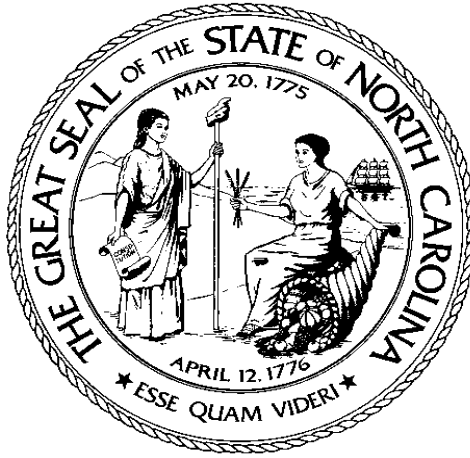


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### Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

#### Subcommittee Members:

Joe Maimone  
Kathryn Mullen Upton  
Eric Sanchez  
Helen Nance  
Mike McLaughlin  
Marie Massengill  
Sherry Reeves  
Kristen Vandawalker  
Tammi Sutton  
Cande Honeycutt

#### Date of Review:

10/17/2014

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## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **A. Michael Dixon School of Leadership &**

**Public charter schools opening the fall of 2016**

**Due by 5:00 pm, September 26, 2014**

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**

### **2014 Application Process**

**To open a charter school in the 2016-2017 school year**

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

**September 26, 2014** A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

**\*Non-Refundable \$1000 Application fee due to the Office of Charter Schools\***

*Application Fee Payment Details can be found on the Office of Charter Schools Website*

#### **APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline September 26, 2014 at 5:00 pm EST. **All applications 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 in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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## **I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: *A. Michael Dixon School of Leadership &*

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: *A. Michael Dixon School of Leadership &*

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: *Melissa B. Grimes*

Title/Relationship to nonprofit: *Founding Board Member*

Mailing address: *3006 Phillips Road  
Greenville NC 27834*

Primary telephone: *252-916-8159 Alternative telephone: 252-702-6909*

E-Mail address: *melissagrimes31@gmail.com*

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

County: *PITT*

LEA: *740-Pitt County Schools*

Was this application prepared with the assistance of a third party person or group?

No: X

Yes:

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

No: X

Yes:

Submit the following evidences (Appendix A) to support the conversion of the traditional public to a

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charter school:

- Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school
- List of current staff receiving compensation from the traditional public school
- Current school enrollment
- Parent support of the conversion

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

Financial History YR2011	Financial History YR2012	Financial History YR2013
--------------------------	--------------------------	--------------------------

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? A. Michael Dixon School of Leadership &

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

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

Projected School Opening: Year 2016 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05	330
Second Year	K,01,02,03,04,05,06	352
Third Year	K,01,02,03,04,05,06,07	374
Fourth Year	K,01,02,03,04,05,06,07,08	396
Fifth Year	K,01,02,03,04,05,06,07,08	396

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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. 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

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*person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.*

mbgrimes

*Signature*

Melissa B. Grimes/Board Member

*Title*

mbgrimes

*Printed Name*

09/26/2014

*Date*

A. Michael Dixon School of Leadership & - The mission of A. Michael Dixon School of Leadership & Arts is to empower students to become active learners and creative thinkers through rigorous academics, performing arts, and leadership training that will build self-confidence, develop students cognitively, socially, and emotionally, thereby: preparing them for a global world.

<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b><u>Reviewer</u></b>	<b><u>Page Reference</u></b>
<u>Two new charter schools scheduled to open in Pitt County in 2015-2016 with a total first year projected enrollment of 766.</u>	<u>Cande Honeycutt</u>	<u>Grade Levels</u>
<p><u>The evidence of need (Appendix A) indicates that a survey of 200 phone calls was conducted, with 125 responses. Of those, 57 percent (or approximately 71 individuals) indicated that they would consider sending their child to an arts and leadership school in the Pitt County area. This does not present strong evidence that the figures are tactical and realistic for the proposed region.</u></p> <p><u>Additionally, Appendix A states that one of the approved, but not-yet-open, schools does have a leadership component.</u></p>	<u>Kathryn Mullen Upton</u>	<u>Grade Levels</u>

<b><u>Reviewer</u></b>	<b><u>Score</u></b>
<u>Joe Maimone</u>	
<u>Kathryn Mullen Upton</u>	<u>Pass</u>
<u>Eric Sanchez</u>	
<u>Helen Nance</u>	
<u>Mike McLaughlin</u>	
<u>Marie Massengill</u>	
<u>Sherry Reeves</u>	
<u>Kristen Vandawalker</u>	
<u>Tammi Sutton</u>	
<u>Cande Honeycutt</u>	<u>Pass</u>



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## **II. MISSION and PURPOSES**

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **thirty-five 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:*

The mission of A. Michael Dixon School of Leadership & Arts is to empower students to become active learners and creative thinkers through rigorous academics, performing arts, and leadership training that will build self-confidence, develop students cognitively, socially, and emotionally, thereby: preparing them for a global world.

*Clearly describe the mission of the proposed charter school:*

The mission of A. Michael Dixon School of Leadership & Arts consists of a comprehensive plan to prepare and educate students. The academics will consist of the Classical Model in conjunction with the Common Core & Essential Standards/Standard Course of Study. The Classical Model consists of a three-part process of training, (1) Grammar Stage, (2) Logic Stage, and (3) Rhetoric Stage. The school culture will be establish using E-Colors in Education "Realizing Potential Journey".

### **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.*

TARGET POPULATION: A. Michael Dixon School of Leadership & Arts will serve At-Risk students in grades K - 5 in the first year, and will increase one grade level each year to incorporate K - 8 grade students by year five. The proposed location for the school is the Farmville community; however, the school will serve students in the entire Pitt County area and surrounding counties. This population was chosen to serve because of student needs and solutions discovered through E-Colors In Education. Pitt County is divided into six attendance areas for students. Pitt County Schools (PCS) has more than 23,500 students according to the latest released membership report, and the PCS facilities master plan has projected grow of more than 10% by 2018. Because of the growth being experienced in the district, the need to provide adequate space for students is crucial.

Students attending Pitt County Schools experience significant disparities in student achievement and short-term suspensions. According to the most recent released Ethnic breakdown (2013-14)PCS serves a student population that is 0.2% American Indian, 1.3% Asian, 10.0% Hispanic, 48.8% African

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American, 37.3% White, and 3.3% Multi-Racial. A. Michael Dixon School of Leadership & Arts seeks to enroll a diverse student population that demographically mirrors the diversity in the general population. The Farmville attendance area includes four feeder elementary and middle schools:

- H.B. Suggs School, a Pre-K - 2nd grade school with approximately 500 students. The achievement gap does not apply to this school because the school does not have tested grade levels.

- Sam D. Bundy School, a 3rd - 5th grade school with approximately 400 students. The racial make-up is: 9.4% Hispanic, 46.2% African American, 39.6% White and 4.9% Other. The achievement gap between African American and White students is 29.3%, Hispanic and White is 20.1% (Note: other ethnic groups N/A).

- Falkland Elementary School, a Kindergarten - 5th grade school with approximately 500 students. The racial make-up is: 5.7% Hispanic, 71.0% African American, 19.4% White, and 3.5% Other. The achievement gap between African American and White students is 10.2%, Hispanic and White is 6.2 (Note: other ethnic groups N/A).

- Farmville Middle School, a 6th - 8th grade middle school with approximately 660 students. The racial make-up is: 6.3% Hispanic, 60.2% African American, 31.7% White, and 1.9% Other. The achievement gap between African American and White students is 29.8, and Hispanic and White is 13.8.

- Overall, PCS underperformed the state average in reading and math in every tested grade (3rd - 8th), according to the most recently released DPI Report Card. Pitt County Schools district is struggling academically, falling below the state average in reading and math in every grade level (3rd - 8th), with an overall average of 6.8% below in reading and 4.8% in math. By high school the academic achievement gap has increased across the board by more than 28.9% African American and 15.5% Hispanic. At-Risk groups have lower SAT scores, higher dropout rates and higher suspensions. They are more likely to experience chronic unemployment, incarceration and are likely to be under prepared for participation in a global world.

Rationale: Currently there are no charter schools in Pitt County; however, two schools have been recently approved. Both schools are to be located in or near the Greenville center, and neither school is a School of Arts (Performing). Research says At-Risk students learn better by hands-on and participation opportunities. Farmville is centrally located between Wilson, Greenville, and Kinston, and Snow Hill, and offers easy access to the school for parents, and is not a congested, high traffic area. Finally, all PCS and the approved charter schools are the same type of schools. A. Michael Dixon offers the only School of Arts (Performing) with Leadership opportunities.

- 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).*

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The projected enrollment for A. Michael Dixon School of Leadership & Arts in the first year is 330 students in grades kindergarten through 5th grade. In the 5th year the projected enrollment is 396 students. Pitt County Schools has approximately 23,500 students as of the 2013-2014 school year. According to the Pitt County Schools Long Range Facility Plan projections of significant growth (13%) in student population over the next 10 years is expected.

The PCS District:

- Of the 16 elementary schools (K-5 in Pitt County 12 are expected to be above 105% capacity by 2015-2016.

- Approximately 88% of all the schools are currently at 95% and some higher.

- Academically, PCS underperformed the state average in reading and math in every tested grade (3 - 8).

Farmville Attendance Area Schools:

- H.B. Sugg Elementary School is already above the state recommended 90% capacity and is projected to exceed 105% by 2014-2015.

- Sam D. Bundy Elementary School is projected to exceed 105% by 2015-2016.

Although two charters have previously been approved, neither of the approved schools focus on the target population this school will, and with more than 7000 suspensions and \_\_\_\_\_ dropouts, special attention to this population is needed.

The percentage of Average Daily Membership (ADM) reflected by the 396 student projection is approximately.02%. The Board of A. Michael Dixon School of Leadership & Arts believes the impact to the school district will be small, even with two other charter schools previously approved, when compared to the amount of students dropping out of school and suspended each year from the district.

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

A. Michael Dixon School of Leadership & Arts will implement a proven, innovative educational program that differs from a traditional school in Pitt County by using E-Colors In Education to establish school culture. By implementation of E-Colors In Education to establish school culture, overall communication will be effective through out the school to reduce distractions caused by bullying, lack of student motivation, and ultimately suspensions; thereby, allowing students more time on task, and teachers more instruction time.

Educational Plan:

1. Improve Student Learning

A.M.D. School of Leadership & Arts will improve student learning by

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providing curriculum and instruction that help children reach challenging academic standards. A.M.D. School of Leadership & Arts will offer challenging course work while integrating the arts and leadership opportunities. Extra help will be provided for students who fall behind or need extra academic help. A.M/D. School of Leadership will employ a school-wide instructional focus to meet student needs by using the following techniques:

- School Environment - Creating a safe learning environment is key to student education. A.M.D. School will employ E-Colors In Education along with the adoption of a uniform requirement to create a safe learning environment. Prior to entering the school each student will be given the PDI (Personality Development Indicator) to establish identity. A.M.D. School will also use social and emotional teaching to improve instruction by building self-disciplined, self-aware students. Social and emotional awareness established through E-Colors in Education will enable students to take responsibility for their actions and communicate better with others.

- Project Based Learning - Allows students to connect and integrate abstract and concrete concepts being taught in all areas (i.e., reading, math, science, social studies, dance, music, etc.) thereby, allowing students to master the concept being taught. To improve learning teachers will use hands on instruction to introduce new concepts. Concrete objects and strategies will be used to support initial understanding of the instructed concept. Over time teachers will replace the hands-on instruction with more idealized and abstract project based instruction. Research shows that lower achieving students improve academically when they are asked to solve hands on problems that require critical thinking skills.

- Cultural Arts Instruction - Learning experiences in the arts, especially performing arts contribute to the development of academic skills necessary in the area of reading, language development, math and writing. A.M.D. School has incorporated the portfolios concept of student work for each student. Students will be taught from historical art; thereby, allowing them to produce original work in areas such as singing, songwriting, music, dance, drama, etc. According to Ruppert (2006), when students have an opportunity to engage in a dramatic enactment of a story their overall understanding of the story improves, especially in first graders. The association between music and mathematics is strong. Students involved in music, and band at the elementary level gives them the foundation for success in middle and high school. Student participation in dance or arts will allow them to develop cognitively and strengthen their reasoning abilities, intuition, perception, imagination problem solving according to Ruppert (2006).

- Distributed Leadership Instruction - A.M.D. School leadership team will consist of a hands-on management group made up of a principal and curriculum specialist who will be trained in E-Colors In Education and facilitate and insure that teachers receive frequent and ongoing coaching, support and feedback sessions.

4. *In the appendices (Appendix A1), 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).*

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**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.*

A. Michael Dixon School of Leadership & Arts will establish its' school culture with E-Colors in Education. E-Colors in Education and Personal Intervention is a communication program that has the potential to eradicate bullying, reduce (almost eliminate) suspensions, eliminate dropouts and raise the graduation rates.

Many of our early care and education policies focus on language and literacy, as well as other cognitive functions. Often forgotten is the foundation on which cognitive growth is built - an emotionally and socially stable young child. Positive social emotional growth builds the communication skills throughout a child's life. Some social-emotional skills that support school readiness:

1. Confidence: to play in child directed play.
2. Curiosity: child takes interest in a world outside of themselves.
3. Intentionality: a child will be able to take the initiative in activities.
4. Self-Control: a child will be able to sit calmly and listen to a story.
5. Relatedness: a child will show concern for a hurt or upset friend.
6. Capacity to Communicate: a child will be able to work through conflict with peers.
7. Cooperativeness: a child will be able to fully participate in a group activity.

The single best childhood predictor of adult adaptation is not IQ, not school grades, and not classroom behavior but, rather the adequacy with other children. Diane E. McClellan and Lilian G. Katz.

A Socially-Emotionally balanced child will:

- Assert their own rights and needs appropriately

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- Not be easily intimidated by bullies
- Approach others positively
- Give reasons for their actions and positions
- Express frustrations and anger effectively without harming others and property
- Show the capacity to empathize
- Negotiate and compromise with others appropriately
- Display the capacity for humor
- Have positive relationships with one and two peers
- Learns to cope with rebuffs and disappointments adequately

"Strong social emotional development is a predictor of later academic, social and emotional success." Megan Waltz, Ready 4 K Public Policy Assistant. Social-Emotional Learning plays a significant role on the following:

- Bullying
- Character Education
- Classroom Management
- Cooperative Learning
- Dropouts
- Mental Health
- Multiple Intelligences
- Positive Discipline
- Resilience
- Student Motivation

Some statistics you need to know about Bullying:

- Bullying affects kids globally.
- Students have a role in ending bullying.
- In the United States, 28% of students ages 12 - 18 were bullied between 2008 - 2012 school year.

Bullying can take the following form name calling and insults, spreading rumors, being tripped, pushed or spit on, being threatened with harm, cyber bullied, excluded from activities, forced to do things that make you uncomfortable and property destroyed. E-Colors and Personal Intervention were established to allow children, adolescents and adults alike to realize their potential in school and life.

How E-Colors and Personal Intervention will be implemented:

E-Colors In Education will be used to establish school culture. All students, school personnel (administration, teachers, secretaries, custodians, cafeteria workers and bus drivers) will be given the PDI (Personal Diversity Indicator to discover their E-Color combination. A.M.D. School has formed a partnership with Equilibra and (LILC) Leadership Institute for Leadership and Communication to provide staff development for all school staff. Once all school staff has been trained, and the students have taken their PDI, the first two weeks of the school year will establish school culture using the Seven Principals of E-Colors In Education (7 Essentials of High Performance Teams):

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- Personal & Team Commitment
- Owning Accountability & Learning
- Building Trust
- Know Yourself, Know Your People
- Shared Values & Vision
- Respect for Diversity of Thought
- Getting the Right Results, the Right Way

### **Goals for the Proposed Charter School:**

1. *Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

A. Michael Dixon School of Leadership & Arts will endeavor to effectively prepare all students to be competitive learners and prepared for the 21st century and beyond. To obtain this overall goal teachers and students will be adequately prepared and become lifelong learners. The following goals will be implemented:

1. 100% certified and non-certified staff will participate in staff development covering the following topics: E-Colors In Education, Social and Emotional Teaching,, Project Based Learning, Classroom Management, and Student Assessments using NWEA, Read To Achieve, and Read-3-D.

2. 90% of students enrolled in grades K-5 for the first year and K-8 by the 5th year will score proficient on K-2 assessment and End-of-Grade testing. Beginning with year one 80% of K-2 will score proficient on K-2 assessments and 80% of 3-5 students will score proficient on end-of-grade assessment. K-2 and 3-5 assessments will increase up to five percentage points each year to be at least 90% by year five.

3. Increase in minority students' percentage on grade level for reading and math by five percentage points yearly.

4. Provide a variety of affordable and accessible cultural and performing arts activities for students in grades K - 8.

5. Provide a variety of affordable and accessible leadership opportunities through Global Education Resources LLC, Leadership Institute for Learning and Communication (LILC) and Equilibria partners.

6. 100% of student population will begin and maintain performing arts and leadership portfolios of original work and leadership development skills obtained through LILC, Equilibria, and community projects.

7. Each year students at A. Michael Dixon School of Leadership & Arts will average a student attendance rate of 94% or above.

8. Parent satisfaction and engagement rate at A. Michael Dixon School of Leadership & Arts will have an overall parent satisfaction rate of 85%, with at least 60% of parents responding to a parenting survey.

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9. Each year, the Board of Directors will review the performance of, and provide feedback to, our educational management and leadership partners. The review will be used to identify the successes and of A.M.D. School and identify continued opportunities to improve the future performance.

10. Each year, A. Michael Dixon School of Leadership & Arts will receive an unqualified audit.

11. A. Michael Dixon School of Leadership & Arts will at least five identify E-Colors Champions, per grade level, by recommendation, as student ambassadors for the school.

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

A. Michael Dixon School of Leadership & Arts will incorporate all stakeholders (Board members, teachers, administrators, students, parents and management and leadership partners) will use generated information to measure success. Our Board members have extensive experience in board governance, charter school building, administration and operations, and financial background. As a board, we will continue to focus on ensuring that those who are a part of the board bring the skills and expertise to the group needed for success. Currently board members have extensive experience in various areas such as retired superintendent, charter school builder and superintendent, finances, community advocacy, social work and substance abuse, etc., to be able to effectively plan for the progress in achieving the schools mission.

- The board will receive monthly reports to inform them of the school's progress in achieving the mission and charter goals. These reports, provide both school leadership and the management and leadership partners with details of meeting benchmark goals, and allow for discussion of potential challenges in meeting each objective and how to address them.

- The reports will include school-wide information pertaining to student performance, Average Daily Membership (ADM), attrition rates, student attendance, and student discipline, percent of students below grade level, percent of exceptional children, and ESL students, etc. School Leaders in conjunction with the management company (Global Education Resources LLC) will provide the board with the information needed to assess all aspects of the school's performance. Global Education Resources LLC is a management company that serves charter schools in every capacity. Global Education Resources, LLC is a team of charter school professionals working to raise the bar in public education. This group has over fifty combined years in education and thirty successful years in the charter school movement.

- Discussion sessions will be held between school leadership, the board and the management and leadership partners (as appropriate) on the progress of E-Colors in Education and the establishment of the school culture, the delivery and results of professional development for staff, student attendance and enrollment trends, progress of parental involvement, employee and staff grievances, and all internal school assessments through NWEA or Read-3-D.

- School staff and parents will be given staff and parent/student handbooks



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and will be informed of the school's standing on each of the performance goals at least twice in the academic year (or as appropriate).

- The Board and school will take advantage of the online and in-person training opportunities offered through the North Carolina Department of Public Instruction's Office of Charter Schools, which offers webinar-based series comprised of sessions totaling more than 15 hours for board members on aspects such as charter school governance. Other training opportunities will be offered through our LILC , Equilibria, and Global Education Resource partners.

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<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Not a clear link with the mission statement and defined mission. How does a classical model promote the arts? E-Colors appears to be primary focus and the arts is buried within other aspects of the application	Cande Honeycutt	Mission Stat
What is the basis for stating that Dixon will serve at risk students? What are the student needs that were discovered through E Colors and how were they realized?	Kristen Vandawalker	Mission Stat
The mission statement is somewhat convoluted. The goal appears to be to prepare students for the world, but it's unclear what that means. For example, does that mean college readiness, or not college and rather the school is offering a direct route to a career credential?	Kathryn Mullen Upton	Mission Stat
what is the basis of the claim that these students are at risk"? is the blank supposed to be a number of dropouts? it's unclear whether they have connected their programs with addressing skill gaps at the elementary level? How do all of the disparate elements listed here (SEI, PBL, E-Colors, Performing Arts, Trivium, etc) come together to make a cohesive whole, without overburdening the staff and confusing the identity of the school?	Kristen Vandawalker	Educational
125 positive responses to a survey does not adequately demonstrate a need for a 330 student school.	Cande Honeycutt	Educational
Dropout information is missing from question 2, and the narrative at question 3 doesn't show how the proposed school emphasizes the arts; rather, the description of the programming appears to be closer to that of a typical school than to a high performing arts-focused model.	Kathryn Mullen Upton	Educational
The narrative lists qualities the proposed school seeks to develop in its students; the narrative does not relate these qualities back to the six purposes.  Additionally, the mission section indicates the proposed school will use a classical model, yet that is not mentioned here.	Kathryn Mullen Upton	Purposes of
What is "the adequacy with other children?" This section, while interesting, doesn't address the questions asked. SEI is an important vein of educational theory, but is not in and of itself the basis for a sound school. Additionally, none of the other elements previously mentioned are discussed here.	Kristen Vandawalker	Purposes of
The content does not directly address one or more of the six legislated purposes. Link between the components of the curriculum (ie, the social/emotional and the arts)not clearly defined.	Cande Honeycutt	Purposes of
Goals are not presented in SMART terms. Meeting your PD schedule is not a goal, it is a requirement. I'm not able to decode goal two. Is the goal 90% proficient or higher each year, or by year 5, or 5 percentile points growth in proficiency? Baselines and measures are not provided. Executing elements of the school model should not rise to the level of goals. Parent satisfaction goals and response rates are unambitious. The section does not present evidence that the board understands the measures of school success or how to monitor them, and does not describe a vision for what the school will look like if successfully.	Kristen Vandawalker	Goals for th
Some goals are not distinctly measurable and student performance goals may be overly ambitious. In 2013-2014, Pitt County's overall proficiency was GLP 39.5% and CCR 48.9%.  Goals cited in board information different from those here.	Cande Honeycutt	Goals for th
The information page indicated there was not a management company, yet here one is named (Global Education Resources, LLC).	Kathryn Mullen Upton	Goals for th

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<b>As noted previously, the mission is convoluted; consequently, it is difficult to determine whether the goals set forth here align.</b>		
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<b>Reviewer</b>	<b>Score</b>
Joe Maimone	
Kathryn Mullen Upton	Fail
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Marie Massengill	
Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	
Cande Honeycutt	Fail

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### 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.

AMD School will construct a school model based on David Coleman's guiding principals for the Arts, in conjunction with the Common Core/Standard Course of Study from the NCDPI. Coleman's guiding principals map the development of curricula and instructional support materials related to the arts to include visual arts, dance, theater, singing/voice and music; however, the message is integration.

The disciplines and practices that guide close reading, critical analysis, rigorous observation provide a means of creative expression. The arts hones the skills children need to meet the expectations of the Common Core/Standard Course of Study and develops the intellectual and creative proficiencies necessary to thrive in all environments.

A recent study by the National Endowment for the Arts, The Arts and Achievement in At-Risk Youth: Findings from four Longitudinal Studies (Catterall; Dumais & Hampden-Thompson), states "When it comes to participating in extracurricular activities, high-arts students are 2-3 times more likely to take part in intramural and interscholastic sports than low-arts students." Also, students who participate in the arts are three times (17% verses 5%) more likely to earn a bachelor's degree than students who do not participate in the arts.

#### ARTS PRINCIPALS:

- Studying works of arts as training in close observation across the arts disciplines and preparing students to create and perform in the arts.

Meaningful study of works of art begins with close observation. The Common Core/Standard Course of Study standards describe reading as the product of sustained observation and attention to detail. Especially when encountering complex art or reading the level of complex text students will need to be ready for high school and beyond. Students will need to learn to re-examine and observe closely. The arts rewards sustained inquiry and provide a perfect opportunity for students to practice the discipline of close observation whether looking at a painting or performing an original work, watching a drama or a dance, or attending a music recital. In both the arts and reading, attention to the specifics can be complex. However; the process of analyzing the work is a slow, gradual one that requires practice.

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Appreciation requires tolerance initial confusion or uncertainty and staying with it until skill is developed.

- Engaging in a deep study of works of art across arts disciplines and preparing students to develop arts literacy and develop their own art.

- Studying the social, political, cultural and economic contexts of works of art while maintaining an in-depth focus on each work, allowing students deeper understanding of the works of art that includes their connections with other areas of knowledge and in the evolution of the art disciplines.

- Integrating the appropriate cultural institutions to promote a rich study of the arts.

- Studying the arts associated careers, including the choices artists make as they design solutions and how aesthetics influences the choices people make in their everyday lives.

- Developing a lifelong curiosity about the arts, and understanding that art transcends time.

Teaching will include proven, research-based instructional strategies embedded within daily lesson plans and implemented during daily instruction. Because effective learning requires that teachers shift the cognitive load to students, teachers will develop students' knowledge, understanding, and skill incrementally through sequenced lessons and units of instruction.

Assessment Strategies: Assessments will be administer to all students multiple times throughout the school and daily or weekly (teacher choice) in the individual classroom setting. NWEA Map will be used as a purposeful formative assessment that gives teachers immediate diagnostic measures of student learning and allows comparison student to student and class to class.

Released NCDPI test will be uses to assess students.

### **Curriculum and Instructional Design:**

*Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

Learning Environment and Structure: Each classroom will be structured as a direct-instruction model, lead by the teacher. Each classroom will have approximately 20 - 22 students in all grades levels. High teacher expectation and practices will drive instruction which will include one-on-one work with students, regular teacher-student conferences for feedback and guidance on how to achieve desired goals. Teachers will be coached on various instructional approaches such as modeling and think-alouds, etc. and observed for form and execution. Teachers will work with students the first year to develop an understanding of E-Colors in Education and how to apply it personally, in the classroom setting, interacting with all adults and at home.

E-Colors in Education applied in the classroom and school-wide environment

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will virtually eliminate bullying, teacher redirection of students, any distraction that takes students away from teacher instruction.

Teachers are expected to stay away from the lecture method of instruction and incorporate other instructional methods such as peer collaboration, Socratic Method of instruction and intentional planning. Teachers are expected to work with students in encouraging them to take responsibility for displays, projects, and writings. Students will be allowed to have the opportunity to learn and practice social and academic skills to develop leaders within the classroom setting and make referrals for the E-Colors Champions - a Leadership group developed with the classroom setting to become school ambassadors for learning and leadership development.

The classroom will be equipped with technology opportunities, such as smart board, ipads, individual computers for students, to aide in the learning process. These devices will be used to allow students to become student facilitators in the classroom to explain materials, to interact with peers and grow leadership skills. Technology will also be used as a hone to school connection, with teachers interacting with parents to keep them informed of student progress and to keep parents informed of the classroom strategies being worked on.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The curriculum of A. Michael Dixon School of Leadership & Arts aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model by:

A. Empowering students to become active learners by producing original work and studying intricately other works and literature and questioning the validity of the results to stimulate excitement and growth.

B. Offering rigorous arts and leadership offerings (with student input) to develop a well rounded, student, and teacher sanctioned curriculum that challenge students to be excellent learners and responsible for their finished product.

C. According to several experts (Dr. Gay (2000), Kagan (2013) and Professor Wheller (2011)) At-Risk learners need various types of learning environments.

D. Develop rigorous academics as students challenge and verify current written materials as well as adding to the body of written material by producing their own original work. Students will also begin to ask for different courses that they want to study and once verified, the courses can be added to the courses for student learning, as possible.

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E. Encouraging students to become life-long learners by perfecting the Socratic Method, becoming published writers, song writers, musicians, singers, proficient public speakers, community organizers, financial planners, etc.

This method aligns with the schools mission, with the targeted student population, with the Common Core Curriculum through the Study of arts and leadership for student learning. The school will also use subject integration and teacher collaboration to advance student learning. A minimum of two discipline areas (maybe more) will collaborate to teach students, making sure to adhere to the Common Core for the grade level taught.

An example include:

Collaboration Areas: Language Arts, Voice/Singing training and Writing will collaborate.

1. Students will be expected to write songs, poems, short stories, monologue, etc., and added to the portfolio.

2. Teachers will evaluate the student offerings, making the necessary corrections and adding to the student writing to make sure it is complex and challenging, and then returned to the student and the student will make the final corrections for the finished product and it shall be graded.

3. Once the student offering is complete and graded the Voice/Singing Teacher will work with students to put music to the original students work.

The finished product may be shared at an assembly, placed in the students' portfolio to be assessed for continued student growth. This example can also include Theater, Drama, Public Speaking, Debate, Social Studies, etc.

A. Michael Dixon will also use NWEA Map testing (assessments) 2 to 3 times each year, in the areas of Language Arts, Mathematics and Science, as a tool to stay abreast of student learning and growth. This program is aligned with the Ready End-of Grade tests and can show teachers how their students are progressing toward meeting the Common Core Standards. This methodology aligns with the schools mission in the following ways:

A. Empower students to take part in and to become responsible for their learning.

B. Create active learners as they incorporate the Socratic method of questioning everything and interaction with the teacher, peers and community members.

C. Create creative thinkers that will be comfortable to push the envelope when it comes to learning because students will bring to the classroom various methods of learning (culturally responsive education).

4. *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 for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

The instructional strategies that teachers will be expected to master are:

#### CULTURALLY RESPONSIVE TEACHING

According to Dr. G. Gay (2000) the key anchors of the program are simultaneous cultivation of the academic success and cultural identity of

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diverse students. The features serve as benchmarks for organizing and assessing the quality of teaching ideas, programs, and actions.

#### SOCRATIC METHOD

This strategy will result in increased academic achievement because many students tend to personalize relationships, which makes the attitude of the teacher instrumental in ensuring affirmative participation from students. The Socratic Method is one of the oldest and most powerful approaches to teaching and developing critical thinking skills. By removing pretenses of certainty, the method aims to provide a deeper understanding of any subject matter. Basically, the student must question everything; leave no possibility untouched.

#### DAVID COLEMAN'S GUIDING PRINCIPLES FOR THE ARTS (GRADE K-12)

The seven principles are aligned with the Common Core & Essential Standards. (A copy of revised principles are in Appendix T).

#### COOPERATIVE LEARNING STRUCTURES (KAGAN)

Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal. Students work together to learn and are responsible for their teammates learning as well as their own. The basic elements are:

1. Positive Interdependence - occurs when gains of individuals or teams are positively correlated.
2. Individual Accountability - occurs when all students in a group are held accountable for doing a share of the work and for mastery of the material to be learned.
3. Equal Participation - occurs when each member of the group is afforded equal shares of responsibility and input.
4. Simultaneous Interaction - occurs when class time is designed to allow many student interactions during the period.

#### PROFESSIONAL LEARNING COMMUNITIES

Professional Learning Communities are on-going processes in which educators work collaboratively in collective inquiry and action to achieve better results for the students. PLCs operate under the assumption that the key to improved learning for students is continuous job related learning for educators.

Professional Learning Communities accept learning as the main purpose of school and therefore are willing to examine all practices in light of their impact on learning. PLCs at work can bring big ideas to life. According to Marzano (2003) "it is clear that effective teachers have a profound impact on student achievement and ineffective teachers do not. In fact, ineffective teachers might actually impede the learning of their students." Marzano (2003) also went on to say that "highly effective teachers and schools produce results that almost entirely overcome the effects of student backgrounds."

Each PLC team (by grade level) will meet to establish 5-10 common outcomes



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(skills, knowledge, dispositions) for their students. They will make use of all available data for their students to determine where a student is and make decisions on how to get that student to learn. The data teachers will use are : Map testing, report cards, portfolios, Ready end-of-grade scores from previous years, etc. to drive decision making and goal setting. The guiding factor will always be alignment to the Common Core and Essential Standards.

#### IT TAKES A VILLAGE VOLUNTEER PROGRAM

A. Michael Dixon School of Leadership & Arts will establish a volunteer program consisting of family and community volunteers that will share some of their time each year with the students and school. Volunteers will allow students to read to them, do math with them, lend their expertise to the students and the school (teaching voice, dance, theater, financial literacy, etc.) Partnerships will be formed with area business community groups, and other schools to facilitate student learning.

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

The educational program offered by A. Michael Dixon School of Leadership & Arts in conjunction with E-colors In Education and Personal Intervention will prepare students to know themselves and know others. This plan will prepare students to lead by building an understanding of who they are, how they learn and what are the potential limiters that could cause them to not be successful, and how to manage them so that does not happen. These skills will prepare students to progress through middle school and high school and beyond.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school's academic calendar found in Appendix C is/will be aligned with the Pitt County Schools calendar. The decision to align the calendar with the district schools' calendar was made to minimize added hardship on parents who may have students in more than one school; thereby alleviating multiple calendars to follow (to include multiple parent/teacher conferences, other grade level functions that may be scheduled on the same night, etc.). However, A. Michael Dixon School of Leadership & Arts will reserve the right to add days as needed for tutoring and other extra curricular activities. These activities (with the exception of tutoring) will not be mandatory for all students, but operate on a volunteer basis.

A. Michael Dixon School of Leadership & Arts will offer other leadership opportunities (shadowing, community service activities and projects, end-of-grade tutoring, special dance, theater, singing community building, etc.) sessions that may require students to complete hours missed in the school day.

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This calendar aligns with the school mission because the calendar has been designed to include 185 days as required by the Department of Public Instruction, 10 staff development days before students come to school to incorporate staff development, build professional learning communities, administer NWEA Map testing (assessment) to students before school actually starts, and allowing teachers to become familiar with student records and making contact with students who will be assigned to their classrooms. These measures will prepare teachers to empower students to become active learners, by introducing team as early as possible to expectations for learning and giving teachers the needed student information, before students attend school, to become empowered teacher, prepared to teach students.

### **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.*

Students entering A. Michael Dixon School will be expected to bring to the school all educational records, including report cards, all test scores and IEP or 504 plans (as appropriate) and will be given the PDI (Personal Diversity Indicator) through E-Colors in Education to help them better know themselves and how they learn according to their natural personality. E-Colors is a personality based communication program that allows students to know themselves and how they learn best, as well as learning others and how they learn best. Students will also be given an assessment using NWEA (Map) to establish a baseline for student learning. These two programs along with the student records will give teachers and administration needed information on the students to better serve and educate them. The school will also establish a three step prevention program:

**STEP ONE:** Classroom teachers will respond to student learning needs as a part of the regular instruction. All students will be given an initial assessment using NWEA at the beginning of the school year, which will provide needed information for planning effectively. Teachers will also use NWEA assessments as a part of daily/weekly instruction to check for student understanding of materials taught. Any student needing further instruction in the classroom will receive support through re-teaching, cooperative learning, differentiated instructional for the needed student(s) and special learning sessions.

**STEP TWO:** Any student who does not master the content using the strategies in step one will be referred by the teacher for more in-depth help. Teachers will have to report on what things have been done and the results of the interventions. More intensive learning sessions (small group) will be scheduled for students and the progress will be closely monitored to ensure the effectiveness of the interventions.

**STEP THREE:** If the data shows that a student is not making adequate progress after step one and step two, the student will be referred for Step Three intervention. Every strategy and the results will be reviewed by the teacher and administration and at this time the student(s) will be scheduled for one-on-one tutoring sessions. If these session do not produce the desired results, the student will be referred to the IEP team for further testing. NOTE: IEP's can be scheduled at any time and does not have to

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follow all three steps.

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.*

1. METHOD FOR IDENTIFYING ELL STUDENTS

Students enrolling in A. Michael Dixon School of Leadership & Arts will fill out an application for enrolment. A part of the enrollment application is an English/Language Survey form. This form asks questions about the students first language (the language the student speaks at home). Any student that fills out this form with a language other than English as their first language will be automatically made a part of the ELL program. Students will also be given the WIDA test within the first 30 days of school to see how much they know of English. Students take the WIDA test will automatically be enrolled to take the ACCESS test in February/March of each year to establish how much students have grown in English.

The school will seek to hire a bilingual teacher in Spanish and English to facilitate with parents/teacher/school conferences and to monitor incoming students for possible entrance into the ELL program based on previous placement, IEP's and test scores.

2. SPECIFIC INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES FOR ELL LEARNERS

ELL learners will be tested first through WIDA and then through NEWA Map testing two to three times each year along with all other students in the schools. MAP chart students growth which gives teachers real-time information on student progress and allows them to know how ELL students are progressing. ELL students will also be provided with a web-based program such as "English In A Flash" or Rosetta Stone to teach them the English language. The school will also hire a Spanish teacher and offer Spanish classes for added support. The Spanish teacher will be the school/student/parent liaison (go to person for concerns).

3. MONITORING AND EVALUATING PROGRESS AND SUCCESS FOR ELL STUDENTS (INCLUDING EXITING STUDENTS FROM SERVICES)

Students who qualify for ELL services (through the Home Language Survey) and WIDA testing will also have to take the Access test later in the school year. They will have to take this test each year no matter what school they attend. These students can only exit from receiving these services through ACCESS testing, they have to plan out (test out) of the program.

Additionally, any student failing a course will conference with the teaching team and strategies will be discussed and implemented for student success. The student will be given a POP (Personal Education Plan) to allow all teachers working with the student to have access to the most current student

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data.

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.*

#### 1. SPECIFIC INSTRUCTIONAL PROGRAMS, PRACTICES, AND OPPORTUNITIES FOR INTELLECTUALLY GIFTED STUDENTS

A. Michael Dixon School of Leadership & Arts academic program is designed to challenge all students at the highest level, while also challenging students at the level they perform. The student schedule will be structured each day to include academic enrichment for academically gifted students (Special Options Period). Gifted students will have a 2nd portfolio of higher level work and offerings that they will complete through the school year. The students will have leadership opportunities such as mentoring other students (especially students in middle school working with the elementary students), participating in enrichment opportunities, and also participation in other events such as: Local, Regional, & National Spelling Bee; Local, Regional, and National Math Competitions, Special programs formed with colleges and universities where students take part in. Bringing in Singers, dancers, theater performers, etc., for students to work with.

#### 2. PLANS FOR MONITORING AND EVALUATION INTELLECTUALLY GIFTED STUDENTS PROGRESS AND SUCCESS

The NWEA MAP testing is a major tool for setting a baseline for gifted and talented students. A combination of different academic offerings will be made available to students and incorporated in the gifted student program. Teacher and parent referral will be used in the identification and monitoring process for gifted students. The school will contract with a Gifted Specialist to refine curriculum for gifted & talented students. The students referred to the program will be given the appropriate test to determine their placement in the gifted and talented program.

### **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*

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*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)*

A. Michael Dixon School of Leadership & Arts will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. The School will employ a EC teacher/coordinator who will be responsible for making sure all EC records are requested and will be responsible for the EC software. The EC teacher/coordinator will be responsible for attending meetings and coming back to share the information with school personnel on "Child Find" to ensure that children who are suspended or having disabilities are properly evaluated and identified.

#### 1. IDENTIFICATION OF STUDENTS ELIGIBLE FOR SPECIAL EDUCATION SERVICES:

The special education software in conjunction with the intake process for receiving records will assure that students entering the school will be served as quickly as possible and identified quickly. When parents come to the school to enroll students there is a question on the enrollment application that asks if your student has an IEP of 504, or any other special classification that the school should be aware of. Parents will also be asked to bring a copy of the students records with them or provide the name and address, telephone number and fax number of the previous school the child attended to make contact with the school to receive the records as quickly as possible.

#### 2. PROCESS FOR IDENTIFYING STUDENTS:

Students will be given a pre-assessment using NWEA Map testing along with teacher observation, and student portfolio. The records check of past report cards, end-of-grade test scores, previous assessments, and teacher notes will be helpful for teachers working with potential students. Teacher referral coupled with MAP testing will offer a solid baseline for students who may need further testing. Also, parent request will be honored. Once these indicators are done a student will then be referred for psychological testing (all documentation must be in order).

#### 3. PLAN DETAILING MANAGEMENT OF 504 AND STUDENTS WITH DISABILITIES:

All special education records will be kept in a locked fire proof file cabinet, and the key will be kept in the administrative offices. If anyone needs to see the records for any reason, they must ask the secretary/administrative assistant, sign the records log, date it, and put the student's name who records they are checking out at the time.

A. Requesting Records: A form will be developed for the request of student records. The PowerSchool data manager will fill out the form and fax it to the appropriate school/education facility requesting all records. The form will have a place requesting EC/504 records, testing information, and psychological test (when appropriate). All parents enrolling students in

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the school will be asked on the enrollment application if the student has an IEP, or special condition the school should be made aware of such as asthma or take medication at school. Parents may also bring a copy of the student records to the school. If a parent says a student has any special needs and does not have the records, the PowerSchool data manager will immediately request the information from the previous school.

B. Record Confidentiality (on site): The PowerSchool data manager will request records of all students requesting attendance at the school. All records will be received by the data manager, checked in and documented in a records notebook. The log will have the date received, school received from, special issues, and missing items from the records. The data manager will follow-up as needed, documenting the date and time of the follow-up in the notebook. All EC records will be passed to the EC teacher/coordinator for housing in a separate location under lock and key in the fire proof file cabinet. The key will be kept in the administrative offices.

C. Records Compliance (on site): EC records will be monitored by the EC teacher/coordinator for compliance and a report presented to administration monthly of record status.

### 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.*

#### 1. EDUCATIONAL PROGRAM, STRATEGIES, & ADDITIONAL SUPPORT:

The educational plan for EC students mirrors the regular educational program. The Common Core/Standard Course of Study, Guiding Principals and E-Colors In Education and Personal Intervention will be used with notable exceptions:

- Modification of Instruction - students will be given fewer math problems or fewer spelling words as appropriate. Students will also use the same accommodations in the classroom that they qualify for on their IEP or 504 plan.

- Inclusion - teacher will going into the student's regular classroom and work with the student in the regular setting, making corrections, explaining and giving guidance as needed.

- Leveled Instruction - small group instruction or one-on-one instruction as needed.

- Computer technology - programs such as Study Island or Accelerated Reading and Math will allow the students to work at their own pace on the computer.

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## 2. METHOD AND SUPPORT SYSTEM T ENSURE A FREE AND APPROPRIATE PUBLIC EDUCATION (FAFE):

The School will institute the SWAT Team (Student Watch and Academic Training) Team. This team will be made up of a cross section of all school personnel. Once each month (or as needed) the group will propose strategies to address the concerns of teacher or other staff members concerning the student. There will be a recorder who will take notes of the concerns and then discussion will be made of possible solutions and pass them along to the Lead Administrator. The Lead Administrator will determine to accept the recommendation or put another solution I place and report back to the SWAT Team.

## 3. IMPLEMENTATION OF INDIVIDUALIZED EDUCATION PLAN MONITORING PROVIDING RELATED SERVICES:

The EC teacher /coordinator will generate a IEP check list for compliance and share appropriate information with the staff members at one on the weekly staff meetings with recommendations. The EC teacher/coordinator and administration will make sure student's IEP's are implemented in full according with IDEA and reviewed annually and sign the checklist once in compliance. They will put procedures and best practices I place t insure confidentiality of all student's with disabilities as required by the Family Education Rights and Privacy Act (FERPA). The EC teacher/coordinator is the keeper of all EC records and will provide a secure plan for teachers and service providers to check out the records as needed. Procedural safeguards will be put in place for EC children and parents as required by law. These include access to records, notice, the opportunity for mediation of disputes, and the right to a due process hearing.

## 4. PROPOSED PLAN FOR RELATED SERVICES:

The School will contract for the following related services as needed:

- Speech-Language Therapy
- Occupational Therapy
- Physical Therapy
- Assistive Technology
- Deaf/Hard of Hearing (DHH) Services
- Psychologist

Individuals performing services for theSchool shall be licensed with all the proper credentials needed to serve students. The contracting entity shall be responsible for making sure all individuals performing services meet that standard. The Exceptional Children's coordinator shall be the direct line of contact for these 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.*

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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.*

1. The student performance standards are as follows:

- Students maintain passing grades (C or above) on report cards for all classes.
- Students will take responsibility for their learning by participating in E-Colors and Personal Intervention.
- Students will take all assessments and do their best. Students are expected to increase on the assessments given 3 - 3 percentage points with a total of 5 percentage points by year end.
- Students will be expected to take and pass all end-of-grade tests.
- Students are expected to maintain a portfolio of previous work, to further aide in charting growth.
- Students will take and pass teacher generated tests.

2. Explain the use of evaluation tools or assessments: How will it drive instruction?

NWEA Map testing will be used to chart student growth. The assessment will be given two to three times, school-wide each year. Once teachers receive the results of the assessment, they will compare student scores on each assessment to determine if students are growing incrementally in the learning process. The assessment will also highlight the area and skill students are not growing in. This information will guide teachers to adapt their instruction and offer more focused remedies or accelerated learning opportunities to students.

3. Policies and standards for promoting students:

Students are required to pass all subjects in the core areas (language arts/reading, mathematics, science, and social studies) and students are required to pass at least two arts courses or leadership courses. Students must also exhibit satisfactory behavior in their educational journey.

Any student not passing courses will be given intensive remediation to cause success in all areas. It is not the policy of the school to retain students. Students will only be retained under the most extreme (well documented) cases that retention will benefit the student.

4. Exit standards for exiting grade students:

All students leaving the School must pass all classes as evidenced on the student's report card, pass the end-of-grade and teacher generated test, and promotion to the next grade.

### **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*



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*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.*

1. Practices to promote effective discipline:

A. Michael Dixon school of Leadership & Arts will incorporate E-Colors in Education and Personal Intervention to establish school culture. It is believed when students know themselves, they can know (and communicate) with others, which will greatly reduce discipline related incidents. The school will promote respect for all staff and students and all school personnel will be given the PDI (Personal Diversity Indicator) and staff development to implement E-Colors and Personal Intervention on the first day of class. Classroom teachers and other staff will be trained in the use of Positive Behavior Support. Students and parents will be given a handbook with the school requirements and practices and will be expected to adhere to them. Students are expected to follow school-wide rules and offensive conduct will not be tolerated. Teachers are expected to post all classroom rules in a visible location for all to see with consequences of violations. Teachers will also be given constant follow-up training on effective classroom management skills and proven practices.

2. Preliminary list and definitions of offences which may result in suspension or expulsion:

- Assault resulting in serious injury
- Assault involving a weapon
- Assault on school personnel
- Bomb threat
- Burning of school building
- Possession of alcoholic beverage
- Possession of controlled substance
- Possession of a weapon
- Rape
- Robbery with weapon
- Robbery without weapon
- Sexual assault
- Sexual offense
- Taking indecent liberties with a minor
- Simple Affray
- Bullying (includes aggressive and unwanted behavior, pushing and shoving, intimidation, humiliation, etc.)

3. How to account for the rights of students with disabilities:

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A. Michael Dixon School of Leadership & arts will meet all applicable state and federal requirements including the IDEA and G.S. 115C-238.29F(g)(5). Students with disabilities will be provided with a Parent Handbook concerning due process from the Department of Public Instruction (EC division) to inform them of their rights. Individuals will also be given the procedures to file a complaint as needed.

4. Policies and procedures disseminating due process rights, including grievance procedures and suspended and expelled students:

In the event of a suspension or expulsion from school the parent/guardian of the student will be notified in writing (incident report) to be sent home with the student and a follow-up telephone call or e-mail. Students may return to the school within 24 hours with parent/guardian only for an initial conference with administration.

After the conference a decision will be made to continue the suspension or expulsion or return the student to class. Any student not returned to class may file a formal written appeal with the Board within a period of up to 10 days after the consequences are assigned. Board members will respond in writing within a period of 10 business days after the formal request is received. The student shall not return to school unless the appeal is resolved in favor of the student.

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<b>Section III: Education Plan Concerns and Additional Questions</b>		
<p>Overall this section provides very broad statements regarding the program, yet does not detail the curriculum or materials with specificity. Numerous arts courses are named as possibilities, but it's unclear which will actually be offered.</p> <p>There is no information on assessment for arts instruction, a key component of the design.</p> <p>There is no evidence that the proposed approach will lead to improved student outcomes; no data showing improved outcomes was included.</p> <p>The portfolio information is very general. There is no discussion of student progression, portfolio review, how staff will determine growth/achievement in the arts.</p>	Kathryn Mullen Upton	Instructiona
<p>Instructional program is merely a list of unrelated programs. The evidence linking the programs and how they would be a cohesive program to promote student success is insufficient.</p>	Cande Honeycutt	Instructiona
<p>This section is somewhat confusing, and doesn't describe an actual core academic program or describe specific instructional methods that can be used in core classes. The response does not detail the types of coursework that will be provided, or the programs of arts that will be offered. The "proven, research-based instructional strategies embedded within daily lesson plans and implemented during daily instruction" are not named. No comprehensive assessment plan is provided.</p>	Kristen Vandawalker	Instructiona
<p>VERIFY: Does: "Each classroom will be structured as a direct-instruction model, lead by the teacher. Each classroom will have approximately 20 - 22 students in all grades levels." mean that applicant will have multi age classrooms, or that the student teacher ratio will be between 20:1 and 22:1 regardless of grade level?</p> <p>What does this statement mean: "D. Develop rigorous academics as students challenge and verify current written materials as well as adding to the body of written material by producing their own original work. Students will also begin to ask for different courses that they want to study and once verified, the courses can be added to the courses for student learning, as possible." How do students "verify" curricular choices?</p> <p>The Common Core are STANDARDS, not CURRICULUM. No curricular products or vendors are listed, nor is there even a list of subjects to be offered to various grades. Does MAP benchmark align with CCSS? PARCC or some other state mandated assessment will be needed for that, right?</p> <p>Appendix B was not developed by the applicant, it was printed and re-labeled. Part of the original footer is still visible on most pages.</p> <p>The calendar doesn't appear to have been specifically aligned with the proposed plan. First, ten days of pre-school PD are listed in the narrative, nine days of staff PD are included in the calendar. Work days and PD seem to be conflated. Additionally, there doesn't seem to be any thought given to structuring the year around performance or demonstration/portfolio days.</p>	Kristen Vandawalker	Curriculum a
<p>Aside from a reference to the Socratic Method, little is included about the classical design.</p> <p>Question for interview: what is the source of the standards in Appendix B?</p> <p>The calendar is unclear. What are "optional workdays" and "optional protected workdays"? What occurs if teachers decline the option to participate?</p> <p>The calendar does not clearly show the start/end dates for students.</p> <p>Question for interview: why is a few days of PD in July, and then a month later there are a few in August (some of which look optional)?</p>	Kathryn Mullen Upton	Curriculum a
<p>Conflicting strategies. In one section, the school is direct-instruction, in the other it's socratic seminar.</p>	Cande Honeycutt	Curriculum a

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<p>How do these relate back to the mission defined which refers to classical education?</p> <p>E-Colors tends to be driving force and the arts are a weak sub-component.</p> <p>Applicants lists several programs/methodologies but fails to connect them to each other and to the mission of the school.</p> <p>Refers to classroom technology and NWEA, no budget for classroom technology and only \$5000 for software.</p>		
<p>There is no detail on the interventions that comprise level 2. Level 1 is specific: re-teaching, cooperative learning, etc. There is no detail on level 2, and the only intervention in level 3 is tutoring. There also does not appear to be a parent feedback/input component related to students who are struggling.</p> <p>The only approach used with ELL students appears to be we-based programs.</p> <p>The narrative indicates that the school will hire a Spanish teacher; however, that position is not included in the personnel budget.</p> <p>The proposed plan for gifted students is to have them create two portfolios: one for their regular work, and one for their advanced work. This seems redundant and not a good use of instructional time (for the teacher or the student).</p>	Kathryn Mullen Upton	Special Prog
<p>This section is wholly inadequate and demonstrates lack of awareness of the rights of students with special needs and the responsibilities of public school educators. By this point the typos and spelling errors have become frustrating (POP=Personal Education Plan??).</p> <p>The applicant does not appear to have the apacity to develop a plan to serve all students, especially essential in an arts model of any type.</p>	Kristen Vandawalker	Special Prog
<p>Basic plan for identification.</p> <p>No budget for ELL or AIG programming.</p>	Cande Honeycutt	Special Prog
<p>The process for identifying students is vague. All students referred to consideration as a student who may be in need of an IEP are not necessarily referred to a psychologist.</p>	Marie Massengill	Exceptional
<p>This section is wholly underdeveloped. Given the school proposes to serve an "at-risk" population, this is an even more significant gap. It is unclear whether one EC staff member will be sufficient.</p> <p>Is MAP score really a baseline indicator for SpEd?</p>	Kristen Vandawalker	Exceptional
<p>Identification criteria is weak. The school cannot rely on parents to provide copies of records or IEP/504.</p> <p>MAP test scores overly-relied upon.</p>	Cande Honeycutt	Exceptional
<p>Programming weak and not thorough enough to ensure adequate programming for students with disabilities.</p>	Cande Honeycutt	Exceptional
<p>Modification of Instruction - all students with an IEP do not require less spelling words or math problems, etc. And a student with an IEP does not have to "qualify" for a modification - it is the decision of the IEP team as to which, if any, modifications/accommodations, supplemental aids and supports are needed by the student to progress toward his/her IEP goals. This section needs some work with its wording. Be careful with the "Leveled Instruction" section - if an EC teacher is working with a student on a 1:1 basis in order for the student to experience success, the IEP team may need to amend the IEP. Specially designed instruction - time, frequency and location cannot be on an "as needed" basis. The services must reflect what is written on the IEP. Programs such as Study Island and AR are good tools but cannot be used in place of specially designed instruction for students with disabilities. Unclear as to the roll of the SWAT in determining services/educational programming for students with disabilities - if this is referring simply to methodology that may be appropriate. Keep in mind that once a student is found eligible for EC the only legal group of individuals that can make changes to the services is the IEP team. Keep in mind when listing the related service providers that will be provided through contracts that this list may include others such as nurses, counselors, as the unique needs of the students</p>	Marie Massengill	Exceptional

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dictate.		
The education plan is not detailed; rather, the narrative focuses on procedural basics.  Additionally, the narrative indicates that anyone may review special education records for any reason, they just have to sign the log. This is not correct; only certain individuals may review the records.	Kathryn Mullen Upton	Exceptional
This section is severely underdeveloped. However, it is not possible to determine whether the curriculum could be modified to fit the needs of students with exceptionalities since none is presented.	Kristen Vandawalker	Exceptional
Evaluation criteria weak and some indicators are not measurable. Use of MAP as a tool is weak and does not refer to RIT score growth which is the primary growth component utilized by the system.  Who is providing intensive remediation? How will it be funded?  Retention philosophy and promotional standards do not match.	Cande Honeycutt	Student Perf
Different sections of the application indicate different information regarding the administration of MAP. Here, the narrative indicates it will be administered two or three times per year. This does not indicate a strong assessment plan, or support that the assessments will drive instruction thereby benefitting students.  Students are required to pass all core subjects and two arts or leadership courses to be promoted to the next grade. The narrative indicates that the policy of the school is not to retain students, and remediation will be standard for those not passing. Yet, there is no information on the remediation (e.g., is it during the summer? before/after school? at the school? how will that be staffed?)	Kathryn Mullen Upton	Student Perf
what assessments are the students required to make 5 percentage point gains on by EOY? (NWEA MAP Norm is 6 RIT points). Do MAP results actually do this: "highlight the area and skill students are not growing in. This information will guide teachers to adapt their instruction and offer more focused remedies or accelerated learning opportunities to students."? Are there no other required assessments? how will students with special needs be assessed and promoted?	Kristen Vandawalker	Student Perf
The handbook was plagiarized from a PK-12 school or board. they didn't even re-align the TOC. it alternates between being written for a single school and for a system. The "meal charge procedures" on p. 22 make no sense. The report card periods on p. 24 make no sense to me either. There are no discipline, behavior, or dress code, code of conduct, etc. in the handbook. Given the stated focus on SEI and serving an at risk population, the lack of detail for this response is particularly disturbing.	Kristen Vandawalker	Student Cond
Student discipline plan is a bare minimum and does not provide sufficient details especially in regards to the discipline of ALL students. Due process and manifestation hearing for EC students not included.	Cande Honeycutt	Student Cond
The student handbook only contains a bullying policy, not the infractions listed in the narrative.  It is unclear how E-Colors and PBS work together. Additionally, this is the first mention of PBS; it was not discussed in the section on "at-risk" students.  A broad reference to IDEA is included, yet there are no details on change of placement, etc.	Kathryn Mullen Upton	Student Cond

Reviewer	Score
Joe Maimone	
Kathryn Mullen Upton	Fail
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Marie Massengill	

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Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	
Cande Honeycutt	Fail

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**IV. GOVERNANCE 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 upon application submission.

*Name of Private Nonprofit:* A. Michael Dixon School of Leadership &

*Mailing Address:* 3006 Phillips Road

*City/State/Zip:* Greenville NC 27834

*Street Address:*

*Phone:* 252-916-8159

*Fax:*

*Name of registered agent and address:* Melissa B. Grimes  
3006 Phillips Road  
Greenville, NC 27834

*FEDERAL TAX ID:* 46-2112354

**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:

- X Yes (copy of letter from federal government attached: Appendix E)
- 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	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these
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					<b>professional licenses?</b>
Dr. Wanda Carr	Board Member	PITT	CFO for NON-Profit & Business Owner		
Barry Dixon	Board Member	PITT	Social Worker & CEO of Dixon Associates		
Carrie Baker	Board Member	PITT	Business Owner & Community Activist		
Melissa B. Grimes	Board Member	PITT	Educational Consultant & former Charter School AP		
Fred Grimes	Board Member	PITT	Business Owner		

**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.*

The role of the governing Board, duties, and responsibilities are to develop, oversee, analyze, and refine the charter school and adherence to the school's mission. The Board shall also:

- Establish a budget and review the financial condition of the school.
- Participate, as appropriate in the hiring and retaining of qualified teaching staff and non-teaching staff for the school.
- Establish policy and procedures for the school.
- Work in conjunction with the school's administration to establish partnerships for the growth and stability of the school.
- Explore community service opportunities for the school.
- Oversee compliance matters.
- Participate in establishing measurable goals and objectives for student performance.

The Board plans to recruit and hire through the following means:

- Use of The Department of Public Instruction application process.
- Teacher, Teacher, INC.
- Advertisement in local newspaper, radio, and television.
- Partnership with the Employment Security Commission.
- Fliers at churches and surrounding businesses.
- Word of Mouth.
- Special community events and functions.
- Participation in job fairs and other special events by colleges and



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universities.

The Board will supervise the lead administrator(s) by the use of surveys to be filled out by staff members and parents. The lead administrator(s) will also have to continue their educational process (life-long learning) through going back to school, seminars, workshops, and various other appropriate programs. The lead administrator(s) will have to have a minimum of 6 staff development hours each year.

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

The size of the governing Board will be no less than five and no more than nine members. The desired make-up of the Board of the School will consist of people possessing the following skills and expertise:

1. Educational Background- superintendents, teachers, counselors, psychologists, physicians, community college instructors, university professors and leaders, office personnel, testing background, student services expertise, teachers assistants, day care owners, and providers, etc.

2. Legal Background - lawyer, paralegal, etc., special attention will be given to people who have expertise in educational law.

3. Non-profit Background - Executive Directors, Chief Financial Officers, Educational Degrees, etc.

4. Financial Background - Bankers, Finance Officers in educational settings, CPA, etc.

5. Parents - especially with students currently in the school (but not limited to).

6. Business Owners- individuals who are leaders in the community by starting and maintaining businesses.

7. Community Advocates - experience in fundraising, mayors, commissioners, board members serving on other boards, etc.

8. Students - to the extent practicable.

A. Michael Dixon School of Leadership & Arts believes this composition of desired Board make-up will be helpful in the success of the school because of the following reasons:

- These individuals will bring a combined knowledge and expertise to the operations of the school. These different categories of individuals represent the many possible areas of the school and how to be successful.

- As these individuals work together on the Board and the business of the school, each person brings a different view to the mix. The differences of the Board will be an asset for the school when members' question various things that may not be clear or ask for more information. This will also help to develop school personnel.

- The range of individuals on the Board will bring all of their resources and connections to the school and its student population to aid in the

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growth of the school.

The School will continue the recruitment process for Board members to have a good choice of potential Board members when one leaves.

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

The founding Board members were recruited for the knowledge and expertise each one possess and their willingness to commit their time to working together to bring a charger school to the Pitt County-Farmville area and the entire Farmville area as a whole.

Board member recruitment will be an on-going process. At community meetings there will be a form available for potential Board recruits to fill out and return to the address on the form. When vacancies occur, potential Board member information will already be available. Potential Board members will be invited to Board trainings when they are scheduled to be prepared when the opportunity to serve occurs.

There are currently five Board members named in this application. All five have background checks that are a part of this application. The background checks show the following:

Melissa Grimes - 2 traffic tickets (issues resolved)

Wanda Carr - nothing revealed

Carrie Baker - leash violation (dismissed by DA), W/C (waived) and expired registration (dismissed by DA)

Improper passing is currently pending (not due until October 29, 2014)

Barry Dixon - nothing revealed

Fred Grimes - Fail to comply & W/C (resolved)

These Board members are highly skilled and able to do the work needed to govern the proposed charter school.

- 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 once each month. Other meetings will be added according to the business to be discusses. Special meeting will be called as needed.

- 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).*

Orientation meetings will be scheduled for new Board members. At the meeting, Board members will receive a packet of information about all aspects of the school. Staff members will present information at the meeting and answer any questions Board members may have concerning school activities. The areas to be covered (not limited to) are Curriculum, Testing, Assessment data, Finances, School Culture, Facility Needs, and Staffing. All Board members will be trained in E-Colors In Education to

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become familiar with how it is implemented in the school.

All Board members, new and current will have at least one (1) training in-house each year and one (1) training with Board Development experts. The school will also make use of the offerings from the Office of Charter Schools in board development and training and will enroll all Board members in the courses. Board members may also request to attend more and varied types of Board training and that will be looked at on a case by case basis.

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.*

The Board of A. Michael Dixon School of Leadership & Arts has completed a "Conflict of Interest Policy" included in Appendix H as a part of the By-Laws.

The current Board has the existing relationships that could pose conflict (actual or perceived) are Melissa Grimes and Fred Grimes are family; however, Fred Grimes will not remain on the Board after the approval of the school.

The Board of the school will handle all issues that arise according to the "Conflict of Interest Policy". Once the School has been approved, if at any time the Board deems a conflict exists, Board members will be asked to resign for the greater good of the school. This policy has been discussed thoroughly with each existing Board member and will be discussed with all potential Board members and they will be asked to sign a statement to that effect.

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

The technical process for the Board member decision-making process is set forth in the By-Laws. The Board will review and analyze policies adopted by other schools, including charter schools; to provide guidance in establishing school policies. The Board will also develop and seek input from an Advisory Board (as appropriate) to utilize their vast knowledge and expertise of school operations, especially charter school operations. People asked to be on the Advisory Board may consist of (but not limited to) Legislators, other charter school directors, district school personnel, judges, lawyers, physicians, superintendents past and present, CPS's, etc.). These individuals (Advisory Board) will not be paid at all and will only be used in an advisory capacity as needed.

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 School realizes the importance of experience and expertise; therefore, The A. Michael Dixon School of Leadership & Arts Board of Directors will form an Advisory Board. The Advisory board will be no larger than twenty (20) people and can serve on the Advisor Board until they resign. The Advisory board will consist of individuals from all walks of life that have something to contribute to the success of the school. An example is the daughter of the individual the school is name after. She has been asked to serve on the Advisory Board because she has a wealth of knowledge about the individual and can add that information to the school.

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The roll of the Advisory Board will be to add their expertise, experience, and knowledge when called upon by the school board or the schools Administration only. There will also be an informational meeting set up annually to inform the Advisory Board of the progress of the school. If an Advisory Board member would like to serve on the Board of Directors, they may do so only when a vacancy becomes available.

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

#### GRIEVANCE POLICY FOR PARENTS

A. Michael Dixon School of Leadership & Arts will have a handbook for students that will be taken home to parents at the beginning of the school year with the rules and regulations concerning staff and student conduct. There will also be a parent signature page in the handbook that parents and students must sign and return (signature page only) saying that they received the handbook, have read through the book with their student, and understand the consequences. The policies and procedures (to include the grievance policy) will be posted on line on the school's website and the information will be put in the handbook and also given to anyone who asks for it.

#### GRIEVANCE POLICY FOR STAFF MEMBERS

The grievance policy for staff members will be given to them in the staff handbook and also will be put on line in the School's website. If a staff member wants to file a grievance, they will fill out the paperwork and turn it in to the administrative office (a person will be designated to receive and document it). The Administration has ten(10) days to respond in writing to the staff member. In the meantime, it is encouraged that the problem be worked out before the end of the ten days. In the event it is not, the Administrator will respond in writing of the decision. If staff member is not satisfied, they have the right to appeal the decision to the Board of Directors and have it heard.

### 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 from the NC Department of the Secretary of State. (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)

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***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:**

Outline below, 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.

Projected staff for A. Michael Dixon School of Leadership & Arts are:

Year One:

- Lead Administrator (1)
- Assistant Administrator (1)
- Finance Officer (1)
- Clerical (1)
- Bus Drivers (6)
- Teachers (15)
- Teachers (Electives) (3)
- EC Teachers (2)
- Instructional Support/Testing - 1
- Teacher Assistants (5)

Year Two:

- Lead Administrator (1)
- Assistant Administrator (1)
- Finance Officer (1)
- Clerical (1)
- Bus Drivers (6)
- Teachers (16)
- Teachers (Electives) (3)
- EC Teachers (2)
- Instructional Support/Testing (1)
- Teacher Assistants (5)

Year Three:

- Lead Administrator (1)

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- Assistant Administrator (1)
- Finance Officer (1)
- Clerical (1)
- Bus Drivers (6)
- Teachers (17)
- Teachers (Electives) (3)
- EC Teachers (2)
- Instructional Support/Testing (1)
- Teacher Assistants (5)

Year Four:

- Lead Administrator (1)
- Assistant Administrator (1)
- Finance Officer (1)
- Clerical (1)
- Bus Drivers (6)
- Teachers (18)
- Teachers (Electives) (3)
- EC Teachers (3)
- Instructional Support/Testing (1)
- Teacher Assistants (5)

Year Five:

- Lead Administrator (1)
- Assistant Administrator (1)
- Finance Officer (1)
- Clerical (1)
- Bus Drivers (6)
- Teachers (18)
- Teachers (Electives) (3)
- EC Teachers (3)
- Instructional Support/Testing (1)
- Teacher Assistants (5)

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

The Board of Directors will create the criteria and qualifications for desired staff. The Board will utilize state created, web-based employment sites (DPI, Teacher-Teacher.com, Employment Security Commission, etc.) to obtain a listing of highly qualified applicants in which to interview. People will also be able to go to the school's website and apply for a position at the school. The Board will also advertise in local media outlets such as radio, television, and newspaper. The Board will seek to form partnerships with local universities and community colleges to obtain highly qualified certified applicants.

The Board will also offer financial assistance for any employee (as available) seeking advanced degrees or certifications (Praxis, add on

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licensure, desired professional development, etc.). These people will be asked to commit to teach at the school a determined, agreed amount of time and forgiven the financial award as the agreement is completed.

Teachers and staff will be given maximum support in the educating of students from Administration. Staff meetings and staff development will be held regularly to make sure all information is sent out equally. Teachers will be allowed to ask for any help they may think they need and even suggest staff development opportunities that would help them in the operations of their duties.

The School will offer raises and incentives to all staff members as the school is financially able.

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

The Board of the A. Michael Dixon School of Leadership & Arts will create policy and procedures for the operations of the school. They will approve or disapprove decisions in all areas of the school (curriculum, operations, finances, etc.) and they will evaluate the Lead Administrator of the School. The Board will interact specifically with the Lead Administrator and the decisions of the daily running of the school will be that of the Lead Administrator.

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

The Board of Directors will do a search for the appropriate person to be the Lead Administrator/Principal for the School. After hiring the Lead Administrator, that Administrator will advertise in the various arenas for appropriate staff. The Lead Administrator will hire the appropriate staff for the school on a preliminary basis. There will be a clause in the contracts offered to individual stating that they must meet the qualifications of the school and pass a background check to work with children. All individuals hired must be brought before the Board of Directors for final approval. A majority rules vote is needed for the final hiring of any school employee.

School Personnel will be dismissed in almost the same manner, the Lead Administrator will make the decision (with proper documentation) of the firing of any employee and it must be brought before the Board for final approval with a majority vote. If individuals are found to be in emergency situations, the Lead Administrator will make the immediate decision to suspend or send any employee home and inform the Board members of the action. Any employee who does not agree with this action may appeal directly to the Board of Directors and they have ten (10) days to make the final decision.

Criminal Background checks will be performed on all incoming employees and volunteers, through the State of North Carolina. No inappropriate people will be hired to work with children.

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

A. Michael Dixon School of Leadership & Arts proposes the following salary

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ranges (All salaries are negotiable and based on the level of experience of the employee and the need of the school):

- Head of the School - (\$55,000 - \$65,000)
- Administration - (\$40,000 - \$50,000)
- Clerical Employees - (\$18,000 - \$25,000)
- Teacher/Instructor - (\$28,000 - \$39,000)
- Teacher Assistants - (\$15,000 - \$22,000)
- Custodians Employees - (\$15,000 - \$22,000)
- Bus Drivers - (\$9.00 per hour)
- Cafeteria Workers - (\$8.00 per hour)

Because there are many factors that go into salaries, all salary amounts are subject to change with negotiation. The School will actively recruit employees who possess a variety of skills and employees who are life-long learners and exhibit enthusiasm for innovation and are looking to try new (researched) ways of educating children. The School believes that many teachers will be willing to work in an environment where they can have more freedom and flexibility and the opportunity to impact students lives in meaningful ways, instead of pay.

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

The goal of A. Michael Dixon School of Leadership & Arts is to foster trust and respect between staff and their supervisors. However, if a problem or concern arises that an employee feels has not been appropriately addressed by his/her immediate supervisor, the individual needs to take the following steps:

1. Step One: Set up a meeting with the supervisor to openly discuss the concern/problem. The supervisor should have the opportunity to address the issue with the goal of resolving the concern/problem.

2. Step Two: If the concern/problem cannot be resolved, the next level is to schedule a meeting with the Head of the School, the individual and the individual's immediate supervisor for further discussion with the goal of resolving the concern/problem and offering possible next steps, and send the two individuals back to try to resolve the issue.

3. Step 3: In the event Step One and Step Two is not successful, the individual should put the grievance in writing and submit it to the Lead Administrator for further investigation and a written decision (ruling) within 10 business days.

Once the information has been received and reviewed by the Board Chair, he/she will address the issue within 10 business days by either requesting a meeting with the person filing the complaint, responding in writing to the grievance, or by scheduling a review by the full Board and a decision made. The individual, the supervisor, and the Lead Administrator will be informed of the Board's decision and that the decision of the Board is final.

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

Positions that may have dual responsibility are cafeteria workers, teacher assistants (except assistants in the Exceptional Children's department), custodians and bus drivers. These positions will be paid out of the school's budget and each position that is a dual position may be paid a slight



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increase because of the added responsibility.

Special provisions will also be made to accommodate these individuals that may work in classrooms or the cafeteria to be at their second position in a timely manner.

*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.*

A. Michael Dixon School of Leadership & Arts plans to hire approximately two exceptional children's instructors (depending on the exceptional children population) and perhaps even a full-time assistant. The Exceptional Children's position will work with students with IEP's and 504's and ELL. As the population grows, the Board will look at the need to hire other positions. The School will also actively seek a bilingual instructor to teach foreign language and lesson the role of the coordinator.

The Board of Directors plans to contract with companies that provide needed services such as Speech Therapy, Psychology, OT, and other services as needed. The positions will be contracted and will be entered into as the School finds the need for the services the companies provide.

*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).*

All Administrators (to include CEO, Principal, Lead Administrator) shall hold at least a Master's Degree in the following areas and be eligible to hold or hold a NC Principal's license and preferably have at least 3-5 years of experience in school administration:

1. Education
2. Public Administration
3. Administration
4. Business Management

Other Administrators: At least a 4 year degree and at least 3 years of successful service working with children and in other administrative areas.

Teachers: The School will make every effort to hire 100% certified and highly qualified teachers, however; per NC Charter School Law, the school will have 75% of the teachers licensed in grades k-5 and 50% will be licensed in grades 6-8 in the subject area which they teach. All teachers will hold at least a 4 year degree and be highly qualified. The School will also give preference to teachers with certification in more than one area.

Exceptional Children's Teachers: All EC teachers must have a North Carolina Special Education Teaching Certificate and be a graduate of a 4 year college or university

Teacher Assistants: All TA's will be required to meet the standards that relate to working with Title I students. They must possess a two year degree or equivalent experience. TA's will be strongly encouraged to move forward in becoming teachers and the School will be willing to help financially for those who take the challenge.

Clerical: The position would require a two year degree or equivalent

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experience. Must possess strong customer service skills and practice professionalism at all times.

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

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

The position responsible for maintaining teacher licensure is the Curriculum Specialist, under the leadership of the Lead Administrator.

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.*

A. Michael Dixon School of Leadership & Arts plans to utilize and rely on the knowledge and expertise of the Board Members and the management company for help with mentoring staff members. Teachers within the school will become mentors (under the guidance of the administration and management company) for new and beginning teachers. The school will also utilize the skills of teachers on staff who are trained mentors. Teachers will be paired new with experience. This procedure will also foster teamwork and an atmosphere of togetherness for staff members. Teachers are expected to collaborate with each other to combine arts and leadership courses with the core classes.

The School plans to retain teachers by allowing them to have the flexibility of designing their own curriculum and the ability to try new things to help children learn. A. Michael Dixon believes when teachers are allowed to participate fully in the development of the educational plan, it will generate excitement and also the collaboration with colleagues will bond them together to want to produce highly educated students. The Administration will support teachers with discipline and materials for teaching and workshops for growth. The classrooms will be smaller than many of them are accustomed to which will allow them the ability to work more with students on an individual basis.

The school plans to offer incentives to teachers each month for a job well done. The funds for these incentives will come from fundraising, business and personal donations, grants, etc. The School plans to have fundraising events at least once each month. The School will work with the Board to develop an incentive program for teacher retention. Incentives may include: staff breakfasts and lunches, financial awards, letters and notes of appreciation, teacher of the month certificate for clearly written, specified accomplishments, etc.

Teachers will be evaluated using the Teacher Evaluation System provided by the Department of Public Instruction and teachers will also be evaluated through Administrative observation. After the observation, a conference will be held with the teacher and the results of the observation will be gone over. The observation will have the good things seen and the things that need to be improved. The teacher will be given a specified amount of time to correct the things discussed and help will be provided if needed.

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*

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*uniform.*

A. Michael Dixon School of Leadership & Arts will offer the following staff development opportunities and training for staff members:

- E-Colors in Education and Personal Intervention
- Professional Learning Communities
- Project Based Learning
- NWEA (Map) Assessments
- Saxon Reading and Math

The school will provide staff development through their Equilibria, LILC, and Global Education Resources partners. To the extent practicable, the school will utilize the expertise provided through the staff of the school. The School will also make use of the staff development provided by the Department of Public Instruction through bringing in presenters and the on-line staff development resource through NCEducation.

The School will and has already partnered with other educational facilities to provide staff development at a small amount. Teachers and staff will travel to other schools to interact with their staff in the development process.

Select Board members have formed relationships with member partners and are currently in the certification process to be able to deliver and sustain on-going staff development opportunities for the school. Saxon Reading and Math will send in people to do staff development with the staff and Global Education Resources has experienced, licensed members trained to provide all forms of staff development. Select Board members have also been trained in Professional Learning Communities and have also had the opportunity to implement the program.

The staff development program will be conducted internally beginning the first 10 days before the students return to school. All staff members will interact with presenters and peers to form the cohesive bond needed to be successful. Thereafter, staff development will be held in mini sessions each week and on mandatory workdays.

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.*

Professional development will be held the 10 days (one - two weeks) prior to students coming to A. Michael Dixon School of Leadership & Arts. This will take place well in advance of the first week opening of school. The first week will be total staff development with speakers brought in and teachers/administration collaboration, management partners and leadership and communication partners will be available to train and work with the staff to prepare them implementation of E-Colors In Education and the learning expectations. This will be done so the entire staff can get the concepts of how learning will take place and grow in the knowledge of the school's expectations. The staff development schedule will be as follows:

Day 1

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- E-Colors In Education
- Personal Intervention

Day 2

- Professional Learning Communities

Day 3

- Project Based Learning (Portfolio development)
- NWEA (Map) Assessments

Day 4

- Saxon Reading and Math

Day 5

- Debrief from the week and assign staff member groups to work on the concepts learned through the week

During this week there will be speakers and presenters provided to work with teachers and staff on each of the Schools major learning pillars.

The second week will mirror the first week with the schedule setup; however, the focus of this week will be doing the same schedule but be followed with teachers learning different ways and methods to implement the learning strategies.

The week prior to the students returning teachers will come together and map out the curriculum and how it will be deployed. They will work on schedules, the best flow for room assignments, etc. They will also take the time to receive their class list and contact students. This week will also be utilized for open houses, previewing of records, and home visits if needed.

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

Throughout the school year A. Michael Dixon School of Leadership & Arts will have mini staff development sessions each week at the staff meetings after school. The school schedule and start times will be structured to accommodate this method. The school will have at least one (1) full staff development day each month.

Staff development will begin at approximately 8:30am and end approximately 2:30pm with lunch provided. Teachers and groups will be allowed to work together to disseminate information and plan strategies for student learning from 2:30 pm to 4:00 pm on staff development days. The calendar is designed to reflect at least one staff development day each month. 10 staff development days before school starts each year and other offerings will be aligned with this calendar.

The daily schedule and staffing structure allows time for work with students in the morning during early bird and in the afternoon during flex/special options period. The elementary and middle school schedule is as follows:

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#### ELEMENTARY SCHEDULE

- Students begin arriving (Early Bird) and breakfast
- Morning Assembly/Morning Prep
- Instruction time begins (classroom)
- LUNCH TIME
- Instructional time continues
- Kindergarten dismissal begins (all other grades will follow in five minute intervals)
- All buses off campus

#### MIDDLE SCHOOL

- Arrival (Early Bird) and breakfast
- 1st Period
- 2nd Period
- 3rd Period
- 4th Period
- Lunch 1/5th Period 1
- Lunch 2/5th Period 2
- 6th Period
- Special Options/Flex Period
- Dismissal
- All Buses off Campus

#### **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)).*

A. Michael Dixon School of Leadership and Arts will market to parents and students in several different ways. The school will have community meetings in each community about the opening of the school. At the meeting parents will have the opportunity to enroll their student/s, ask questions, or even fill out employment applications or Board applications. The community meetings will be advertised through radio, television, newspaper, and fliers delivered to the local churches and businesses for distribution.

Board members and Administrators will make public appearances at churches, booths in the local malls, and special events days (charter fund day) to give parents the opportunity to meet members of the charter school. The charter school will also establish a web page and publish the address through the various media outlets so that interested individuals can learn more about the charter school and what it offers.

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A. Michael Dixon School of Leadership & Arts believes the community support is great for this type of school and look forward to word of mouth about the school and the reputations of the individuals associated with the school will be an asset to people hearing about the school.

## **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.*

### 1. COMMUNITY MEETINGS:

Once A. Michael Dixon School of Leadership & Arts charter is approved, the school will plan a series of community meetings immediately. These community meetings will be held in each attendance area of Pitt County, at a common location and the school will be advertised in all of the major arenas (radio, television, fliers to churches, businesses, and public entities). Meetings will be scheduled in Farmville, Greenville, Bethel, Ayden, and Winterville to engage parents and give them the opportunity to enroll their student/s in the School. At each meeting there will be a sign up sheet collecting parents information (address, telephone, e-mail) this will be the beginning of our community communication list. The School will purchase the Alert Now system and establish a website immediately to begin a series of rotating calls and e-mails going out. The facility will always be open so that parents may walk in at any time and tour the building and sign their student/s up to attend the school.

### 2. IT TAKES A VILLAGE VOLUNTEER PROGRAM:

A. Michael Dixon School of Leadership & Arts will establish the It Takes A Village Volunteer Group. This group will consist of all of the parents/guardians of the students who attend the school and all others who would like to be apart of the group. Each parent who has a student that attends the School is required to volunteer at least 10 hours each year at the school in some capacity. They can use their knowledge and expertise to help the students and school. They may teach dance, music, voice, work with the service learning projects, do sewing and custom making for the productions, or even scene building. They may help in the classrooms, read with students and allow the students to read to them, do math with the students, be speakers or anything that will promote learning at the school. This will allow the parents to take ownership in "their children's" school.

### 3. PARTNERSHIP BUILDING:

The process has already begun to build partnerships. Various Board members bring connections and relationships to the school. The Board members will be instrumental in helping to build partnerships. When needs and opportunities arise they will be brought to the Lead Administrator/Principal/CEO and the possibilities for partnering will be explored. When the details are worked out the plan will be brought to the Board members for approval and implementation.

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#### 4. PARENT ORGANIZATION:

The School will establish a parenting organization. All meetings will be publicized in the local media and sent out on the Alert Now System. The School will present the major Performing Arts Production and the major Community Building Leadership Projects each year that parents and the community will be invited to attend. This will build school, home, and community relations. The School will also make contact with various faith-based organizations for possible adoption of the school.

### **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.*

A. Michael Dixon School of Leadership & Arts will comply with all laws regarding admission to charter schools and not discriminate against any student. The School will not limit admission based on any of the following: intellectual ability, athletic ability, disability, race, creed, gender, national origin, religion, sexual orientation, or ancestry. Students do not have to reside in the Pitt County School district to attend the school. The proposed policies and procedures for admitting students to the proposed charter school includes the following:

1. **Application Period:** The application for prospective students are currently ready; however, they will not be released until final approval from the State Board of Education with no ending period to be scheduled. No enrollment deadline will be set; however, the lottery process will be heavily advertised (if needed) as an encouragement for parents to get their applications in to meet the deadline. The Lottery process will take place the end of May each year. The start date for the School is tentatively scheduled for August 2015. Once the School is approved applications will be released immediately.

2. **Policies and Procedures for Open Enrollment:** A. Michael Dixon School of Leadership & Arts may give enrollment priority to the siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the Lead Administrator/Principal/CEO, teachers, and teachers assistants. If multiple birth siblings apply for admission to the school and a lottery is needed under G.S. 115C-238.29F (g)(6), the school shall enter one surname into the lottery to represent all of the multiple birth siblings. If the surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

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### 3. Policies & Procedures for Waiting List, Withdrawals, Reenrollment, and Transfer:

- Waiting list: After the lottery process of each year and all classrooms have been assigned according to the number of classrooms projected per grade level; students will be placed on a waiting list for the needed grade level.

- Withdrawals: Parents of students leaving the school will need to put the withdrawal request in writing. Any student that would like to come back to the school will need to re-apply for enrollment through the normal enrollment process.

- Re-enrollments: Students who leave the school will be required to follow the normal process for enrolment. They will be allowed to return to the school if space is available. However, they must also re-apply for enrollment through the normal applications process.

- Transfers: Students who transfer away from the school will be required to follow the normal process for enrollment. They will be allowed to return if the space is available.

- Pre-Admission Activities: Pre-admission activities will be help for the school. These activities will introduce the community, parents, and perspective students to the school, school personnel, and school administration. These activities will give all stakeholders the opportunity to ask questions, commit to volunteering and talk about school offerings and plans. These activities will also establish the A. Michael Dixon School of Leadership & Arts as a part of the community.

- Withdrawals: The School will establish a withdrawl policy for students and the tranfer of records. Parents will be expected to call the school or send a note that they are withdrawing from the school and or sign the withdrawl form. Once all school property is returned (books, computers, ipads, etc.) the records will be sent to the school the student will be attending. This process will eliminate a student not enrolling in an actual school and the potential of them "falling through the cracks".



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**PROJECTED ENROLLMENT**

**2016-17 through 2020-2021**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Pitt County Schools
- LEA #2 Lenoir County Public Schools
- LEA #3 Wilson County Schools

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.

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980
Kindergarten	60	3	3	60	3	3	60	3	3	40	2	2	40	2	2
Grade 01	60	3	3	60	3	3	40	2	2	40	2	2	40	2	2
Grade 02	60	3	3	40	2	2	40	2	2	40	2	2	40	2	2
Grade 03	40	2	2	40	2	2	40	2	2	40	2	2	40	2	2
Grade 04	40	2	2	40	2	2	40	2	2	40	2	2	40	2	2
Grade 05	40	2	2	40	2	2	40	2	2	40	2	2	40	2	2
Grade 06	0	0	0	40	2	2	40	2	2	40	2	2	40	2	2
Grade 07	0	0	0	0	0	0	40	2	2	40	2	2	40	2	2
Grade 08	0	0	0	0	0	0	0	0	0	40	2	2	40	2	2
	300	15	15	320	16	16	340	17	17	360	18	18	360	18	18
	330			352			374			396			396		

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**Section IV: Governance and Capacity**  
Concerns and Additional Questions

**Reviewer**

**Page  
Reference**

Reviewer	Score
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**V. OPERATIONS**

**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.*

A. Michael Dixon School of Leadership & Arts proposes to purchase school buses for student transportation and to give any student that wishes to attend the school the opportunity do attend. The buses will be deployed over the entire Pitt County district. Any student living in Pitt County will be able to ride the school bus.

The buses will not stop house to house, with the exception of students who live in very rural areas. School buses will not pick up students outside the Pitt County district unless there are at least 15-20 students able to ride the bus from each county. The school will also combine routes inside and outside of Pitt County as needed. In the event there is at least 15-20 students to ride the bus, the school will set up designated stops for student riders, and parents will pick students up from the designated stops.

The location of the proposed school is in the heart of a community and many of the proposed students will be in walking distance from the school. In the event of student walkers there will be monitors and crossing guards for student safety. The School will also make use of the "It Takes a Village" Volunteer group as needed to fill any of these positions.

**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.*

A. Michael Dixon School of Leadership & Arts plans to contract with

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

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

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

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$4,882.00
Officers and	\$1,000,000	\$.00

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Directors/Errors and Omissions			
Property Insurance		\$500,000	\$750.00
Motor Vehicle Liability		\$1,000,000	\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other		\$8,474	\$8,474.00
Total Cost			\$14,619.00

\*The applicant must provide a quote from an insurance provider as part of this application (as Appendix P) 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.

mbgrimes 09/26/2014

(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 Q).*

A. Michael Dixon School of Leadership & Arts has currently identified a building in Farmville, North Carolina located at the H.B. Sugg Community Center at 3632 South George Street, that will work very well for a Kindergarten through eight grade school. The site was a former school and has already been set up for that purpose. The site has a lot of potential for growth and the surrounding grounds are large.

The facility has more than enough square feet and a large amount surrounding land for playground equipment and or sporting facilities to be installed. The location is off a main road and very conducive for traffic. The facility was previously used as a public school and currently is used as a community resource center for housing other businesses. The owners of the Resource Center are in full support of housing the charter school in their facility and have provided the floor plan and other information concerning the site. The building currently has a cafeteria, and gym available and has

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more than enough parking for staff, buses and other visitors. The owners of the facility are currently conducting fundraisers to complete the gym renovations.

The building is currently occupied and in use as a educational facility; therefore, obtaining a valid Certificate of Occupancy should not be a problem; although it is not available at this time.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

The facility is approximately 34,000 sq. ft. The total lease cost, including retrofit, is \$180,000 annually. The total per square foot is approximately \$5.29 which is significantly below the average of \$10 per square foot for the area.

**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.

A. Michael Dixon School of Leadership & Arts has identified one other facilities in the Farmville area that would work very well for a proposed charter school. The building has approximately five acres of land and has a building currently on the property. However, this area would be great to build a new facility. The location is on a main road in Farmville, North Carolina which would provide easy access for all traffic and has sufficient parking for staff, visitors and busing. This area is in an optimum location for a school, it is in a location set apart from other buildings with a large amount of surrounding land. At this time this location is a possibility.

The Board of A. Michael Dixon School of Leadership & Arts endeavors to build a state of the art charter school.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
This section is wholly underdeveloped and confusing. If the school will not bus from other counties, why recruit from other counties? where will students be picked up, if not at their homes? are there "very rural areas" in Pitt County? what is the rationale for assuming the school will be "in the heart of the community" and many students will be able to walk? Will it be possible to have sufficient monitoring to ensure the safety of young students as they walk to school?	Kristen Vandawalker	Transportati
The funds allocated for transportation seem too low to sufficiently fund a transportation operation, including the purchase of buses, keeping the busses up to code, paying drivers, fuel costs, and covering insurance insurance.	Kathryn Mullen Upton	Transportati
There is no lunch plan included in the narrative.	Kathryn Mullen Upton	School Lunch
This section did not have a complete answer.	Cande Honeycutt	School Lunch
this section is incomplete and cannot be evaluated.	Kristen Vandawalker	School Lunch
The amount for insurance in the narrative differs with the amount in the operations expenditures budget.	Kathryn Mullen Upton	Civil Liabil
This section is unclear. Only a sanitation certificate is provided, aren't other inspections from architects, fire	Kristen Vandawalker	Facility and

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<p>and safety, et., required to establish readiness for occupancy?          Is the community center actually centrally located? what is the makeup of the surrounding areas? are there large residential areas from which small children can easily walk?          it is unclear from the limited information provided whether the facility is large enough to support the school at capacity, or to verify the assertions about the building and property. Why is it no longer a public school?          Are the classrooms the proper size to support the proposed class sizes? are there sufficient restrooms to meet codes? is there a kitchen or other sufficient food service area to meet requirements?          is there sufficient space to meet the needs of the EC programs, and to provide office space for the administrative and clerical teams and the guidance counselor?          Why evidence supports the proposed rent, and why is a one year lease sufficient evidence of a long term commitment?          Why is the landlord taking on renovation costs? what are the required and desired renovations, when will they be completed, who will pay for them and what will be the cost?          Is the building up to ADA code? how old is it?          What is the basis for the assertion that the other option is a possibility? how would the board build a "state of the art charter school? is there any evidence that this has been researched?</p>		
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Reviewer	Score
Joe Maimone	
Kathryn Mullen Upton	Fail
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Marie Massengill	
Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	
Cande Honeycutt	Fail

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## VI. 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 2016-17

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p><b>State Funds:</b> 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 1<sup>st</sup> month average daily membership.</p> <ul style="list-style-type: none"> <li>In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides</li> <li>In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located.</li> </ul> <p><b>Local Funds:</b> Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p><b>Federal Funds:</b> Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p><b>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</b></p>			
	LEA #1740 - Pitt County Schools			
	<b>Revenue</b>	<b>2014-2015 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2016-2017</b>
	State Funds	\$4,775.18	300	\$1,432,554.00
	Local Funds	\$1,664.00	300	\$499,200.00
	Federal EC Funds	\$3,768.11	36	\$135,651.96
	<b>Totals</b>			\$2,067,405.96
	LEA #2540 - Lenoir County Public Schools			
	<b>Revenue</b>	<b>2014-2015 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2016-2017</b>
	State Funds	\$5,086.61	15	\$76,299.15
Local Funds	\$1,298.00	15	\$19,470.00	
Federal EC Funds	\$3,296.06	0	\$0.00	
<b>Totals</b>			\$95,769.15	
LEA #3980 - Wilson County Schools				
<b>Revenue</b>	<b>2014-2015 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2016-2017</b>	
State Funds	\$4,831.66	15	\$72,474.90	
Local Funds	\$1,636.00	15	\$24,540.00	
Federal EC Funds	\$3,768.11	0	\$0.00	
<b>Totals</b>			\$97,014.90	

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**Total Budget: Revenue Projections 2016-17 through 2020-2021**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
-State ADM Funds	\$1,581,328	\$1,687,963	\$1,793,130	\$1,897,756	\$1,897,756
-Local Per Pupil Funds	\$543,210	\$578,636	\$615,244	\$651,852	\$651,852
-Exceptional Children Federal Funds	\$135,652	\$134,765	\$134,765	\$134,765	\$134,765
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	<b>\$2,260,190</b>	<b>\$2,401,364</b>	<b>\$2,543,139</b>	<b>\$2,684,373</b>	<b>\$2,684,373</b>

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



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**Personnel Budget: Expenditure Projections 2016-17 through 2010-2021**

*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.*

<b>BUDGET EXPENDITURE PROJECTIONS Personnel</b>	<b>2016-2017</b>			<b>2017-2018</b>			<b>2018-2019</b>			<b>2019-2020</b>			<b>2020-2021</b>		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>
Administrative & Support Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000
Assistant Administrator	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
Finance Officer	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Clerical	1	\$18,000	\$18,000	1	\$18,000	\$18,000	1	\$18,000	\$18,000	1	\$18,000	\$18,000	1	\$18,000	\$18,000
Food Service Staff	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000
Custodians	2	\$18,000	\$36,000	2	\$18,000	\$36,000	2	\$18,000	\$36,000	2	\$18,000	\$36,000	2	\$18,000	\$36,000
Transportation Staff	6	\$10,000	\$60,000	6	\$10,000	\$60,000	6	\$10,000	\$60,000	7	\$10,000	\$70,000	7	\$10,000	\$70,000
A - Total Admin and Support:	13		\$279,000	13		\$279,000	13		\$279,000	14		\$289,000	14		\$289,000
Instructional Personnel:															
Core Content Teacher(s)	15	\$32,000	\$480,000	16	\$32,000	\$512,000	17	\$32,000	\$544,000	18	\$32,000	\$576,000	18	\$32,000	\$576,000
Electives/Specialty Teacher(s)	3	\$28,000	\$84,000	3	\$28,000	\$84,000	3	\$28,000	\$84,000	3	\$28,000	\$84,000	3	\$28,000	\$84,000
Exceptional Children Teacher(s)	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000
Instructional Support	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Teacher Assistants	5	\$17,000	\$85,000	5	\$17,000	\$85,000	5	\$17,000	\$85,000	5	\$17,000	\$85,000	5	\$17,000	\$85,000

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B - Total Instructional Personnel:	26		\$759,000	27		\$791,000	28		\$823,000	29		\$855,000	29		\$855,000
A+B = C - Total Admin, Support and Instructional Personnel:	39		\$1,038,000	40		\$1,070,000	41		\$1,102,000	43		\$1,144,000	43		\$1,144,000
Administrative & Support Benefits															
Health Insurance	13	\$3,000	\$39,000	13	\$3,000	\$39,000	13	\$3,000	\$39,000	14	\$3,000	\$42,000	14	\$3,000	\$42,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	13	\$2,069	\$26,897	13	\$2,069	\$26,897	13	\$2,069	\$26,897	14	\$2,069	\$28,966	14	\$2,069	\$28,966
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	13	\$345	\$4,485	13	\$345	\$4,485	13	\$345	\$4,485	14	\$345	\$4,830	14	\$345	\$4,830
Social Security	13	\$1,400	\$18,200	13	\$1,400	\$18,200	13	\$1,400	\$18,200	14	\$1,400	\$19,600	14	\$1,400	\$19,600
D - Total Admin and Support Benefits:	52		\$88,582	52		\$88,582	52		\$88,582	56		\$95,396	56		\$95,396
Instructional Personnel Benefits:															
Health Insurance	26	\$3,000	\$78,000	27	\$3,000	\$81,000	28	\$3,000	\$84,000	29	\$3,000	\$87,000	30	\$3,000	\$90,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	26	\$2,942	\$76,492	27	\$2,942	\$79,434	28	\$2,942	\$82,376	29	\$2,942	\$85,318	30	\$2,942	\$88,260
Social Security	26	\$1,913	\$49,738	27	\$1,913	\$51,651	28	\$1,913	\$53,564	29	\$1,913	\$55,477	30	\$1,913	\$57,390
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	26	\$486	\$12,636	27	\$486	\$13,122	28	\$486	\$13,608	29	\$486	\$14,094	30	\$486	\$14,580
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	104		\$216,866	108		\$225,207	112		\$233,548	116		\$241,889	120		\$250,230
D+E = F - Total Personnel Benefits	156		\$305,448	160		\$313,789	164		\$322,130	172		\$337,285	176		\$345,626
A+D = G - Total Admin	65		\$367,582	65		\$367,582	65		\$367,582	70		\$384,396	70		\$384,396

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and Support Personnel (Salary & Benefits)														
B+E = H - Total Instructional Personnel (Salary & Benefits)	130		\$975,866	135		\$1,016,207	140		\$1,056,548	145		\$1,096,889	149	\$1,105,230
G+H = J - TOTAL PERSONNEL	195		\$1,343,448	200		\$1,383,789	205		\$1,424,130	215		\$1,481,285	219	\$1,489,626

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**Operations Budget: Expenditure Projections**  
**2016-17 through 2020-2021**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
	Administrative & Support:					
Office:	Office Supplies	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Paper	\$500	\$500	\$500	\$500	\$5,000
	Computers & Software	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
	Communications & Telephone	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Copier leases	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Student Accounting	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Financial	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
	Other Professional	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Facilities	Facility Lease/Mortgage	\$180,000	\$180,000	\$180,000	\$180,000	\$180,000
	Maintenance	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
	Custodial Supplies	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
	Gas	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
	Water/Sewer	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Trash	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Transportation	Buses	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
	Gas	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
	Oil/Tires & Maintenance	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Other	Marketing	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Child nutrition	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Travel	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$550,900	\$545,900	\$545,900	\$545,900	\$550,400
	Instructional:					
Instructional Contract	Staff Development	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000

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Classroom Technology	Software	\$5,000	\$5,000	\$8,000	\$8,000	\$8,000
Books and Supplies	Instructional Materials	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Curriculum/Texts	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
	Copy Paper	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Testing Supplies	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
	Other	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	L - TOTAL Instructional Operations	\$110,000	\$110,000	\$113,000	\$113,000	\$113,000
	K+L = M - TOTAL OPERATIONS	\$660,900	\$655,900	\$658,900	\$658,900	\$663,400

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**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
J - TOTAL PERSONNEL	\$1,343,448	\$1,383,789	\$1,424,130	\$1,481,285	\$1,489,626
M - TOTAL OPERATIONS	\$660,900	\$655,900	\$658,900	\$658,900	\$663,400
J+ M =N TOTAL EXPENDITURES	\$2,004,348	\$2,039,689	\$2,083,030	\$2,140,185	\$2,153,026
Z - TOTAL REVENUE	\$2,260,190	\$2,401,364	\$2,543,139	\$2,684,373	\$2,684,373
Z - N = SURPLUS / (DEFICIT)	\$255,842	\$361,675	\$460,109	\$544,188	\$531,347

**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.*

Student enrollment was projected based upon .02% of Pitt County School's 2013 enrollment numbers. We have identified a significant demand for school choice options and a school of leadership & arts in particular, in the Farmville area and across Pitt County. We have participated in community meetings, community events which demonstrated the need for more specialized school choice and options. For example, more than 150 Pitt County School students currently travel significant distances to take advantage of other school options. Currently approximately 500 students and parents have expressed interest in a school of choice and especially the combination of a school of leadership and arts (especially performing arts).

The breakeven point is 290 students without scaling down the entire proposed operation.

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

The school will scale down the project if enrollment targets and revenue are not met. The school will first seek to scale down non-personnel items, and then scale down personnel to maintain the 22 - 1 student to teacher ration.

*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*

No. The budget does not rely on funds other than state, county, and federal dollars.

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

The student to teacher ratio is about 22 to 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.*

The only services the school plans to contract for is the Exceptional

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Children Instructional support. The plan for the selection of contractor is as follows:

- The School will advertise in the local newspapers for EC Instructional Support proposals to be submitted to the school. The Board will evaluate the submissions for the lowest contractor that aligns with the criteria advertised. The lowest bidder, that matches the school's needs will be contracted. All contractors must have the appropriate credentials.

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

The budget aligns with the school's mission by providing adequate resources for the instructional program, transportation and facilities.

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.*

The School's goal will be to maintain an 8 percent general fund balance. The School will develop fund balance by careful budgeting and controlled expenditures. The Board will review the budget and expenditures monthly and take actions to control expenditures to meet general fund balance targets.

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

The School has identified a building in the Farmville area that rents for \$7,500.00 per month. Retrofit adds and additional \$7,500 per month. The School plans to make use of this partnership for as many years as possible (at least 3 - 5 years). The School will explore building facilities from the ground up; but, will only move forward to build once the school has achieved financial stability.

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*

The School will not have assets from other sources.

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**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 School will hire a Finance Officer/Administrator that will be responsible for the finances of the school. The individual will report to the Lead Administrator/CEO and Board of Directors. The School has also contracted with a consulting company that will also over see the financial transactions of the School. Monthly financial reports will be provided at all board meetings. The Board currently has a former CFO who is completing training in preparation for licensing for a CPA.

The consulting company is a group of experienced charter school owners, administrators, and teachers with more than fifty years of successful charter school experience.

The School plans to work very closely with the Department of Public Instruction Budget office to make sure the Finance Officer/Administrator is following all guidelines and accounting standards.

The School will also have a financial audit each year.

*Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)*

There are no known or possible party transactions.

*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.*

The Board has not identified a firm at this time. However, the Board is investigating LB&A Certified Public Accountants, PLLC, 212 W. Matthews Street, Ste. 102, Matthews, NC 28105.



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<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<p>starting and ending salaries are the same, this is concerning given the need to recruit and retain HQT who are able to implement additional programming and build their own curricula.</p> <p>Teacher salaries appear too low to compete with state salary norms or other schools proposed in this round.</p> <p>position list and pay scale does not align with other narrative sections.</p> <p>AP salary appears too low and FO too high based on respective responsibility.</p> <p>I calculate that each of the six bus drivers is being paid for approximately 6 hours per day, is this sufficient?</p> <p>What is the "instructional support" role and why does this person make so much more than the teachers?</p> <p>What is the basis for paying specials teachers 4k less than core teachers?</p>	Kristen Vandawalker	Personnel Bu
<p>Health insurance plans for personnel are typically estimated at \$5,000 per year.</p>	Cande Honeycutt	Personnel Bu
<p>As noted previously, the budget includes staff that aren't included in the staffing narrative.</p>	Kathryn Mullen Upton	Personnel Bu
<p>A management company is referenced in parts of the application, yet a fee is not included here.</p> <p>Question for interview: what comprises "other professional"?</p> <p>As noted previously, the costs for transportation (especially the cost of purchasing an adequate bus or busses) appears low.</p>	Kathryn Mullen Upton	Operations B
<p>Budget misaligned with curriculum and educational programming. No budget for technology and a minimal budget for software.</p> <p>No line for or criminal background checks for staff/volunteers.</p> <p>Line item for busses may not be sufficient for the purchase of 6 busses.</p>	Cande Honeycutt	Operations B
<p>Why do office supplies remain flat even as staff and student numbers increase. why does the paper cost increase from 500 to 5000 in year 5? is either of these numbers sufficient to purchase the needed paper for a school building its own curricula?</p> <p>What computers and software can be purchased for 10k? no IT infrastructure is included? why does this number start low and then decrease by half for years 2-5?</p> <p>what is the basis for assuming that most facilities expenses will remain flat for the term of the charter? Is it likely that utilities will remain flat?</p> <p>What is covered by each of the professional contract lines? Especially interesting are he financial and student accounting lines? How do these services differ from and connect with the responsibilities of the FO?</p> <p>What is the basis for the transportation lines. Specifically, why is there reason to believe that the school will be able to purchase sufficient buses for a total of 260K, with no lump sum up front such as a down payment?</p> <p>Why does the marketing line remain flat year over year, wven though far more students are needed in year one?</p> <p>why is classroom software but no classroom hardware included?</p> <p>provided the basis for each line, including an explanation of what is included and why flat expenditures are reasonable.</p>	Kristen Vandawalker	Operations B
<p>See questions in previous section regarding expenditures.</p>	Kathryn Mullen Upton	Total Expend
<p>this section is wholly underdeveloped and lacks evidence to support the assertions, for example around student need and commute.</p> <p>no contingency plan is presented.</p> <p>this section states that the school will not contract for services other than EC, which is exactly opposite of the budget.</p>	Kristen Vandawalker	Budget Narra

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<p>The application as a whole does not provide sufficient information to evaluate budget alignment.          How many days cash on hand is 8% fund balance. This is low, especially given the many unknowns in the project.          The information regarding facility here does not align with other sections or with the budget.</p>		
<p>The narrative indicates that the school will not have funds from other sources, contrary to the prior section on staffing that discussed fundraising to pay for monthly teacher bonuses.</p>	Kathryn Mullen Upton	Budget Narra
<p>Procedures for conducting an audit were not included, although an audit firm was identified.           Question for interview: which financial services firm, what is the scope of their work, and are their services included in the budget? Also, describe the selection process for the financial services company (e.g., how was it identified, what was selection based on, were other companies approached, etc).</p>	Kathryn Mullen Upton	Financial Au
<p>this section is wholly insufficient and neither answers the question nor addresses the criteria.          No information is provided to differentiate between financial consultants and the FO.          This also contradicts earlier sections of the narrative including the previous page.          It appears as though one of the board members intends to become the FO, does this not create a conflict of interest?</p>	Kristen Vandawalker	Financial Au

Reviewer	Score
Joe Maimone	
Kathryn Mullen Upton	Fail
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Marie Massengill	
Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	
Cande Honeycutt	Fail

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**VII AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 26, 2014 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.*

*\*Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 26, 2014 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).*

mbgrimes

Date: 09/26/2014

**Applicant Signature:**

The foregoing application is submitted on behalf of A. Michael Dixon School of Leadership & (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: mbgrimes

Board Position: Melissa B. Grimes/Board Member

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

Date: 09/26/2014

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

\_\_\_\_\_  
Notary Public Official Seal

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

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## OVERALL ASSESSMENT

Would you as the Advisory Board deem this application complete? The decision of the Advisory Board regarding completeness is final. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<b><u>Total Initial Screening Votes</u></b>	
<b>No</b>	<b>Yes</b>
0	11 AH, JM, PG, HN, SR, AQ, ES, TS, BT, CT, SW

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<b><u>Total External Evaluator Votes</u></b>	
<b>No</b>	<b>Yes</b>
3	0

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<b><u>CSAB Votes</u></b>	
<b>No</b>	<b>Yes</b>

***Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.***

### **Initial Screening**

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<b>Mission, Purposes, and Goals</b>	- cande_honeycuttk2
<b>Education Plan</b>	- cande_honeycuttk2
<b>Governance and Capacity</b>	- cande_honeycuttk2
<b>Operations</b>	- cande_honeycuttk2
<b>Financial Plan</b>	- cande_honeycuttk2
<b>OVERALL</b>	- dtsmith840 - cande_honeycuttk2 - cande_honeycuttk2

### **External Evaluator**

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> Not a clear link with the mission statement and defined mission. How does a classical model promote the arts? E-Colors appears to be primary focus and the arts is buried within other aspects of the application - cande_honeycuttk2</p> <p><u>Mission Statement</u> What is the basis for stating that Dixon will serve at risk students? What are the student needs that were discovered through E Colors and how were they realized? - kvandawalker</p> <p><u>Mission Statement</u> The mission statement is somewhat convoluted. The goal appears to be to prepare students for the world, but it's unclear what that means. For example, does that mean college readiness, or not college and rather the school is offering a direct route to a career credential? - kmullenupton</p> <p><u>Educational Need and Targeted Student Population</u> 125 positive responses to a survey does not adequately demonstrate a need for a 330 student school. - cande_honeycuttk2</p> <p><u>Educational Need and Targeted Student Population</u> what is the basis of the claim that these students are at risk"? is the blank supposed to be a number of dropouts? it's unclear whether they have connected their programs with addressing skill gaps at the elementary level? How do all of the disparate elements listed here (SEI, PBL, E-Colors, Performing Arts, Trivium, etc) come together to make a cohesive whole, without overburdening the staff and confusing the identity of the school? - kvandawalker</p> <p><u>Educational Need and Targeted Student Population</u> Dropout information is missing from question 2, and the narrative at question 3 doesn't show how the proposed school emphasizes the arts; rather, the description of the</p>
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	<p>programming appears to be closer to that of a typical school than to a high performing arts-focused model. - kmullenupton</p> <p><u>Purposes of Proposed Charter School</u> The content does not directly address one or more of the six legislated purposes. Link between the components of the curriculum (ie, the social/emotional and the arts)not clearly defined. - cande_honeycuttk2</p> <p><u>Purposes of Proposed Charter School</u> What is "the adequacy with other children?" This section, while interesting, doesn't address the questions asked. SEI is an important vein of educational theory, but is not in and of itself the basis for a sound school. Additionally, none of the other elements previously mentioned are discussed here. - kvandawalker</p> <p><u>Purposes of Proposed Charter School</u> The narrative lists qualities the proposed school seeks to develop in its students; the narrative does not relate these qualities back to the six purposes.</p> <p>Additionally, the mission section indicates the proposed school will use a classical model, yet that is not mentioned here.</p> <p>- kmullenupton</p> <p><u>Goals for the Proposed Charter School</u> Some goals are not distinctly measurable and student performance goals may be overly ambitious. In 2013-2014, Pitt County's overall proficiency was GLP 39.5% and CCR 48.9%.</p> <p>Goals cited in board information different from those here. - cande_honeycuttk2</p> <p><u>Goals for the Proposed Charter School</u> Goals are not presented in SMART terms. Meeting your PD schedule is not a goal, it is a requirement. I'm not able to decode goal two. Is the goal 90% proficient or higher each year, or by year 5, or 5 percentile points growth in proficiency? Baselines and measures are not provided. Executing elements of the school model should not rise to the level of goals. Parent satisfaction goals and response rates are unambitious. The section does not present evidence that the board understands the measures of school success or how to moniotr them, and does not describe a vision for what the school will look like if successfully. - kvandawalker</p> <p><u>Goals for the Proposed Charter School</u> The information page indicated there was not a management company, yet here one is named (Global Education Resources, LLC).</p> <p>As noted previously, the mission is convoluted; consequently, it is difficult to determine whether the goals set forth here align. - kmullenupton</p>
<b>Education Plan</b>	<u>Instructional Program</u>

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Instructional program is merely a list of unrelated programs. The evidence linking the programs and how they would be a cohesive program to promote student success is insufficient. - cande\_honeycuttk2

Instructional Program

This section is somewhat confusing, and doesn't describe an actual core academic program or describe specific instructional methods that can be used in core classes. The response does not detail the types of coursework that will be provided, or the programs of arts that will be offered. The "proven, research-based instructional strategies embedded within daily lesson plans and implemented during daily instruction" are not named. No comprehensive assessment plan is provided. - kvandawalker

Instructional Program

Overall this section provides very broad statements regarding the program, yet does not detail the curriculum or materials with specificity. Numerous arts courses are named as possibilities, but it's unclear which will actually be offered.

There is no information on assessment for arts instruction, a key component of the design.

There is no evidence that the proposed approach will lead to improved student outcomes; no data showing improved outcomes was included.

The portfolio information is very general. There is no discussion of student progression, portfolio review, how staff will determine growth/achievement in the arts. - kmullenupton

Curriculum and Instructional Design

Conflicting strategies. In one section, the school is direct-instruction, in the other it's socratic seminar.

How do these relate back to the mission defined which refers to classical education?

E-Colors tends to be driving force and the arts are a weak sub-component.

Applicants lists several programs/methodologies but fails to connect them to each other and to the mission of the school.

Refers to classroom technology and NWEA, no budget for classroom technology and only \$5000 for software. - cande\_honeycuttk2

Curriculum and Instructional Design

VERIFY: Does: "Each classroom will be structured as a direct-instruction model, lead by the teacher. Each classroom will have approximately 20 - 22 students in all grades levels." mean that applicant will have multi age classrooms, or that the student teach ration will be between 20:1 and 22:1 regardless of grade level?

What does this statement mean: "D. Develop rigorous academics as students challenge and verify current written materials as well as adding to the body of written material by producing their own original work. Students will also begin to ask for different courses that they want to study and once verified, the courses can be added to the courses for student learning, as possible." How do students "verify" curricular choices?

The Common Core are STANDARDS, not CURRICULUM. No curricular products or vendors are listed, nor is there even a list of subjects to be offered to various grades.

Does MAP benchmark again CCSS? PARCC or some other state mandated assessment

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will be needed for that, right?  
Appendix B was not developed by the applicant, it was printed and re-labeled. Part of the original footer is still visible on most pages.  
The calendar doesn't appear to have been specifically aligned with the proposed plan. First, ten days of pre-school PD are listed in the narrative, nine days of staff PD are included in the calendar. Work days and PD seem to be conflated. Additionally, there doesn't seem to be any thought given to structuring the year around performance or demonstration/portfolio days. - kvandawalker

Curriculum and Instructional Design  
Aside from a reference to the Socratic Method, little is included about the classical design.

Question for interview: what is the source of the standards in Appendix B?

The calendar is unclear. What are "optional workdays" and "optional protected workdays"? What occurs if teachers decline the option to participate?

The calendar does not clearly show the start/end dates for students.

Question for interview: why is a few days of PD in July, and then a month later there are a few in August (some of which look optional)?

- kmullenupton

Special Programs and "At-Risk" Students  
Basic plan for identification.

No budget for ELL or AIG programming. - cande\_honeycuttk2

Special Programs and "At-Risk" Students  
This section is wholly inadequate and demonstrates lack of awareness of the rights of students with special needs and the responsibilities of public school educators. By this point the typos and spelling errors have become frustrating (POP=Personal Education Plan??).  
The applicant does not appear to have the capacity to develop a plan to serve all students, especially essential in an arts model of any type. - kvandawalker

Special Programs and "At-Risk" Students  
There is no detail on the interventions that comprise level 2. Level 1 is specific: re-teaching, cooperative learning, etc. There is no detail on level 2, and the only intervention in level 3 is tutoring. There also does not appear to be a parent feedback/input component related to students who are struggling.

The only approach used with ELL students appears to be we-based programs.

The narrative indicates that the school will hire a Spanish teacher; however, that position is not included in the personnel budget.

The proposed plan for gifted students is to have them create two portfolios: one for their regular work, and one for their advanced work. This seems redundant and not a good use of instructional time (for the teacher or the student). - kmullenupton



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Exceptional Children – Identification and Records

Identification criteria is weak. The school cannot rely on parents to provide copies of records or IEP/504.

MAP test scores overly-relied upon. - cande\_honeycuttk2

Exceptional Children – Identification and Records

This section is wholly underdeveloped. Given the school proposes to serve an "at-risk" population, this is an even more significant gap. It is unclear whether one EC staff member will be sufficient.

Is MAP score really a baseline indicator for SpEd? - kvandawalker

Exceptional Children – Identification and Records

The process for identifying students is vague. All students referred to consideration as a student who may be in need of an IEP are not necessarily referred to a psychologist. - marie\_massengill

Exceptional Children – Education Programming

Programming weak and not thorough enough to ensure adequate programming for students with disabilities.

- cande\_honeycuttk2

Exceptional Children – Education Programming

This section is severely underdeveloped. However, it is not possible to determine whether the curriculum could be modified to fit the needs of students with exceptionalities since none is presented. - kvandawalker

Exceptional Children – Education Programming

Modification of Instruction - all students with an IEP do not require less spelling words or math problems, etc. And a student with an IEP does not have to "qualify" for a modification - it is the decision of the IEP team as to which, if any, modifications/accommodations, supplemental aids and supports are needed by the student to progress toward his/her IEP goals. This section needs some work with its wording. Be careful with the "Leveled Instruction" section - if an EC teacher is working with a student on a 1:1 basis in order for the student to experience success, the IEP team may need to amend the IEP. Specially designed instruction - time, frequency and location cannot be on an "as needed" basis. The services must reflect what is written on the IEP. Programs such as Study Island and AR are good tools but cannot be used in place of specially designed instruction for students with disabilities. Unclear as to the roll of the SWAT in determining services/educational programming for students with disabilities - if this is referring simply to methodology that may be appropriate. Keep in mind that once a student is found eligible for EC the only legal group of individuals that can make changes to the services is the IEP team. Keep in mind when listing the related service providers that will be provided through contracts that this list may include others such as nurses, counselors, as the unique needs of the students dictate. - marie\_massengill

Exceptional Children – Education Programming

The education plan is not detailed; rather, the narrative focuses on procedural basics.

Additionally, the narrative indicates that anyone may review special education records for

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any reason, they just have to sign the log. This is not correct; only certain individuals may review the records. - kmullenupton

Student Performance Standards

Evaluation criteria weak and some indicators are not measurable. Use of MAP as a tool is weak and does not refer to RIT score growth which is the primary growth component utilized by the system.

Who is providing intensive remediation? How will it be funded?

Retention philosophy and promotional standards do not match. - cande\_honeycuttk2

Student Performance Standards

what assessments are the students required to make 5 percentage point gains on by EOY? (NWEA MAP Norm is 6 RIT points).

Do MAP results actually do this: "highlight the area and skill students are not growing in. This information will guide teachers to adapt their instruction and offer more focused remedies or accelerated learning opportunities to students."?

Are there no other required assessments? how will students with special needs be assessed and promoted? - kvandawalker

Student Performance Standards

Different sections of the application indicate different information regarding the administration of MAP. Here, the narrative indicates it will be administered two or three times per year. This does not indicate a strong assessment plan, or support that the assessments will drive instruction thereby benefitting students.

Students are required to pass all core subjects and two arts or leadership courses to be promoted to the next grade. The narrative indicates that the policy of the school is not to retain students, and remediation will be standard for those not passing. Yet, there is no information on the remediation (e.g., is it during the summer? before/after school? at the school? how will that be staffed?) - kmullenupton

Student Conduct and Discipline

Student discipline plan is a bare minimum and does not provide sufficient details especially in regards to the discipline of ALL students. Due process and manifestation hearing for EC students not included. - cande\_honeycuttk2

Student Conduct and Discipline

The handbook was plagiarized from a PK-12 school or board. they didn't even re-align the TOC. it alternates between being written for a single school and for a system. The "meal charge procedures" on p. 22 make no sense. The report card periods on p. 24 make no sense to me either.

There are no discipline, behavior, or dress code, code of conduct, etc. in the handbook. Given the stated focus on SEI and serving an at risk population, the lack of detail for this response is particularly disturbing. - kvandawalker

Student Conduct and Discipline

The student handbook only contains a bullying policy, not the infractions listed in the narrative.

It is unclear how E-Colors and PBS work together. Additionally, this is the first mention of PBS; it was not discussed in the section on "at-risk" students.

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	<p>A broad reference to IDEA is included, yet there are no details on change of placement, etc. - kmullenupton</p>
<p><b>Governance and Capacity</b></p>	<p><u>Tax-Exempt Status 501 (c)(3)</u>  The applicant does not have tax exempt status, this is incorrect. It is concerning that the applicant did not understand the question. - kvandawalker</p> <p><u>Tax-Exempt Status 501 (c)(3)</u>  The application indicates that 501 status is pending. - kmullenupton</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>  The board only lists five board members. Bylaws state a minimum of 7. How is the board recruiting to fill those positions. Bylaws lacking in specifics about terms, etc.  No information about evaluation. Narrative section of application differs from appendices.</p> <p>No board member has a background in the arts or arts integrated education.</p> <p>Some answers to the board information form were exactly the same for all board members. Goals of 85% proficiency do not match other areas of the application. Not clear that the majority of the members can define academic or financial success of a charter school.No mention of the E-Colors program discussed in other areas of the application. - cande_honeycuttk2</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>  This section is wholly inadequate and indicates that the board does not understand the distinction between management and oversight, and that they have no concept of the import and difficulty of identifying a principal (or CEO or whatever they are calling the head of school).  What is the rationale for a range of 5-9 individuals (bylaws say SEVEN-9)? the range of education and experience in each of the numbered skill areas indicates that the applicants do not have a clear handle on the skills they need or want.  Given the arts and SEI focus, it is interesting that they don't have artists, counselors or social workers, etc.  Didn't they say in the education plan that they were using a management company?  A "charger School?"  No recruitment or selection process is presented. No board calendar or meeting structure is presented. No committee structure is described. The narrative evidences lack of understanding of OML.  Why are both Melissa and Fred Grimes on the board currently?  Committee structure presented in application makes little sense. No financial or academic committee is included, but the academic and fiduciary success of the school are the board's ultimate goal.  Board policy document appears to be plagiarized. Refers to schoolS, superintendent, Board of Education. Why would the principal (or CEO, or whatever) be secretary and treasurer of the board, doesn't this create a conflict? Board training listed here does not align with the narrative.  Board members list differing school goals, both among themselves and from the narrative. taken together, they do not possess the depth or breadth of experience required to goven a charter school, nor do they seem to fully understand and answer the questions. Some of the surveys appear to be incomplete.  Common Core is NOT A CURRICULUM. - kvandawalker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p>

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	<p>The narrative states that the board will be involved in the teacher hiring/retention process. This is concerning, as high functioning boards typically leave these matters to the school's leadership team.</p> <p>The narrative indicates that the lead administrator will be required to go back to school. This may be a disincentive to candidates who have already completed an advanced degree. Unless the board is paying for it, this requirement is also a financial disincentive to applicants for that position.</p> <p>No detail on the school leader evaluation is included.</p> <p>No detail on the management company is included (yet earlier in the application the narrative indicates that the school will contract with a management company).</p> <p>It appears as though a few sections of the questions for board members were copied verbatim; the responses are exactly the same.</p> <p>The board appears to have good capacity to oversee the operations and finance side of the school, as several members own their own businesses and/or have relevant management experience. However, none of the board members have a background in the fine arts, which is a detriment to the organization and will likely result in an unfocused approach to implementation of the fine arts component.</p> <p>The narrative, which states that the board shall have between 5 and 9 board members, is contrary to the bylaws, which state that the board shall have 7 to 9 members. Question for interview: which is correct?</p> <p>The narrative indicates that the board shall meet monthly; which is contrary to the bylaw requirement of 9 times.</p> <p>There are three committees listed in the bylaws: membership, fundraising, long-range planning. High performing charters typically have executive, finance, academic committees, to name a few. This does not support the plan for a rigorous academic or arts experience.</p> <p>From a capacity standpoint, the board would benefit from the addition of a lawyer. - kmullenupton</p> <p><u>Proposed Management Organization (EMO/CMO)</u> NA, the school is not partnering with an EMO/CMO - cande_honeycuttk2</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Confused. Other sections reference a management company, but no documents are presented here? - kvandawalker</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Earlier in the application it is stated that a management company will be used. Question for interview: will the school use a management company? - kmullenupton</p> <p><u>Projected Staff</u> this seems to yield a 22:1 student:teacher ratio.</p>
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teaching assistants, instructional support staff, and specials teachers are not previously discusses. what supports the need for six bus drivers? are these FTEs? why does the school need a three member leadership team with such as small stuent body, even at capacity?

Why are there so few specials teachers, given the arts focus? will some of the teachers do core classes as well? will they be certified to teach both? Why are only teaching positions added year over year? why not more TAs or clerical support?

why are their no maintenance or custodial staff? - kvandawalker

#### Projected Staff

The staffing plan in the narrative and the personnel budget don't align. Year one in the personnel budget calls for 1 food service and 2 custodians; those positions are not included in the narrative. This omission occurs in the projections for subsequent years. - kmullenupton

#### Staffing Plans, Hiring, and Management

no concrete strategies for recruiting or retaining excellent staff are presented in any detail. what is the rationale for believing that teachers will pick this school over another charter school or over the security of a district/union school?

ranges for pay are provided for positions that are not included in the roster provided immediately above.

the hourly salaries presented are below a living wage, how does this align with the mission of the school?

The salaries on the whole, and especially at the low end, do not seem to be comepetitive with state norms or with other applications, can excellent staff actually be hired and retained at this rate? Is it realistic to believe that teachers will stay on without a guarantee of some sort of raise?

Will the lead administrator hire all staff or only direct reports?

The staff qualifications seem minimal, especially for a program with so many unique elements. Roles and responsibilities are not detailed enough for evaluation.

The employment policies appear to be plagiarised from those of an SEA or LEA. They do not align with the narrative. - kvandawalker

#### Staffing Plans, Hiring, and Management

Question for interview: what is the rationale for the number of bus drivers?

There is no detail on qualifications for, or how the school will recruit, teachers in the fine arts, with experience implementing a classical model, etc. The information in the narrative is very general.

There is no retention plan.

Qualifications for teachers do not include demonstrated track record of the ability to achieve high academic outcomes for students. - kmullenupton

#### Staff Evaluation and Professional Development

No line in budget for professional development? How will staff be trained on the various programs like E-Colors listed in the application?

Saxon reading and math appears in this section. How does this relate to the educational plan? - cande\_honeycuttk2

#### Staff Evaluation and Professional Development

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Are they using a management company or not? the narrative switches back and forth and never presents any information about said company. Will experienced teachers be paid more for the extra work of mentoring? When does this cross-lesson planning happen? what will happen if the school has an imbalanced ratio of new to veteran teachers? When will teachers be hired, and how will they have time to design their own curriculum? when will that take place, and how will new teachers be prepared to do this difficult work?

What is the basis for believing that you will raise enough funds to cover the "teacher incentives" named here, or that these incentives can replace a competitive compensation package?

Do the teacher evaluation tools mentioned allow for adequate evaluation of specials teachers and the teacher's ability to incorporate the E-Colors work?

The PD schedule lacks detail and does not clearly demonstrate that adequate time will be given to the staff to learn the required elements and complete all needed work. Without times provided, it is impossible to know if daily teacher planning time is sufficient. - kvandawalker

Staff Evaluation and Professional Development

A detailed teacher evaluation plan (or tool) was not included. Rather, the board and management company will be involved. Yet, none of the board members bring fine arts or experience implementing a classical model of education.

There are plans to provide monthly financial incentives to teachers for good performance; however, these expenditures are not included in any of the budgets. And, the incentives will be funded by sources that are not committed at this time (e.g., fundraising). Question for interview: what is the track record of the board regarding fundraising?

The model seems to be that if funds are there to provide a monthly payout, the board will do it. And, there does not appear to be a uniform policy regarding the level of bonus for a particular outcome. This spotty approach to teacher incentives will likely lead to teacher dissatisfaction.

Concern: the role of the board is not to mentor staff.

Of significant concern, is the statement in the narrative that teachers will design their own curriculum. This was not raised earlier, and there is no information on how the board will guarantee that a high quality curriculum (which has many components - arts, classical model, E-Color, a management company role, leadership) is uniformly developed and implemented. - kmullenupton

Marketing Plan

Generic marketing plan. Budget outlines \$15000 but no details are given in the marketing plan on what this funding would provide. - cande\_honeycuttk2

Marketing Plan

no actual marketing or recruitment plan is presented. No information about recruiting at-risk students is provided. no explanation of the timing, scheduling, or responsibility for the vague list of possible activities is presented. - kvandawalker

Marketing Plan

Marketing plan is very general, and relies heavily on non-targeted strategies. - kmullenupton

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Parent and Community Involvement  
This section is underdeveloped/ It is not sufficient to wait until approval to begin working with the community, this decision shows lack of understanding of the nature of authentic relationship building.  
It is uncommon for prospective schools to not begin accepting applications or intent to apply forms immediately after acceptance, another gap shown here.  
Given that there is no building in place and no concrete plan for identifying and preparing one, the suggestion that families can take tours makes little sense, and also requires significant investment of time by staff who are not yet hired.  
VERIFY: is it legal to REQUIRE parent service? This is uncommon, and not necessarily best practice, even though strong schools do generally exhibit significant parent involvement. It is unclear why the applicant expects significant and specialized skill sets among the parents, especially given the proposal to serve "at risk" students.  
There is no evidence to support the assertion that "The process has already begun to build partnership." Additionally, it is unclear why board members would need to be involved in implementation or to approve these programs.  
the point and purpose of the "parenting organization" is completely absent.  
What are the "major Performing Arts Production and the major Community Building Leadership Projects?" these are not mentioned anywhere else.  
Is it legal for a faith-based organization to "adopt" the school? - kvandawalker

Parent and Community Involvement  
The requirement that parents volunteer for ten hours is concerning, and may not be enforceable.  
  
Question for interview: what is the cost of the Alert Now system?  
  
Question for interview: are all the parent calls made via the automatic system? - kmullenupton

Admissions Policy  
Admissions policy restates law but does not give specifics on this school. - cande\_honeycuttk2

Admissions Policy  
this section is wholly underdeveloped and lacks sufficient detail to fully evaluate. no dates are included.  
Sections number 2 and 3 are likely plagiarized as they appear in similar or verbatim form in other applications. read by this reviewer. - kvandawalker

Admissions Policy  
The failure to set an enrollment deadline is problematic and will result in confusion among families.  
  
Lottery process is not detailed. - kmullenupton

Projected Student Enrollment (Table)  
Evidence of need not substantiated by evidence provided. Enrollment chart is unrealistic. - cande\_honeycuttk2

Projected Student Enrollment (Table)  
why are other counties listed here but not in other application sections? is it worth recruiting 2 to 3 students from other counties?



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	<p>what is the rationale for the attrition in the first three years of operation, and why is it acceptable to recruit smaller incoming classes in years four and five? - kvandawalker</p> <p><u>Projected Student Enrollment (Table)</u> See comments regarding evidence of need and survey results in earlier section. - kmullenupton</p>
<p><b>Operations</b></p>	<p><u>Transportation Plan</u> This section is wholly underdeveloped and confusing. If the school will not bus from other counties, why recruit from other counties? where will students be picked up, if not at their homes? are there "very rural areas" in Pitt County? what is the rationale for assuming the school will be "in the heart of the community" and many students will be able to walk? Will it be possible to have sufficient monitoring to ensure the safety of young students as they walk to school? - kvandawalker</p> <p><u>Transportation Plan</u> The funds allocated for transportation seem too low to sufficiently fund a transportation operation, including the purchase of buses, keeping the busses up to code, paying drivers, fuel costs, and covering insurance insurance. - kmullenupton</p> <p><u>School Lunch Plan</u> This section did not have a complete answer. - cande_honeycuttk2</p> <p><u>School Lunch Plan</u> this section is incomplete and cannot be evaluated. - kvandawalker</p> <p><u>School Lunch Plan</u> There is no lunch plan included in the narrative. - kmullenupton</p> <p><u>Civil Liability and Insurance</u> The amount for insurance in the narrative differs with the amount in the operations expenditures budget. - kmullenupton</p> <p><u>Facility and Facility Contingency Plan</u> This section is unclear. Only a sanitation certificate is provided, aren't other inspections from architects, fire and safety, et., required to establish readiness for occupancy? Is the community center actually centrally located? what is the makeup of the surrounding areas? are there large residential areas from which small children can easily walk? it is unclear from the limited information provided whether the facility is large enough to support the school at capacity, or to verify the assertions about the building and property. Why is it no longer a public school? Are the classrooms the proper size to support the proposed class sizes? are there sufficient restrooms to meet codes? is there a kitchen or other sufficient food service area to meet requirements? is there sufficient space to meet the needs of the EC programs, and to provide office space for the administrative and clerical teams and the guidance counselor? Why evidence supports the proposed rent, and why is a one year lease sufficient evidence of a long term commitment? Why is the landlord taking on renovation costs? what are the required and desired renovations, when will they be completed, who will pay for them and what will be the cost?</p>



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	<p>Is the building up to ADA code? how old is it?          What is the basis for the assertion that the other option is a possibility? how would the board build a "state of the art charter school? is there any evidence that this has been researched? - kvandawalker</p>
<p><b>Financial Plan</b></p>	<p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u>          Health insurance plans for personnel are typically estimated at \$5,000 per year. - cande_honeycuttk2</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u>          starting and ending salaries are the same, this is concerning given the need to recruit and retain HQT who are able to implement additional programming and build their own curricula.          Teacher salaries appear too low to compete with state salary norms or other schools proposed in this round.          position list and pay scale does not align with other narrative sections.          AP salary appears too low and FO too high based on respective responsibility.          I calculate that each of the six bus drivers is being paid for approximately 6 hours per day, is this sufficient?          What is the "instructional support" role and why does this person make so much more than the teachers?          What is the basis for paying specials teachers 4k less than core teachers? - kvandawalker</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u>          As noted previously, the budget includes staff that aren't included in the staffing narrative. - kmullenupton</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u>          Budget misaligned with curriculum and educational programming. No budget for technology and a minimal budget for software.</p> <p>No line for or criminal background checks for staff/volunteers.</p> <p>Line item for busses may not be sufficient for the purchase of 6 busses. - cande_honeycuttk2</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u>          Why do office supplies remain flat even as staff and student numbers increase.          why does the paper cost increase from 500 to 5000 in year 5? is either of these numbers sufficient to purchase the needed paper for a school building its own curricula?          What computers and software can be purchased for 10k? no IT infrastructure is included?          why does this number start low and then decrease by half for years 2-5?          what is the basis for assuming that most facilities expenses will remain flat for the term of the charter? Is it likely that utilities will remain flat?          What is covered by each of the professional contract lines? Especially interesting are he financial and student accounting lines? How do these services differ from and connect with the responsibilities of the FO?          What is the basis for the transportation lines. Specifically, why is there reason to believe that the school will be able to purchase sufficient buses for a total of 260K, with no lump sum up front such as a down payment?          Why does the marketing line remain flat year over year, wven though far more students are needed in year one?</p>

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why is classroom software but no classroom hardware included?  
provided the basis for each line, including an explanation of what is included and why flat expenditures are reasonable. - kvandawalker

Operations Budget: Expenditures 2017-2021 (Table)

A management company is referenced in parts of the application, yet a fee is not included here.

Question for interview: what comprises "other professional"?

As noted previously, the costs for transportation (especially the cost of purchasing an adequate bus or busses) appears low. - kmullenupton

Total Expenditure Projections (Table)

See questions in previous section regarding expenditures.

- kmullenupton

Budget Narrative

this section is wholly underdeveloped and lacks evidence to support the assertions, for example around student need and commute.

no contingency plan is presented.

this section states that the school will not contract for services other than EC, which is exactly opposite of the budget.

The application as a whole does not provide sufficient information to evaluate budget alignment.

How many days cash on hand is 8% fund balance. This is low, especially given the many unknowns in the project.

The information regarding facility here does not align with other sections or with the budget. - kvandawalker

Budget Narrative

The narrative indicates that the school will not have funds from other sources, contrary to the prior section on staffing that discussed fundraising to pay for monthly teacher bonuses.

- kmullenupton

Financial Audits

this section is wholly insufficient and neither answers the question nor addresses the criteria.

No information is provided to differentiate between financial consultants and the FO. This also contradicts earlier sections of the narrative including the previous page.

It appears as though one of the board members intends to become the FO, does this not create a conflict of interest?

- kvandawalker

Financial Audits

Procedures for conducting an audit were not included, although an audit firm was identified.

Question for interview: which financial services firm, what is the scope of their work, and are their services included in the budget? Also, describe the selection process for the financial services company (e.g., how was it identified, what was selection based on, were other companies approached, etc). - kmullenupton

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<b>OVERALL</b>	<p><u>Grade Levels Served and Total Student Enrollment:</u> Two new charter schools scheduled to open in Pitt County in 2015-2016 with a total first year projected enrollment of 766. - cande_honeycuttk2</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The evidence of need (Appendix A) indicates that a survey of 200 phone calls was conducted, with 125 responses. Of those, 57 percent (or approximately 71 individuals) indicated that they would consider sending their child to an arts and leadership school in the Pitt County area. This does not present strong evidence that the figures are tactical and realistic for the proposed region.</p> <p>Additionally, Appendix A states that one of the approved, but not-yet-open, schools does have a leadership component. - kmullenupton</p>
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<b><u>Charter School Advisory Board Subcommittee</u></b>	
<b>Mission, Purposes, and Goals</b>	
<b>Education Plan</b>	
<b>Governance and Capacity</b>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

<b><u>Overall Summary</u></b>	
<b>Initial Screening</b>	The Office of Charter Schools deems this application complete.
<b>10/17/2014</b>	The CSAB voted unanimously to deem this application complete on November 14, 2014.
<b>Application Review</b>	<p>On February 9, 2015 the CSAB subcommittee voted to deny this application to interview. The subcommittee vote was 6 to 0. The full CSAB vote was 11 to 0.</p> <p>Concerns outlined consisted of the following: Application is not well written. The application refers to classical education, art education, and leadership; could not get a clear understanding of what is going on.</p> <p>In subcommittee, Ms. Reeves made a motion to not invite them in. Mr. Maimone</p>

A. Michael Dixon School of Leadership & Arts - The mission of A. Michael Dixon School of Leadership & Arts is to empower students to become active learners and creative thinkers through rigorous academics, performing arts, and leadership training that will build self-confidence, develop students cognitively, socially, and emotionally, thereby: preparing them for a global world.

	<p>seconded.</p> <p>In the full CSAB meeting, Ms. Nance made the motion deny interview and Ms. Taylor seconded the motion.</p>
<b>Application Interview</b>	
<b>OVERALL</b>	<p>On February 9, 2015 the CSAB subcommittee voted to deny this application to interview. The subcommittee vote was 6 to 0. The full CSAB vote was 11 to 0.</p>