



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Wisdom Academy

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL 2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. 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.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov 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.

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	5
	Grade Levels Served and Total Student Enrollment:	5
II.	<u>MISSION and PURPOSES</u>	7
	Mission:	7
	Educational need and Targeted Student Population of the Proposed Charter School:	7
	Purposes of the Proposed Charter School:	9
	Goals for the Proposed Charter School:	10
III.	<u>EDUCATION PLAN</u>	13
	Instructional Program:	13
	C	
	K-5 Curriculum and Instructional Design:	14
	C	
	6-8 Curriculum and Instructional Design:	18
	C	
	Special Programs and "At-Risk" Students	21
	Exceptional Children	24
	Student Performance Standards	27
	Student Conduct:	29
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	31
	Governance:	31
	Governance and Organizational Structure of Private Non-Profit Organization:	31
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	36
	Private School Conversions: complete	36
	C	
	Projected Staff:	37
	Staffing Plans, Hiring, and Management	37
	Staff Evaluation and Professional Development	40
	Enrollment and Marketing:	44
	Marketing Plan	44
	Parent and Community Involvement	45
	Admissions Policy	46
	PROJECTED ENROLLMENT 2015-16 through 2019-2020	48
	Transportation Plan:	49
	School Lunch Plan:	49
	Civil Liability and Insurance	49
	Health and Safety Requirements:	50
	Facility:	
	Facility Contingency Plan:	50
V.	<u>FINANCIAL PLAN</u>	
	Budget: Revenue Projections from each LEA 2015-16	52
	Total Budget: Revenue Projections 2015-16 through 2019-2020	53
	Personnel Budget: Expenditure Projections 2015-16 through 2019-2020	54
	Operations Budget: Expenditure Projections 2015-16 through 2019-2020	57
	Overall Budget:	59
	Budget Narrative:	59
	Financial Audits:	62
VI.	<u>AGREEMENT PAGE</u>	

<u>LEA Impact Statement:</u>	63
<u>Applicant Signature:</u>	63

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Wisdom Academy*

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

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

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 J. James*

Title/Relationship to nonprofit: *Lead Contact Person*

Mailing address: 8116 Round Oak Rd.
Raleigh NC 27616

Primary telephone: 919-413-0877 Alternative telephone: 919-480-7333

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: X

Yes:

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

No: X

Yes:

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

Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
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First Year	K,01,02	120
Second Year	K,01,02,03	160
Third Year	K,01,02,03,04	200
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 initial 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 will result in disqualification from the application process or revocation after award. I understand that incomplete applications will 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 non-profit organization.

wisdom1 _____
Signature

Lead Contact Person _____
Title

wisdom1 _____
Printed Name

12/06/2013 _____
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, to include 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, to include 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.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

In 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 Academys 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 Academys 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 underperforming 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, an organization 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.*

Wisdom Academy's primary purpose 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 various 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 for the purpose of creating meaningful experiences and learning opportunities for our students (for more information on differentiated instruction and types of learning, please see Appendix: 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 three 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. 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. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Reading: Students will be proficient in Reading.

Each year, 70% of third through eighth grade students will meet or exceed End-of-Grade (EoG) Reading Assessment proficiencies

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

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

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
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.

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

Each year,eighth grade students enrolled for three or more years will average EXPLORE subject scores equal to or greater than the achievement target for reading.

Metric:ACT EXPLORE scores will be analyzed to ensure the goal is met.

Timeline:Annually in the spring

English Language Arts:Students will be proficient in Language Arts

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.

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.

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

Mathematics:Students will be proficient in Mathematics

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.

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.

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

Each year,eighth grade students enrolled for three or more years will average EXPLORE subject scores equal to or greater than the achievement target for mathematics.

Metric:ACT EXPLORE scores will be analyzed to ensure the goal is met.

Timeline:Annually in the spring

Science:Students will be proficient in Science

Each year,70% of fifth and eighth grade students will meet or exceed End-of-Grade (EoG) Science Assessment proficiencies

Metric:EoG science assessment scores for fifth and eighth grade students will be evaluated to determine if the goal was met.

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

Each year,at least 50% of students will meet or exceed the average of the LEA.

Metric:EoG grade level assessment scores will be compared to LEA grade level assessment scores to determine if the goal was met.

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

In addition to proficiency measures listed, Wisdom Academy will incorporate the NWEA Measures of Academic Progress to help measure individual student growth.The MAP program includes both computer-adaptive assessments administered to students three or four times a year and teacher training and access to MAP resources on how to use data from these assessments to differentiate instruction. MAP tests and training are currently in use in nearly 20 percent of K12 school districts nationwide (<http://www.nwea.org/support/article/1339>).

K-2 students will show a minimum of 1 years growth on the NWEA.70% of K-2 students will show 1.3 years growth annually and 70% of all students who have been with the academy through the second grade will meet or exceed the

national average on the NWEA.

2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The Boards 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, Lex-is Legal Services will develop Wisdom Academics accountability plan. The Board will continue to work with the schools Assessment Committee during the first year of school operation to ensure the school is making progress toward its accountability plan measures.

To measure social success, Wisdom Academy will track indicators that include:

- *attendance rates;
- *participation in extracurricular activities;
- *rates of disciplinary action; incidents of bullying;
- *rates of student volunteerism;
- *parent/guardian survey results;
- *hours of parent/guardian involvement;
- *teacher retention rates

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 will 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 Academics 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 Academics 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 in Wisdom Academics target population. 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-5 Curriculum and Instructional Design:

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

Wisdom 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.

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 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, which is Wisdom Academy's primary mission.

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 School Director 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 school's educational program.

A school's culture and student behavior directly correlate with student achievement. Ryan (2003) explained, "Most [students] have to pay attention, study the material, and do their homework carefully if they are to achieve. These behaviors don't come naturally. They have to be learned and practiced and gradually integrated into a person's character" (p. 48). 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 the elementary division 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.*

This curriculum aligns with Wisdom Academy's 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)

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 matriculate up through the grades at Wisdom Academy they take courses in theater, music and the fine arts. Throughout their experience, students will be visited by area artists who serve as "artists in residence" on presentations and projects. As students grow and develop in the program and define their unique area of artistic focus, they have multiple opportunities during and after school hours in practicum settings with area artists and artists in the building on special projects. 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.

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, when teachers can articulate what is being taught and students can describe what they are learning, and when students are performing work at the appropriate level of difficulty (Willis, 2008).The instructional strategies used will ensure student mastery of the essential learning goals articulated by the curriculum and develop college readiness in accordance with the Academys educational design, the Common Core State Standards and NC Essential Standards.These strategies include:

*differentiated instruction: 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 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.

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Arts drama, dance, music, visual arts, and creative writing -as the entry way to mastering content standards, enriching classroom and community experiences, and equipping young people for success in college and career in the 21st century is the core of Wisdom Academy's curriculum. Strong support exists for implementing a curriculum rich with the arts, as both extracurricular activities and integrated across content areas.

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 kinds of connections.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

Before school begins, Wisdom teachers will undergo three 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 2015. 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.

6-8 Curriculum and Instructional Design:

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

Wisdom 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.

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 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, which is Wisdom Academy's primary mission.

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 School Director 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 school's educational program.

A school's culture and student behavior directly correlate with student achievement. Ryan (2003) explained, "Most [students] have to pay attention, study the material, and do their homework carefully if they are to achieve. These behaviors don't come naturally. They have to be learned and practiced and gradually integrated into a person's character" (p. 48). 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 B1) for one core subject (specific to the school's purpose) for the middle school division 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.

This curriculum aligns with Wisdom Academics 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 Academics 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)

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 matriculate up through the grades at Wisdom Academy they take courses in theater, music and the fine arts. Throughout their experience, students will be visited by area artists who serve as "artists in residence" on presentations and projects. As students grow and develop in the program and define their unique area of artistic focus, they have multiple opportunities during and after school hours in practicum settings with area artists and artists in the building on special projects. 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.

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, when teachers can articulate what is being taught and students can describe what they are learning, and when students are performing work at the appropriate level of difficulty (Willis, 2008). The instructional strategies used will ensure student mastery of the essential learning goals articulated by the curriculum and develop college readiness in accordance with the Academy's educational design, the Common Core State Standards and NC Essential Standards. These strategies include:

*differentiated instruction: 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 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.

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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.*

The Board of 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 the Board's belief that even students with Individualized Education Programs (IEPs) should participate in the same classes and experiences afforded to general education students.

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 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 ELL 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 Grade test. 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.

- 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, and the NWEA grade-level test, and through teacher recommendation. Students must score in the 92nd 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 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), 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)*

Parents will be informed to notify the School Director or Special Education Coordinator if their child received Special Education or Section 504 of the Rehabilitation Act Services from their previous school. They will be required to complete and submit a Special Education data sheet to the Special Education Coordinator.

Wisdom Academy will submit a request for records form to the students previous school in order to obtain student IEP and 504 Plan documents. If a child with a current IEP enrolls at Wisdom Academy, Wisdom Academy will implement the existing IEP or will offer comparable services agreed to by parents until a new IEP can be developed. IEPs will be developed, revised, and implemented in accordance with the Individuals with Disabilities Educational Improvement Act (IDEA) and state law and regulations. The parent/guardian will be required to complete the Special Education/504 section and the Special Education data sheet and submit a copy of their child's IEP or 504 Plan to the Special Education Coordinator.

The Special Education Coordinator will meet with the School Director and general education staff to cross-reference students suspected of a disability through CECAS Student-Level Data Collection, Exceptional Children Standard Reports or State and Federal Child Count, End-Of-Year Reports to determine if the student has a previous IEP. The Instructional Support Team (IST) will provide strategies, support, and through a regular education setting for the student. The IST process will identify whether the concern about the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of 30 academic days, during which time progress will be monitored weekly. Students who make expected growth will "graduate" out of the program, while the learning plans of students who do not make anticipated progress be reassessed. At the end of program, the IST and parents will meet to discuss the progress data and discuss next steps. If the child is determined eligible for special education services the Individualized Education Program (IEP) team will develop and review the student's learning plan. 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. The School Director and Exceptional Children Teacher will be responsible for auditing the Special Education records quarterly. The EC Program will be audited annually by the Wisdom Board and School Director to insure quality service and compliance with the Individuals with Disabilities Act (IDEA) of 2004 and the State Performance Plan. Educational Records 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. Educational Records include records, files, documents, and other materials, which contain information directly related to a student and

are maintained by Wisdom Academy. Wisdom Academy will maintain for public inspection a current list of names and positions of employees/contractors within the school who have access to personally identifiable information. Wisdom Academy must have parental consent before releasing information to anyone other than officials of agencies using information in conjunction with the child's program. Upon written request from the parent/guardian or from the education agency where the child with a disability/504 Plan has enrolled, Wisdom Academy will transfer a copy of all special education/504 records no later than thirty (30) calendar days from receipt of request.

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 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. 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, and social work services. The implementation and delivery of related services will be based on the student need as determined by the IEP, which includes the School Director, 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 **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

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, receiving a 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 NWEA will be the driving force behind Wisdom Academy's 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 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:

a. Demonstrate grade-level proficiency by scoring at or above Achievement Level III on state end-of-grade tests in reading and mathematics.

b. Demonstrate adequate progress in writing by scoring at or above the

proficiency level on the seventh grade writing assessment.

c.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,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 specific to the proposed charter school within the appendices (Appendix D).

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 Academys 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, Academy 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 Academy

Mailing Address: 410 Lord Berkley Dr.

City/State/Zip: Raleigh NC 27610

Street Address: 410 Lord Berkley Dr.

Phone: 919-413-0877

Fax:

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

FEDERAL TAX ID: 37-1655142

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 E)
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 initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Cheryl Thomas	Member	WAKE	Teacher

Dr. Grace Nwosu	Secretary	WAKE	Professor/Minister
Arthur Miller, Sr.	Member	WAKE	Minister
Wanda Lassiter	Treasurer	WAKE	Director of Finance
Craig James	President	WAKE	Attorney

Please provide the following in this location of the APPLICATION:

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 is responsible for 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 School Director 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 communication 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 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.

- 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, the Leadership Team 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), 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. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The Board will meet at least monthly. Per Bylaws Section

- 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 J).*

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
 - oHearing/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 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, the Leadership Team 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), 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.

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 and College 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, College 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.

9. Discuss the school's grievance process for parents and staff members.

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 2: If a satisfactory resolution was not reached at Step 1, employees should address the matter with the School Director. 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.

Parents are encouraged to bring legitimate concerns situations to the attention of management.

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

Include in the Appendices:

1. 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). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. 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 H).
4. 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 I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

X Not Applicable

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

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

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication

means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

Provide, as Appendix M, 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, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Faculty and staff will be recruited through a marketing plan developed by the Leadership Team, 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. Wisdom Academy will also be present at education job fairs and educational conferences to attract highly qualified teachers.

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;

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

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 in the appendix

4. *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 School Director.

Hiring Screening Procedures

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

"School personnel" means any:

Employee of the school, or

Independent contractor or employee of an independent contractor of the school if the independent contractor carries out duties customarily performed by school personnel, whether paid with Federal, State, Local or other funds.

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

Staff salaries will be determined based on a tiered schedule of experience and credentials. Administrative, Teacher salary ranges follow:

School Administration

School Director		Admin. Asst.	
Salary Range		Salary Range	
\$ 3,750	\$ 9,617	\$ 1,900	\$ 2,700
\$ 4,417	\$ 10,617	\$ 1,900	\$ 2,800
\$ 6,417	\$ 11,617	\$ 1,900	\$ 2,950
\$ 8,000	\$ 12,200	\$ 2,025	\$ 3,100
\$ 9,000	\$ 13,200	\$ 2,150	\$ 3,375
Dean/Asst. Prin.		Admin. Support	
\$ 3,333	\$ 7,694	\$ 1,900	\$ 2,700
\$ 4,333	\$ 8,694	\$ 1,900	\$ 2,800
\$ 5,333	\$ 9,694	\$ 1,900	\$ 2,950
\$ 6,333	\$10,694	\$ 2,025	\$ 3,100
\$ 7,333	\$11,694	\$ 2,150	\$ 3,375

Certified Teacher

Years Bachelors Masters

Experience	Salary	Salary
0 2	\$ 32,000	\$ 35,550
3 4	\$ 33,500	\$ 38,000
5 6	\$ 34,500	\$ 39,000
7 10	\$ 37,500	\$ 41,000
11 12	\$ 41,500	\$ 43,000

Instructional Support

0 - 2	\$ 1,800	\$ 2,300
3 4	\$ 1,800	\$ 2,400
5 7	\$ 2,000	\$ 3,000

Wisdom Academy will offer the following employee benefits:

- * Medical insurance and prescription coverage
- * Dental coverage
- * Group Life Insurance
- * Short-Term Disability coverage (optional)
- * Flexible Spending Account (optional)

Holidays

Jury Duty

Bereavement Leave

Family and Medical Leave Act (FMLA):Wisdom Academy complies with applicable federal laws regarding FMLA.

Military Leave

Workers Compensation Insurance

6. Provide the procedures for employee grievance and/or termination.

The School Director has the responsibility of determining the appropriate response to a situation, based on the specific circumstances. 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 School Director. 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.

7. 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

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

Wisdom Academy will employ the needed staff to enable all Exceptional Children(EC), ELL, and Academically or Intellectually Gifted (AIG) students to achieve academic success.A Special Needs Coordinator(SNC) will be responsible for implementing and supervising the program.All teachers providing EC, English Language Arts instruction to ELL students, and accelerated programs to AIG students will be highly qualified to do so as required under the No Child Left Behind Act.Additionally, the school will hire teachers holding a certification to teach EC,bilingual education or English to ELL students,and AIG students.

Staff members who work directly with special needs students will receive appropriate professional development in order to prepare them to support the school's special needs population.This professional development will focus on the research-based instructional methodologies and monitoring of the school's special needs students.

9. 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.

School Director 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 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

Staff Evaluation and Professional Development

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

The School Director or a delegated HR representative is responsible for maintaining teacher licensure requirements and professional development.

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

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 amongst 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. Building-wide professional development will be structured around state and local data analysis as well as building-wide initiatives to improve teaching and learning. 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 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, an outline of which follows. 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). In phase two of the induction process, new teachers are provided support in conducting targeted pre-tests, first cycle of 30-day assessments, and Performance Series Review in their classrooms. Through the month of September, new teachers work with their building leader, grade level teams, and content teams to assess data, identify areas of strength and weakness, and collaboratively plan a targeted review and action plan) focused on increasing student achievement. Additionally, through the months of October and November, the new teacher cohort is introduced to the school's observation and evaluation protocols. Through this component of Phase II, new teachers are trained and engaged in Teacher Expectations and Student Achievement (TESA). Mentors will be matched with new teachers. Together, the mentors and new teachers meet weekly (in person and virtually) to reflect on the practice of the new teacher. Targeted development meetings which are teacher-designed in the areas of Instructional Skills, Classroom Organization, Differentiated Instruction, Behavioral Management, Maintaining a Nurturing Learning Environment, Project-Based Learning, and Classroom Centers, occur each month wherein master teachers

provide meaningful learning activities, lectures, make and take, etc., to support impactful learning within the major domains. At Wisdom Academy, teachers are evaluated in accordance to the North Carolina Professional Teachers Standards and to develop a plan for professional growth. The the School Director is evaluated in relation to the North Carolina Standards for School Executives and to develop a plan for professional growth. The Director will participate in the evaluation process, guided by the Superintendent. Which involves self-assessment, reflection, and by gathering input from the various stakeholders with an interest in the leadership of the Academy. The Director will engage in steps 1 through step 7 of the evaluation process.

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

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. 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. Further, 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 School Director 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;

Integration of Arts into Everyday Learning;

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 2015- 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. 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.

July 2015- Understanding Google Apps-Teachers, Digital Writing and the Common Core will learn how to use one email account to share a class/project and create a site that students can share;using digital literacies to meet the Common Core State Standards.

July 2015- Fine Arts and Common Core State Standards- Intended to build content knowledge and effective pedagogical practices within the classroom and beyond.

July 2015- Visual Literacy and the Common Core Standards- Focus on visual arts, discussing it critically, and using it as an instructional resource.

July 2015-Concepts Connection- focus on the connection inherent between works of art and concepts taught in all classes.

July 2015- Teaching Smarter with SMART Boards- Teachers will master the use of SMART Board and SMART Notebook technology

July 2015- provide effective and efficient instructional strategies that will improve student outcomes related to core reading instruction.

July 2015-Mathematics and the Common Core-focus on increasing mathematical content knowledge, increase teacher knowledge of how students learn in support of RTI, and to align instruction and assessment to Common Core Standards.

July 2015- Science and Common Coreprovide effective and efficient instructional strategies that will improve student outcomes related to core science instruction.

July 2015- Writers'Workshop- demonstrate techniques to establish a classroom culture, which provides opportunities for students to make their narrative argument and information writing better each day.

July 2015- Kindergarten and Common Core Standards- will include research-based practices to ensure all students achieve core kindergarten benchmarks in literacy and mathematics.

July 2015- Explicit Learning- focus on the five stages of learning: Acquisition, Accuracy, Fluency, and Maintenance& Generalization.

July 2015- Aims Web, NWEA- Web-based assessment, data management, and reporting system.

July 2015- Bully Free School, Safer, Saner Schools, Crisis Team Training for Schools-Focus on creating research-based process that will change aggressive behaviors in school, establish a behavior rubric to insure a consistent response to aggression, combine high levels of control and support to hold children accountable engage and empower families, and ensure consistency among staff.

July 2015- Section 504 from Referral to Placement, Social, Emotional and Behavioral Interventions, Strategic Teaching & the Special Education Teacher-learn strategies for effectively managing issues involving evaluations, eligibility, accommodation and due process

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.

Before school begins, Wisdom teachers will undergo three 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 2015. The school calendar will include 185 instructional days for students and staff; 5 professional development days for staff. 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.

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, <http://www.wisdomacademync.org> 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 can 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.

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 student academic 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.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear 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.*

The open enrollment period will be from the first day of June until the last business day of October in the current school year.

*A public lottery will be performed 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.

In certain cases, students may enroll in Wisdom Academy without the lottery. The exemptions include:

*Wisdom Academy students already enrolled in the school.

*Siblings of current Wisdom Academy students.

*Children of the Wisdom Academy faculty and staff (their number should not exceed the number of available spots for a given grade).

*Children of the Wisdom Academy board of directors (in the first year of the school).

Students will continue to be randomly selected until all names are selected.

After a grade level's seats are full, all remaining names will be placed on the waiting list in the order in which they are selected. Applications received after the Open Enrollment Period will be added to the end of the waiting list for the appropriate grade in the order in which they were received. When a seat becomes available in a particular grade due to attrition, erosion, or other event, if that particular grade has a waiting list, that available seat will be filled by the first student on the waiting list for that particular grade. If a waiting list does not exist for that particular grade, but exists for another grade, the school may (subject to applicable enrollment limits and Board approved offered seats) fill the available seat using the first student on the waiting list in a different grade, the grade deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

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. Students whose parents who fail 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 to the school.

There are no planned pre-admission activities for students or parents.

Students who are planning to withdraw from school should report to Administrative Assistant with their parents in person three days prior to leaving the Academy. After verification from the students counselor, the student 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.

After beginning operations, procedures for withdrawals and transfers will be reevaluated to ensure the smooth transition of exiting students. The Pupil Accounting staff will analyze student demographic data to determine if revisions should be implemented to ensure that the marketing strategy is reaching all demographic groups, so each is afforded an equal opportunity for enrollment.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

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.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	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	0	40	0	0	40	0	0	60	0	0	60	0	0
Grade 01	40	0	0	40	0	0	40	0	0	60	0	0	60	0	0
Grade 02	40	0	0	40	0	0	40	0	0	60	0	0	60	0	0
Grade 03	0	0	0	40	0	0	40	0	0	60	0	0	60	0	0
Grade 04	0	0	0	0	0	0	40	0	0	60	0	0	60	0	0
Grade 05	0	0	0	0	0	0	0	0	0	60	0	0	60	0	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	60	0	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. Working with community partners we plan to focus on the provision of healthy food for students throughout the school day. 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
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$2,000,000		\$1,000,000.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$1,000,000.00
Property Insurance	\$5,000,000		\$5,000,000.00
Motor Vehicle Liability	\$1,000,000		\$1,000,000.00
Bonding Minimum/Maximum Amount	\$250,000	\$500,000	\$500,000.00
Other	\$1,000,000		\$1,000,000.00
Total Cost			\$9,500,000.00

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

Health and Safety Requirements:

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

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

wisdom1 12/06/2013

(Board Chair Signature)

(Date)

Facility:

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

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

The building has already been identified and secured. Please see Appendix P for details.

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

offered because a permanent facility has yet to open.
The facility is ready for use at this time.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2015-16

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

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1920 - Wake County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,539.11	120	\$544,693.20
Local Funds	\$2,252.53	120	\$270,303.60
Federal EC Funds	\$3,743.48	10	\$37,434.80
Totals			\$852,431.60

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$544,693	\$736,431	\$920,538	\$1,656,968	\$1,933,130
-Local Per Pupil Funds	\$270,304	\$360,405	\$450,506	\$810,911	\$946,063
-Exceptional Children Federal Funds	\$37,435	\$22,400	\$28,000	\$50,400	\$58,800
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$852,432	\$1,119,236	\$1,399,044	\$2,518,279	\$2,937,993

***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 documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	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 Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Dean Of Student	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$38,000	\$38,000	1	\$39,140	\$39,140
Finance Officer	1	\$35,000	\$35,000	1	\$39,140	\$39,140	1	\$40,314	\$40,314	1	\$41,524	\$41,524	1	\$42,769	\$42,769
Counselor	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$35,000	\$35,000	1	\$36,050	\$36,050
Clerical	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
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	3	\$104,000	\$104,000	3	\$110,210	\$110,210	3	\$114,055	\$114,055	7	\$229,087	\$254,477	7	\$234,759	\$260,911
Instructional Personnel:															
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)	1	\$34,500	\$34,500	1	\$35,535	\$35,535	1	\$36,601	\$36,601	2	\$37,699	\$75,398	2	\$38,830	\$77,660
Instructional Support	.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
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0

B - Total Instructional Personnel:	8.5	\$129,500	\$277,000	11.5	\$133,779	\$387,600	16	\$139,421	\$561,734	28	\$143,309	\$1,013,170	31	\$147,547	\$1,158,392
A+B = C - Total Admin, Support and Instructional Personnel:	11.5	\$233,500	\$381,000	14.5	\$243,989	\$497,810	19	\$253,476	\$675,789	35	\$372,396	\$1,267,647	38	\$382,306	\$1,419,303
Administrative & Support Benefits															
Health Insurance	3	\$2,400	\$7,200	3	\$2,520	\$7,560	3	\$2,646	\$7,938	7	\$2,778	\$19,446	7	\$2,917	\$20,419
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	3	\$988	\$2,964	3	\$1,018	\$3,054	3	\$1,049	\$3,147	7	\$1,080	\$7,560	7	\$1,112	\$7,784
Life Insurance	3	\$120	\$360	3	\$120	\$360	3	\$120	\$360	7	\$120	\$840	7	\$120	\$840
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	3	\$392	\$1,176	3.5	\$408	\$1,428	3	\$418	\$1,254	7	\$437	\$3,059	7	\$443	\$3,101
Social Security	3	\$2,007	\$6,021	3.5	\$2,088	\$7,308	3	\$2,139	\$6,417	7	\$2,239	\$15,673	7	\$2,270	\$15,890
D - Total Admin and Support Benefits:	15	\$5,907	\$17,721	16	\$6,154	\$19,710	15	\$6,372	\$19,116	35	\$6,654	\$46,578	35	\$6,862	\$48,034
Instructional Personnel Benefits:															
Health Insurance	8	\$2,400	\$19,200	11	\$2,520	\$27,720	16	\$2,646	\$42,336	28	\$2,778	\$77,784	31	\$2,917	\$90,427
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	8	\$988	\$7,904	11	\$1,018	\$11,198	16	\$1,049	\$16,784	28	\$1,080	\$30,240	31	\$1,112	\$34,472
Social Security	8.5	\$2,007	\$17,060	11.5	\$2,088	\$24,012	16	\$2,139	\$34,224	28	\$2,239	\$62,692	31	\$2,270	\$70,370
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	8.5	\$392	\$3,332	11.5	\$408	\$4,692	16	\$418	\$6,688	28	\$437	\$12,236	31	\$443	\$13,733
Life Insurance	8.5	\$120	\$1,020	11.5	\$120	\$1,380	16	\$120	\$1,920	28	\$120	\$3,360	31	\$120	\$3,720
E - Total Instructional Personnel Benefits:	41.5	\$5,907	\$48,516	56.5	\$6,154	\$69,002	80	\$6,372	\$101,952	140	\$6,654	\$186,312	155	\$6,862	\$212,722
D+E = F - Total Personnel Benefits	56.5	\$11,814	\$66,237	72.5	\$12,308	\$88,712	95	\$12,744	\$121,068	175	\$13,308	\$232,890	190	\$13,724	\$260,756
A+D = G - Total Admin and Support Personnel	18	\$376,588	\$121,721	19	\$435,745	\$129,920	18	\$460,688	\$133,171	42	\$840,853	\$301,055	42	\$847,976	\$308,945

Wisdom Academy

(Salary & Benefits)															
B+E = H - Total Instructional Personnel (Salary & Benefits)	50	\$220,907	\$325,516	68	\$217,933	\$456,602	96	\$218,293	\$663,686	168	\$308,818	\$1,199,482	186	\$293,964	\$1,371,114
G+H = J - TOTAL PERSONNEL	68	\$597,495	\$447,237	87	\$653,678	\$586,522	114	\$678,981	\$796,857	210	\$1,149,671	\$1,500,537	228	\$1,141,940	\$1,680,059

Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$0	\$0	\$0	\$0	\$0
	Paper	\$5,000	\$5,000	\$6,000	\$7,000	\$7,700
	Computers & Software	\$7,000	\$9,000	\$10,000	\$10,000	\$10,000
	Communications & Telephone	\$4,000	\$4,000	\$4,000	\$8,000	\$8,000
	Copier leases	\$20,000	\$25,000	\$30,000	\$35,000	\$40,000
Professional Contract	Legal Counsel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Student Accounting	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Financial	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Maintenance	\$6,000	\$6,000	\$6,000	\$15,000	\$17,000
	Custodial Supplies	\$5,000	\$5,000	\$5,000	\$10,000	\$10,000
	Custodial Contract	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
	Insurance (pg19)	\$16,575	\$17,072	\$17,584	\$18,112	\$18,655
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$5,000	\$5,000	\$5,000	\$20,000	\$20,000
	Gas	\$3,000	\$3,000	\$3,000	\$15,000	\$15,000
	Water/Sewer	\$2,000	\$2,000	\$2,000	\$4,000	\$4,000
	Trash	\$1,000	\$1,000	\$1,000	\$2,000	\$2,000
Transportation	Buses	\$20,000	\$21,000	\$28,000	\$80,000	\$50,000
Other	Marketing	\$10,000	\$10,000	\$10,000	\$15,000	\$15,000
	Child nutrition	\$20,000	\$25,000	\$25,000	\$30,000	\$40,000
	Travel	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000
	Other	\$39,106	\$75,309	\$79,677	\$107,000	\$119,000
Utilities	Network/Internet	\$7,000	\$9,000	\$10,000	\$10,000	\$10,000
Office:	Personnel Software	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Facilities	Renovation Payback	\$60,000	\$60,000	\$60,000	\$180,000	\$180,000
	K - TOTAL Administrative & Support Operations	\$266,681	\$319,381	\$340,261	\$605,112	\$606,355
	Instructional:					
Instructional Contract	Staff Development	\$25,000	\$10,000	\$10,000	\$10,000	\$10,000
Classroom Technology	Software	\$5,000	\$2,000	\$5,000	\$15,000	\$10,000
Books and Supplies	Instructional Materials	\$15,000	\$25,000	\$15,000	\$40,000	\$25,000
	Curriculum/Texts	\$10,000	\$10,000	\$10,000	\$15,000	\$15,000

	Copy Paper	\$5,000	\$5,000	\$6,000	\$7,000	\$7,700
	Testing Supplies	\$5,500	\$6,000	\$6,500	\$21,855	\$21,855
	Other	\$20,000	\$20,000	\$20,000	\$50,000	\$50,000
	L - TOTAL Instructional Operations	\$85,500	\$78,000	\$72,500	\$158,855	\$139,555
	K+L = M - TOTAL OPERATIONS	\$352,181	\$397,381	\$412,761	\$763,967	\$745,910

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$447,237	\$586,522	\$796,857	\$1,500,537	\$1,680,059
M - TOTAL OPERATIONS	\$352,181	\$397,381	\$412,761	\$763,967	\$745,910
J+ M =N TOTAL EXPENDITURES	\$799,418	\$983,903	\$1,209,618	\$2,264,504	\$2,425,969
Z - TOTAL REVENUE	\$852,432	\$1,119,236	\$1,399,044	\$2,518,279	\$2,937,993
Z - N = SURPLUS / (DEFICIT)	\$53,015	\$135,334	\$189,426	\$253,775	\$512,024

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

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

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

The budget for Wisdom Academy has been carefully prepared to support the delivery of a high-quality education program to all students in Raleigh, North Carolina. The revenue and expenditure budget for the first of operation is conservative. The budget has been calculated on expected state and local funding, state Exceptional Children allocations, and federal Exceptional Children allocations. It is important to note that Federal Title 1 revenues have not been included in the budget nor have Title 1 related expenditures. 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. Enrollment projections are based on survey conducted, community meetings held with families and their comments, and the waiting lists of the operating charter schools in the immediate area. The surveys indicate a high degree of interest in the school, accounting for over half the projected enrollment. Community meetings held, exclusive of any individuals survey, accounted for another half of the projected enrollment. Currently there are over 150 students on the waiting lists of area charter schools, a good percentage of which will be targeted my Wisdom marketing. However, if enrollment projections fall below expectations, the budget will be adjusted accordingly.

Wisdoms breakeven enrollment for the first five years is: Year 1: 112; Year 2: 143; Year 3: 170; Year 4: 260; Year 5: 285

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Enrollment projections are based on survey conducted, community meetings held with families and their comments, and the waiting lists of the operating charter schools in the immediate area. The surveys indicate a high degree of interest in the school, accounting for over half the projected enrollment. Community meetings held, exclusive of any individuals survey, accounted for another half of the projected enrollment. Currently there are over 150 students on the waiting lists of area charter schools, a

good percentage of which will be targeted my Wisdom marketing. However, if enrollment projections fall below expectations, the budget will be adjusted accordingly. Wisdom Academy will begin fundraising as soon as its 501(c)3 and Charter School Application are approved.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

There are no other resources secured at this time, although Wisdom Academy has received a commitment from Partners for Developing Futures for training, non-capital grants, and professional development.

Provide the student to teacher ratio that the budget is built on.

Teacher to student ratio is 20:1

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

Wisdom Academy will contract with Davis and Davis, CPA to meet accounting and auditing needs; however, the Board reserves the right to enter an agreement with another state approved financial vendor. Wisdom will contract with a Social Worker, Psychologist, and Speech Therapist who will provide preventive, assessment, remediation, and intervention services. As our student population increases, we have allocated additional funds to support additional contracted staff. Wisdom has incorporated contracted personnel to provide the necessary expertise and as a cost cutting method (contractors will not be offered benefits). All contractors must be approved by the Board. Any bids for services will only be awarded after receiving a minimum of three Requests for Proposals from authorized vendors.

- 3. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

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.

- 4. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.*

Wisdom Academy will attempt to put 3%-9% into its general fund balance annually. That fund balance will be developed by close monitoring of all revenues and expenditures, especially vis-a-vis applying for new grant opportunities and taking advantage of donated time. Wisdom's CPA firm, Davis & Davis, have a sound history of working closely with their clients to ensure the realization of financial goals.

- 5. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

Building costs such as utilities, maintenance, etc. will be shared with the landlord, which serves to cap the costs to a large extent. There will be no

rent due for the first three years of operation to reduce the financial burden on the Academy, although Wisdom Academy will repay the cost of leasehold improvements.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

not applicable

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

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

The Wisdom Board will contract with its CPA firm (Davis and Davis) to design and implement and sound, effective accounting system. 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 any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

none

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement 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

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

wisdom1

Date: 12/06/2013

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: wisdom1

Board Position: Lead Contact Person

Signature: _____

Date: 12/06/2013

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

Notary Public

Official Seal

My commission expires: _____, 20_____.

