



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Wisdom 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  
301 N. Wilmington Street  
Raleigh NC 27601-2825  
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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: *Wisdom Academy*

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

Name of non-profit organization under which charter will be organized or operated: *Wisdom 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: *Tawana James*

Title/Relationship to nonprofit: *School Principal*

Mailing address: 8116 Round Oaks Rd  
Raleigh NC 27616

Primary telephone: 919-413-0877 Alternative telephone: 919-266-6652

E-Mail address: *tawana.james73@yahoo.com*

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

County: *WAKE*

LEA: *920-Wake County Schools*

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? *Wisdom 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:

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	<i>K,01,02</i>	<i>120</i>
Second Year	<i>K,01,02,03</i>	<i>160</i>
Third Year	<i>K,01,02,03,04</i>	<i>200</i>

Fourth Year	K,01,02,03,04,05	360
Fifth Year	K,01,02,03,04,05,06	420
Sixth Year	K,01,02,03,04,05,06,07	480
Seventh Year	K,01,02,03,04,05,06,07,08	540
Eight Year	K,01,02,03,04,05,06,07,08	540
Ninth Year	K,01,02,03,04,05,06,07,08	540
Tenth Year	K,01,02,03,04,05,06,07,08	540

*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.*

wisdom academy1  
*Signature*

Co-Founder/Board Member  
*Title*

wisdom academy1  
*Printed Name*

02/28/2013  
*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:*

We, the Wisdom Academy community, will provide all students, but especially the needs of under-served, at-risk students by focusing on academic excellence, strong character, productive citizenship, and a passion for life, learning, and quality through the arts.

### **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.*

Demographically, this urban area is 83.2% minority, with a median household income of \$41,842 (kidscount.org, 2012). Other demographic characteristics of the population include:

- \* 25% of the population in this area live below the poverty line
  - \* Less than 40% of the households own their own home
  - \* Most residents work part time rather than full time
- (www.ncpublicschools.org, 2012)

The Board of Wisdom Academy chose this demographic because its mission is to serve the needs of all students, but especially the needs of underserved, at-risk students by refocusing on academic excellence, strong character, productive citizenship, and a passion for life, learning, and quality through the arts. Residents of the southeast corridor have few quality options regarding their childrens elementary education. Of the four elementary schools, three charter schools, and one private school only one had more than 80% of its students meeting or exceeding North Carolinas proficiency standards (NC School Report Cards, 2012). The reality is that the students who attend these failing schools are disproportionately poor and minority, most of whom are African-American (U.S. Census Bureau, 2012).

The families of school-aged children in our targeted neighborhoods experience high rates of poverty, crime, school dropout, unemployment, and other socio-economic challenges (clrsearch.com/Raleigh-demographics, 2012). Wisdom Academy will prepare students to be successful, productive members of society through our partnership with A+ School Programs to provide innovative, multi-disciplinary instructional education that focuses on integrating the arts drama, dance, music, visual arts, and creative writing to develop a solid foundation in the Common Core State Standards and NC Essential Standards.

Wisdom Academy will be providing a viable outlet for children who have an interest in academics coupled with the arts. The Board sincerely believes society needs to provide an arts-integrated curriculum that will more fully meet the needs of the targeted population.

Wisdom Academy will address three identified needs in the southeast corridor of Raleigh: 1) close achievement gaps; 2) establish a college-bound trajectory for every student; 3) alleviate overcrowding in elementary and middle schools.

The 2011-2012 Wake County Schools report card highlights the existing achievement gaps for those schools in the targeted area. These charts summarize the percentage of Wake County students and the percentage of students in the targeted area who tested proficient on both math and reading End of Grade assessments.

2012 Students Proficient on Math and Reading

	Male	Female	White	Black	Hispanic	E.D.	N.E.D.	L.E.P.	E.C.
Wake	72.0	76.5	88.4	52.8	56.5	51.6	87.3	33.0	
41.8									
Proposed neighborhood	44.4	55.6	75.0	48.3	69.8	48.6	68.8	33.5	
26.7									

(NC School Report Cards, 2012)

- E.D.=Economically Disadvantaged
- N.E.D.=Not Economically Disadvantaged
- L.E.P.=Limited English Proficient
- E.C.=Exceptional Children

While schools in these neighborhoods show a range of proficiencies on the EOGs, a constant in all schools is 1) the achievement gap between Caucasian and minority students; 2) the achievement gap between economically disadvantaged and non-economically disadvantaged students; and 3) the achievement gap between Exceptional Children and all other categories of children.

Wisdom Academy will address these achievement gaps by partnering with A+ School Programs to implement a rigorous academic program integrated with the arts (drama, dance, music, visual arts, and creative writing), grounded in best instructional practices, and with proven effective interventions to improve the academic progress of at-risk students (Clarke, 2003). Of particular significance are the Individual Learning Plans that will incorporate High Yield Instructional Strategies (Marzano, 2001) to maximize each students learning.

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?*

Its first year, Wisdom Academy will serve 120 K-2 students. At full capacity, Wisdom Academy will serve 540 K-8 students which comprises about .51% of Wake County Public School Systems (WCPSS) total 2012/2013 K-8 school population, and less than .5% of WCPSS projected 2014/2015 K-8 school population.

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

One similarity between the Wake County Public School Systems (WCPSS) and Wisdom Academy is in their mission and vision statements. WCPSSs vision statement includes a commitment "to raise the achievement of all children and will provide students with high quality classroom instruction that fosters intellectual development. WCPSS recognizes children have different needs and is committed to ensuring all reach their full potential" (WCPSS, 2013). This aligns with Wisdom Academys mission statement to provide all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life, learning, and quality; the Board understands that Wisdom Academy will only achieve its mission by providing services that meet its students individual needs.

Another similarity is evident when comparing educational programs. The objectives of WCPSSs educational program closely resemble the objectives of Wisdom Academy: Through instructional strategies that utilize the intelligence strengths of students, strong community partnerships, a focus on civic responsibility, self-discipline, and extensive family involvement, students will develop the academic skills essential for success in the 21st century (WCPSS, 2013). Instructional practices of the WCPSS include active learning, hands-on experiences, integrated seamless curriculum, individualized approach, project-based learning, relevant and problem-based learning. Each one of these instructional practices are components of Wisdom Academy's educational program, especially an integrated thematic curriculum (in this case, integrating the arts) to help students relate to learning as they do to life, not in isolation, but with relevance and meaning.

The greatest difference between WCPSS and Wisdom Academy is Wisdom Academy's intentional focus on addressing the needs of minority, at-risk students through its arts-integrated curriculum. The Board understands that lack of engagement and relevance is an important factor in the steadily increasing number of urban students under-performing academically and not getting the tools/skills they need. Wisdom Academy will collaborate with A+ Schools Program (A+ Schools) of the North Carolina Arts Council and GPSM, two organizations with proven success working with urban, at-risk students. In a correspondence from Michelle Burrows, Director of A+ Schools, it was noted, "the A+ Schools with higher proportions of disadvantaged and minority students performed as well on statewide reading and mathematics assessments as students from more advantaged schools," (email, 2/5/2013). It is the Board's strong belief that the arts will provide unique experiences and connections that will make learning personal and meaningful for its students (Harvard, 2009).

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

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

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



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

The primary purpose of Wisdom Academy is to improve learning experiences for traditionally underserved students. The Board believes the best way to achieve that purpose is by establishing a college-bound trajectory for every student through the implementation of an arts-integrated, academically rigorous curriculum. Student learning will be continuously monitored using scientific data collection and analysis, geared as much to discovering what students do not know as what they do know. Common Core State Standards and NC Essential Standards will drive all curriculum and instruction.

Wisdom Academy staff will employ differentiated instructional delivery methods (Tomlinson 2010) geared to match various student-learning styles. Some of these methods include project-based, experiential, service-based, and technology-based, all meant to create meaningful experiences and learning opportunities for our students (for more information on differentiated instruction and types of learning, please see Appendix R: A+ Essentials).

Incorporating art across the curriculum will allow teachers to utilize innovative and creative lesson planning. Chambers (2002) reported how bringing the arts into the general educational curriculum improves student achievement scores by raising memory retention. This approach also teaches students to observe the world from different perspectives. Drama, dance, music, visual arts, and creative writing provide unique opportunities for student to achieve the type of understanding only available by viewing, participating, creating, and innovating. Students will become passionate about their work and art in multi-sensory ways that translate across content. Students will develop those habits necessary to produce quality work.

Wisdom Academy teachers will undergo intensive training for six weeks before school starts to learn how to take advantage of these diverse instructional techniques. Further, professional development is a key component of the A+ Schools Program with whom Wisdom Academy will be collaborating to develop and implement its arts-integrated curriculum; that professional development includes school-based workshops, demonstration teaching, residential training at A+ Institutes, and becoming part of the A+ network of schools. Other ongoing professional development will be made available as they meet in grade level teams, content teams, and whole faculty professional learning

communities to constantly assess and refine the effectiveness of delivery of Wisdoms curriculum and mission, thereby improving student achievement on all state required standardized assessments.

Further, Wisdom Academy will provide an extensive intervention system for students who are not maintaining academic proficiency, or who are achieving at "gifted" levels. The Academy will implement intervention services that are progressive, prescriptive, and individualized; students who receive intervention services but do not respond (based on data) will receive comprehensive support services. At the other end of the spectrum, students who show strong competencies in any given subject area will be supported by a progressive continuum of services, including honors projects, explorations of increasing difficulty, independent work through blended on-line programs and advanced topics, and high achiever classes in the older grades.

The Academy will follow a performance-based model of accountability and evaluation. Building-wide formative assessments will provide a growth-to-efficiency snapshot of student progress on a monthly, semi-annual, and annual basis. Each student will maintain an established trajectory toward standards mastery and college-readiness attainment in each core content area. Teacher and administrator evaluations are tied directly to student growth and performance.

### **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?*

The Board's accountability plan will be a critical tool to judge Wisdom Academy's success in meeting the goals set forth in its mission statement. Furthermore, it will be the main tool used by the Board to oversee the successful functioning of the school and its administrative team. Consequently, the process used to develop the first accountability plan must be carefully planned, inclusive of all stakeholders, and embraced by all members of the Academy.

During the summer of 2014, GPSM and Lex-is Legal Services will develop Wisdom Academy's accountability plan. The Board and GPSM will continue to work with the school's Assessment Committee during the first year of school operation to ensure the school is making progress toward its accountability plan measures.

Goal: The school is faithful to the mission, vision, and educational philosophy defined in the charter application and any subsequent approved amendments.

Metric: The Board will do a thorough annual review of assessment data, i.e.: college acceptances, graduation rate, drop-out rate, EoG results, student retentions, attendance, disciplinary action to determine faithfulness to the charter and the Academy's mission.

Metric: Surveys will be administered to staff, parents, students, and community partners to assess the alignment between Wisdom Academy's mission/educational philosophy and actual practices.

Goal: The Board implements the governance and leadership structure as

defined in the charter application and any subsequent approved amendment(s).

Metric: The Board will conduct an annual evaluation of the school administrators to determine effectiveness of governance and organizational structure

Metric: The Board will conduct an annual evaluation to determine its effectiveness in achieving its mission and use of resources.

Goal: The school establishes an academic program that includes the pedagogical approach, arts-integrated curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).

Metric: Achievement of academic goals (Please see academic goals in Section 2 below).

Goal: Teacher accountability and continued development.

Metric: Each class performance on EOG and Performance Series assessments will be measured to determine the class growth for the school year.

Metric: Peer reviews and administrative classroom observations will be evaluated to determine evidence of instructional quality.

Metric: Logs and documentation of professional activities will be reviewed for evidence of professional responsibility.

Goal: The school establishes a community service program that includes the goals of the mission statement to provide students with the tools to be productive citizens.

Metric: 100% of Wisdom Academy students will participate in a code of conduct review and ratification each year as part of the Academys social curriculum.

Metric: 100% of Wisdom Academy students will participate in at least one community service project each year.

Goal: Wisdom Academy will operate in a financially effective, efficient, and prudent manner.

Metric: An annual audit of the financial statements will be completed to ensure sound financial management. The audited financial statements and audit opinion will be submitted to the North Carolina Department of Public Instruction.

Metric: The Academy will meet annual budget targets each fiscal year. Budgets will be submitted annually to the North Carolina Department of Public Instruction.

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

The Wisdom Academy Board believes that every student is capable of personal academic excellence if provided with the right educational environment, excellent teachers, and comprehensive support systems (McREL, 2009; Gates Foundation, 2002). In addition to North Carolina-mandated achievement on EOG assessments, the following goals will determine the success of the Wisdom program. It is important to note that these goals are also measures of the effectiveness of the A+ Schools Program art-integration model. The A+ arts-integrated curriculum is inclusive of drama, dance, music, visual

arts, and creative writing and is integrated within all academic content areas (Burrows personal correspondence, 2/5/2013).

## Academic goals

### Reading

Goal: Students will be proficient in Reading.

1. 70% of third through eighth grade students will meet or exceed End-of-Grade (EOG) Reading Assessment proficiencies

a. Metric: EOG reading assessment scores for third through eighth grade students will be evaluated to determine if the goal was met.

b. Timeline: Annually, in the spring, following first full year of operation.

2. Each year, the school will be in the 65th percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed annual Measures of Academic Progress (MAP) growth in reading

a. Metric: Northwest Evaluation Association (NWEA) reading assessment scores for Wisdom students will be compared to other NWEA participating schools to determine if the goal was met.

b. Timeline: annually, in the spring

### English Language Arts

Goal: Students will be proficient in Language Arts

1. Each year, the school will be in the 65th percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed annual MAP growth in Language Arts.

a. Metric: Northwest Evaluation Association (NWEA) language arts assessment scores for Wisdom students will be compared to other NWEA participating schools to determine if the goal was met.

b. Timeline: annually, in the spring

2. Each year, students enrolled for three or more years will average scaled scores equal to or greater than the grade-level achievement targets for language arts on the Performance Series by Scantron assessments.

a. Metric: Performance Series by Scantron language arts assessment scores for students will be evaluated to determine if the goal was met.

b. Timeline: Tri-annually in the fall, winter, and spring.

### Mathematics

Goal: Students will be proficient in Mathematics

1. 70% of third through eighth grade students will meet or exceed End-of-Grade (EOG) Mathematics Assessment proficiencies

a. Metric: EoG mathematics assessment scores for third through eighth grade students will be evaluated to determine if the goal was met.

b. Timeline: Annually, in the spring, following first full year of operation.

2. Each year, the school will be in the 65th percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed annual MAP growth in mathematics.

a. Metric: Northwest Evaluation Association (NWEA) mathematics assessment scores for Wisdom Academy students will be compared to other NWEA participating schools to determine if the goal was met.

b. Timeline: annually, in the spring

### Science

Goal: Students will be proficient in Science

1. 70% of fifth and eighth grade students will meet or exceed End-of-Grade (EoG) Science Assessment proficiencies
  - a. Metric: EoG science assessment scores for fifth and eighth grade students will be evaluated to determine if the goal was met.
  - b. Timeline: Annually, in the spring, following first full year of operation.
2. Each year, at least 50% of students will meet or exceed the average of the LEA.
  - a. Metric: EoG grade level assessment scores will be compared to LEA grade level assessment scores to determine if the goal was met.
  - b. Timeline: Annually in the spring, following the first year of operation.

See page R2 for course content and goals

### 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.

Wisdom Academy's instructional program reflects sound research-based practices. Once approved, Wisdom Academy will become a member of the A+ Schools Program of the North Carolina Arts Council network. That instructional program will include the following components:

\* The Arts drama, dance, music, visual arts, and creative writing are included in the curriculum design and integrated with core content. The Arts are taught daily, are valued as essential to learning and personal experiences, and are part of the whole schools identity.

\* Rigorous Curriculum Wisdom Academy and A+ Schools Program will use the Common Core Standards and NC Essential Standards to create a dynamic instrument featuring curriculum mapping by all teacher and specialists, thematic webbing reflecting both horizontal and vertical alignment, teacher created interdisciplinary thematic units, and cross-curricular and two-way integration.

\* Focus on multiple intelligences - Wisdom teachers use a variety of instructional strategies including direct and differentiated instruction, collaborative groups, thematic teaching, and art-based activities to deliver instruction. The individual learning styles of students are identified and used to design effective teaching strategies across all content areas.

\* Enriched assessment in A+ schools enriched assessment is designed for learning; inclusive of arts and multiple intelligence theory; experiential and collaborative; a reflective practice used to help Wisdom Academy meet its objectives; and used as a self-assessment tool by teachers and students.

\* Instructional methods the instructional methods at Wisdom Academy are based on experiential learning as a creative process grounded in arts-based instruction. As Marzano (2001) and others have made clear through meta-analytic research, the science of teaching involves the application of varying instructional strategies to address the complex learning needs of students. District-wide exploration, reflection, and training in differentiated instruction (Tomlinson & Imbeau, 2010) underscores the pedagogical philosophy of all teachers at Wisdom Academy namely, that course content delivery must be balanced with attention to individual student learning ability and style.

Wisdom Academy's instructional design is rooted in the constructivist educational theory and grounded in research as to what has proven most effect for at-risk and economically disadvantaged students, the group that will make up the majority of students. Drawing on the theoretical and practical work of Dewey (1990), Brooks and Brooks (1999), and Montessori (1995), the student will be the center of the learning experience as the teacher serves to create a space that is conducive to exploration. Through

this methodology, students will receive the tools and facilitation necessary to push through and reach deeper learning.

Through the lens provided by the A+ Schools arts-integrated curriculum, students will learn to observe the world from different perspectives. The arts will provide unique experiences only gained by viewing, participating, creating, and innovating in a welcoming environment. Students will be engaged as they work with and around those who create art for a living. Students will be allowed the space to explore and develop passion for the work they produce, which will translate across all content areas.

To reiterate, the core curriculum is comprehensive, aligned with the Common Core State Standards and NC Essential Standards, and includes arts-integrated instruction in English/language arts, mathematics, science social studies, health, physical education, art/music, and technology.

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

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

**Smaller School Environment.** The Academy will maintain a small school environment for each of the separate school levels (primary and middle), with small class sizes (20 students or less as resources allow, with a total school goal of less than 18:1), enabling greater amounts of time by teachers and assistants to work one-on-one with students. Problem-based learning, combined with using the arts as catalyst toward deeper learning, will be used to evaluate student mastery, retention, and practical application of core content. By creating open environments where students are able to explore, assert themselves, and find voice through their work, students will be empowered to choose, shape their learning, and make meaningful connections with materials, content, and their lives.

**Direct Instruction.** Wisdom Academy will use direct instruction to implement its art-integrated curriculum. Direct instruction emphasizes small-group, face-to-face instruction using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly ((see Carnine, 2000, pp. 5-6; Traub, 1999). An arts-integrated curriculum utilizing direct instruction has proven to be more effective in improving the academic achievement of disadvantaged and at-risk students than merely implementing the arts as a voluntary guide (State of Virginia, 2004).

Along with direct instruction, teachers will differentiate instruction according to the needs and styles of students, as well as to guide project-based cross-curricular and experiential learning activities incorporating drama, dance, music, visual arts and creative writing. Differentiated instruction is the process of "ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that students readiness level, interests, and preferred mode of learning" (Tomlinson, 2004, p. 188). Rock et al (2008) have shown how teachers who differentiate instruction close the achievement gaps of all students, which is Wisdom Academys primary mission.

**School Culture.** Teaching virtues is not optional in a school; it is inevitable. In effect, a school teaches virtues in everything it does from

the way students are treated by teachers and staff, to the way the principal treats teachers, to how students treat and are allowed to treat peers. The virtues students encounter within the walls of the school have a significant effect on development; because of this, character development is an explicit and integrated component of the schools educational program. Research shows that teaching virtues is helpful not only in terms of promoting student academic success, but also in terms of promoting a school climate and culture that are conducive to teaching and learning. Teaching virtues at the Academy helps the school ensure that each student is cared for as family cares for its children and that each student is prepared for life beyond the Academy.

Wisdom Academy will implement a restorative practice model for moderating and modulating student behavior. Built on the restorative justice theories of Harry Mika and Howard Zehr (1989; 1990; 1991; 1992; 1996;1998; 2002; 2003, 2004; 2006; 2007), restorative practice "provides high levels of both control and support to encourage appropriate behavior, and places responsibility on students themselves, using a collaborative response to wrongdoing. The philosophy underlying these practices holds that human beings are happier, more productive, and more likely to make positive changes in their behavior when those in positions of authority do things WITH them, rather than TO them or FOR them" (iirp.edu, 2012).

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.

A common curricular mapping document is used to scope standards, essential questions, key vocabulary, and alignment to the Common Core State Standards and NC Essential Standards Arts Education Strands (Appendix B). Formal work on the arts-integration piece will begin with A+ School Program of the National Arts Council after Wisdom receives notification of its charter application approval.

This curriculum aligns with Wisdom Academys mission because the instructional program will be driven by the learning goals established for all students. These learning goals encompass academic standards in the core areas of learning, including English language arts, mathematics, science, and social studies, as well as other areas of learning such as the arts, music, technology, health, and physical education. Since individual responsibility, integrity, personal character, and effort are important contributors to success in school and life, and because character traits such as perseverance, camaraderie, and empathy are highly correlated with college success, character development and the teaching of virtues will be an explicit and integrated component of the curriculum. When coupled with high-quality instruction and solid curricular tools to support instruction, the curriculum will promote academic success for students, equipping them with the knowledge, understanding, and skills needed to meet or exceed the Common Core State Standards and NC Essential Standards.

Wisdom Academy will meet the Annual Measurable Objectives targets defined by



the North Carolina Accountability Model (AMO). Wisdom Academy's K-8 targets include:

1. Participation rate of 95 % in End-of-Grades Tests of Reading Comprehension (grades 3-8)
2. Participation rate of 95 % in End-of-Grade Tests of Mathematics (grades 3-8)
3. Proficiency rate in End-of-Grades Tests of Reading Comprehension (grades 3-8)
4. Proficiency rate in End-of-Grade Tests of Mathematics (grades 3-8)
5. Other academic indicator (OAI), attendance for schools in grades 3 to 8. (ncpublicschools.org, 2012)

#### Curriculum Framework

The Wisdom Academy curriculum presents a solid curricular framework outlined by the Common Core State Standards, NC Essential Standards, and 21st Century Skills. Philosophically, the Board insists Wisdom Academy prepares every student who matriculates through its rigorous program for participation in post-secondary education. Unique to graduates at Wisdom Academy will be a profound understanding of multiple perspectives, an understanding of and expectation for "quality," and a unique ability for forming and nurturing relationships with others and the environment in which they live, work, and learn.

The core curriculum from Kindergarten through 8th grade includes the following features:

- Common Core State Standards and NC Essential Standards Alignment
- Experiences rich with the arts in 3 spiraling levels: Integrated (in the room); guided and focused (in fine arts class with an instructor); and with the environment outside of school (working with area artists, interacting in relationship with the environment outside)
- In addition to the integration of the arts across content areas, students rotate through teacher-led standards-based arts courses beginning with theater arts in the early grades. As students advance through the grades they take courses in drama, dance, music, visual arts, and creative writing. Throughout their experience, students will be visited by area artists who serve as "artists in residence" for presentations and projects. As students grow and develop in the program and define their unique areas of artistic interest, they will have multiple opportunities during and after school to work with the artists in residence on special projects.

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.

Research has shown that learning is most effective when students are engaged in learning and when students are performing work at the appropriate level of difficulty (Willis, 2008). Wisdom's instructional strategies will ensure student mastery of the school's essential learning goals in accordance with its educational design, the Common Core State Standards, and NC Essential Standards. These strategies include:

\* differentiated instruction, the process of "ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student's readiness level, interests, and preferred mode of learning" (Tomlinson, 2004, p. 188). Rock et al (2008) have shown how teachers who differentiate instruction close the achievement gaps of all students, a primary concern of Wisdom Academy.

\* guided instruction, which helps a teacher know what is difficult and what is easy for students to comprehend in their studies (Carpenter et al, 1989). Teachers focus on what students know and help them build future understanding based on present knowledge. The program aims to improve children's skills by increasing teachers' knowledge of students' thinking, by changing teachers' beliefs regarding how children learn, and by ultimately changing teaching practices.

\* collaborative groups, which increases student interest and promotes critical thinking. There is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals (Johnson & Johnson, 1986). Shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers (Totten, Sills, Digby, & Russ, 1991).

\* project-based instruction, an instructional strategy built on authentic learning activities that engage student interest and motivation (Kolb, 1984). Research has shown that project-based learning is highly effective for all students, including those who have traditionally experienced linguistic, ethnic, and class inequalities (Boaler, 2002).

Wisdom Academy will collaborate with A+ Schools to integrate these methods into instruction as appropriate, based on student need and what research identifies as the most effective approach for content delivery. Thematic instruction benefits students because it takes what they already know and shows them how their knowledge relates to a new topic (<http://www.netc.org/focus/strategies/them.php>); incorporating art as a theme, Wisdom Academy teachers will guide students to make those connections.

For example, the U.S. Department of Education has released two reports (Catterall et al, 1999; D.O.E., 2011) strongly supporting an arts-based curriculum for increasing the achievement of urban, at-risk students. Among the findings were positive correlations between art involvement and performance on standardized tests for students from low socio-economic environments. Outcomes suggest that "the arts significantly boost student achievement, reduce discipline problems and increase the odds that students will go on to graduate from college (Reinvesting in Arts Education, 2011, p. 3).

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.

Before school begins, Wisdom teachers will undergo six weeks of training and development in the Wisdom Academy/A+ Schools arts-integrated curriculum and instructional strategies. Wisdom Academy is proposing to begin operation in August 2014. The school calendar will include 185 instructional days for students and staff; 5 professional development days for staff; and 11 annual leave days to cover state and federal holidays, etc. The calendar will closely align to Wake County Public School System. This calendar supports the mission statement and education plan in that it provides sufficient time for instruction, professional development, and community-oriented activities.

### Planning

As effective instruction is the result of intentional planning, instruction is driven by a unique and collaborative planning approach that includes the

implementation of what Popham calls the formative assessment process (2008). This approach to planning is characterized by three sequential but interrelated types of planning: year-long planning, unit planning, and daily planning.

**Yearlong planning:** Yearlong planning organizes grade-level curriculum into a long-range framework. Teachers yearlong plans are used to ensure students have the time and opportunity to learn all grade-level educational objectives as outlined in the curriculum. Learning opportunities are organized through this instructional framework, for it outlines what students learn over the course of a school year.

**Unit-level planning:** unit-level planning builds on the yearlong planning process, and it results in specific units of instruction that are based on the scope and sequence of the educational objectives as outlined in the yearlong plan. Unit planning coalesces with the implementation of the formative assessment process. Using Pophams definition, Wisdom Academy defines formative assessment as, "A planned process in which assessment-elicited evidence of students status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics" (2008, p. 5). Wisdom Academys formative assessment process is foundational to school and student success, as both teachers and students use assessment results to monitor progress and adjust respective teaching and learning efforts.

**Daily-planning:** once unit-level plans are developed, daily instructional planning allows teachers to connect educational objectives with specific instructional resources, effective teaching strategies, and the instructional methods that best support student learning. Daily planning also includes developing strategies both to check for understanding on an ongoing basis and to determine if learning activities are providing intellectual engagement for each student.

### **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.

Instructional planning will focus upon ensuring student success. The result is a curriculum that allows students to derive meaning from all of their educational experiences. Wisdom Academy believes active student engagement is a key feature of student success. There is an expectation that all teachers design lessons and assessments that engage students.

Wisdom Academy's core curriculum:

1. Is available to all children
2. Is preventative and proactive; and
3. Includes, but is not limited to:
  - \* Differentiated instruction by adaptations
  - \* Use of diagnostic assessments
  - \* Small, flexible groups
  - \* Curriculum that scaffolds
  - \* Data-driven decisions and progress monitoring

Wisdom Academy subscribes to a four-tier Response to Intervention ("RtI")

structure:

Tier I is subject area classroom instruction (general education students and Exceptional Children students). Teachers use differentiated instruction, when possible, to meet student needs. Frequent formative assessments determine the extent to which content is learned prior to a summative assessment. Summative assessments in the form of unit tests, papers, projects, presentations, and demonstrations indicate mastery of content. Teachers reteach and reassess as necessary.

Tier II encompasses the classroom instruction outlined above and additional "needs-based learning." Students who are identified through standardized assessments and teacher observation as performing below grade level receive additional support in the classroom. This support could come from the classroom teacher or an interventionist who is assigned to the classroom. Students receive more frequent progress monitoring to determine academic growth. The students are supported and monitored for ten weeks. If students have an Individualized Educational Plan ("IEP") goal they are not supported by an interventionist, as they are supported by Exceptional Children staff.

Tier III encompasses Tier I and Tier II instruction with the addition of "individualized learning." Students who do not make accelerated progress after ten weeks of receiving Tier II instruction are identified as Tier III students. An interventionist, who is a certified teacher, services the targeted students outside of the classroom (not during core instruction). A learning plan is formulated to the specific students needs, along with individualized assessments. If the student is not making accelerated progress after five weeks, a child study is initiated and the students study team meets to recommend and implement additional strategies to assist the student. After a subsequent five-week timeframe, if the student is not making accelerated progress to grade level, the IEP team will make recommendations for the next steps.

Tier IV encompasses Tier I instruction and "specially designed learning." The students identified for Tier IV are those that qualify for Exceptional Children services based on a documented disability per NC Policies Governing Services for Children with Disabilities (NCDPI, 2010). Students receive classroom instruction by the general education teacher and support by an Exceptional Children teacher based on their IEP goals. They also may receive modified content or instructional delivery.

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 Board of Wisdom Academy understands that students, regardless of native language, are required to meet the North Carolina End of Course and North Carolina High School Graduation Requirements. It is further understood that as second language learners are working to acquire a new language, proficiency in the new language can occur rapidly through academic applications. To this end, when English Language Learners (ELLs) enter

Wisdom Academy, students are supported with a teacher who is qualified to teach second language learners. Utilizing the NC English Language Proficiency Standard Course of Study and the North Carolina Department of Public Instruction mandated World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards, as well as the Core content Standards Linking Documents, support and general education teachers collaborate and focus on the academic achievement and language acquisition of the ELL. Care is taken to ensure language acquisition is not simply supplanted in the general education classroom; rather, language acquisition and core content instruction occur simultaneously through the collaborative work of teachers informed by the NC English Language Proficiency Standard Course of Study and the WIDA.

Wisdom Academy anticipates that its population will be representative of its surrounding neighborhoods. Therefore, Wisdom estimates that approximately 22% of its total student population will be ELL students. To identify those students, Wisdom will distribute questionnaire to determine the students home language (All paperwork will be provided in English and Spanish). If another translation is required, one will be provided to the students family at no charge. If it is determined the primary or home language is other than English, the student will be enrolled in classes and provided the same opportunities as all other students.

Students who test at the state approved level for exiting the ELL program (at least a 4.8 composite score with reading and writing scores of at least 4.0) will be exited from the ELL program if their performance on other assessment (i.e., EoG) demonstrates their ability to be successful without support.

Monitoring of ELL students will take various forms, including grade reviews, attendance, parent communication, teacher input, and student self-assessment. If a student is not successful and language proficiency is determined to be the key fact, the student may be reassessed and reentered into the ELL program (wida.us, 2012).

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.

Students with exceptionalities are identified through the tiered intervention process. Students identified as academically and intellectually gifted (AIG) through their performance on classroom authentic, unit assessments and building-wide formative assessments are afforded several opportunities to develop academically. In the classroom, teachers are trained in differentiated instruction (Tomlinson, 2010) whereby coursework is adapted to meet the needs of students wherever they may place on the learning spectrum. Students who present unique talents and abilities engage in center-based work and projects that stress higher-order thinking to meet and stretch the cognitive demand of the student. Opportunities to extend learning are provided through Advanced Topics courses; academic programming such as Academic Games and Debate Club; and through membership in associations recognizing their academic achievement, such as National Honors Society and the W.E.B. Dubois Honor Society. Through these

experiences, student interest and ability will drive learning with the facilitation of a highly qualified, AIG certified instructor.

Wisdom Academy will also provide an Accelerated Program for AIG students. Student selection will be based upon their high scores on the North Carolina End-of-Grade test, the Terra Nova Assessment Test, Performance Series grade-level test, and through teacher recommendation. Students must score in the 97th percentile or higher in either reading or math to be considered for the Accelerated Program.

Homeroom teachers and specials teachers will be aware of, and have the responsibility to, oversee the students core academics and challenge the students in their specific areas of strength. Wisdom Academy teachers will utilize differentiation of instruction to provide students with the opportunity to accelerate within the general education classroom. Teachers will design lessons implementing different levels of instruction and curriculum to meet the variety of needs within the classroom. In the area of math instruction, students are provided with enrichment activities, or in some instances, a student will partake in a higher-grade level math class to meet the individual child's academic needs.

Wisdom Academy will work with the NCDPI AIG consultant to develop and implement an approved AIG Strategic Plan. In order to appropriately and adequately monitor and evaluate the progress and success of academically and intellectually gifted (AIG) students, Wisdom Academy will form an advisory group of community members, parents/families of AIG students representative of the diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the AIG program and make recommendations for program improvement. The use of NWEA assessments, Performance Series by Scantron assessments, and ACT assessments in reading, writing, and mathematics will be part of that evaluative process. In addition to the previously mentioned assessments, certified AIG licensed teachers will monitor mastery of curricular content through the formative assessment process.

### **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)

Students who have previously been found to be eligible for special education services or protected under Section 504 of the Rehabilitation Act will be identified by: (1) notification by parent; (2) school registration form; and (3) Comprehensive Exceptional Children Accountability System (CECAS).

Student needs will be supported through the interventions determined by the Instructional Support Team (IST). The IST will be responsible for identifying students who may be eligible for intervention and special education services. The IST is a school-based group of people (e.g. parents, General Education and Exceptional Children teachers, psychologists, social worker, speech therapists and administrators). The interventions will be in place for a minimum of 30 academic days. Students will be assessed weekly in order to monitor progress. After 20 academic days, students who make expected growth will no longer be a part of the intervention process and will continue to work with the teacher in the classroom. Students who do not make sufficient growth will either begin a different research-based program or spend more time working on the same program as a second intervention.

If the student does not make progress at this point, he/she will be referred for Exceptional Children testing at the consent of the parent. Persons from varying disciplines including a school psychologist, speech and language therapist, physical therapist, audiologist and/or occupational therapist may conduct evaluations. The team will consider the students progress in the context of his/her opportunity, past experiences, sensory, health, language culture, and developmental challenges.

The comprehensive evaluation of the student will include normative measures to advance the understanding of why the student continues to have difficulty. The student will also be tested with an individually administered standardized achievement test to validate the samples of classroom assessment data with normative data. The evaluation will lead to appropriate recommendations as to the best plan for instruction. Recommendations will not be limited to special education supports and programs and may include recommendations such as classroom accommodations or continued participation in response to intervention targeted small group instruction.

If the child is determined eligible for special education services the Individualized education program team or IEP Team will be responsible for developing and reviewing an Individualized education program or IEP for a child with a disability.

Requesting Records from previous schools: Wisdom Academy will submit a request for records form to the students previous school in order to obtain student IEP and 504 Plan documents. Record Confidentiality (On-Site) Educational Records (including records, files, documents, and other materials containing information directly related to a student and are maintained by Wisdom Academy of all children referred for evaluation and/or identified as disabled/504 will be maintained in a locked secured file cabinet in the administrative office of Wisdom Academy. Record Compliance (On-Site): Wisdom Academy will follow and adhere to the North Carolina

Policies Governing Services for Children with Disabilities (2010). Wisdom Academy will align their Continuous Improvement Performance Plan with the North Carolina State Performance Plan. Wisdom Academy will meet all local, state and federal special education reports deadlines.

### 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.

Wisdom Academy will ensure students with disabilities develop mentally, physically, emotionally, and vocationally through the provision of an appropriate, individualized education in the least restrictive environment. We will offer a full continuum of services including, but not limited to, regular, resource and separate setting programs to serve students with special needs, ensuring that all of our students become part of the school.

Wisdom Academy will offer a full inclusion program to exceptional students whose educational needs can be met in regular classroom setting in the least restrictive environment. Wisdom Academy will provide this fully inclusive model together with an Exceptional Children teacher who will offer input to enhance the curriculum for those students. In accordance with the exceptional student ratio in Wake County, Wisdom Academy anticipates 8% of the student body will be exceptional children. It should be noted that while full inclusion is optimal, Wisdom Academy recognizes that the IEP team will determine the continuum of services for students with disabilities. Some children may require more intensive services in a setting away from non-disabled peers to reach their full potential.

The Exceptional Children teacher will be available to co-teach in classrooms and provide an even smaller student/teacher ratio. This teacher will provide special education consultative services and will assist teachers in developing students strengths and using these strengths to address areas of weakness. The Exceptional Children teacher will employ direct, explicit and sequenced instruction with clear modeling and guided practice activities. The Exceptional Children teacher will also assist general education teachers in making necessary modifications and adjusting the presentation of curriculum as needed so that all students can be successful. Student IEPs will be followed and reviewed annually.

Wisdom Academy understands that all students are entitled to a Free and Appropriate Public Education (FAPE) and that this best occurs in the Least Restrictive Environment (LRE). It is our belief that students with Individualized Education Programs (IEPs) and 504 Accommodations Plans should participate in the same classes and experiences afforded to general education students whenever possible. Instructional planning allows students to derive meaning from all of their educational experiences thereby ensuring student success.

When making educational placement decisions for students with disabilities, Wisdom Academy will ensure that parents and leadership are part of the IEP team and that the team meets requirements regarding Least Restrictive Environment. When determining service delivery to students with



disabilities, Wisdom Academy will follow all North Carolina Policies Governing Services for Children with Disabilities (2010) rules and recommendations as issued by the North Carolina Department of Public Instruction and State Performance Plan(SPP).If a child with a current IEP enrolls at Wisdom Academy, Wisdom Academy will implement the existing IEP, or will provide an interim IEP agreed to by parents until a new IEP is developed. IEPs will be developed, revised, and implemented in accordance with the Individuals with Disabilities Educational Improvement Act (IDEA) and state law and regulations.

AIMSweb progress monitoring will be used to ensure academic success and to allow program individualization, a key element of effective special education (Fuchs & Fuchs, 1995). Weekly staff meetings and frequent progress reports will allow Wisdom Academy to evaluate the academic and social progress of each student. This approach ensures that student needs are addressed in a timely fashion. The building IEP Team, which includes the parents and administration, will be responsible for determining the special accommodations and services that are needed to ensure that all students receives a free and appropriate education.

Wisdom Academy Board of Directors will select and contract for related services. Related services include but are not limited to: speech and language pathology, audiology services, psychological services, physical therapy, occupational therapy, nursing, art therapy, social work services and physical therapy. The implementation and delivery of related services will be based on the student need as determined by the IEP, which includes the school principal, child's teacher, and parent. Key elements of the IEP include the projected date for the beginning of the services and the anticipated frequency, location, and duration of those services.

### **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. Wisdom Academy will track student progress daily and evaluate student progress weekly; school management staff will oversee teacher and student performance school-wide, and ensure our ongoing positive impact on the community. Below is a sampling of some of the goals we will implement to measure success:
- Measuring Growth: Our students will show a 10% growth in year 1 and 5% growth per year thereafter.
  - Assessing Comparative Performance: Our students will perform at a level higher than their peers in the Wake County Public School System on the Mathematics and English Language Arts portion of the NC EOG in all grades, as demonstrated by a greater percentage of students passing and by a higher overall average student scores.
  - Performance-Based Assessment: Our students will read aloud and discuss an essay of literary significance before a panel of teachers and outside experts at the end of their 3rd, 5th, and 8th grade years, achieving a or

higher rating from the panel for each of the following skills: elocution, comprehension, and analysis.

--Narrative Writing: 80% of our students will demonstrate mastery in narrative writing by meeting or exceeding the minimum grade-level standard score for work assessed according to the seven-category Writing Appraisal System.

2. Student assessment is an essential component in the monitoring of student achievement. A variety of assessments - standardized, benchmark, and culminating - are incorporated into daily practice. Assessments will be aligned with the curriculum and instruction and matched to the type of learning targets: knowledge, reasoning, skill, performance, or disposition.

Standardized and other norm/criterion-referenced assessments will be outlined in a yearly "assessment calendar." The assessments will be given periodically and will drive classroom instruction. Assessment data from Performance Series by Scantron will be the driving force behind Wisdom Academics intervention program. STAR Reading, Performance Series Reading, Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Word Analysis, and AIMSweb will be used to inform reading instruction. Students will be placed in leveled or strategy groups determined by performance on the aforementioned assessments. The Readers Workshop method of instruction (mini-lesson, guided reading, independent reading, and conferring) guides the reading classes.

STAR Math, Performance Series math, and Diagnostic Readiness assessments will be used to drive math instruction. Students will work in differentiated groups to attain content mastery. Cumulative grade level assessments will be written by content area committees to demonstrate student progress over time. After analyzing this data, core committees will determine effectiveness of grade level instruction.

3. A policy for promotion and retention will be in place. Any student meeting the state standards requirements per the NC state tests and having satisfactorily met all grade level expectations will automatically be promoted to the next grade level.

Wisdom will meet and exceed the North Carolina Promotion and Retention Policies to include:

a. Kindergarten students must meet the minimum Kindergarten NC Essential and the Common Core State Standards in Language Arts and mathematics by receiving a grade of "Outstanding" or "Satisfactory".

b. Grades one through five: students must receive a passing grade of "D" or higher in Reading, Math, English, Social Studies, and Science. A mandatory retention following third grade will be required for students not meeting the mastery levels in reading. A mandatory retention following fifth grade will be required for students not meeting the mastery levels in mathematics. Credit recovery opportunities will be provided for students in fifth grade not meeting mastery requirements in math.

These credit recovery options will include virtual school opportunities to ensure our students are adequately prepared for success in Algebra.

c. Grades six through eight: students must receive a passing grade of "D" or higher in Reading, Math, English, Social Studies, and Science. A mandatory retention following eighth grade will be required for students not meeting the mastery levels in reading and mathematics. Credit recovery

opportunities will be provided for students in sixth grade not meeting mastery requirements in math. These credit recovery options will include virtual school opportunities to ensure our students are adequately prepared for success in Algebra.

4. Upon graduating eighth (8) grade, Wisdom Academy students must:
- Demonstrate grade-level proficiency by scoring at or above Achievement Level III on state end-of-grade tests in reading and mathematics.
  - Demonstrate adequate progress in writing by scoring at or above the proficiency level on the seventh grade writing assessment.
  - Cumulative (four quarters) passing grades (60%) in core academic subjects (such as: English/language arts, math and science) during eighth grade year

Further, graduates of Wisdom Academy must demonstrate and continue to develop the ability to:

- \* Communicate effectively through a variety of art media
- \* Think creatively and constructively to solve problems
- \* Pursue any endeavor based upon the groundwork laid by their in-school experiences
- \* Apply technology, recognizing both its potential and its limitations
- \* Develop physical and emotional well-being
- \* Function as citizens in local, state, national, and global communities
- \* Value and promote social justice and equality
- \* Value the ideas of others
- \* Develop a sense of agency and identity that supports individual growth
- \* Be a reflective, eternal learner

Grade promotion requirements will be communicated to parents at registration via the Parent Handbook, as well as at the Parent Welcoming Committee meeting at the beginning of the year and through teacher/administrative communications throughout the school year. Parents of students being considered for retention shall be notified in writing as early as possible, not later than 45 days before the end of the school year. Parents may respond in writing to the Principal within 30 days of the written notification to protest the retention. Retention of students will be at the sole discretion of the Principal.

The Principal will consider the following when deciding to retain or promote a student:

- \* Teacher recommendation
- \* Parent recommendation
- \* Students test scores (NWEA, Performance Series by Scantron, EOG)
- \* Students academic progress over time
- \* Students portfolio of work

**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.

Part of Wisdom Academy's mission statement is to provide all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life. Ultimately, the goal of the Academy is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, Wisdom staff will take a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property. Wisdom Academy will implement a restorative practice model for moderating and modulating student behavior. Built on the restorative justice theories of Harry Mika and Howard Zehr (1989; 1990; 1991; 1992; 1996; 1998; 2002; 2003, 2004; 2006; 2007), restorative practice "provides high levels of both control and support to encourage appropriate behavior, and places responsibility on students themselves, using a collaborative response to wrongdoing. The philosophy underlying these practices holds that human beings are happier, more productive, and more likely to make positive changes in their behavior when those in positions of authority do things WITH them, rather than TO them or FOR them" (iirp.edu, 2012).

The Board will adopt a Code of Student Conduct that includes the types of misconduct that will be subject to disciplinary action. Please see Appendix C for the entire document.

**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:* Wisdom Foundation

*Mailing Address:* 410

*City/State/Zip:* Raleigh NC 27610

*Street Address:* Lord Berkley Drive

*Phone:* 919-413-0877

*Fax:*

*Name of registered agent and address:* Tawana J. James  
8116 Round Oak Road Raleigh NC 27616

**FEDERAL TAX ID:**

**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>
Arthur Miller	Member	JOHNSTON	Minister
Cheryl Thomas	Member	WAKE	Teacher
Tawana James	Member	WAKE	Teacher

Craig James	Chairperson	WAKE	Attorney
Dr. Donald Watson	Vice-Chairperson	WAKE	Professor
Dr. Grace Nwosu	Secretary	WAKE	Professor/Minister
Wanda Lassiter	Treasurer	WAKE	Director of Finance

**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.*

As required by state law, the Board is responsible for the governance and oversight of the school. The Board will delegate responsibility for all back office operations to GPS Management Services (GPSM) by way of the Educational Management Services Agreement. GPSM is responsible to and will regularly report to the Board regarding all aspects of the schools administration, particularly academic performance, organizational strength, and the financial viability of the school.

Wisdom Academy will implement a traditional leadership model in which decision-making flows from the Board or Academy Principal downward. This structure is popular with small organizations because there is more one-on-one contact between executives and staff. School administrators usually know about the strengths and weaknesses of all its staff members because communications channels are open. This model aligns with Wisdom Academys mission because teachers are given more autonomy to customize instruction according to a student's specific needs, rather than according to predetermined template.

The main responsibility of the Board will be to ensure the school fulfills the scope of its charter and mission. The Board will be responsible for all fiscal and academic policies, governances, and ensuring compliance with all state and federal laws. The responsibilities include, but are not limited to:

- \* Holding the EMO and school administrators accountable for achieving Wisdom Academys mission, leadership, and future
- \* Acquiring the necessary training to be an exemplary Board and evaluating Boards effectiveness
- \* Approving and monitoring all academic performance and goals
- \* Managing schools payable and receivable accounts
- \* Reviewing financial statements monthly and make changes, as needed
- \* Reviewing, approving, and overseeing annual budgets
- \* Approving all purchases
- \* Selecting and hiring schools lead administrator and vote on all other personnel decisions
- \* Meeting, at a minimum, on a monthly basis while observing NC Open Meetings Law
- \* Adopting and adapting bylaws, as needed
- \* Appointing officers, delegates, and committees
- \* Approving independent auditors for Wisdom Academys annual audit
- \* Retaining legal counsel
- \* Adhering to federal and state charter school law and procedures
- \* Conducting business in accordance with all laws regarding ethics and open meetings

\* Serve as an advocate for Wisdom Academy in the community, such that the schools missions and goals are achieved.

Wisdom Academy is committed to hiring a highly qualified administrator who shares the same educational philosophy as the Board. In an effort to reach the widest range of educators seeking the opportunity to join an alternative, innovative school, the Board will advertise in national, regional, international, and local newspapers and publications, including The Raleigh News and Observer and Education Week. We will also post advertisements in print and online at various universities, schools of education, alternative schools, professional associations, teacher unions and public schools.

In addition to the above efforts, there will be an extensive recruitment effort in our community in order to reach those professionals who are familiar with the dynamics and populations of our community and who strive to contribute professionally as well as personally to the quality of education here.

The recruitment committee will be composed of as many interested individuals from the board as needed in order to design and administer a thorough, standardized, and well-publicized process to recruit qualified applicants. All applicants will submit a cover letter that states their qualifications and their education philosophy, as well as a resume and names of three references.

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.*

A board of directors comprised of no less than five and no more than eleven academic, business, and community leaders will govern the Academy. Effective policies and handbooks are essential for the Academy's long-term success. Thus, the Board will develop, implement, and regularly review school policies that enable the Academy to achieve its mission of providing all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life, learning and quality through the arts. In addition, GPSM will develop specific operating procedures and practices to implement Board policies and objectives. Toward this end, the Board will solicit input from committees, the Wisdom Academy School Improvement Team (with parent representation), GPSM, school leaders, staff, and the community. The Board will employ outside counsel to ensure compliance with all state and federal laws and regulations and to adopt effective policies. The Board will make informed and objective policy decisions after presentation and discussion at open board meetings, as required by law, and careful review and scrutiny of proposed policies.

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 have been recruited through personal interviews, evaluating how each member fits into Wisdom Academy's needs and alignment with Wisdom Academy's mission statement. Per Bylaws Section 5, Vacancies, "Except as otherwise provided by law or the articles of incorporation of the

Corporation, any vacancy occurring in the board of directors shall be filled by the affirmative vote of a majority of the remaining directors (even though less than a quorum) or by the sole remaining director at the next meeting of the board of directors or within sixty (60) days, whichever first occurs.:

4. *How often will the board meet?*

The Board will meet monthly or when special meetings are called.

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 members will normally be expected to attend all training sessions available for board members offered by the Office of Charter Schools (OCS). Since the school is located in Raleigh, this should be reasonably feasible. Wisdom will also work with its OCS consultant(s) to coordinate additional board training as needed and available.

Each new board member will be expected to read and regularly review existing school policies, particularly those pertaining directly to the Board itself. Each year the schools legal counsel and/or other appropriate officers or experts will conduct an orientation and review session on basic Board Member duties and requirements. Specific topics include:

- \* Basic board member duties (general review)
- o N.C. charter statute overview
- o Fiduciary duties/due diligence
- o Conflict of interest policy, procedure, and commitments
- o Personnel roles, relationships, & standards
- o School safety/student well-being
- o Financial oversight & integrity
- o Public records/open meetings
- o General board procedures
- o Hearing/grievance procedures
- \* New or revised potential policies required
- \* New state/federal rules and legal developments
- \* State of the School: annual needs and goals

In addition, the Board will hold in-depth training, as required, on particular issues (e.g., see topics above, due process requirements).

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.*

Per Bylaws Section 10. Conflict of Interests. Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing, prohibited under the Code.

Board practice regarding conflicts of interest shall be governed primarily by G.S. 55A-8-31, as amended or replaced at any time subsequent to the adoption of these bylaws. Specific statutory requirement include the following.



Please see attached Appendix F, Proposed Bylaws of the Non-Profit Organization, pages F1-F16 for details.

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

The School will be governed by a board of directors comprised of academic, business, and community leaders. Effective policies and handbooks are essential for the Schools long-term success. Thus, the Board will develop, implement, and regularly review school policies that enable the school to achieve its mission of providing all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life, learning and quality through the arts. In addition, GPSM will develop specific operating procedures and practices to implement Board policies and objectives. Toward this end, the Board will solicit input from committees, the Wisdom Academy School Improvement Team (with parent representation), GPSM, school leaders, staff, and the community. The Board will employ outside counsel to ensure compliance with all state and federal laws and regulations and to adopt effective policies. The Board will make informed and objective policy decisions after presentation and discussion at open board meetings, as required by law, and careful review and scrutiny of proposed policies.

Finally, the Board will review school policies as needed, and on a regularly scheduled basis to ensure legal compliance and consistency with existing school needs and practices, with advice and assistance from legal counsel. All school policies and student/parent handbooks will be available on the schools website.

The school has already arranged with its legal counsel, David R. Hostetler of Lex-is School Law Services, to adopt a complete set of board policies from the start. Mr. Hostetler has specialized in education law for almost twenty years, and has represented and trained a substantial number of the states charter school leaders and board members. His firm has developed a comprehensive Charter School Policy Series already used by numerous North Carolina charter schools. With guidance from Mr. Hostetler, the School will adapt this Policy Series to its own needs.

Please see attached Appendix H, Non-Profit Organization Board Policies, pages H1-H11 for details.

*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.*

The Parent Association will be comprised of the following:

- \* All parents of students at the school,
- \* Co-chairs (preferably two co-chairs with staggered terms)
- \* A steering committee made up of the class reps from each class and a variety of Parent Association sub-committee chairs.

The Parent Association will be accountable to the Board of Trustees.

- \* A Parent Association representative will hold a seat on the Board.
- \* The Parent Association Steering Committee will present to the Board long-term and annual goals supporting the priorities set forth by the Board and reflected in the Strategic Plan. Along with these goals, the co-chairs will propose an annual budget of expenses.
- \* The Parent Association co-chair will meet regularly with the

Administrative Committee of the School as an integral member of this team of school leaders. This group is especially important to coordinate calendars, to negotiate office support, and to facilitate communication between the parents, faculty, and Board.

Rationale:

This mandate is based on the following premises:

\* The responsibilities of the Parent Association are essential to the life of the school.

\* This mandate is deliberately not specific as to what events, communication pieces, or education classes will be offered. Needs and interests will change as the school matures. Also, the Parent Association depends on volunteers to accomplish its mandate and their skills and interests will vary year to year.

If the Parent Association is ever not able to accomplish any part of its purpose, the chair will take this to the Administrative Committee for problem solving. For instance, if the Parent Association representative tells the Administrative Committee that there are no volunteers to organize parent education, the Administrative Committee will trouble shoot, assume the task, or reassign it. The Parent Association Chair will report the results to the Board.

### 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.*

**Not Applicable**

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: GPS Management Services  
Address: 30777 Northwestern Hwy, Suite 104  
Farmington Hills, MI 48334  
Website: www.gpsmgtsvcs.net

Phone Number: 248-254-3688  
Contact Person: Anthony Pendleton  
Fax: 248-254-3447  
Email: Anthony@globalpsychology.net

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include a copy of the proposed management agreement as Appendix J of the specified EMO or CMO.*

The contract with GPS Management Services (GPSM) will be in the best educational and financial interest of Wisdom Academy for a number of reasons. Among these reasons are:

- \* GPSM is a full-service educational management organization with a history of increasing academic achievement of at-risk urban students
- \* Wisdom Academy and GPSM share a common educational vision, each believing a high performing urban public charter school that provides outstanding educational instruction that incorporates the latest technology, delivery methods, and educational design are essential to improving the life outcomes of at-risk students
- \* Wisdom Academy and GPSM both believe it is imperative to form community partnerships with universities, financial institutions, and citizen advocate groups so parents and students can work together to close the achievements gaps minority students have traditionally experienced
- \* GPSMs expertise will make Wisdom Academy more effective and efficient by providing unique and distinctive instructional programs, financial and operational expertise, and administrative oversight that will allow the Academy principal and instructional staff the opportunities to concentrate on best educational practices, rather than getting side-tracked in the day-to-day operations of the school business

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

The Board researched three educational management organizations: National Heritage Academies, Charter Schools USA, and GPSM. After researching GPSMs record of accomplishment in Michigan, including interviewing school leaders and administrators, the Board chose GPSM for the following reasons:

- \* GPSMs history of improving the academic outcomes of urban, at-risk students.
- \* The success of the schools with which GPSM has been involved, including David Ellis Academy and Plymouth Educational Center.
- \* 98% of the schools with which GPSM provided administrative services made AYP for the 2010-11 school year.
- \* GPSMs willingness to become part of the community and to establish connections with all major stakeholders.
- \* A fair and reasonable rate structure that allows Wisdom Academy to maintain control of its own finances.
- \* A willingness to serve as a partner in education, allowing Wisdom Academy to maintain control of its business operations and decision-making (for example, GPSM is paying the three year fees to join the A+ Schools Program of the North Carolina Arts Council)

None of the other companies Wisdom researched, including National Heritage

and Charter Schools USA, were as affordable or as willing to work with Wisdoms organizers on the "front line" to close the achievement gaps associated with the targeted demographic. None of the other companies researched had the connections to or knowledge of the Raleigh area that the management team of GPSM possesses. Only GPSM was willing to locate offices in Raleigh and to become an active participant in shaping the Southeast Raleigh culture to reflect Wisdoms mission of academic excellence, strong character, productive citizenship, and a passion for life, learning and quality through the arts.

3. *Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

The highest performing school GPSM has provided management services for is Plymouth Educational Center (PEC) in Detroit, Michigan. PEC has been trending upward since GPSM began providing management services in 2010/2011. The following 2011/2012 student achievement results for PEC were retrieved from [mischooldata.org](http://mischooldata.org) (2013)

MI School Data

2011-12 Plymouth Educational Center Report Card

AYP Elements Value

Participation and Proficiency Targets Met 16 of 16

Subgroup for AYP	Subject	Met	Percent Tested	Met	Percent Proficient
All Students	Reading	Yes			Yes
African American	Reading	Yes			Yes
Students With Disabilities	Reading	Yes			Yes
Economically Disadvantaged	Reading	Yes			Yes
All Students	Mathematics	Yes			Yes
African American	Mathematics	Yes			Yes
Students With Disabilities	Mathematics	Yes			Yes
Economically Disadvantaged	Mathematics	Yes			Yes

The lowest performing school GPSM has managed is The Center for Literacy and Creativity, also in Detroit, Michigan, which failed to make AYP in 2012/2013. Student achievement has been trending downward since 2009-2010, the last year GPSM provided management services to the school).

The reasons the two schools show such different results can be illustrated quite clearly.

Governance

Plymouth Educational Center: Strong Board that understands roles and responsibilities; has controls in place  
 Center for Literacy: Weak Board that capitulates to owner; no controls

Budget

Plymouth Educational Center: Resources spent on instructional resources, professional development, and intervention services  
 Center for Literacy: Poor budgetary controls; insufficient instructional resources

GPSM recommendations

Plymouth Educational Center: Implements recommended best practices, values the PEC/GPSM relationship  
Center for Literacy: Ignored recommendations; did not value CLC/GPSM relationship

Mission/vision statement

Plymouth Educational Center: Follows the charter application, including adhering to the mission and vision statements

Center for Literacy: Ignores the charter application, including the mission and vision statements

4. *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

The governance structure of Wisdom Academy will not be affected by the contract with GPSM. GPSM makes recommendations and reports to the Board, but there is a delineation that clearly shows GPSMs place in the organizational structure. The Wisdom Academy Board is responsible for ensuring that Wisdom Academy operates according to the terms and conditions of its contract and the applicable laws. The board:

1. Will adopt policies that support the continuous improvement of the academy,
2. Will hold the EMO responsible for the Academys financial stability and student achievement,
3. Will rely upon its staff and GPSM to discharge its functions.

Though the board will receive monthly reports on the business, property, and affairs of Wisdom Academy, its primary responsibility will be to set educational, fiscal, and administrative policies for Wisdom Academy and to evaluate the functions of GPSM. GPSM will customize the management of the following operational areas:

- \* Human Resources
- \* Academic Services
- \* Student Services (discipline, campus safety)
- \* Fiscal Management
- \* Facilities Management and Technology
- \* Marketing and Communication

GPSM will make expert recommendations to the Board, but it is the Boards primary responsibility to make all final decisions. It is also the Boards responsibility to hold GPSM accountable for all deliverables set forth in the management contract. The Board holds final responsibility to make any adjustments necessary to ensure compliance with all state and federal laws and regulations, as well as operating without limitations in regards to student success and achievement.

For a visual representation of the interrelationships and flow of authority, please see the Wisdom Academy Organizational Chart.

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

As stated in the EMO Agreement, ARTICLE VI: PERSONNEL AND TRAINING:

A. Supervisory Authority. Subject to this Agreement, the EMO shall have the responsibility and authority to determine necessary staffing levels and to recruit, screen, select, evaluate, assign, discipline, transfer, and recommend to the Board, suspension or discharge of all personnel, consistent

with state and federal law, and consistent with the parameters adopted and included within the Educational Program and approved budget.

B. School Principal. The School Principal shall be employed by the Board and subject to the Boards supervision.

C. Teachers. Prior to each academic year, the EMO shall recommend to the Board the number and functions of full- and part-time teachers necessary for the effective operation of the School. All teachers are employed by the Board.

D. Support Staff. The EMO shall recommend the number and functions of support staff required for the effective operation of the School. All support staff are employed by the Board.

E. EMO Personnel Compensation and Benefits. Except as otherwise permitted in this Agreement or consented to in writing by the parties, all full- and part-time School staff shall be employees or contracted workers of the Board.

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*

The Board, in coordination with the EMO, shall adopt reasonable educational, financial, and operational benchmarks by which to judge the performance of the EMO. These shall include, at a minimum, the following:

1. 70% of students who have been enrolled at Wisdom Academy will be proficient on both math and reading on the North Carolina End-of-Grade exams.
2. Each year, Wisdom Academy will be at or above the 70th percentile in North Carolina Public School rankings.
3. All teachers will be certified and supported through the rating process adopted by the School
4. The School will show fund balance growth annually, with no greater than 20% variance from approved school budgets.
5. At least 70% of parents will respond to the annual parent survey, with at least 85% of those responding rating the School favorably.

GPSM will submit financial and academic reports to the Board at every scheduled meeting. The academic reports will include relevant attendance data, student progress on key benchmarks, discipline data, parent satisfaction, and intervention services data. The Board will use such data to monitor and evaluate GPSM's performance.

Wisdom Academy may terminate this Agreement at any time, without penalty or cause, by giving 30 days advanced written notice to GPSM.

B. Change in Law. If any federal, state, or local law or regulation, or court or administrative decision or attorney general opinion has a materially adverse impact on the ability of either party to carry out its obligations under this Agreement and the effect of such legal change cannot be reasonably remedied, then either party, upon written notice may request renegotiation of this Agreement. If a party is unable or unwilling to renegotiate the terms within 60 days after the notice, the party requesting the renegotiation may terminate this Agreement after 30 days of delivering additional written notice of such intent to terminate.

7. Is the facility provided by the EMO/CMO?  If so what is the rental cost per square foot?

8. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.

Not applicable, no schools managed in North Carolina over the last three years.

**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.

The Academy will benefit from GPSMs experience recruiting high-quality candidates. Faculty and staff will be recruited through a marketing plan developed by GPSM, the Wisdom Academy Board, and the School Hiring Committee. This plan will incorporate the use of online job search engines and job postings on local employment sites and the Wisdom Academy website. The use of traditional and electronic media such as LinkedIn, Facebook, and Twitter to advertise employment opportunities will be put into effect in a timely and efficient manner. Wisdom Academy will connect with local college career services including North Carolina State University, St. Augustines University, Shaw University, North Carolina Central University, University of North Carolina, and Duke University to relay applicable information to educators and staff seeking employment. Job descriptions will be carefully and thoroughly constructed to ensure staff is well informed of position expectations as well as school policies, procedures and standards. Each staff member will be selected based on his or her accreditation and qualifications for the applied position. Wisdom Academy will also be present at education job fairs and educational conferences to attract highly qualified teachers.

Retention

Additionally, the following retention strategies will be implemented for high performing teachers:

\* Competitive total rewards program for all staff (employee compensation and benefits);

\* A plan of intensive and structured support for teachers that include an orientation, professional development opportunities, coaching and observation opportunities with experienced teachers;

\* Provide opportunities for collaboration and discussions amongst colleagues

regarding professional practice;

\* Formative assessment tools that permit evaluation of practice on an ongoing basis and require observations and constructive feedback.

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 is the employer of all Wisdom Academy employees. The employment policies to be implemented are attached as Appendix L.

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

The Board may delegate hiring through policy, to the Principal.

#### Hiring Screening Procedures

The Board will comply with State and Federal laws when hiring school personnel.

#### Criminal History Record Checks:

1. Criminal history checks shall be conducted in accordance with all applicable North Carolina state and federal laws. The Board and GPSM shall assure compliance with the current enacted legislation applicable to criminal history checks for school personnel.

#### Equal Employment Opportunity

The Board shall provide equal employment opportunity for all applicants and employees. Under the Boards authority, the Wisdom Academy does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual or affectional orientation, age, family-care leave status or veteran status. Wisdom Academy also shall make reasonable accommodations for disabled employees.

Wisdom Academy prohibits the harassment of any individual for any of the categories listed above. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.

#### Separation of Employment

The Principal may make a recommendation to the Wisdom Academy Human Resources (HR) administrator for a teacher or administrators termination of employment; the HR administrator will report that recommendation to the Board for final action. See the Corrective Action Section for further information.

An employment contract may be suspended or terminated, upon a majority vote of the Board, for reasonable and just cause. In such cases, the Board shall abide by the terms as set forth in the Employment Agreement. The termination process (including separation meeting) shall be handled by the Board designee.

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

Principal Dean/Asst Prin Inst. Support	Cert. Tchr. (BA)	Cert. Tcher. (MA)	Admin Asst
Level 1 5417-9617	4333-7694	34000	35550



1900-2700	1800-2300			
Level 2	6417-10617	5333-8694	35500	38000
1900-2800	1800-2400			
Level 3	7417-11617	6333-9694	36500	39000
1900-2950	1900-2500			
Level 4	8000-12200	7333-10694	39500	41000
2025-3100	2000-3000			
Level 5	9000-13200	8333-11694	41500	43000
2150-3375	2100-3100			

Wisdom Academy will offer the following benefits: medical insurance and prescription coverage; dental coverage; group life insurance; short-term disability coverage (optional); flexible spending account (optional); 401(k); holiday pay; jury duty leave; bereavement leave; Family and Medical Leave Act military leave; and worker's compensation insurance.

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

The Principal (in consultation with GPSM) has the responsibility of determining the appropriate response to a situation, based on the specific circumstances.

A. Problem Resolution (Grievance Procedure)

Employees are encouraged to bring legitimate concerns about work-related situations to the attention of management. The problem resolution process outlined below provides a structure to resolve work-related issues quickly and fairly.

a. Immediately Initiate Step 1: Employees must discuss the matter promptly with their immediate supervisor; indicating they are initiating the problem resolution process. Every effort will be made to resolve the matter at this stage and within 10 working days. Employees will receive a written record of this step and their supervisors response, and a copy will be placed in your Personnel File.

b. Within 7 Days, Initiate Step: If a satisfactory resolution was not reached at Step 1, employees should address the matter with the principal. You will receive a written reply within 10 working days.

c. Within 7 Days, Initiate Step 3: If you believe a reasonable resolution has not been achieved at Step 2, you may contact the HR administrator. Within two weeks, a personal hearing will be scheduled and the Boards decision will be final.

The pursuit of the problem resolution procedure is the exclusive internal remedy for resolving employee complaints.

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

Not applicable, there will be no positions with dual responsibilities

*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.*

All teachers providing English Language Arts instruction to ELL students will be highly qualified and certified to do so as required under the No

Child Left Behind Act. Wisdom Academy will ensure appropriate classroom space, learning materials, and supplementary resources will be provided.

Staff members who work directly with ELL students will receive appropriate professional development in order to prepare them to support the school's ELL population. This professional development will focus on the research-based instructional methodologies and the language, culture, and heritage of the school's ELL students. The professional development also will provide information regarding the comprehensive nature of the ELL Program offered at the school, including the services outside of instruction that are available to these students. Finally, staff development will include activities to help staff understand the communication barrier and strategies for effective communication with parents.

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).*

The requirements listed are the education, licensing, knowledge, skills, and/or abilities required for each position.

#### Principal and Assistant Principal Qualifications

- \* Masters degree in school/education administration
- \* Meet the required score on the North Carolina School Leaders Licensure Assessment (SLLA)
- \* Demonstrated successful leadership in a senior administrative position in a public or private school
- \* Demonstrated successful teaching experience
- \* Exhibited leadership working with professional staff, students, and communities
- \* Agreement with and commitment to the mission, vision, and values of Wisdom Academy
- \* Experience or familiarity with data management and presentation
- \* Demonstrated success with parental involvement

#### Teacher Qualifications

- \* Bachelors degree in elementary or secondary education from a state-approved and accredited teacher education program, with appropriate Teacher Certification/License
- \* Demonstrated ability to communicate and work effectively with parents
- \* Demonstrated expertise in the subject to be taught
- \* Demonstrated communication skills
- \* Demonstrated ability to differentiate instruction to adapt to individual student needs
- \* Demonstrated ability to evaluate tests and measurements
- \* Demonstrated ability to work effectively in teams

#### Exceptional Children Teacher Qualifications

- \* Students with Disabilities teaching certification
- \* Demonstrated ability to communicate and work effectively with parents
- \* Demonstrated ability to design instruction, both individual and small group, which parallels the general education curriculum
- \* Demonstrated ability to engage direct care staff in classroom activities
- \* Demonstrated ability to plan and implement academic and affective programming to students with severe emotional and behavioral disabilities under the direct supervision of the Education Program Manager

- \* Demonstrated communication skills
- \* Demonstrated ability to differentiate instruction to adapt to individual student needs
- \* Demonstrated ability to evaluate tests and measurements
- \* Demonstrated ability to work effectively in teams

#### Administrative Assistant Qualifications

- \* High School diploma
- \* Two years experience providing general administrative support in an office setting
- \* Demonstrated organizational and writing skills
- \* Demonstrated ability to use Microsoft Office products
- \* Ability to speak effectively in person and by telephone

#### Teacher Assistant/Instructional Support Qualifications

- \* Associates degree
- \* Demonstrated ability to communicate and work effectively with staff and parents
- \* Demonstrated ability to adapt to changing student needs
- \* Demonstrated ability to work effectively in teams
- \* Ability to discern significant student behaviors and report to teachers

#### School Psychologist Qualifications:

- \* MA or PhD in Psychology.
- \* State licensed Psychologist.
- \* 5+ years in delivery of Special Education psychological services.
- \* Demonstrated ability to work independently without close supervision.
- \* Knowledge of special education requirements in K-12 school setting.

#### Speech Therapist

##### Qualifications:

- \* MA in Speech & Language Education.
- \* State licensed Speech & Language Therapist.
- \* 5+ years in delivery of speech and language therapy in a school or special education setting.
- \* Demonstrated ability to work independently without close supervision.
- \* Knowledge of special education requirements in K-12 school setting.

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

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

GPSM is responsible for maintaining teacher licensure requirements and professional development for the general education and exceptional children teachers.

- 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.*

The foundation of staff retention and evaluation at Wisdom Academy relies on:

- \* Carefully selected and trained staff who are committed to professional competency and eagerness for life-long learning;
- \* Competitive total rewards program for all staff (employee compensation and

benefits);

- \* A plan of intensive and structured support for teachers that include an orientation, professional development opportunities, coaching and observation opportunities with experienced teachers;
- \* Provide opportunities for collaboration and discussions among colleagues regarding professional practice;
- \* Formative assessment tools that permit evaluation of practice on an ongoing basis and require observations and constructive feedback;
- \* Reward expert teachers through support in seeking National Teacher Board Certification;
- \* Opportunities to express and address concerns focused on teacher working conditions and staff satisfaction

Teachers who hire within the district with less than three years of teaching experience in the classroom will participate in A+ Schools arts-integrated curriculum and instructional strategies training and Wisdom Academy's New Teacher Induction Program. The purposes and goals of Wisdom Academy's comprehensive New Teacher Induction Program are to:

- \* Increase student learning through a standardized teacher standards and professional practice;
- \* Assist beginning teachers, those with three or less years experience, with improving instructional skills;
- \* Provide individual needs assessment and professional coaching through mentoring with experienced teachers;
- \* Build teacher confidence through constructive support, positive reinforcement and feedback.

The program has three distinct phases:

#### Phase I: Early Induction and Orientation

In the Early Induction and Orientation Phase, teachers are engaged in targeted professional development focusing on orientation to the school community, introduction to school-wide, team, and grade-level programs. Additionally, teachers participate in a professional development series focused on curriculum and instructional implementation, student data review and analysis, classroom project planning, and staff team-building. Sessions will be held over three Saturday sessions (six-hour sessions).

#### Phase II: Assessments and Observations

In Phase II, new teachers are trained in Teacher Expectations and Student Achievement (TESA which includes the following:

- \* Research-based staff development that focuses on maintaining high expectations for all students;
- \* Behavioral change program that helps teachers interact more equitably with all students;
- \* Focuses on interactions that improve three main areas of teaching behaviors: questioning, feedback and student self-esteem;
- \* Provides opportunity for teachers to practice interactions and observe fellow participants (mentor teachers) at least three times per year.

#### Phase III: Mentor Matching and Development Sessions

After the pool of qualified mentors is created based on criteria established by a teacher-led design team, mentors are matched with new teachers. Together, the mentors and new teachers meet weekly to reflect on the practice of the new teacher. Targeted development meetings on Instructional

Skills, Classroom Organization, Differentiated Instruction, Behavioral Management, Maintaining a Nurturing Learning Environment, Project-Based Learning, and Classroom Centers, are held each month. Additionally, new teachers participate in monthly cohort meetings with other new teachers to allow time to discuss instructional best practice strategies. Master teachers provide suggestions to improve teacher confidence and student achievement.

- 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.*

At Wisdom Academy, building-wide professional development will be structured around state and local data analysis as well as building-wide initiatives to improve teaching and learning. The first training to take place will be the A+ Schools training to ensure proficiency in the Wisdom Academy/A+ Schools arts-integrated curriculum and teaching strategies. Additionally, each teacher is required to maintain an Individual Development Plan (IDP) with the oversight of the Human Resources Department and building leadership. IDPs are based on the state of North Carolina's Professional Teaching Standards.

Teachers are expected to engage in professional development activities throughout the academic year as part of their individual professional development plan. New teachers receive additional professional support through participation in the New Teacher Induction Program (see previous section). In addition to participation in school-wide professional development activities teachers are also required to participate in specified education conferences sponsored by the North Carolina Alliance and the North Carolina Public Charter Schools Association. Teachers will engage in professional development sessions hosted by the North Carolina Museum of Art. Administrators and teachers will share best practices learned with colleagues through content/grade level meetings, with the focus on implementation of relevant/appropriate best practices to support the schools overall educational plan.

- 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.*

Newly hired staff will engage in comprehensive orientation and induction activities prior to school opening or beginning their work assignments. Orientation activities are facilitated and shared between Human Resources staff, the principal and/or qualified school administrative staff. Activities include but are not limited to the following:

- \* New Hire Orientation - Documentation and On-boarding;
- \* Total Rewards (Review of Employee Benefits Programs);
- \* Introduction Understanding Your School Community and Work Culture;
- \* Significance of Common Core;
- \* Review of applicable state of North Carolina and school laws, policies and requirements;
- \* Performance Series Testing;
- \* PowerSchool (Student Information Management System)

July 14-August 8 - A+ Schools Program, Rigorous Lesson Planning, and

Integrating the Arts into Everyday Learning: These workshops begin with the 5-day A+ Schools Program for the arts-integrated curriculum and instructional strategies. Through the rest of the 4 week session, participants will learn to develop relevant and engaging lessons, critically reflect on best practices, and discover routes to dedicated art instruction through different methodologies and instructional strategies.

August 11-August 15 - Common Core State Standards in the Classroom: This week will be spent building content knowledge and effective pedagogical practices within the classroom and beyond. Workshops include Fine Arts, Visual Literacy, Writers' Workshops, Literacy, Mathematics, Science, and Concept Connections. Participants will learn to infuse their lessons with project-based learning activities to support the building of Common Core State Standards thinking, problem-solving, and communication. Participants will also focus on creating assessments that inform instruction and using data to drive classroom strategies.

August 18-August 22 - Part 1. Technology in the Classroom: Topics include Understanding Google Apps, Web 2.0, Teaching Smarter with SMART Boards, Digital Writing and the Common Core, Aimsweb, and Study Island.

Part 2. Assessing and Evaluating Learning: Topics include Explicit Learning, Terra Nova by ACT training, Performance Series Testing from Scantron training, and PowerSchool training.

Part 3. School Culture. Topics include Bully Free Schools, Safer, Saner Schools: Improving Behavior and Climate Using Restorative Practices, Strategic Teaching and the Special Education Teacher, Section 504 from Referral to Placement, Crisis Team Training for Schools, and Social, Emotional, and Behavioral Interventions for Challenging Students.

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.

Wisdom Academy provides 47 total professional development days. Staff will engage in professional development activities beginning the second week of July and continuing until the last day of August (35 days) before the beginning of the school year and twelve days throughout. During the academic year, professional development sessions will focus primarily on evaluative actions including but not limited to: evaluation of student achievement in meeting or exceeding grade level content expectations, utilization of technology to aide in effective classroom instruction, instructional delivery practices, and monitoring student progress through classroom activities and assessments. New teachers are required to participate in three (3) Saturday sessions focused on New Teacher Induction activities.

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

The goal of our marketing plan is to create awareness and interest in the school and to ensure a diverse student body as indicated by the available Wake county student population statistics. Per "Facts and Figures 2011-12," ([www.ncpublicschools.org](http://www.ncpublicschools.org)) the ethnic distribution of those schools is represented below:

	Public	Charter
American Indian	1.4	1.0
Asian	2.5	2.2
Black	26.3	26.7
White	52.5	60.8
Pacific Islander	0.1	0.1
Other	3.7	3.4

The marketing plan will include the following strategies:

**Public relations:** To reach out to various communities in Wake County, the Wisdom Academy board will contact community centers, local sports leagues (football, baseball, basketball, and soccer) church groups, and neighborhoods. We will distribute flyers and brochures to community and neighborhood centers. While contacting the Hispanic/Latino community, the information on the flyers/brochures about the school will also be made available in Spanish.

**Open houses:** The school will organize quarterly open-house meetings. These meetings will specifically target the parents of school age children in the Wake County. In the meetings, we will inform them about the educational focus and mission of the school.

**Internet:** Our website is one important channel where the general information about Wisdom Academys educational philosophy and the contact information is provided. Application information for students and staff will also be found on the schools website.

**Mass Media Resources:** Wisdom Academys board will use local radio, Online advertisement (Facebook, twitter and Google), newspapers and child-focused publications to inform the community and make public announcements about the school. These ads in the mass media will also help to attract school faculty and staff.

**Location:** Location is vital to attract diverse student population. Wisdom Academy has a facility located in an area of the city that services a diverse population covering various socioeconomic levels.

**Mass mailing:** Wisdom Academy will mail Flyers/Post Cards/Brochure Blogs to households within a five-mile radius of the proposed school site.

**Education Job Fairs:** Wisdom Academy will be present at education job fairs to attract highly qualified teachers.

Educational Conferences: Wisdom Academy will have representatives attend educational conferences both to promote the school in general, as well as a vehicle to attract and screen staff members.

Timeline:

July 2013: The Wisdom Academy website will be operating and will include general information for parents and students. Families will be able to print and complete enrollment forms.

February 2014-August 2014: flyers and pamphlets will be distributed and posted at strategic locations. In addition, Wisdom will advertise in local newspapers and educational magazines, as well as purchase advertising for highway billboards.

March 2014-August 2014: posters will be placed at local businesses and organizations; radio advertisements will be run; information sessions throughout Wake County will be held to communicate Wisdom Academy's mission and key program components.

July 2014-August 2014: Kindergarten Roundup will be scheduled to allow parents to bring their students to the facility to familiarize themselves with the location, administrators, and teachers.

### **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.*

Wisdom Academy supports the vision, mission, and goals through its commitment to maintain multiple lines of communication with its stakeholders. Wisdom strives to inform stakeholders of the successes and challenges of the districts students, staff, programs and budgets as well as gather input and feedback. A variety of strategies are implemented to garner input and inform stakeholders. Websites, blogs, email blasts, e-newsletters, television and radio broadcasts from the time that the school is approved through opening reinforce the commitment to build strong relationships with all stakeholder groups.

Wisdom Academy is based on a stakeholder empowerment model. Students, parents, and teachers are included and fully immersed in the decision-making process, enabled to make choices and generate discussion that directly informs leadership decisions at the local level. Parent Advisory Committees, student government, and leadership teams review pertinent data and engage in dialogue and discussion regarding continuous improvement in the school. Wisdom Academy will offer parents and community members the opportunity to be actively involved in instructional activities, both at the school and through the service-learning relationships already developed with community organizations.

The school will serve as a community center where Parent University (an innovative program designed to address the needs of urban parents by teaching different life skills and providing opportunities to interact with



community leaders) and after-school extracurricular activities will take place. Parent University is created to engage families in school planning, leadership and meaningful volunteer opportunities to community resources that strengthen and support students learning and well-being.

Parent Resource Center-Provides training and resources to parents of Wisdom students, helping them to be involved in their childrens education. The center is designed to involve, connect, and empower parents to help children reach academic success and serve as a hub for training and resources. Our parent resource centers are comfortable community gathering spaces equipped with multiple computers, phones, sofas, small libraries, play areas for children, check-out academic tool kits and more. The Parent Resource Center offer expert-led workshops, GED support groups, job training, support groups, End of Grades assistance, book clubs, sessions on Title I and Special Education programs, college information, coffee talks on parent engagement and other offerings.

Power School Parent Access is an online communication tool that provides parent and students with real-time information on grades, attendance, homework, scores, teacher comments, school bulletins. Parents and students can view comprehensive academic and behavioral information through their mobile devices such as the iPhone, IPAD and Android operating system devices. Parents can track homework assignments and studentacademic progress. Teachers can communicate teacher expectations through the teacher web pages and notify parents and students of upcoming project deadlines and assessment dates.

Dads Club-goal oriented father involvement activities that focus on sustaining relationships with male role models in students lives. The Dads Club can promote consistent male engagement in Wisdom Academy by engaging fundraising, enhancing the school grounds, promoting parent and community involvement events. Students male role models could include fathers and stepfathers as well as grandfathers, uncles, older brothers, family friends or any other significant men in their lives.

Wisdom Academy will also create a Special Education Website formed for disseminating information to parents, teachers and the community regarding the Wisdom Academy Exceptional Children Program and Special Education trends such as educational strategies, policies and procedures, meta-cognition, and brain based learning.

## **Admissions Policy**

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

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

1. As a school of choice, students from Wake or any other counties will have the same rights to enroll. The open enrollment period will be from the first

day of June until the last business day of October in the current school year. Notice of open enrollment will be provided by advertisement in the newspapers; mass mailing to all family households in the community; providing open enrollment notices to anyone who inquires about school enrollment; posting open enrollment notices at the school; and providing open enrollment forms on the school website. No application will be denied based on academic performance, special needs, gender, race, creed, national origin, religion, or ancestry. Starting in early spring semester, enrollment application forms will be collected in the order they are received. In case the number of applicants is more than the space available, the Academy will plan a lottery. In cases where there are vacancies, the Academy will not employ a lottery.

2. A public lottery will be held on a predetermined date in the spring semester; Each applicant will be given a unique identification number. Openings in each grade will be filled by randomly drawing numbers from a hopper. After filling all the openings, an official document for waiting lists for each grade will be prepared. Lottery winners will be informed via mail or phone call within a week and will be required to register to the school before a deadline that will be scheduled about a month after the lottery. Any openings will be filled by the applicants from the waiting list within the following three weeks after the registration deadline for the lottery winners. Openings after that time will be filled on a first come, first served basis. The dates of deadlines for the application, lottery, and registration will be determined and announced on the school website every year in the beginning of the fall semester.

Wisdom Academy will follow North Carolina guidelines for accepting students without the lottery process. Any parent or guardian who wishes to appeal any aspect of the lottery process may do so in writing to the Wisdom Academy board of directors. Following receipt of the written appeal, a representative of the board will contact the parent to discuss the nature of the appeal. Final decisions will be made by the board or its designee.

3. Students currently attending Wisdom Academy will have the opportunity to re-enroll for the next school year by accurately completing and returning the required Student Re-Enrollment Form by the deadline provided. Failure to return an accurate Student Re-Enrollment Form by the posted deadline will not be guaranteed enrollment for the upcoming school year and will be required to participate in the pre-enrollment process with new students seeking admission. Parents of students who are planning to withdraw should report to the Principal in person three days prior to leaving the Academy. After verification, parents will report to the records office to receive the appropriate withdrawal form. Students must return all textbooks, pay all outstanding debts, obtain the required signatures, and return the completed withdrawal form to the records office before the withdrawal process is complete. Transferring students must complete an application and placed on the waiting list.

4. Kindergarten Roundup will be held to attract new students.

5. Parents of students who are planning to withdraw from school should report to the Principal in person three days prior to leaving the Academy. Parents will report to the records office to receive the appropriate withdrawal form. Students must return all textbooks, pay all outstanding

debts, obtain the required signatures, and return the completed withdrawal form to the records office before the withdrawal process is complete. Transferring students must complete an application and placed on the waiting list.

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

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County 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 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000
Kindergarten	40	0		40	0		40	0		60	0		60	0	
Grade 01	40	0		40	0		40	0		60	0		60	0	
Grade 02	40	0		40	0		40	0		60	0		60	0	
Grade 03	0	0		40	0		40	0		60	0		60	0	
Grade 04	0	0		0	0		40	0		60	0		60	0	
Grade 05	0	0		0	0		0	0		60	0		60	0	
Grade 06	0	0		0	0		0	0		0	0		60	0	
	120			160			200			360			420		

### **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.*

The Board is committed to ensuring that transportation is not an obstacle for students to enroll in the school. Wisdom Academy will help organize carpool groups among parents from close neighborhoods. In addition, bus services will be contracted to transport students to campus. The bus will pick up students at assigned locations that will be determined based on student enrollment and family need. A transportation survey will be sent to all families after the initial enrollment period is over to assess this need. Wisdom Academy will reassess the number of buses and pick up location every year to make sure Wisdom is best serving our students.

Additionally, the Board will work diligently so that the school is open and accessible to all students, including low-income students, exceptional students and students experiencing homelessness. The school will provide free transportation for exceptional students and students who are currently experiencing homelessness.

### **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.*

Good nutrition is a key component of any successful school especially in a community with limited resources. Consequently, nutrition is a key component of support for student success at Wisdom Academy. Food and nutritional support will be a cornerstone of the "full-service" model we propose. Wisdom will fully participate in and comply with the federal nutritional program. The school plans to solicit bids for the provision of federally supported breakfast and lunch programs. Wisdom Academy also intends to supplement these programs with nutritious choices in coordination with other local food programs, Wisdom has a vision for a comprehensive, unified community-based systems-change initiative that creates access for families and children to healthy foods and fitness opportunities and confronts underlying conditions of poverty, blight and social injustice. As part of our regular after school program for students and parents Wisdom Academy intends to frequently offer a light dinner program during the early evening as a welcome to our ancillary service 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



**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 #1920 - Wake County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,434.28	120	\$532,113.60
Local Funds	\$2,252.53	120	\$270,303.60
Federal EC Funds	\$3,743.48	10	\$37,434.80
<b>Totals</b>			\$839,852.00

**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	\$37,435	\$48,665	\$59,896	\$108,561	\$127,278
-Local Per Pupil Funds	\$270,304	\$360,405	\$450,506	\$810,911	\$946,063
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$532,114	\$709,485	\$886,856	\$1,596,341	\$1,862,398
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>TOTAL INCOME</b>	<b>\$839,852</b>	<b>\$1,118,555</b>	<b>\$1,397,258</b>	<b>\$2,515,813</b>	<b>\$2,935,739</b>

**\*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>															
Principal	1	\$45,000	\$45,000	1	\$46,350	\$46,350	1	\$47,741	\$47,741	1	\$49,173	\$49,173	1	\$50,648	\$50,648
Assistant Principal	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$40,000	\$40,000	1	\$41,200	\$41,200
Dean Of Students	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$38,000	\$38,000	1	\$39,140	\$39,140
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$35,000	\$35,000	1	\$36,050	\$36,050
Assistant Administrator	1	\$24,000	\$24,000	1	\$24,720	\$24,720	1	\$26,000	\$26,000	2	\$25,390	\$50,780	2	\$26,152	\$52,304
Counselor	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$35,000	\$35,000	1	\$36,050	\$36,050
Core Content Teacher(s)	6	\$32,500	\$195,000	8	\$33,869	\$270,952	10	\$35,500	\$355,000	18	\$36,270	\$652,860	21	\$37,566	\$788,886
Electives/Specialty Teacher(s)	1	\$32,500	\$32,500	1.5	\$33,475	\$50,213	3	\$35,493	\$106,479	6	\$36,558	\$219,348	6	\$37,386	\$224,316
Exceptional Children Teacher(s)	.6	\$34,500	\$20,700	.8	\$35,535	\$28,428	1	\$36,601	\$36,601	2	\$37,699	\$75,398	2	\$38,830	\$77,660
Para Educator(s)	1	\$18,000	\$18,000	1	\$18,540	\$18,540	2	\$19,096	\$38,192	2	\$19,669	\$39,338	4	\$20,259	\$81,036
Rti Teacher	1	\$30,000	\$30,000	1.5	\$30,900	\$46,350	2	\$31,827	\$63,654	2.5	\$33,269	\$83,173	3	\$34,184	\$102,552
Supplemental Teacher	.5	\$30,000	\$15,000	1	\$30,900	\$30,900	2	\$31,827	\$63,654	2	\$32,782	\$65,564	2	\$33,765	\$67,530
It Specialist	.5	\$30,000	\$15,000	.5	\$30,900	\$15,450	1	\$31,827	\$31,827	1	\$32,782	\$32,782	1	\$33,765	\$33,765
Contracted Personnel	1.9	\$26,053	\$49,501	3.25	\$25,231	\$82,001	3.55	\$26,479	\$94,000	5.5	\$24,000	\$132,000	5.5	\$24,000	\$132,000
Total Personnel	14.5	\$302,553	\$444,701	19.5 5	\$310,420	\$613,903	26.5 5	\$322,391	\$863,148	46	\$475,592	\$1,548,416	51.5	\$488,995	\$1,763,137
<b>Benefits:</b>	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total
Disability	8	\$0	\$0	13	\$0	\$0	22	\$0	\$0	40	\$0	\$0	46	\$0	\$0
Health Insurance	8	\$2,400	\$19,200	13	\$2,520	\$32,760	22	\$2,646	\$58,212	40	\$2,778	\$111,120	46	\$2,917	\$134,182

Life Insurance	8	\$120	\$960	13	\$120	\$1,560	22	\$120	\$2,640	40	\$120	\$4,800	46	\$120	\$5,520
Medicare	12.6	\$392	\$4,939	16.3	\$408	\$6,650	23	\$418	\$9,614	40.5	\$437	\$17,699	46	\$443	\$20,378
Retirement Plan	8	\$988	\$7,904	13	\$818	\$10,634	22	\$699	\$15,378	40	\$708	\$28,320	46	\$709	\$32,614
Social Security	12.6	\$2,007	\$25,288	16.3	\$2,088	\$34,034	23	\$2,139	\$49,197	40.5	\$2,239	\$90,680	46	\$2,270	\$104,420
Total Benefits	57.2	\$5,907	\$58,291	84.6	\$5,954	\$85,639	134	\$6,022	\$135,041	241	\$6,282	\$252,618	276	\$6,459	\$297,114
<b>Total Personnel Budget</b>	71.7	\$308,460	\$502,992	104. 15	\$316,374	\$699,542	160. 55	\$328,413	\$998,189	287	\$481,874	\$1,801,034	327. 5	\$495,454	\$2,060,251

**\*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	\$3,000	\$3,300	\$3,630	\$7,000	\$7,700
	Curriculum/Texts	\$10,000	\$5,000	\$7,000	\$15,000	\$15,000
	Instructional Materials	\$15,000	\$25,000	\$15,000	\$40,000	\$25,000
	Other	\$0	\$0	\$0	\$0	\$0
	School Supplies	\$3,000	\$6,500	\$6,500	\$7,500	\$6,500
	Testing Supplies	\$5,500	\$6,000	\$6,500	\$21,855	\$21,855
Human Resources Costs	NC Wise	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Personnel Software	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Professional Development (Conferences, Etc)	\$5,000	\$5,000	\$5,000	\$10,000	\$10,000
Other	Emo Fees	\$83,985	\$111,855	\$139,726	\$10,000	\$10,000
	Food Plan	\$15,000	\$20,000	\$25,000	\$30,000	\$40,000
	Insurances	\$16,575	\$17,072	\$17,584	\$18,112	\$18,655
	Legal	\$2,000	\$3,000	\$4,000	\$5,000	\$5,000
	Marketing Plan	\$10,000	\$5,000	\$5,000	\$15,000	\$15,000
	Transportation Plan	\$14,000	\$21,000	\$28,000	\$80,000	\$50,000
	Travel Expenses	\$2,000	\$3,000	\$4,000	\$5,000	\$7,000
Rents and Debt Services	Custodial Supplies	\$5,000	\$5,000	\$5,000	\$10,000	\$10,000
	Extermination	\$0	\$0	\$0	\$0	\$0
	Facility Lease/Mortgage	\$60,000	\$60,000	\$60,000	\$180,000	\$180,000
	Maintenance	\$6,000	\$6,000	\$6,000	\$15,000	\$17,000
	Rent of Equipment	\$20,000	\$20,000	\$20,000	\$50,000	\$50,000
	Security/Alarm	\$0	\$0	\$0	\$4,000	\$4,000
Technology Hardware	Hardware	\$18,000	\$25,000	\$15,000	\$60,000	\$50,000
	Instructional Software	\$5,000	\$2,000	\$5,000	\$15,000	\$10,000
	Network/Internet	\$7,000	\$9,000	\$10,000	\$10,000	\$10,000
	Office Software	\$0	\$0	\$2,000	\$5,000	\$2,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$5,000	\$5,000	\$5,000	\$20,000	\$20,000
	Energy	\$3,000	\$3,000	\$3,000	\$15,000	\$20,000
	Phone	\$4,000	\$4,000	\$4,000	\$8,000	\$8,000
	Water/Sewer/Trash	\$3,000	\$3,000	\$3,000	\$6,000	\$6,000
<b>Total Operations</b>		<b>\$332,060</b>	<b>\$384,727</b>	<b>\$415,940</b>	<b>\$673,467</b>	<b>\$629,710</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)	\$502,992	\$699,542	\$998,189	\$1,801,034	\$2,060,251
TOTAL EXPENDITURE (OPERATIONS)	\$332,060	\$384,727	\$415,940	\$673,467	\$629,710
TOTAL EXPENDITURES	\$835,052	\$1,084,269	\$1,414,129	\$2,474,501	\$2,689,961
TOTAL REVENUE	\$839,852	\$1,118,555	\$1,397,258	\$2,515,813	\$2,935,739
ANNUAL NET PROJECTIONS	\$4,800	\$34,286	-\$16,871	\$41,313	\$245,778

**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?*

The budget for Wisdom Academy has been carefully prepared to support the delivery of a high-quality education program to students in Raleigh, North Carolina. The revenue and expenditure budget for the first year of operation is conservative. The budget has been calculated based on expected state and local funding, state Exceptional Children allocations, and federal Exceptional Children allocations. The budget was calculated on the following assumptions.

Wisdom Academy will open with an enrollment of 120 students, with two sections each of Kindergarten and grades 1-2. The schools capacity will increase by adding one grade per year; for example, 3rd grade will be added in Year 2, 4th grade will be added in Year 3, etc. until the school reaches its maximum grade span of Kindergarten-8th grades.

\* All students are expected to come from Wake County. Accordingly, revenue was calculated with only Wake County allocations.

\* No growth in per pupil allocations were made for years 2-5 to maintain a conservative approach.

\* An assumption was made that approximately 8% of the student population will require some level of Exceptional Children services. The Exceptional Children allotment is based on the North Carolina Department of Instructions per pupil allocations set forth in its 2013 Charter Application Resource Manual, page 34.

\* Reimbursement for food services and Title I students are anticipated but are not included per the directive in the 2013 Charter Application Resource Manual.

Enrollment projections are based on survey results, comments from families during community meetings, and the waiting lists of the operating charter schools in the immediate area. The surveys indicate a high degree of interest in Wisdom Academy, accounting for about half the projected enrollment. Comments from the community meetings, controlling for commitments made on the surveys, accounted for another half of the projected enrollment. Currently there are over 150 students on the waiting lists of area charter schools, all of whom will be specifically targeted by the Wisdom Academy marketing plan. However, if enrollment projections fall below expectations, the budget will be adjusted accordingly.

Most expenditures are variable and will be driven by student enrollment. Instructional personnel services will increase with growth in student enrollment; FTEs will grow in proportion to increases in student enrollment. Administrative costs are more fixed and are expected to grow with inflation except for additional administrators when the school is enlarged in Year 4, when an Assistant Director and Dean of Students will be added. Salaries have been estimated to increase by 3% annually.

In Year 4 Wisdom Academy will add 4 modular units to accommodate the projected enrollment; rent has been increased beginning that year. There are also allowances for the purchase of school buses in Year 4, with a contingency fund to buy another in Year 5.

- 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*

All back office operations including accounting, purchasing, and payroll will be serviced by the EMO, GPS Management Services. School financial audits will be conducted by Davis & Davis, CPAs, a state approved school auditor. Please see the EMO contract attached as Appendix J for further details.

- 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.*

Most expenditures are variable and will be driven by student enrollment. Instructional personnel services will increase with growth in student enrollment; FTEs will grow in proportion to increases in student enrollment. Administrative costs are more fixed and are expected to grow with inflation except for additional administrators when the school is enlarged in Year 4, when an Assistant Director and Dean of Students will be added. Salaries have been estimated to increase by 3% annually. Per the agreement with Solid Rock Ministry, Wisdom Academy will incur no rent for the first two years. However, allocations for rent have been included as some capital expenditures will be necessary.

Costs to become an A+ Program School, including all professional development, is being paid by the EMO. Wisdom's spending priorities align with its mission because over 75% of the budget is for instructional staffing, instructional materials (including curriculum), and instructional technologies. This supports the mission, which above all else is about focusing on the needs of the students and their families.

It must also be noted that Wisdom Academy will begin taking over its own management duties beginning in the fourth year of operation with GPS Management Services providing expert council.

- 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.*

GPS Management is providing the resources for all professional development, including the three-year fees to join the A+ Schools Program. No other resources are secured at this time, although Wisdom Academy has received a commitment from Partners for Developing Futures for training, non-capital

grants, and professional development.

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?*

Wisdom Academy will seek grants from organizations and foundations, expects to qualify for Federal Title funding, and will do fundraising with the community.

Wisdom's break even enrollment for the first five years is:

Year 1: 117; Year 2: 154; Year 3: 202; Year 4: 354; Year 5: 385

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

Wisdom Academy has received a commitment from GPS Management to cover all professional development prior to opening. Additionally, Wisdom will begin fundraising as soon as its 501(c)3 and Charter School Application are approved.

**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.*

Wisdom Academy will adhere to the auditing and reporting procedures and requirements that are applied to public schools operating in North Carolina. Wisdom Academys Board of Directors will interview a minimum of three auditing firms before selecting the financial auditor. The Board of Directors will select and contract with a licensed North Carolina CPA to conduct the annual audit of the schools financial records, including the balance sheet, cash flow, and income statements. The audit will be included in the School Annual Report. The audit will be conducted in a timely manner as required by the North Carolina Local Government Commission and will demonstrate compliance with North Carolina law for a non-profit corporation.

*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.*

Name: Davis & Davis, CPA

Address: 115 S. St. Marys St., Suite A, Raleigh North Carolina

Phone Number: 919-730-7376

Fax Number: 248-487-2525

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 Wisdom 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: wisdom\_academy1

Board Position: Co-Founder/Board Member

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

Date: 02/28/2013

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

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

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

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