include the following:

Innovation	Waiver	SBOE Provisions	OCGA
Carrollton Elementary School Early Learning Center will serve all students in Pre-Kindergarten and Kindergarten.	Seat time, K-12	160-4-2-.01 The Quality Core Curriculum and Student Competencies Required by the Quality Basic Education (QBE) Act	§ 20-2-153. Early intervention program for students at risk of not reaching or maintaining academic grade level
	Class size, K-12		
	Flexibility with EIP funding and delivery models, K-5	160-4-2-.11 Promotion, Placement, and Retention	§ 20-2-154/ Remedial education program
	Flexibility with ESOL funding and delivery models, K-12		
	Flexibility with gifted funding and delivery models, K-12		
	160-4-5-.01 Remedial Education	160-4-5-.02 Language Assistance: Program for Limited English Proficient (LEP) Students	§ 20-2-282-285. Georgia Academic Placement and Promotion Policy
	160-4-2-.17 Early Intervention Program (EIP)		
		160-5-1-.02 School Day and School Year for Students and Employees	§ 20-2-182. Class size

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		160-5-1-29. Minimum direct classroom expenditures 160-5-1-.22 Personnel Required	
Carrollton Elementary School Advanced Learning Program for students in grades 1-3 to provide accelerated academic instruction. Students will be selected through an application process based on multiple criteria.	Seat time, K-12 Class size, K-12 Flexibility with EIP funding and delivery models, K-5 Flexibility with ESOL funding and delivery models, K-12 Flexibility with gifted funding and delivery models, K-12	160-4-2-.01 The Quality Core Curriculum and Student Competencies Required by the Quality Basic Education (QBE) Act 160-4-2-.11 Promotion, Placement, and Retention 160-4-5-.01 Remedial Education 160-4-5-.02 Language Assistance: Program for Limited English Proficient (LEP) Students 160-4-2-.17 Early Intervention Program (EIP) 160-5-1-.02 School Day and School Year for Students and Employees 160-5-1-.22 Personnel Required	§ 20-2-153. Early intervention program for students at risk of not reaching or maintaining academic grade level § 20-2-154/ Remedial education program § 20-2-282-285. Georgia Academic Placement and Promotion Policy § 20-2-182. Class size
Carrollton Middle School Advanced Learning Program for students in grades 4-6 to provide accelerated	Seat time, K-12 Class size, K-12 Flexibility with EIP	160-4-2-.01 The Quality Core Curriculum and Student Competencies Required	§ 20-2-153. Early intervention program for students at risk of not reaching or maintaining academic

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<p>academic instruction. Students will be selected through an application process based on multiple criteria. In addition to accelerated academic instruction, a world language component will be incorporated.</p>	<p>funding and delivery models, K-5</p> <p>Flexibility with remedial funding and delivery models, 6-12</p> <p>Flexibility with gifted funding and delivery models, K-12</p> <p>Flexibility with ESOL funding and delivery models, K-12</p>	<p>by the Quality Basic Education (QBE) Act</p> <p>160-4-2-.05 Middle School Program Criteria</p> <p>160-4-2-.11 Promotion, Placement, and Retention</p> <p>160-4-5-.01 Remedial Education</p> <p>160-4-5-.02 Language Assistance: Program for Limited English Proficient (LEP) Students</p> <p>160-4-2-.17 Early Intervention Program (EIP)</p> <p>160-5-1-.02 School Day and School Year for Students and Employees</p> <p>160-5-1-29. Minimum direct classroom expenditures</p> <p>160-5-1-.22 Personnel Required</p>	<p>grade level</p> <p>§ 20-2-154/ Remedial education program</p> <p>§ 20-2-282-285. Georgia Academic Placement and Promotion Policy</p> <p>§ 20-2-182. Class size</p> <p>§ 20-2-290. Organization of schools; middle school programs; schedule</p>
<p>Carrollton Junior High School Advanced Learning Program will provide an expansion of advanced, above level classes for students in grades 7-8 to include courses for Carnegie unit credit</p>	<p>Seat time, K-12</p> <p>Class size, K-12</p> <p>Alternative courses to meet graduation requirements 8-12</p> <p>Flexibility with EIP</p>	<p>160-4-2-.01 The Quality Core Curriculum and Student</p> <p>Competencies Required by the Quality Basic Education (QBE) Act</p>	<p>§ 20-2-154/ Remedial education program</p> <p>§ 20-2-282-285. Georgia Academic Placement and Promotion Policy</p>

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<p>such as: Coordinate Algebra, Analytic Geometry, Physical Science, Spanish I & II.</p>	<p>funding and delivery models, K-5</p> <p>Flexibility with remedial funding and delivery models, 6-12</p> <p>Flexibility with ESOL funding and delivery models, K-12</p> <p>Flexibility with gifted funding and delivery models, K-12</p>	<p>160-4-2-.05 Middle School Program Criteria</p> <p>160-4-2-.11 Promotion, Placement, and Retention</p> <p>160-4-5-.01 Remedial Education</p> <p>160-4-5-.02 Language Assistance: Program for Limited English Proficient (LEP) Students</p> <p>160-4-2-.06 High School Graduation Requirements</p> <p>160-4-2-.17 Early Intervention Program (EIP)</p> <p>160-5-1-.02 School Day and School Year for Students and Employees</p> <p>160-5-1-29. Minimum direct classroom expenditures</p> <p>160-5-1-.22 Personnel Required</p>	<p>§ 20-2-182. Class size</p> <p>§ 20-2-290. Organization of schools; middle school programs; schedule</p>
<p>Carrollton Junior High School and Carrollton High School will collaborate with business and community leaders to implement a comprehensive and</p>	<p>Seat time, K-12</p> <p>Class size, K-12</p> <p>Alternative courses to meet graduation requirements 8-12</p>	<p>160-4-2-.01 The Quality Core Curriculum and Student Competencies Required by the Quality Basic Education (QBE) Act</p>	<p>§ 20-2-154/ Remedial education program</p> <p>§ 20-2-282-285. Georgia Academic Placement and Promotion Policy</p>

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<p>sequential Professional Skills Program to supplement the academic curriculum for students in grades 7-12 to include increased community partnerships, mentorships, apprenticeships, work-based learning opportunities and explicit instruction in soft skills.</p>	<p>Flexibility with EIP funding and delivery models, K-5</p> <p>Flexibility with remedial funding and delivery models, 6-12</p> <p>Flexibility with ESOL funding and delivery models, K-12</p> <p>Flexibility with gifted funding and delivery models, K-12</p>	<p>160-4-2-.05 Middle School Program Criteria</p> <p>160-4-2-.11 Promotion, Placement, and Retention</p> <p>160-4-5-.01 Remedial Education</p> <p>160-4-5-.02 Language Assistance: Program for Limited English Proficient (LEP) Students</p> <p>160-4-2-.17 Early Intervention Program (EIP)</p> <p>160-5-1-.02 School Day and School Year for Students and Employees</p> <p>160-5-1-29. Minimum direct classroom expenditures</p> <p>160-5-1-.22 Personnel Required</p>	<p>§ 20-2-182. Class size</p> <p>§ 20-2-290. Organization of schools; middle school programs; schedule</p>
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The school district will conduct an annual financial audit utilizing an independent certified public accountant licensed in Georgia.

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5. What is the system's plan to maximize school level governance?

- *Highlight the differences between the current local school governance structure and the new structure your new charter system will implement.*
- *Address the formation of the local school governing councils, including how members are selected, the terms of members, and how and why members may be removed.*
- *Describe the general responsibilities for the principal at each charter system school, the local school governing council at each charter system school, the system governing council (if applicable), and the local board of education in the areas of budget, resource allocation, personnel decisions (primarily principal selection, evaluation, and termination), establishing and monitoring the achievement of school improvement goals, curriculum and school operations.*
 - *Presenting this responsibility description in the form of a chart or a grid would be helpful to both you to ensure you've captured everything – and to us as we review your Application.*
- *Provide a timeline for governance training to be provided to principals and members of the local school governing councils in order to build the capacity needed to make decisions in the above-mentioned areas*

Current versus New Structure

The current school level governance structure is the same for all schools in Carrollton City Schools. Each school has a school council that meets a minimum of 4 times a year. This body has a minimum of 7 members. The parents are elected and serve 2-year terms. The business and staff representatives serve 2 years. This group serves in an advisory capacity for school matters, but has no decision-making authority. The school council will be replaced by the School Governance Council (SGC).

The main difference between what is currently in place and what will be in place under the charter system is: the selection process of governance members, the training required of governance members, the decision making authority of governance members, the relationship between each school-

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level governance team with the Local Board of Education (LBOE), and most importantly, the potential impact on student achievement by the members of the school level governance teams.

School Governance Councils

The SGC of each charter system school shall consist of a minimum of seven members with a majority constituting a quorum. Membership constituencies shall consist of three community members; and of whom two must be parents/guardians of students enrolled in the school and be elected by parents/guardians of students enrolled in the school and the remaining community member appointed by the principal and approved by the SGC; two members of the certified staff to be elected by the school's staff and the remaining certified staff member who be appointed by the principal; and the principal of the school. The principal of the school shall be the chairperson and serve as a voting member of the SGC. Secondary student representation can be appointed and approved by the SGC to serve on ad hoc committees as deemed appropriate. The SGC should reflect the diversity of the school system.

Members of the SGC shall be elected for two year terms and terms shall be staggered so that no more than one half of the SGC is elected or appointed during any election year. Members may serve a maximum of 1 term serving a total of 2 years per school. In the event of a vacancy on the SGC, an election will be held within 30 school days to fill the vacant seat or a replacement will be appointed within 30 school days to fill the remainder of the term of office in accordance with the procedures annotated herein, unless there are 90 calendar days or less remaining in the term in which case the vacancy shall remain unfilled. The office of School Governance Council member shall be automatically vacated:

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- a. If a member shall resign;
- b. If the person holding the office is removed as a member by an action of the council; or
- c. If a member no longer meets the qualifications specified in the charter petition or bylaws.

Training

Training for members of the School Governance Councils is critical. No decision making authority will be granted until adequate training has been completed. The plan is to develop modular sessions that can be repeated multiple times to ensure continuity of information delivery.

During the first year of the charter system, the district will create bylaw templates for the SGC. Training will be provided to members of the SGC which will include but not be limited to: understanding the mission, vision and core values of the school district; student achievement data review; school improvement planning process; laws and regulations regarding employment; student code of conduct; and school board policies. Additional training will be provided for any new SGC members as needed. Principals will be involved in all SGC training sessions for their school members. Additionally, principals will be provided training and annual updates regarding the effective use of the Council.

Community Partners

Carrollton City Schools partners with numerous educational institutions, civic organizations, non-profit organizations, and local business entities.

- University of West Georgia

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- West Georgia Technical College
- City of Carrollton
- Carroll County Board of Commissioners
- Communities in Schools
- West Georgia RESA
- Boys & Girls Club
- Southwire
- Tanner Health Systems
- Carrollton City Schools Education Foundation
- Carroll County Chamber of Commerce
- Carrollton City Police Department
- Carrollton Parks, Recreation, and Cultural Arts Department

All partnerships in education support our system program, and we do not anticipate any changes in our partnerships and collaborations, only to increase our engagement in educational programs and connections. We are aware of no conflicts of interest in any of the business arrangements or partnerships in which Carrollton City Schools is engaged.

School Council (current organization)	School Governance Council (SGC)
Primarily a conduit of information between school leadership and community	The members of the SGC are accountable to the constituents they serve
Collaborates on school initiatives with school administration	Maintain a school-wide perspective on issues
	Regularly participate in SGC meetings
	Participate in information and training programs
	Act as a link between the SGC and community
	Encourage the participation of parents and others within the school community
	Work to improve student achievement and performance

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Area	School Principal	SGC	System Leadership	Superintendent	School Board
Budget & Resource Allocation	Develops the budget and allocates resources with input from staff; consistent with BOE strategic plan goals & objectives and local school improvement plan	Provides feedback to the principal on the school budget before submission to the superintendent	Reviews system budget parameters based upon system strategic plan, objectives & goals; Keeps broad system-wide perspective of budget initiatives and implementation	Recommends annual system budget parameters based upon strategic plan, objectives & goals; recommend the system budget to BOE for approval; supervises & implements system-wide financial accountability plan	Approves annual system parameters; Provides final approval of the system budget

Area	School Principal	SGC	System Leadership	Superintendent	School Board
Personnel	Establishes & supervises personnel selection process; Provides SGC with updates of the selection process for all instructional personnel	Endorses principal's selection process for hiring all instructional personnel; Provides input to the Superintendent according to BOE policy in the hiring of a school principal when a vacancy occurs	Endorses system staffing model after providing input to the Superintendent	Recommends principals, directors & assistant superintendent hires to the BOE; Receives input from the SGC in the matter of filling a school principal vacancy per BOE policy	Hires superintendent; approves superintendent's recommendation for hiring in all positions in the system

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Curriculum & Instruction	Develops & recommends curriculum consistent with federal, state & BOE requirements and policy with input from the instructional staff	Reviews school curriculum and provides feedback to principal	Reviews and provides feedback of system curriculum changes and initiatives	Provides final approval of SGC reviewed curriculum; recommends system curriculum for approval; implements federal, state & BOE requirements; develops systems strategic plan with input from principals and system leadership	Sets system vision, mission, goals; approves system strategic plan; provides final approval of system curriculum
Strategic planning	Ensures that the school improvement plan is consistent with system strategic plan; develops with staff input & recommends to SGC the school improvement plan	Approves the school improvement plan; receives updates from the principal regarding progress towards meeting the goals of the school improvement plan	Monitors progress toward meeting the goals of the System Charter and System Strategic Plan; Ensures that schools continue to operate as a school system and not as individual entities	Develops & implements the system strategic plan; ensures that school goals are consistent with the system strategic plan; approves school improvement goals; reports progress on meeting goals of the plan	Approves the system strategic plan; monitors progress toward meeting the system goals
Operations	Manages the daily operation of the school; provides relevant information on operations to the SGC	Receives information from the principal regarding significant changes in the daily operations of the school	Reviews information from the Superintendent and provides information regarding significant changes in the operation of the school system	Manages on a system level the following operational areas: <ul style="list-style-type: none"> - Transportation - Human Resources - Purchasing - School Nutrition Program - Legal Compliance - Federal grants - Records 	Evaluates the performance of the superintendent

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				management - System Calendar - Audit & financial controls	
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6. If funds are appropriated for the QBE weight for charter systems, for what purposes would you use the additional funds you would earn as a charter system?

- a. A school system’s decision to become a charter system should not be based on the expectation of additional funding, since the funding is not guaranteed.*
- b. There are no limitations or requirements on the use of such funds.*

If additional funds are allocated to charter systems, the school district would designate funds to implement and support the initiatives outlined in detail earlier in the application. A summary of initiatives is below:

- **Carrollton Elementary School Early Learning Center** will serve all students in Pre-Kindergarten and Kindergarten. (Initial phase to begin in FY15)
- **Carrollton Elementary School Advanced Learning Program** for students in grades 1-3 to provide accelerated academic instruction. Students will be selected through an application process based on multiple criteria. (Initial phase to begin in FY15)
- **Carrollton Middle School Advanced Learning Program** for students in grades 4-6 to provide accelerated academic instruction. Students will be selected through an application process based

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on multiple criteria. In addition to accelerated academic instruction, a world language component will be incorporated. (Initial phase to begin in FY16 with 4th grade class)

- **Carrollton Middle School and Carrollton Junior High School** will partner with the Performance Learning Center to expand opportunities for students in grades 5-7 to support increased achievement through the use of virtual and blended learning. The services will be fluid and flexible to customize a program to support the needs of the student. (Initial phase to begin in FY17)

- **Carrollton Junior High School Advanced Learning Program** will provide an expansion of advanced, above level classes for students in grades 7-8 to include courses for Carnegie unit credit such as: Coordinate Algebra, Analytic Geometry, Physical Science, Spanish I & II. (Initial phase to begin in FY16)

- **Carrollton Junior High School and Carrollton High School** will collaborate with business and community leaders to implement a comprehensive and sequential **Professional Skills Program** to supplement the academic curriculum for students in grades 7-12 to include increased community partnerships, mentorships, apprenticeships, work-based learning opportunities and explicit instruction in soft skills. (Initial phase to begin in FY16)

- **Carrollton High School** will examine the creation of a custom career pathway(s) to meet the needs of business and industry allowing true partnerships to support college and career ready opportunities based on the needs of the community. (Initial phase to begin in FY16)

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- **Carrollton High School** will implement a **Senior Capstone Project** requirement for all students to include academic course of study, professional skills, career pathway, apprenticeship/work-based learning and service. (Initial phase to begin FY16 implemented with the incoming Freshman class for 2015-2016)

- **Carrollton City Schools** will implement a professional learning initiative to support the needs of the English learner. Certified staff will have the opportunity to participate in the English Speakers of Other Languages (ESOL) endorsement program provided on campus at no cost to the participant. In addition to the endorsement program, a volunteer parent liaison program will be added at each school to support the parents of English learners. (Initial phase to begin in FY16 CES, FY17 CMS, FY18 CJHS, FY19 CHS)

All initiatives have a direct link to the system's strategic plan. Although the appropriation for charter systems is determined annually, the district estimates the cost to implement the initiatives to fidelity will be well beyond funds that are possible as a result of the charter status. However due to the broad flexibility afforded through the charter system, reallocation of funds to provide innovative services should make the systemic enhancements possible without an undue financial burden. Achieving charter system status with increased school autonomy is essential to continue the rich tradition of excellence expected by our internal and external stakeholders. The district is ready to assume the additional responsibility provided by this opportunity and will strive for continuous improvement with the highest expectations and ultimately results.

ASSURANCES FORM AND SIGNATURE SHEET

The law requires your school district to 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 Charter System Application Package, you are providing the legal assurance that your charter system understands and will do these things. This form must be signed by a duly authorized representative of the school system.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Carrollton City Charter School System located in Carroll County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school system:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
3. 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 school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
4. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
5. Shall ensure that the system and the system charter school's governance boards 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.;
6. Shall ensure that the system charter school governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
7. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
8. 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;

Carrollton City Charter School System

9. 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;
10. Shall provide state and federally mandated services for English Language Learners, as applicable;
11. 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;
12. Shall notify the state of any intent to contract with a for-profit entity for education management services;
13. 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;
14. Shall comply with federal due process procedures regarding student discipline and dismissal;
15. Shall be subject to all laws relating to unlawful conduct in or near a public school;
16. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
17. Shall have a written procedure for resolving conflicts between the system charter schools and the local board of education;
18. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
19. Shall remit payments to TRS on behalf of employees;
20. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
21. Shall ensure that if the charter system participates in federal school meals programs, then each participating system charter school shall comply with all applicable state and federal laws;
22. 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;
23. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the charter term and all other facility requirements as established by the Department;
24. 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;
25. 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;
26. Shall acknowledge that all criteria used to calculate QBE funding may not be waived; and
27. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter system.

Carrollton City Charter School System

This Charter System Application, Assurance Form, and attached Exhibits were approved by the Carrollton Board of Education on the 8th day of October, 2013.

Dr. Kent B. Edwards, Superintendent

Date

Dr. James C. Pope, Chair, Carrollton Board of Education

Date

If a Charter is granted, all Petitioners assure that the proposed charter system 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.

Dr. Kent B. Edwards, Superintendent

Date

Dr. James C. Pope, Chair, Carrollton Board of Education

Date