



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Destination Leadership Academy**

**Public charter schools opening the fall of 2014**

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

**Due by 12:00 noon, March 1, 2013**

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
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Raleigh NC 27601-2825  
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Mailing Address:  
6303 Mail Service Center  
Raleigh, NC 27699-6303

## **CHARTER SCHOOL**

### **2013 Application Process**

**To open a charter school in the 2014-2015 school year**

#### **APPLICATION DUE DATE/TIME**

**January 4, 2013**

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

**March 1, 2013**

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

**March 8, 2013**

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

#### **APPLICATION SPECIFICATIONS**

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

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

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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Destination Leadership Academy

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

Name of non-profit organization under which charter will be organized or operated: *The Rock Foundation*

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

Name of contact person: *Tamara Page*

Title/Relationship to nonprofit: *Co-Founder*

Mailing address: 3205 Tallia Court  
Charlotte NC 28269

Primary telephone: 330-647-1420 Alternative telephone: 704-763-3957

E-Mail address: gkpromises@hotmail.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? *The Rock Foundation*

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No: X

Yes:

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

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K,01,02	168
Second Year	K,01,02,03	258
Third Year	K,01,02,03,04	310

Fourth Year	K,01,02,03,04,05	372
Fifth Year	K,01,02,03,04,05,06	446
Sixth Year	K,01,02,03,04,05,06	466
Seventh Year	K,01,02,03,04,05,06	559
Eight Year	K,01,02,03,04,05,06	559
Ninth Year	K,01,02,03,04,05,06	559
Tenth Year	K,01,02,03,04,05,06	559

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

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

shaneen1507  
*Signature*

Board Chair  
*Title*

shaneen1507  
*Printed Name*

03/01/2013  
*Date*

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

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

*The mission statement of the proposed charter school is as follows:*

Destination Leadership Academy's (DLA) mission is to develop scholars by providing rigorous academics and character development, using real life application and experiences. Destination Leadership Academy will serve and educate students from kindergarten through sixth grade. The school's structure will create problem solvers, critical thinkers, and self-directed students who will be capable of making an effective transition into middle school, high school and college.

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

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

Our target population is the children of the working middle class and working poor. It is our perception that this population is underserved and here to fore have not had quality educational opportunities available to them. The lower income households have the support of Title I and Project Lift programs. The upper income family has the resources to send their students to private school. As stated the working middle class family is in a place where they have no educational choice. Many of these parents have sought the alternative of magnet school programs. However they are faced with the lottery concept which does not guarantee their child a position in the magnet school. As quoted by Darrell Allison of PEFNC (2012), 8,000 students are on the charter school waitlist in Charlotte Mecklenburg. Parents in Charlotte are seeking educational opportunities for their children other than the traditional CMS classroom. According to Charlotte Mecklenburg Schools planning services, there are approximately 2355 K-5 students wait pooled in the districts 2012-2013 magnet school lottery. The current magnet program in CMS has 18,791 on their waiting list. Parents desire and deserve options that provide innovative opportunities that are rigorous and relevant in this 21st century learning environment.

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

The projected enrollment of Destination Leadership Academy is 569 students. 143,866 is the current CMS enrollment. DLA's projected enrollment is less than .4 % of CMS's ADM.

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

*LEA(s).*

DLAs approach to curriculum differs from that of the local LEA. DLA will incorporate the Expeditionary Learning School Design model (EL). Currently there are only two other schools in North Carolina that incorporate this model. Expeditionary Learning is a national model that promotes rigorous and engaging curriculum, active, inquiry-based pedagogy, and a school culture that demands and teaches compassion and active citizenship. At the heart of EL are learning expeditions, interdisciplinary units aligned with Common Core State Standards. In contrast to the local LEA, the EL approach is experiential and project-based, involving students in original research with experts to create high-quality products for audiences beyond the classroom (EL 2010). Our approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.

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

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

*The Six Legislative Purposes of a Charter School are:*

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

DLA will concur with the Six Legislative Purposes of a Charter School.

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

DLA will provide extensive professional development for all teaching staff in the summer months prior to the opening of school, as well as throughout the school year. Sessions will be held on the school's philosophy, and culture, the curriculum, student engaged assessments, portfolios, lesson

delivery, classroom management, the School's disciplinary rules and procedures, parent outreach, and the school's technological resources. Leading specialists will be contracted to conduct workshops for the staff members that correlate with the curriculum design and best practices. The teaching staff at DLA will be fully empowered and supported as stake holders in the academic success of each scholar.

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

DLAs criteria for academic excellence are mastery of common core standards. Instructors will use a leveled assessment model to collect data for measuring students success.

Level A - Classroom Measurements

exit tickets, class assessments, portfolios, checklist, project rubrics, progress monitoring

Level B -Grade Level Measurements

common assessments, expeditionary unit completion, unit assessments

Level C - School Wide Measurements

Northwest Evaluation Association (NWEA) MAPs formative and benchmark Assessments.

Assessments required under the North Carolina new accountability model, READY.

Destination leadership Academy is committed to attaining, at minimum, the following performance goals

\* Minimum one year's growth in reading and math by 2016, and science by 2018 as demonstrated on the READY model end of year assessments.

\* 90 % of students in DLA for two or more years will enter middle school on grade level

\* Decrease the number of students entering third grade needing remedial reading services by 85% within 2 years of opening.

\* Students in K-2 will experience high academic achievement as demonstrated on the NWEA MAPS for Primary Grades Survey with Goals test.

\* Parental involvement, as measured by volunteer hours per parent and/or 85% participation in Parents and Students Succeed program.

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

Research shows that students with involved families demonstrate greater success (Jeynes, 2005). Parents must be active participants in their child's education as an enrollment requirement of Destination Leadership Academy. DLA will implement a parent-school connection program: Parents and Students Succeed (P.a.S.S.). This parental involvement design requires that parents and students attend family development classes in which they will learn strategies to help their children as well as expand their own knowledge. The P.a.S.S. program will ensure that families are provided the support and access to resources needed for the academic success of their children.



#### 4. Improving student learning.

By implementing the Expeditionary Learning (EL) model. Destination Leadership Academy will ensure that all students have access to a rigorous curriculum. The EL model will improve student learning through discovery, inquiry, and collaboration by creating learning opportunities that require students to gather information and think critically inside and outside of the classroom setting (Expeditionary Learning, 2010). This constructivist approach will enable students to develop their own understanding which will prepare them for middle school, high school, college, and beyond.

By reducing the student /teacher ratio in the classroom to a maximum of 1:20 will facilitate a higher level of teacher focus on each student.

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

o The EL model partnered with DLAs approach to instruction will increase opportunities for students to learn through learning projects, work plans, independent study, field research, cooperative groups, technology, and instructional materials that address all learning modalities.

o The aforementioned instructional strategies will also allow the intellectually gifted students and at-risk students to participate in the same learning community due to the attention to learning modalities, peer collaboration, and self-directed pacing.

o Student engaged assessment practices (e.g. creating rubrics) will build student ownership of learning, focus students on reaching learning targets, and drive achievement. This approach to assessment is essential to ensuring that all scholars achieve.

\* In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students, including at-risk and intellectually gifted students. A culture of high achievement will be cultivated.

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

o DLAs approach to curriculum will incorporate the EL model. Expeditionary Learning is a national model that promotes rigorous and engaging curriculum, active, inquiry-based pedagogy, and a school culture that demands and teaches compassion and good citizenship. At the heart of EL are learning expeditions, interdisciplinary units aligned with state standards. The EL approach is experiential and project-based, involving students in original research with experts to create high-quality products for audiences beyond the classroom (EL 2010).

o Our approach to curriculum makes content and skill standards come alive

for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.

**Goals for the Proposed Charter School:**

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

DLA in its mission has proposed an educational structure that provides rigorous academics, creates problem solvers, critical thinkers and self-directed learners. DLA will attain these goals by establishing a school culture of rigorous academic expectations and inclusive instruction of all learners. The effective use of learning standards to improve and inform instruction will ensure that these goals are attained. Other evidence that we are attaining our mission statement include student achievement data, annual enrollment growth, as well as the development of our school culture. These metrics of success will be analyzed yearly. The governing board will know that Destination Leadership Academy has succeeded in its mission by our school culture.

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

Destination leadership Academy is committed to attaining, at minimum, the following performance goals

1. Minimum one year growth in reading and math by 2016, and science by 2018 as demonstrated on the North Carolina ABC assessments.
2. 90 % of students in DLA for two or more years will enter middle school on grade level
3. Decrease the number of students entering third grade needing remedial reading services by 85% within 2 years of opening.
4. Students in K-2 will experience high academic achievement as demonstrated on the NWEA MAP for Primary Grades Survey with Goals test.
5. Parental involvement, as measured by volunteer hours and/or 80% participation in Parents and Students Succeed programs.

### III. EDUCATION PLAN

(No more than ten total pages in this section)

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

#### **Instructional Program:**

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

Destination Leadership Academy will follow the educational philosophy and approach of Expeditionary

Learning (EL). EL is a national, non-profit organization that "promotes the acquisition of skills critical to college readiness and lifelong success-literacy, numeracy, problem solving, critical thinking, collaboration, creativity, persistence toward excellence and active citizenship-as well as mastery of subject area knowledge" (Expeditionary Learning, 2010). At the heart of EL are learning expeditions, interdisciplinary units aligned with Common Core Standards. DLA will partner with EL to ensure that a set of school wide common core standards based curriculum maps act as a foundation for all planning and instruction. Expeditionary Learning is based on a set of Design Principles and Core Practices that will be incorporated into all aspects of Destination Leadership Academy's educational approach. The Design Principles are the fundamentals of EL's educational philosophy. The design principles include; self-discovery, responsibility for learning, empathy and caring, success and failure, collaborations and competition, diversity and inclusion, service and compassion.

This model will promote DLA students' development into academically prepared 21st century global learners. The rigorous experiences offered through learning expeditions will build strong critical thinking skills and deep content knowledge. At Destination Leadership Academy our curriculum will incorporate inquiry-based practices in all the content areas to ensure student success and engagement in learning. We will continuously monitor student learning through the use of a variety of assessments to include common, formal, summative assessments, and project rubrics. Schools implementing the EL model are consistently outperforming district averages on state and mandated tests with particular success among Black and Latino students. (elschools.org/our-results) DLA will refine active teaching practices based on this data.

Destination Leadership Academy will implement an integrated curriculum, at the center of which is the use of learning expeditions. Learning expeditions are units that "feature linked projects that require students to construct deep understandings and skills to create products for real audiences"

(Expeditionary Learning, 2003). Learning expeditions are designed around common core standards and focus on guiding questions that allow students to master this content in meaningful ways. At DLA, students will spend at least two hours each day engaged in the exploration of content through learning expeditions. These expeditions will simultaneously develop understanding in a variety of content areas as students read and write to

deepen their disciplinary knowledge in math, social studies, and science. For example, students who are studying the local history of the Dilworth community might learn how to collect and read primary source documents and formulate a timeline of Dilworth's history. Using data they collect, students would then develop questions for an oral history project in which they interview community members. Students might share their final oral history projects through dramatic presentations at the children's library. Learning expeditions will vary in the amount of time they last, from a matter of weeks to multiple months depending on the complexity of the topic and the number of standards to be addressed. Destination Leadership Academy will expect that students will learn approximately five science and five social studies standards with depth during each quarter. At the same time, the instruction of the math and reading standards will be integrated into the expeditions for science and social studies through writing products, text-based knowledge of primary sources, and the variety of real-life math outcomes that students will be engaged in. See appendix R for "The elements of a learning expedition"

### **K-8 Curriculum and Instructional Design:**

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

Destination Leadership Academy focuses on the development of scholars by providing rigorous academics and character development using real life application and experiences. DLA offers to the children and families of Charlotte an innovative, relevant, project based education. The school's structure will create problem solvers, critical thinkers, and self-directed students who will be capable of making an effective transition into middle and high school. DLA will implement class sizes with a maximum student teacher ratio of 1:23. When applicable, gender specific classes will be constructed to optimize students' success and diminish distractions. Smaller class size and gender specific grouping will enable the staff to meet the individual needs of students to :

- \* accelerate those students ready for greater critical analysis of content,
- \* develop students who need to further master content,
- \* build leadership skills, and self-esteem.

Provide a synopsis of the planned curriculum, including:

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

Destination Leadership Academy founders believe that the Expeditionary Learning model will promote our students development into academically prepared 21st century students. The rigorous experiences offered through

learning expeditions will build strong critical thinking skills and deep content knowledge. Expeditionary Learning focuses on "habits of mind" which is characterized by a person strongly disposed toward critical thinking. It includes a courageous desire to follow reason and evidence wherever they may lead, open-mindedness, foresight, attention to the possible consequences of choices, a systematic approach to problem solving, inquisitiveness, creativity, fair-mindedness, and maturity of judgment. The emphasis of Expeditionary Learning on habits of mind will equip students with the passion for learning, determination, and sense of purpose and compassion that will allow them to use their academic knowledge to build healthy productive lives.

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

#### Literacy Instructional Strategies

Destination Leadership Academy will teach reading through a balanced literacy approach that emphasizes rigorous academic expectations and authentic literacy experiences. Current reading research acknowledges that reading is made up of a variety of interrelated processes and competencies including phonemic awareness, phonics, comprehension, fluency and vocabulary knowledge (National Reading Panel, 2010). We will construct a curriculum based on strong principles of balanced literacy instruction. During the reading class time, we will teach reading based on the gradual release of responsibility model (Pearson & Gallagher, 1983) in which teachers first model a strategy, work with students to develop competence in the strategy, then support students as they apply the strategy independently. Second, reading instruction will follow a reading workshop model. Reading workshop is a model in which students develop skills as independent readers through a variety of formats that involve different levels of support and emphasize the foundational reading competencies. Destination Leadership Academy's reading workshop will incorporate the following strategies: read aloud, shared reading, independent reading, phonics or words study, and a combination of interactive writing and writer's workshop. The emphasis, time spent, and design of each component will shift throughout the grade levels based on the needs of students as they grow in reading (see Appendix R-Literacy Framework) While we will not purchase a scripted curriculum for reading, we will rely on cornerstone professional texts and resources to support literacy instruction. DLA will provide training for teachers in reading and writing workshop. Professional development texts will include the following: Units of Study: A Curriculum for the Reading Workshop, Units of Study for Primary Writing, Units of Study for Writing, Growing Readers: Units of Study for the Primary Classroom (Collins, 2004), Teaching with Intention (Miller, 2008), Strategies that Work (Harvey & Goudvis, 2007), On Solid Ground: Strategies for Teaching Reading K-3 (Taberski, 2000), Interactive Writing: How Language and Literacy Come Together, K-2 (McCarrier, Fountas, & Pinnell, 1999). Guiding Readers & Writers: Teaching Comprehension, Genre, and Content Literacy, 3-8 (Fountas & Pinnell 2001). The Continuum of Literacy Learning: A Guide to Teaching (Fountas & Pinnell 2nd edition, 2011)

#### Mathematics Instructional Strategies

Destination Leadership Academy's math program begins with the premise that students can and must learn math at a higher level of understanding and practice. The chosen curriculum will incorporate inquiry-based instruction and lesson planning that allows students to explore the process of finding an answer rather than just a number as an answer. Mathematics will be taught in a 60 minute block with an additional 30 minutes of intervention time each

day. Teachers will deliver wholegroup mini-lessons to students before students spilt into small instructional groups. Teachers and Educational Assistants will deliver small group instruction in order to provide opportunities for pre-teaching, re-teaching and/or enrichment.

The Math program must include:

- \* Problem solving about everyday math situations;
- \* Linking past experiences to new concepts;
- \* Sharing ideas through discussions;
- \* Developing concept readiness through hands-on activities and explorations;
  
- \* Cooperative learning through partner and small group activities;
- \* Increasing understanding of basic math facts;
- \* Providing spiral review and applications, reinforcement and enrichment;
- \* Solving problems using multiple strategies;
- \* Using mathematics in daily classroom routines;
- \* Providing a variety of assessment opportunities and
- \* Enhancing home-school partnerships and better parent understanding of new concepts

(Uplift Community School 2011)

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

Destination Leadership Academy's calendar is created to benefit our students and enhance their educational growth and performance, in addition to providing the instructional staff with support and professional development they need to grow as teachers. This calendar is intended to align with Destination Leadership Academy's mission to develop scholars by providing rigorous academic and character development using real life applications and experiences. The calendar is based on 1,035 instructional hours and 171.5 days. Please reference Appendix R for Destination Leadership Academy's school calendar.

### **Special Programs and "At-Risk" Students**

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

DLA will follow the guidelines of the North Carolina Responsiveness to Intervention (RTI) model by incorporating a problem-solving model based on data to address scholar needs and maximize growth (NCDPI). A 3-tiered approach will be implemented to determine the appropriate level of interventions:

Tier 1: Instruction will offer high quality standards based curricula and researched-based instructional strategies that support DLA's curriculum guidelines and academic goals. In DLA's general education classrooms, teachers will differentiate instruction and interventions to meet the needs of individual learners, offer the appropriate level of challenge for each learner, and provide the necessary supports to help all students reach their grade level goals. Universal assessments will be administered to students to determine which students need supplemental or differentiated instruction. Ongoing progress monitoring will ensure that the academic needs of all students are met, with adjustments to strategies, interventions or content as needed.

Tier 2- Supplemental instruction in addition to the standards based

curriculum received in Tier 1 will be provided to students continuing to experience academic difficulty. DLA teachers will refer these students to an RTI team. The RTI team will be comprised of the classroom general education teacher, a special education teacher, school psychologist, curriculum facilitator and parent advocate. All team members will collaborate to devise action plans for students that fall significantly below DLA grade level expectations. The RTI team will review classroom formative, summative and progress monitoring data to design and modify instruction to meet student needs. The team will then determine the appropriate research based interventions and evidenced-based instructional practices that the classroom teacher will use to best meet the needs of the students. Tier 2 interventions will be delivered within the classroom typically over six to nine weeks. Upon completion of the Tier 2 interventions, the team will analyze student assessment data to determine if referral to Tier 3 is necessary.

Tier 3- Students not responsive to the differentiation strategies and research based interventions in Tiers 1 and Tiers 2 will be afforded more explicit instruction focused on a specific skill need. The DLA intervention team will provide 35 minutes of specific, intensive, and evidenced-based interventions delivered daily via pull-out instruction within a small group setting for approximately 8 to 12 weeks for these students. At the end of the Tier 3 intervention cycle, the RTI team will examine the student assessment data to determine the next steps. Students not responsive to Tier 3 interventions, as evidenced by the assessment and progress monitoring data, will then be referred to the Exceptional Children team via a Focus of Concern referral. The EC team will evaluate student data to decide if EC screening is applicable.

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

The North Carolina State Board of Education policy GCS-K-000 (16 NCAC 6D.0106) requires a Home Language Survey (HLS) be administered to all students upon initial enrollment.

Destination Leadership Academy will administer a Home Language Survey to all newly enrolled students entering the academy to determine if ELL services are needed. If the survey indicates the students dominant home language is a language other than English, an additional English language proficiency exam will be administered to determine potential ELL identification. If a student scores below proficient on the initial language proficiency test, the student qualifies for ELL services. Destination Leadership Academy will provide Limited English Proficient (ELL) students all the support services, as defined by law and regulation, required to prepare them not only to master the core curriculum content standards required by grade level, but

also, per our schools mission, the higher academic standards essential for students to succeed in college. DLA's ELL Team will determine appropriate ELL services and state testing modifications. ELL students may receive pullout services, tutoring or sheltered instruction implementing the SIOP model. The aim of services and instruction delivered is to enable ELL students to quickly advance to and function successfully in an English language proficiency level that is on par with their grade level peers. The school will provide opportunities for ELL teachers to collaborate with other instructional staff to ensure that services for ELL students are coherent and aligned.

ELL students participate in annual language proficiency testing (ACCESS) until exiting due to state determined exit criteria. Students who demonstrate readiness to be exited from the school's ELL program will be monitored for two years upon exiting.

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

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

At Destination Leadership Academy, intellectually gifted students will be given the opportunity to participate in academically challenging activities. These activities will challenge their advanced academic needs by offering differentiation of content, instructional strategies, products, and the learning environment. DLA's teachers will differentiate the regular instructional program to meet the unique learning styles, learning rates, interests, abilities, and needs of gifted and talented students.

The activities will focus on:

Creative thinking and problem solving

Higher level questioning strategies

Engagement of students through project-based learning and performance tasks

Utilization of research-based resources for gifted students

Work in abstract thinking and concepts symbolism, themes, etc.

Increasing awareness of the global community through novel studies and discussion

There will be a multi-step process in identifying the intellectually gifted. The process of identification begins in first second grade and is as follows:

1. First grade teachers complete a Gifted Rating Scales survey on each first grade student. The information will follow them to second grade.

2. All second graders will take a DLA administered nationally normed aptitude test. TD candidates must score 96% or above.

3. DLA will administer a nationally normed achievement test in math and reading. TD candidates must have an average score of 93% on both tests to continue in the process.

4. At this step of the process, TD candidates must satisfy 3 criteria- an average score between 87%-92% on the aptitude and achievement tests and a t-score of 65 or above on the Gifted Rating Scales survey.



5. Finally, those students with a t-score of 65 or higher but did not qualify via the aptitude and/or achievement tests may still be offered candidacy. These students will begin a portfolio process using work samples that demonstrate advanced academia. In addition, potential intellectually gifted students entering DLA post second grade will be identified via administration of the Woodcock Johnson test of cognitive abilities, a student interview protocol and/or teacher recommendations/observations.

DLA will give attention to the assessment of student progress using multiple indicators that measure mastery of content, demonstration of higher level thinking skills, achievement in the specific program areas, and affective growth. These indicators will include evaluative assessments, performance tasks, completed projects, formative/summative tests. Data from the assessments will aid the classroom teacher and TD teacher in determining best practices.

### **Exceptional Children**

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

### **Identification and Records**

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.
2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.
3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
  - a) Requesting Records from previous schools
  - b) Record Confidentiality (on site)
  - c) Record Compliance (on site)

All students who enroll in Destination Leadership Academy and inform the school that the student has previously been identified as a child with special needs through the admissions form, by parents, or by the receipt of the students records will be provided comparable services. All remaining students will be monitored to ensure that the school is meeting its Child Find responsibilities. The school shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability.

### **Process for Identifying Students**

After students have completed the cycle of interventions Tier 3 of the RTI model the teacher will fill out a focus of concern and refer the student to the EC team. The EC team will evaluate student data to decide if an IEP referral is necessary. If testing is necessary, after securing parent

permission, the EC team will follow all rules and regulations of the North Carolina Department of Public Instruction and the Office of Special Education Programs (OSEP) regarding the identification, evaluation, and services of children with special needs. The document, Policies Governing Services for Children with Disabilities (Amended-June 2010) will serve as guidance. Trained and North Carolina licensed personnel will administer all assessments.

A student's eligibility for special education services is determined by three required components: eligibility based on multiple assessments; that the disability has an adverse effect on educational performance; and that the student requires specially designed instruction.

### Managing Records

The EC department will appoint a compliance coordinator to ensure all records for students with disabilities and 504 accommodation plans are properly managed.

#### Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.
2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

Destination Leadership Academy will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5). Exceptional students will be provided with programs implemented in accordance with state policies and procedures. All students with disabilities, regardless of the nature or severity of their disability, who need special education and related services, will be served in the least restrictive environment possible. Destination Leadership Academy will hire special education teachers as needed to work both as inclusion teachers in the classroom setting and consultants to classroom teachers to help them better meet the needs of exceptional students. All regular classroom teachers will participate in training to help them better meet the needs of exceptional students in their classrooms. Destination Leadership Academy will provide the parents with a copy of the proposed IEP together with the required notice of procedural safeguards and parents handbook of rights. Destination Leadership Academy will ensure that all students have access to the general curriculum

### Individualized Education Plans

After determining eligibility for special education services, the EC team will look at the student's present level of academic and functional performance and develop targeted goals and objectives to help the student progress in the general curriculum. The team will determine the least restrictive, most appropriate placement for the student to make progress towards the IEP goals. DLA will provide an appropriate educational opportunity in the least restrictive environment to all children with disabilities who are enrolled. We will ensure that these students have

available a free appropriate public education that emphasizes special education and related services designed to meet their unique needs. All Individual Education Plans (IEPs) will be reviewed by the IEP team of which parents are a member, on an annual basis and all eligibility determinations for services will be reviewed at least every three years by the IEP team.

Students will be instructed by teachers certified in special education and licensed by the North Carolina Department of Public Instruction.

**Student Performance Standards**

1. Describe the student performance standards for the school as a whole.
2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.
3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.
4. Provide the public charter school's exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.
  1. By May of 2018 full implementation of the Expeditionary Learning school design model ([www.elschools.org](http://www.elschools.org))
  2. By June of 2018, 90% of students will achieve high growth in math and reading as designated by the North Carolina Ready Model end of year testing.
  3. By June of 2019, 90% of students will end their school year working at or above grade level
  4. 100 % parent participation in P.A.S.S. by the fall of 2018
  5. Implementation of Dimensions of Personal Character and the school Culture That Supports Them
 

Personal		Character
School Character		
Intellectual Character	Culture of Thinking	
Moral Character	Culture of Love and Justice	
Civic Character	Culture of Service and Engagement	
Performance		Character
Culture of Quality and Excellence		

Promotion criteria for all students in all grades is mastery of the knowledge and skills appropriate to their particular grade level. Multiple measurements will be used to determine mastery including academic performance, attendance, and summative assessment scores that meet the standards set forth under the North Carolina READY accountability model.

Academic performance includes: mastery of the common core English language and math standards, a final report card grade in reading and math of a C or better for the academic year, and no more than 14 unexcused absences in a school year.

Those students exiting Destination Leadership Academy after the sixth grade must have demonstrated mastery of the common core English language and math standards and Academic Performance requirements as set forth above.

**Student Conduct:**

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

Provide a draft copy of the student handbook within the appendices (Appendix C).

Be sure to include:

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

Student Conduct:

In accordance with G.S. 115C-1, the administration recognizes its responsibilities to assure an atmosphere which is conducive to teaching and learning which protects the fundamental rights of students. The administration also recognizes that it is the shared responsibility of students, parents, and school personnel to assure a safe and orderly environment for all students and school employees. The Director shall have the authority to exercise discipline over the pupils of the school. Corporal punishment is prohibited at Destination Leadership Academy. Appropriate student behavior will be encouraged through positive alternatives and interventions. When such interventions are not successful, the student is subject to short-term suspension, long-term suspension, or expulsion. The Director, or designee, is authorized to suspend for a period of 10 days or less any student who willfully violates policies of conduct established by Destination Leadership Academy, the suspended student will be given an opportunity to take any quarterly, or final grading period examination missed during the suspension period. Suspensions in excess of 10 days require the approval of the Board of Directors. Expulsions require board action. See Code of Conduct, page 6 in Student Handbook for a preliminary list of offenses.

Exceptional Children:

Suspension and Expulsion of Special Education

After 10 school days, students with disabilities under IDEA will get educational services, even if they have been suspended or expelled. Those services do not have to be at the school. If the removal is a "change of placement," then an IEP Team must meet to decide appropriate services and make a "manifestation determination."

A "change of placement" is when a student:

- \* is removed from school for more than 10 school days in a row
- \* is removed from school for more than a total of 10 school days throughout the school year if the behaviors are "substantially similar."

The school decides by looking at:

- a child's behaviors,

the length of each removal,  
the total amount of time the student is out of school, and  
how close together the series of removals happened.

If a parent disagrees with the school's decision a request can be made for a due process hearing.

#### Procedures For Addressing Student Behavior Issues

The school will encourage appropriate student behavior through classroom management plans and when appropriate, individual student behavior plans that address expectations, interventions, and alternatives. When students demonstrate behavior that is extremely disruptive to the class or goes beyond what the teachers system can handle in scope or frequency, the student will be referred to the office for administrative discipline. Administrative discipline will always include notification of and consultation with the parent and may include lunch, or in-school detention, in school suspension, or out of school suspension.

**IV. GOVERNANCE, OPERATIONS and CAPACITY**

(No more than ten total pages in this section)

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

**Governance:**

**Private Nonprofit Corporation:**

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

*Name of Private Nonprofit:* The Rock Foundation

*Mailing Address:* 1235 East Blvd

*City/State/Zip:* Charlotte NC 28203

*Street Address:* Suite 279

*Phone:* 980-202-0570

*Fax:*

*Name of registered agent and address:* Gaile Dry-Burton  
253 Victoria Ave  
Charlotte NC 28202

*FEDERAL TAX ID:* 30-0730149

**Tax-Exempt Status 501 (c)(3)**

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

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

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

**Governance and Organizational Structure of Private Non-Profit Organization:**

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

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

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
LaChone Winston	Secretary	MECKLENBURG	Teacher
Anita Cue	Treasurer	MECKLENBURG	Teacher

Jeanette Smalls	Member	MECKLENBURG	Compliance Officer
Gaile Dry- Burton	Vice-President	MECKLENBURG	Teacher
Tamara Page	President	MECKLENBURG	Teacher
Patrice Gaines	Member	Out of State	Writer
Thomas Johnson Bean	Member	Out of State	Financial Planner

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

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

The Board of Directors of The Rock Foundation, Inc. shall have such powers and duties as provided in the North Carolina General Statutes, Chapter 115C and as delegated to it by the State Board of Education. The Board of Directors shall govern Destination Leadership Academy ensuring the long term well being of the school. Destination Leadership Academy Board decides matters related to the operation of the school, including budgeting, curriculum, and operating procedures. The powers and duties of the Directors include, but are not limited to, the following:

- (a) Pursuant to North Carolina General Statutes and Board established criteria, shall interview and hire for such term and under such conditions as it may fix, a Director for the Destination Leadership Academy.
- (b) Set the schools general policies and overall curriculum policies
- (c) Approve and monitor the annual budget and financial procedures
- (d) Approve personnel policies and monitoring there implementation by the school director
- (e) Approve the appointment of personnel annually, upon recommendation by Destination Leadership Academy Director, subject to standards established by the State Board of Education.
- (f) Acquire by purchase or otherwise all land and facilities required for the Destination Leadership Academy.
- (g) Apply the standards and requirements for admission of students established in the Destination Leadership Academy application and standards established by the State Board of Education.
- (h) Upon recommendation by the Director, and within state guidelines, establish and/or terminate programs of instruction it deems appropriate to enhance or further the mission of Destination Leadership academy and for which financial resources are adequate to ensure quality.
- i) Ensure adequate resources are available for the school to fulfill its mission

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

The founders of Destination Leadership Academy desire to compile a board of directors that reflects the community we serve and possesses the knowledge and skill base to carry out the school's mission of developing self-directed students who will be capable of making an effective transition into middle

school, high school and college. Destination Leadership Academy Board of Directors shall consist of a minimum of 5 and maximum of 11 members. The founding board of Destination Leadership Academy includes a financial advisor, a former Human Resources executive, a compliance officer, a technical writer, and 4 educators. Several of the board members are also parents and grandparents that have a vested interest in the education of children within the Charlotte Mecklenburg area. DLA board of directors has a combined total of over 40 years in education and 60 years in corporate American. This ensures the boards ability to govern the business of DLA and evaluate the success of the schools leader and educational program.

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

The founding board members were recruited after an interest meeting for Charter schools held by PEFNC in October of 2011. 4 of the current 7 board members were present that day. The remaining board members were recruited based on their experience in governance and fiscal management. The founding board nominating committee is currently interviewing potential board members with a background in law, experience in fundraising, and a community activist. The process of recruiting and adding new members is included in Article 5 of our Bylaws

4. *How often will the board meet?*

The board will meet a minimum of once a month.

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

Board Training and Development Prior to Opening  
Board needs assessment within 2 week of approval

September 2013 (3 training sessions)

Session 1

Board Initiation - Training on aspects of board roles and responsibilities; North Carolina charter school law; open meeting laws, conflicts of interest, ethics, financial responsibilities, policies and procedures, running effective meetings, and organizational documents.

Session 2

Development of strategic plan based on needs assessment

Committee appointments

Session 3

DPI training

October 2013 (2 sessions)

Session 1

DPI Training

Session 2

Governance and School Performance

Topics include understanding school data, academic oversight and monitoring

November 2013 (2 sessions)

Session 1

DPI

Session 2

Sound Fiscal Management



December - June

The first session of each month will be a business meeting. The second session of each month will be a board training and development conducted by a professional facilitator from the Friends of Destination Leadership Academy Network.

July 2013 Two day annual meeting and retreat

Board training and evaluation after opening

The following training and development will go into effect July 2014:

1. Orientation. Each new board member will be provided with information about the school, including a copy of the approved charter, the latest financial statements, and the latest audit. He/she will tour the school facilities and be introduced to the schools leadership. During orientation, the Chairman and Executive Committee of the Board will discuss the primary responsibilities and expectations of individual board members with the new board member, as well as his/her specific personal and professional skills in relation to the needs of the board. New Board members will be assigned to one or more of the standing committees and to other committees as appropriate, and made aware of their responsibilities.

2. Training. Training will take into consideration the needs of individual Board members as well as the needs of the overall Board. Trainings will take place throughout the academic year. Opportunities such as workshops, seminars and resource materials will be identified and disseminated. The Board Chairman will be responsible for maintaining a schedule of training events each year. In this capacity, he/she will be expected to acquire information about training opportunities from various sources and to regularly update and share the schedule of training events to Board members. The Chairman will examine Board evaluation data and communicate with Board members when designing and planning activities. At the conclusion of each academic year, there will be a Board Two-day retreat to analyze the completed year's data and monitor the school's progress.

3. Standing-Committee Assignment. Each Board member will be assigned to one or more standing committees of the Board during his/her orientation. In order to carry out committee responsibilities, Board members will be required to learn new information, policies and procedures. The Chair of each standing committee will assist committee members in this learning process by recommending appropriate training opportunities and allocating time at committee meetings to provide needed training and guidance.

4. Evaluation. The annual assessment of the Boards performance is considered a form of ongoing development. The process will include: (1) a self-assessment by each

individual member of his/her performance, (2) an evaluation of each individual Board member by the Board President through the review of an annual member "Board Report Card", and (3) an evaluation of the Boards performance by the Board as a whole.

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

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless these Bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board. A member of the Board may have a conflict of interest of his or her vote on a matter before the Board in the best interest of the school if the vote is adverse to the personal, family or business interests of the Board member. If any member of the Board faces a conflict of interest in a matter pending before the Board- such member shall make full and candid disclosure to the Board of the nature of the conflict. If one (1) or more directors present at a meeting abstain from voting on a particular motion before the Board, due to a personal conflict of interest with the subject of the motion or due to restrictions contained in these Bylaws, then the remainder of the directors shall still constitute a quorum for that particular vote and a two thirds majority of those voting directors shall be required to approve the motion.

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

The board will vote on all school policy decisions in accordance with the mission and purpose of the school, acting in the best interest of students in keeping with state and federal laws. All policy decisions will be made only after presentation of any proposed policy and full discussion of said policy at publicly announced Board meetings. The school director, who is an ex officio non-voting member of the board, will not vote on such policy decisions. The school director, or director Designee, will participate in discussions and provide input on all matters. Every decision made by the majority of board of directors present at a meeting held in which a quorum is present is the act of the board of directors

- 8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

DLA's School Advisory Council (SAC) will provide all stakeholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources for the school.

Specific functions include, but may not be limited to, the following:

1. Develop and review the implementation of the School Improvement Plan.
2. Enlist, promote, and support greater interaction between school and community.
3. Provide input in matters concerning disbursement of school improvement funds to ensure that such expenditures are consistent with the School Improvement Plan.
4. Recommend policies for adoption to the board

5. Provide critical support to the school director.

The SAC will meet at least monthly and consist of

- \* School Director and Up to 4 staff members elected by their peers
- \* Up to 4 parent/community leaders approved by the Board of Directors
- \* Up to 2 students elected by their peers

The SAC member terms will commence at the beginning of the first school year and at the end of each school year thereafter. This should ensure ample preparation prior to the beginning of each school year. With the exception of the school director, there is a limit of 3 consecutive terms of membership on the SAC.

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

#### Include in the Appendices:

9. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).
10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

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

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

**X Not Applicable**

**Private School Conversions: complete ONLY if the proposed charter is a private school conversion.**

*Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

*Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

**X Not Applicable**

### Projected Staff:

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

### Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

Destination Leadership Academy will advertise in the local and surrounding counties, for all staff positions to be filled. Job openings will also be posted on the North Carolina Employment Security Commissions website. Interested parties will fill out a Destination Leadership Academy employment application. Suitable applicants will be considered by the board. Top candidates for each position will be interviewed by the board and school administrative staff. Destination Leadership Academy will offer competitive salary and benefits to high performing teachers.

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

The board of directors relationship with employees shall be through the appointment of a School Director. The Director shall be authorized to hire/terminate and have control over its employees. The Board will participate in the following as deemed appropriate

\* hiring and retaining qualified teaching and non-teaching staff for the school.

\* adopting and reviewing curriculum and establishing measurable objectives for student performance.

\* compliance matters

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

It shall be the policy of Destination Leadership Academy that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The Board of Directors will employ the best candidate for the job. The Director will recommend and the Board of Directors will hire candidates for employment based on the following:

1. Application 2. Qualifications, including those required by No Child Left Behind 3. State licensure, where applicable 4. Record of experience, background information, performance, including references (Professional references should include those from a supervisor. They cannot come from a personal reference.) 5. Personal interviews 6. Criminal record checks 7. Any other relevant information

The selection/interview process shall include the following:

1. Interview committee must review applications to select candidates to be interviewed. The same committee shall interview all selected candidates for a particular vacancy. 2. The committee should attempt to reach consensus to recommend the highest qualified candidate to present to the Board of Directors. 3. This process will be followed for all certified positions and teacher assistant positions. All hiring practices will comply with the Equal Employment Opportunities policy. RETENTION, CAREER STATUS AND NONRENEWAL guidelines can be found on page 19 under Career Status and Nonrenewal Guidelines of the Staff handbook (Appendix L).

**CRIMINAL RECORDS CHECKS**

A criminal history check will be conducted on all newly-hired employees (including independent contractors being considered for school services) and re-hired employees who have a break in service for more than 90 days. (See Staff Handbook page 5 for more information.)

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

As reflected in the budget expenditure projections, the school's salary range for teachers starts at \$38,000 including health care benefits and retirement.

Administrative positions start at \$53,200 including retirement and health care benefits.

Non-certified full and part time staff starting at \$28,200 including health care and benefit options.

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

It is the policy of Destination Leadership Academy in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties which may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which arise from time to time and affect employees. Destination Leadership Academy shall provide written notice to a probationary teacher no later than May 15th of the intent to recommend nonrenewal. Also, the teacher must be notified in writing of the right to request and receive written notice of the reasons for nonrenewal.

If the decision has been made not to renew the contract of a non-tenured teacher for the following school year, the Director shall notify the teacher by June 15. However, if a teacher submits a request for information or a hearing, the Board of Directors shall provide notification by July 1. If the Board of Directors has decided that it will not renew the contract of a school administrator for the following school year, the Board of Directors shall notify the school administrator by June 1.

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

Not applicable

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

Destination Leadership Academy has within the budget, money to hire at minimum 2 teachers for the lower school (K-3) and 2 upper school (4-6) teachers certified for providing the needs of our exceptional children population (which includes ELL and Gifted students)

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

Important to the success of Destination Leadership Academy is the choice of a strong and dynamic School Director. In filling this position, DLA, will pursue an individual who possesses the following:

- \* A proven record of leadership and sound management in an urban educational setting,
- \* Strong public relations and interpersonal skills and experience in team-building,
- \* An understanding of the diversity and unique character of the School community and community at large,
- \* A passion for helping students attain high standards and expectations,
- \* Consistently exceptional professional evaluations,

Working with DLA, the Director will shape an outstanding teaching staff, seeking individuals with the following qualities:

- \* A strong undergraduate education
- \* High instinctive intelligence
- \* A passion for helping scholars attain high standards
- \* High scores on standardized licensure exams
- \* Consistently exceptional professional evaluations
- \* Outstanding references

Candidates for other positions in the School will also be required to demonstrate expertise and significant experience in their fields. Before final offers are made, DLA Human Resources Director will conduct thorough background checks on all final candidates. Most importantly, DLA will look for faculty who share the founders'

- o Belief in a rigorous academic curriculum,
- o Passion for education

A professional employee must hold at all times a valid North Carolina license appropriate to the position in which he or she is employed. Licensure renewal is the responsibility of the individual, not of the school. Renewal activities for all professional employees shall have prior approval by the Director. Any courses or activities undertaken shall directly relate to the employees' position responsibilities and shall have suitable content level. A record of all approvals; satisfactorily completed renewal activities; and timely submission of certificate renewal data to the State Department of Public Instruction shall be maintained in the Personnel file. Any employee allowing a license to expire must have it reinstated prior to the beginning of the next school year. An expired license is a basis for dismissal.

### **Staff Evaluation and Professional Development**

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

The School Director will be responsible for ensuring that teachers have the proper licensure. The Assistant Director will head the professional development.

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

Destination Leadership Academy will be a supportive and rigorous learning community for both children and adults. To improve student achievement, DLA will hire highly qualified teachers, in accordance with the NCLB Act, dedicated to their own professional growth, who can create the conditions for student success needed to support/ uphold the academy's mission. DLA will commit time, resources, and expertise to provide rich, engaging professional development experiences for all teachers, administrators and other school staff members throughout the school year. These professional development courses will also offer CEUs to aid instructional staff in maintaining licensure requirements. Professional development institutes will be held during the summers, and a retreat will take place at mid-year.

The director of Destination Leadership Academy will ensure that all teachers understand the evaluation process. Annual renewal contracts will be tied to performance evaluations. The evaluation process is both formative and summative. We will evaluate teacher performance based on multiple sources of data:

- a. Principal / School Administrator- which may coincide with standards 1-5 on the North Carolina Teacher Evaluation instrument

b. Student Achievement Data

c. Peer or Mentor Evaluation

Each instructional staff member will be expected to develop an individual professional development plan established at the beginning of each year. This plan will serve as a teacher's guide for the year and the foundation to address areas of desired growth. Throughout the year, teachers will meet with the director and/or the grade level instructional leaders to update the plan, consider strengths and growth areas, get targeted feedback, and set future goals.

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

Destination Leadership Academy's professional development plan will equip teachers with the skills and knowledge that will allow them to develop a rigorous, effective curriculum and continuously improve over time. DLA will also set aside significant amounts of time for teacher collaborative work so that teachers are able to plan rigorous lessons and units, reflect on their teaching practices, investigate data, and share ideas. Teachers will come together for a Summer Institute for a minimum 5 days during the summer to be trained in and participate in curriculum mapping and writing. Throughout the year, teachers will also participate in weekly professional development time after school. This time will be used for ongoing professional development in best practices, reflection on instruction, study of data, and ongoing planning and development of expeditions. DLA views this time as essential to the quality of work our teachers will do and the foundation for the collaborative culture of our school. Through the leadership of our director as well as clear structures for collaborative work, we will ensure that this time is used for honest reflection and continuous improvement that enhances student learning.

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

August 5-8 Staff Orientation,

This Professional Development (PD) will provide the staff the opportunity to work as a team to create a school culture. The staff will complete workshops that include the school's philosophy, school operations and parent outreach.

August 12-15 Staff Orientation

This PD will introduce the staff to policies and procedures. The staff will gain an understanding of our business operations through intensive training using DLAs manuals and the schools technology systems.

August 19-22 Teacher professional development and preparation

This Professional Development week will provide the teaching staff with workshops geared to classroom management, and curriculum development. DLA will partner with Expeditionary Learning (EL) to provide three days of training on their program. This training will be ongoing throughout the school year.

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

Throughout the school year Destination Leadership Academy has 18 professional development sessions built into the school calendar. There are five scheduled days on which students do not report and teachers are in professional development sessions. The other 13 sessions are part of required after school meeting times. Our school design partners, Expeditionary Learning, will facilitate an additional 6 professional development sessions throughout the year.

October 23-24 Teacher professional development days

This PD will include literacy curriculum training.

January 2- Teacher professional development

This PD will include EL training and coaching.

January 30 Teacher professional development

This PD will include classroom assessments, progress monitoring and Data Analysis Training.

February 17 Teacher professional development

This PD will include EL training and coaching.

June 8-12 Teacher professional development and preparation for the upcoming school year.

One staff meeting each month will be dedicated to professional development.

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

Destination Leadership Academy Board has developed a strategic marketing plan to solicit highly-qualified teachers and potential students. The marketing plan will include sending Mailers and postcards to households in the Charlotte North Carolina area. The fliers will highlight information about Destination Leadership Academy and their academic program. Flyers with pertinent school timelines and other information will be distributed to churches and businesses in the community. Destination Leadership Academy



informational signs will be posted in businesses in the school community. Public service announcements on radio and public access television will be utilized in order to market the school to families in the listening and viewing audiences.

Advertisements will be purchased in the Charlotte Observer and other local newspapers to reach a broad demographic. Destination Leadership Academy will host two open house meetings in February and August to share the vision and mission of the school. A school website will be established as well as accounts with social media outlets such as Facebook, Twitter, and LinkedIn to advertise for teachers and parents of potential students.

## **Parent and Community Involvement**

- 1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
- 2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

Collaboration and a sincere partnership between the school and home are beneficial to everyone: teachers, parents, and especially the students. Destination Leadership Academy will offer ongoing programs and workshops for both parents and teachers, to open up opportunities of communication and improve the quality of children's education. Parents and Students Succeed-(P.a.S.S) is designed to create successful partnerships between parents, students and Destination Leadership Academy. These partnerships will assist to further students' academic success K-6 and beyond. In addition, the program will work to actively engage parents in the success of their student's academic, personal and career success. P.a.S.S will educate parents on how to nurture a positive educational environment for their children at home and school. The program will be mandatory to the students' program. P.a.S.S's signature program University of Parent and Student Succeed-(U-P.a.S.s.) adds the parents to Destination Leadership's mission, to create students that are problem solvers, critical thinkers, and self-directed students who will be capable of making an effective transition into middle school, high school and college. Parents and students will work together to learn how to develop a positive learning environment both at home and at school. The program will last the entire academic school year for each year the student attends Destination Leadership Academy. Parents and students will meet one Saturday each month to: learn how to create a positive and lasting learning environment at home using best practice academic success tools; designate a home study location and time for homework; have ongoing dialogue regarding academic accomplishments as well as challenges; discuss students college and career goals and expectations. One Saturday each Quarter, workshop sessions will be offered, where parents will meet to learn how to become advocates for their student's education they will learn the laws and language of the educational system. Parents will learn how to craft and maintain a bond between home and school. They will learn the importance of preparing their students in elementary school for a future either in college or with a career. This knowledge will help them learn how grades are used for college admittance and what subjects are needed to attend college; they will learn how to navigate the school system and all information important to academic success. Workshops will be implemented by professional facilitators from within The Friends of DLA network (see Appendix R Friends of DLA)) who are members of the communities

we serve. These workshops will end with a celebration and moving up ceremony. This celebration will be powerful to parents who may not have completed their formal education; in addition this will be an opportunity for students to see their parents achieve an academic success. Workshop titles: Know Your Rights, Advocate for Academic Excellence, Time Management, How to Create a Learning Environment, Make and Take (MAT) Math, Make and Take (MAT) Literacy. Workshops will be implemented by professional facilitators from within The Friends of Destination Leadership Academy network.

## **Admissions Policy**

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

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Destination Leadership Academy Charter School will incorporate and utilize all admission requirements and exceptions as set forth in GS 115C-238.29F(g). DLA will implement enrollment priorities for siblings and children of DLA's director, teachers, teacher assistants and founding board members allowed under GS 115C-238.29F(g)(5).

The target population for Destination Leadership Academy will include students residing in Charlotte, North Carolina. Beginning in fall 2014 admission into Destination Leadership Academy will be open, by application to any student in grades Kindergarten through second. Thereafter open enrollment will expand one grade level per year until the school has grades K-6. No preference will be given to any race, creed, religion or academic status beyond those limitations stated above. The following admission procedure will be used:

A) Applications will be accepted beginning early spring 2014 through the proposed deadline.

B) If applications exceed the schools capacity, a lottery will be held as defined in section D below,

C) Each year the process will be repeated with the exception of those enrolled in

the prior year, their currently enrolled siblings, and children of DLA teachers will have priority to attend,

D) The lottery will be held among all applicants with the exception of those outlined in section C above. Each applicant will be assigned a number that is written on a card. Cards will be placed in a large container, mixed and selected at random until school capacity is reached. Once capacity is reached, names will be drawn and placed on a wait list. The waiting list will be used to fill vacancies throughout the school year.

E) Overflow applications and applications submitted after the designated time will be filed for review in order of lottery placement should an opening become available at any time during the calendar year. Waiting lists will be maintained for only one year in order of lottery placement until the student or his/her parents withdraw their application. If a space becomes available and the applicant declines immediate acceptance of the placement,

that application goes to the end of the waiting list for any further consideration. DLA will have one additional admission step which will promote parental involvement through a program entitled P.a.S.S- Parents and Students Succeed. Parents and students will be required to sign a parent-student-school contract. The contract will specify obligations of parents, students and the school as partners in education

**PROJECTED ENROLLMENT 2014-15 through 2018-2019**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools  
 LEA #2  
 LEA #3

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	80	0		90	0		52	0		62	0		74	0	
Grade 01	44	0		80	0		90	0		52	0		62	0	
Grade 02	44	0		44	0		80	0		90	0		52	0	
Grade 03	0	0		44	0		44	0		80	0		90	0	
Grade 04	0	0		0	0		44	0		44	0		80	0	
Grade 05	0	0		0	0		0	0		44	0		44	0	
Grade 06	0	0		0	0		0	0		0	0		44	0	
	168			258			310			372			446		

**Transportation Plan:**

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

Destination Leadership Academy recognizes that under the state law, transportation cannot be a barrier to any child attending the school. Therefore, school administrators will assist parents with the identification and coordination of transportation options to ensure that the school is accessible to all students. This will include facilitating car pools and/or contracting transportation vendors. The parents will be informed of their transportation options during open house. Upon operating at capacity we will opt to purchase our own buses for student transportation.

**School Lunch Plan:**

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

Destination Leadership Academy (DLA) will make available through an outside vendor, well balanced nutritious meals every full school day for all students. DLA plans to participate in the National Lunch and School Breakfast Programs. Free and reduced price meals will be provided for those students whose family income makes them eligible under the provision of public law.

Each new school year all families are invited to apply or must reapply for the reduced or free meal programs. Destination Leadership Academy will follow and adhere to all federal guidelines in order to be in compliance with these programs.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$6,159.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$ .00
Property Insurance	\$1,385,000		\$1,635.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding	\$250,000	\$250,000	\$332.00

Minimum/Maximum Amount			
Other		\$1,000,000	\$10,341.00
Total Cost			\$18,648.00

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

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

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

shaneen1507                      03/01/2013

(Board Chair Signature)

(Date)

**Facility:**

*Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.*

*What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).*

DLA is currently viewing available properties with a real estate broker, Deborah M. Jackson. The board has walked through a prospective building located at 9100 Olmsted Drive, Charlotte, North Carolina. DLA will also seek information regarding available school buildings in Charlotte and surrounding areas. If the board agrees upon a facility, then the necessary steps will proceed to purchase the site.

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

Destination Leadership academy had not identified a facility at this time.

**V. FINANCIAL PLAN**

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

**Budget: Revenue Projections from each LEA 2014-15**

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

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

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

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

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

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,438.40	168	\$745,651.20
Local Funds	\$2,332.48	168	\$391,856.64
Federal EC Funds	\$3,743.48	34	\$127,278.32
<b>Totals</b>			\$1,264,786.16

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
-Exceptional Children Federal Funds	\$127,278	\$194,661	\$232,096	\$280,761	\$310,709
-Local Per Pupil Funds	\$391,857	\$601,780	\$723,068	\$867,683	\$1,040,286
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$745,651	\$1,348,942	\$1,664,907	\$2,052,286	\$2,295,278
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>TOTAL INCOME</b>	\$1,264,786	\$2,145,383	\$2,620,071	\$3,200,730	\$3,646,273

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

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



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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
<b>Personnel:</b>															
School Director	1	\$39,000	\$39,000	1	\$41,000	\$41,000	1	\$43,000	\$43,000	1	\$44,000	\$44,000	1	\$45,500	\$45,500
Assistant Director	0	\$0	\$0	1	\$38,000	\$38,000	1	\$38,500	\$38,500	1	\$39,600	\$39,600	1	\$40,500	\$40,500
Financial Secretary	1	\$25,000	\$25,000	1	\$27,600	\$27,600	1	\$28,400	\$28,400	1	\$39,000	\$39,000	1	\$39,800	\$39,800
Administrative Assistant	0	\$0	\$0	1	\$22,700	\$22,700	1	\$23,500	\$23,500	1	\$24,600	\$24,600	1	\$25,300	\$25,300
Core Content Teacher(s)	8	\$24,000	\$192,000	13	\$26,300	\$341,900	16	\$27,000	\$432,000	16	\$28,000	\$448,000	17	\$28,800	\$489,600
Special Area Teachers	4	\$16,500	\$66,000	4	\$17,000	\$68,000	4	\$18,000	\$72,000	4	\$18,900	\$75,600	4	\$19,600	\$78,400
Exceptional Children Teacher(s)	2	\$25,500	\$51,000	4	\$26,000	\$104,000	4	\$26,800	\$107,200	5	\$27,600	\$138,000	6	\$28,800	\$172,800
School Counselor	0	\$0	\$0	1	\$29,000	\$29,000	1	\$30,000	\$30,000	1	\$31,400	\$31,400	1	\$32,500	\$32,500
Teacher Assistant	4	\$14,000	\$56,000	6	\$16,000	\$96,000	6	\$16,800	\$100,800	7	\$18,600	\$130,200	7	\$19,700	\$137,900
Contracted Personnel	4	\$8,000	\$32,000	3	\$8,000	\$24,000	3	\$8,000	\$24,000	3	\$9,000	\$27,000	3	\$9,000	\$27,000
Food Service Staff	2	\$14,000	\$28,000	3	\$14,500	\$43,500	3	\$15,000	\$45,000	4	\$15,500	\$62,000	4	\$15,500	\$62,000
Transportation Staff	1	\$11,000	\$11,000	1	\$12,700	\$12,700	2	\$13,400	\$26,800	2	\$13,500	\$27,000	2	\$14,250	\$28,500
Custodian	1	\$17,000	\$17,000	1	\$17,900	\$17,900	1	\$19,000	\$19,000	2	\$20,600	\$41,200	2	\$21,700	\$43,400
<b>Total Personnel</b>	<b>28</b>	<b>\$194,000</b>	<b>\$517,000</b>	<b>40</b>	<b>\$296,700</b>	<b>\$866,300</b>	<b>44</b>	<b>\$307,400</b>	<b>\$990,200</b>	<b>48</b>	<b>\$330,300</b>	<b>\$1,127,600</b>	<b>50</b>	<b>\$340,950</b>	<b>\$1,223,200</b>
<b>Benefits:</b>															
Disability	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Health Insurance	17	\$7,900	\$134,300	33	\$8,300	\$273,900	37	\$9,000	\$333,000	39	\$9,600	\$374,400	42	\$9,890	\$415,380
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0

Destination Leadership Academy

Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan	19	\$6,300	\$119,700	28	\$6,800	\$190,400	31	\$7,100	\$220,100	38	\$7,380	\$280,440	44	\$7,850	\$345,400
Social Security	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Total Benefits	36	\$14,200	\$254,000	61	\$15,100	\$464,300	68	\$16,100	\$553,100	77	\$16,980	\$654,840	86	\$17,740	\$760,780
<b>Total Personnel Budget</b>	64	\$208,200	\$771,000	101	\$311,800	\$1,330,600	112	\$323,500	\$1,543,300	125	\$347,280	\$1,782,440	136	\$358,690	\$1,983,980

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

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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Books and Supplies	Copy Paper	\$4,700	\$6,700	\$7,500	\$8,200	\$10,000
	Curriculum/Texts	\$49,000	\$40,000	\$38,000	\$36,000	\$35,000
	Instructional Materials	\$63,000	\$49,000	\$40,000	\$32,000	\$29,000
	Other	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
	School Supplies	\$17,000	\$15,000	\$15,000	\$15,000	\$15,000
	Testing Supplies	\$7,000	\$8,500	\$11,500	\$12,500	\$13,500
Human Resources Costs	Legal Counsel	\$3,000	\$3,000	\$3,000	\$3,000	\$3,500
	NC Wise	\$0	\$0	\$0	\$0	\$0
	Personnel Software	\$0	\$0	\$0	\$0	\$0
Other	Equipment	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
	Food Plan	\$11,000	\$14,000	\$18,000	\$22,000	\$26,000
	Furniture	\$15,000	\$7,500	\$7,500	\$7,500	\$7,500
	Insurances	\$14,000	\$18,000	\$19,400	\$23,000	\$25,000
	Marketing Plan	\$5,000	\$5,000	\$6,500	\$6,500	\$7,000
	Parent Involvement	\$3,500	\$3,500	\$4,000	\$4,000	\$4,000
	Staff Development	\$5,000	\$6,500	\$8,000	\$9,500	\$11,000
	Transportation Plan	\$9,000	\$10,000	\$12,000	\$13,000	\$13,500
	Travel Expenses	\$0	\$0	\$0	\$0	\$0
Rents and Debt Services	Custodial Supplies	\$1,700	\$2,300	\$1,600	\$2,000	\$1,800
	Extermination	\$0	\$0	\$0	\$0	\$0
	Facility Lease/Mortgage	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
	Maintenance	\$3,000	\$4,000	\$4,500	\$5,000	\$5,500
	Rent of Equipment	\$0	\$0	\$0	\$0	\$0
	Security/Alarm	\$1,800	\$1,800	\$1,800	\$2,000	\$2,000
Technology Hardware	Instructional Software	\$1,000	\$1,700	\$2,000	\$2,200	\$2,400
	Network/Internet	\$4,600	\$5,000	\$5,000	\$5,800	\$6,200
	Office Software	\$1,200	\$1,800	\$1,800	\$2,000	\$2,000
	Other	\$800	\$800	\$800	\$800	\$800
Utilities	Electric	\$6,000	\$6,400	\$6,700	\$7,000	\$7,000
	Energy	\$0	\$0	\$0	\$0	\$0
	Phone	\$2,300	\$2,500	\$2,700	\$2,700	\$2,700
	Water/Sewer/Trash	\$2,100	\$2,400	\$2,500	\$2,500	\$2,900
<b>Total Operations</b>		<b>\$350,700</b>	<b>\$335,400</b>	<b>\$339,800</b>	<b>\$344,200</b>	<b>\$353,300</b>

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

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2014-2015</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
TOTAL EXPENDITURES (PERSONNEL)	\$771,000	\$1,330,600	\$1,543,300	\$1,782,440	\$1,983,980
TOTAL EXPENDITURE (OPERATIONS)	\$350,700	\$335,400	\$339,800	\$344,200	\$353,300
TOTAL EXPENDITURES	\$1,121,700	\$1,666,000	\$1,883,100	\$2,126,640	\$2,337,280
TOTAL REVENUE	\$1,264,786	\$2,145,383	\$2,620,071	\$3,200,730	\$3,646,273
ANNUAL NET PROJECTIONS	\$143,086	\$479,383	\$736,971	\$1,074,090	\$1,308,993

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

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

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

Budget based on State ADM funds, Local ADM funds, and EC funds.

2014-2015 State ADM = \$4,438.40 per student, Local ADM = \$2,332.48 per student, EC Funds = \$3,743.48 per student

2015-2016 State ADM Projected = \$5,228.46, Local ADM = \$2,332.48, EC = \$3,743.48

2016-2017 State ADM Projected = \$5,370.67, Local ADM = \$2,332.48, EC = \$3,743.48

2017-2018 State ADM Projected = \$5,516.90, Local ADM = \$2,332.48, EC = \$3,743.48

2018-2019 State ADM Projected = \$5,667.35, Local ADM = \$2,332.48, EC = \$3,743.48

Projections of budget based on enrollment figures of 168 students in the first year, 258 in the second, 310 in the third, 372 in the fourth, and 446 in the fifth year.

Of the staff and administrators - there will be 4 part-time Special Area teachers each year along with part-time bus drivers and several contracted positions entailing the Nurse, Speech Pathologist, and Psychologist. The Counselor will be contracted their first full year and then we will retain them in a full-time position each year thereafter. Staff and Administrative additions are projected but will be reviewed each year.

Projected Staff and Administrator salaries do not take into account the amounts that would be spent on health benefits and retirement plan contributions. Those amounts are calculated separately under the personnel budget as they would factor into their overall salary totals.

Our budget has a surplus in excess of 10% at the end of the first year after all projected costs and expenses have been deducted and the surplus grows each year to allow for a cushion for emergency items and unexpected fees and obligations. Additional lease/rental agreements and expansion opportunities are expected and need to be budgeted for as well which the surplus would help to facilitate.

If our budget were to be higher than anticipated we would have a buffer of

over 10% to cover additional costs along with options of decreasing student projections in ongoing years and employing fewer staff to account for the shortfall. The school could operate with 187 students without additional staff if projections could not allow for additional support staff or administrative roles after the first year.

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

The school will use Integrated Software Information Systems financial software. The Financial Secretary will be responsible for onsite book keeping and purchasing. The board finance committee along with the school director and financial secretary will select contractors and vendors in alignment with board policies and procedures.

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

The priority for the school is to create an environment that will maximize the learning opportunities for students. This is why several of the largest budget items are for the lease agreement, instructional texts and books for the curriculum, and the teachers, who will be charged with establishing the school culture.

A portion of the budget has been set aside for growth, if necessary, in the areas of professional development of the staff and administrators. The board is supportive of programs and initiatives that would help build the education of the staff to engage the students at a higher level. The Rock Foundation, that acts in a supportive role for the school, is also an avenue to raise funds and solicit grant money for the purpose of having ample capital to further the mission of developing the program into a success as well.

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

There are no funds currently secured through any private institutions although The Rock Foundation intends to help the school with additional funding from such sources.

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

Our projected worst-case-scenario would estimate a 6.5% surplus in the budget of years 1-5, if no increase in ADM funds were realized and we were to cap total student enrollment at 187. Ensuring the school has sufficient capital to operate is our priority. While we may not project complete success with the budget, we believe we can predict not experiencing significant losses or running into cash flow emergencies with a reasonable budget surplus.

187 students is the break-even point we could maintain after year one and still run a surplus into a margin of 10% with nominal salary increases going into the 5th year. We also see several areas where we would not add any

staff positions or could go the part-time route with contract employment versus full-time positions which would save on health benefits, salary increases, retirement plan costs, and insurance if necessary. Beginning with a substantial projected budget surplus allows for greater shortfall flexibility.

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

We do not anticipate the capital we have budgeted will not be attainable, however, we expect that information would be made available to the board in a timely manner to allow us to advance our cause at a later date if the funding was not adequate. All of the funds allotted in the first year are from the state and local government, so the shortfall would not be due to any private entity that did not execute a promise of previously requested funds, but from public sources that did not make them accessible. This would leave the board in a position of seeking private funding or postponing the process until a later date.

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

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

Destination Leadership Academy's Board will contract with an independent CPA to conduct an audit of all of the financial practices and records they maintain. In accordance with GS 115C-238.29F(f), DLA will (1): Comply with financial audits, audit procedures, and audit requirements adopted by the State Board of Education of Charter Schools; (2) Comply with the reporting requirements established by the State Board of Education in the Uniform Educating Reporting System; and (3) Report at least annually to the State board of education all the information required.

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

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

Obi Unyafu, CPA  
4703 Central Avenue  
Charlotte, NC 28205  
Phone: 704-566-8124  
Fax: 704-566-8125

**VI. AGREEMENT PAGE**

**LEA Impact Statement:**

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

**Applicant Signature:**

The foregoing application is submitted on behalf of Destination Leadership Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: shaneen1507

Board Position: Board Chair

Signature: \_\_\_\_\_

Date: 03/01/2013

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.