



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Essie Mae Kiser Foxx Charter School

Public charter schools opening the fall of 2018

Due 5:00 pm EST, September 19, 2016

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

2016 Application Process

To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 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 19, 2016 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.
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.

TABLE OF CONTENTS

I. APPLICATION CONTACT INFORMATION.....4

II. MISSION and PURPOSES.....7

Mission:.....7

Purposes of the Proposed Charter School:.....9

Goals for the Proposed Charter School:.....10

III. EDUCATION PLAN.....14

Instructional Program:.....14

IV. GOVERNANCE and CAPACITY.....29

Governance:.....29

Governance and Organizational Structure of Private Non-Profit Organization:.....29

Proposed Management Organization (Educational Management Organization or Charter Management Organization):.....32

Private School Conversions:.....34

Charter School Replication:.....34

Projected Staff:.....35

Enrollment and Marketing:.....44

Marketing Plan:.....44

Parent and Community Involvement:.....45

Admissions Policy:.....46

Weighted Lottery:.....48

V. OPERATIONS.....50

Transportation Plan:.....50

School Lunch Plan:.....50

Civil Liability and Insurance:.....51

Health and Safety Requirements:.....51

Facility:.....52

VI. FINANCIAL PLAN.....

Budget: Revenue Projections from each LEA 2018-19:.....54

Total Budget: Revenue Projections 2018-19 through 2022-2023:.....55

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023:.....56

Operations Budget: Expenditure Projections 2018-19 through 2022-2023:.....59

Overall Budget:.....60

Budget Narrative:.....60

Financial Compliance:.....65

VII. AGREEMENT PAGE.....

Application Fee:66

Applicant Signature:_66

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Essie Mae Kiser Foxx Charter School*

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

Name of non-profit organization under which charter will be organized or operated: *Essie Mae Kiser Foxx Charter School Inc*

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

Name of contact person: *Dr. Nancy Lund*

Title/Relationship to nonprofit: *Secretary*

Mailing address: 419 Eastwood Drive
Salisbury NC 29146

Primary telephone: 980-234-1624 Alternative telephone: 704-630-9206

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

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

County: *ROWAN*

LEA: *800-Rowan-Salisbury Schools*

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

No:

Yes:

If so, provide the name of the third party person or group. *Jessica K. Miller*

List the fee provided to the third party person or group. *0*

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

Jessica K Miller assisted the Board in the creation and compilation of this application. Jessica brought a wealth of experience as a teacher for 6 years, including 3 years in a renowned North Carolina charter school, a curriculum developer, 21st CCLC program director, teacher coach and education consultant. Jessica facilitated weekly work sessions with the Board to complete the application and contributed extensively to the Education Plan and professional development plans as those are her areas of expertise. She has a proven track record of successfully leading students and schools, particularly high-poverty schools, to reaching significant academic gains, including working extensively with TAS during the 2015-2016 school year which resulted in Torchlight Academy going from an "F" to a "C" on the NC Report Card and scoring the highest EVAAS growth index among charter schools in the state. Jessica also facilitated 2 community forums where input from the community was sought in order to design elements of the school program. Jessica will continue to work with the Board until school opening, facilitating the Board Development Timeline detailed in Appendix O-7. This includes assisting the Board in preparing for the Charter School

Advisory Board interview, setting up excellent school visits, conducting additional community meetings, and facilitating conversations around the summer book studies. Upon approval, Jessica will be the founding Principal of Essie Mae Kiser Foxx Charter School.

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Essie Mae Kiser Foxx Charter School Inc

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 *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	150
Second Year	K,01,02,03,04,05	220
Third Year	K,01,02,03,04,05,06	270
Fourth Year	K,01,02,03,04,05,06,07	320
Fifth Year	K,01,02,03,04,05,06,07,08	370

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 governance, operations, 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 person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. Additionally, the board is aware that if this application is approved by the

State Board of Education, the approval is contingent upon successful completion of such planning year.

essie-mae
Signature

Nancy Lund
Title

essie-mae
Printed Name

09/15/2016
Date

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:

Essie's School will promote academic excellence and cultivate confident, lifelong learners and leaders by developing the unique gifts and talents of each student, nurturing curiosity and fostering creative and critical thinking skills.

Clearly describe the mission of the proposed charter school:

Essie's School will bring educational opportunity to East Spencer in a way that leads to the transformation of the community. Students will be actively engaged in rigorous, authentic and meaningful experiences that stimulate curiosity and critical thinking. New knowledge will be applied beyond the classroom and students will grow as leaders in their community. A safe, nurturing, and inclusive learning environment will be maintained meeting the educational needs of all students.

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.*

Educational Need and Targeted Student Population

1. Educational Need: There is no school in East Spencer, NC. The children who live there are bused to the neighboring municipalities of Spencer and Salisbury. The schools to which they are assigned are among the lowest ranked in the county. The two elementary schools, Hanford Dole and North Rowan Elementary have received grades of D and F respectively in the each of the last two years (2014-15; 2015-16). The Middle school they attend, North Rowan Middle likewise has received the grade of D each year. This is a pattern that is evident in other Rowan County Schools that have majority children of color; of the six elementary school with a majority of children of color, all received grades of D or F. Of the 11 elementary schools with majority of white children, 9 received grades of B or C. (NCDPI, 2016)

2. The Town of East Spencer. The Town of East Spencer consists of only 1.6 square miles and the tight-knit community is comprised of 1,545 residents (2014 estimate). It is separated from the Town of Spencer by a major railroad line and adjoins the larger municipality of Salisbury. Geographically, growth is limited due to the presence of the man-made barrier (railroad tracks) to the north and west, a natural barrier (Town Creek) to the east, and the City of

Salisbury to the south. Only one crossing exists over the railroad tracks between Spencer and East Spencer, which severely limits access to goods and services between the towns. From its inception in 1896, the majority of East Spencer residents depended for employment on Southern Railway's Spencer Shops, the company's largest steam locomotive servicing facility strategically located at the midpoint on the line between Washington D.C. and Atlanta. Therefore, when Spencer Shops closed its doors in 1960, the Town's economy suffered significantly. Highly skilled train repairmen found themselves with no job and little hope of future employment. Most of the commercial shops and services closed. Today, the only businesses in the town are a brick factory, a barber shop, and a gas station.

3. The People of East Spencer. The population of East Spencer is 83.5% African American and 11.7% White. Sixty-one percent of homes are renter-occupied, including in the largest Housing Authority facility in the county. Female-headed households account for 33.5 percent of homes, and a majority of those include children under the age of 18. Fifty-eight percent of households have incomes below the poverty line, and 16.8 per cent are unemployed. Average median income is \$19,412. Seventy percent of adults over 25 have a high school degree; 9 percent have bachelors degree or higher; 21 percent did not complete high school.

4. Perception: This is a community that is in need of help to survive. The last school closed in 198X and the only community facility burned in 2014. Establishing a school where children can learn and families can participate will give an impetus to furtherdevelopment. It will give the community something to rally around and be proud of. It will attract families from the surrounding areas that also have failing schools that do not serve their children well.

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).

The projected enrollment for Year 1 is 150, which is approximately .008 percent of the Rowan-Salisbury Schools (approximately 20,000 students)

RSS had 1,566 1st graders in 2015-16; Essie's school will have 40 in Year 1 (.025%)

RSS had 1,581 2nd graders in 2015-16; Essie's school will have 40 in Year 1 (.025%)

RSS had 1,575 3rd graders in 2015-16; Essie's school will have 25 in Year 1 (.015%)

RSS had 1,540 4th graders in 2015-16; Essie's school will have 25 in year 1 (.016%)

Projected enrollment in year 2 - 220

Projected enrollment in year 3 - 270

Projected enrollment in year 4 - 320

In Year 5, projected enrollment for Essie's school is 370, which is approximately .03% .percent of the K-8 RSS student enrollment.

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

LEA(s).

Essie's school will be the heart of the village that will include parents, and community members who can contribute to the development of students as creative, engaged learners and leaders, as well as Board members, teachers, administrators, staff and students. The school's mission is to promote excellence but also to nurture students unique gifts and talents which can be more easily achieved in a small school. The materials and approaches will be appropriate for the anticipated profile of our students, most of whom are likely to be African American and coming from homes in poverty. Current data demonstrate the local LEA schools have not been successful with this population. Teaching excellence will be continually enhanced by job-embedded instructional coaching and by adherence to models of data-driven instruction. Essie's school will begin with a science core in kindergarten and continue it throughout the grades, with more enhanced STEM programming beginning in year 3. Spanish will also be introduced in kindergarten, with the first 2 years taking an immersion approach and Spanish class being given for grades 2 and up. A unique feature of Essie's school will be the art-infused curriculum, whereby core concepts of math, literacy, science, and culture will be taught and reinforced through the arts.

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).*

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-218, 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.*

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

Essie's school will administer all required state assessments and embrace NC Ready Accountability Model. There will be a comprehensive formative assessment program that evaluates individual, class wide and school wide student performance. The evaluations at the beginning of a year will provide

a baseline while subsequent evaluations will gather detailed information to drive and revise instructional practices and annual growth. High attendance rates will also be a measure of achievement. An annual school improvement plan will examine performance and present a plan of action.

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

There is very little school choice in Rowan County at present as there is no charter school and only 3 private schools, none of which offers free tuition through Opportunity Scholarships. All children in East Spencer are bused to another municipality as there is no public school in the town. The schools to which they are assigned are ranked among the poorest in the state, with grades of D or F on the 2015 state report card. (See Appendix A-) Essie's School will offer a neighborhood school to the children of East Spencer and nearby communities and an atmosphere of neighborliness to all children attending given the involvement of parents and community members. Emphasis on science, art, and language learning, as well as reading and math from Kindergarten, will distinguish this school. Methods and materials will be chosen for cultural relevance as well as excellence.

4. Improving student learning:

The instructional plan will be aligned with the Common Core and Essential Standards. It will have data driven instruction at its core to identify and address gaps in student learning. Teacher-parent-student collaborations will provide effective individualized attention. Providing extensive arts instruction will improve student learning. There is extensive research documenting the positive relationship between various categories of art with academic achievement, performance on standardized tests, improvement in social skills and student motivation. (See Appendix- Selected Bibliography on Arts and Achievement) Beginning in Kindergarten, children will be exposed to Spanish in their classrooms. Using an immersion model, some part of their day will involve interaction with an adult Spanish speaker where social exchanges and direct instruction will familiarize them with vocabulary and language structure of Spanish. There is extensive research that supports the conclusion that learning a second language enhances academic achievement and test performance. (See Appendix- for selected bibliography)

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

We believe that all students respond to high expectations. We anticipate that the majority of our students will be considered "at risk" due to high poverty with nearly all qualifying for free and reduced lunch. By setting high expectations from the beginning we will increase learning opportunities for "at risk" students. At Essie's school, students will have the opportunity to engage in high-quality learning opportunities scaffolded to meet their diverse needs and tailored to meet their learning styles. By working with a culturally responsive curriculum that connects students lives and experiences with their learning objectives, our "at risk" students will grow in confidence and realize the relationship between self and community.

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.*

Essie's School has set goals pertaining to various aspects of the school. These goals are designed to be specific and measurable and will be monitored by the indicated metrics. These include:

Academic Goals:

Goals:

Attendance- Average attendance of 95%

Students average 1.5 years + of growth in Math and ELA each year

Growth rating that "meet" or "exceed" expectations

EOG scores for grades that exceed the scores of peer group schools by 15% by year 2 and show 90% proficiency by year 5

Year 1: 60% of students in 3rd and 4th grade will receive at least a 3 on the Math and ELA EOG

Year 2: 70% of students in 3rd-5th grade will receive at least a 3 on the Math and ELA EOG

Year 3: 75% of students in 3rd-6th grade will receive at least a 3 on the Math and ELA EOG

Year 4: 80% of students in 3rd-7th grade will receive at least a 3 on the Math and ELA EOG

Year 5: 90% of students in 3rd-8th grade will receive at least a 3 on the Math and ELA EOG

TRC/Dibels scores for grades K-3 that show 95%+ proficiency by year 5

Year 1: 70% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 2: 75% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 3: 80% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 4: 90% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 5: 95%+ of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Use of and proficiency in another language

Active student engagement by asking questions and volunteering information

Participation in peer, school, and community activities

Development of problem solving, critical thinking, and conflict resolution skills

Metrics:

EOG, Reading 3D/TRC data

Common unit and benchmark assessments (SchoolNet, EngageNY)

Student discipline and referral data

Teacher, parent and student survey data

Financial Goals:

Goals:

Positive balance by the end of Year 1 of 1.5%
Positive balance by end of Year 2 of 13%
Positive balance by end of Year 3 of 11.4%
Positive balance by the end of Year 4 of 7%
Positive balance by end of Year 5 10.2

Metrics:

Monthly financial report to our Board based on review by finance committee
Independent audit contracted by our Board in addition to management organization audit

Operational and Culture Goals:

Goals:

Family satisfaction of 90% with a 50% response rate
90% of families report active engagement within the school (have at least 4 personal touch points with the school over the course of the year)
90% teacher satisfaction and retention rate
County Health Dept ratings of kitchen facilities of A or 95%

Metrics:

Family satisfaction surveys conducted in December/May
Teacher communication logs
Family attendance records for meetings, activities, etc
Staff surveys in October, December, March and June (NC Teacher Working Condition Survey, survey similar to Insight survey)
Staff attendance
County health inspection

Governance Goals:

Goals:

Board members report satisfaction of 90% with a 100% response rate
Board meetings will average 90% attendance rate
Active participation by our Board members within the school (90% of Board members have at least 4 touch points during the year)

Metrics:

Board satisfaction surveys conducted in December/May
Board meeting minutes and attendance log
Log of Board members participation on school activities

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

The Board of Directors will receive a monthly written report from the school Principal for their monthly meeting (4th Monday of each month) with information regarding benchmarks for the above data. Each month, as determined by the Boards agenda, the Principal or other school staff will provide the Board of Directors with a more extensive report on a particular set of goals. The Board of Directors will receive at least a quarterly in-depth academic progress report using timely student assessment data, to begin at the regularly scheduled Board meeting on November 26, 2018.

Information on aggregate student progress to families will be published in a monthly newsletter, as well as on the school website. Individually, parents will be regularly contacted, at least quarterly, by teachers and staff/Board liaisons as to the progress of their child. Every effort will be made to

quickly address instructional/behavioral areas which appear to need attention. Monthly family and community events will be held at the school and these will also serve as opportunities to report to our families about the achievements of their students.

Information will be provided to the greater community of stakeholders in a variety of formats. The monthly newsletter will be made available to local community partners, as well as on the website. Our ongoing relationship with the Salisbury Post will afford an opportunity to write a regular piece about our school and the impact it is having on the target population and the larger community. Finally, social media will be used by instructional staff regularly to celebrate and share the work of their students and keep the community informed of the schools progress. Finally, members of the Board of Directors will report progress of Essies School and its students to local governing bodies.

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.

The instructional program to be implemented by Essie's School is based on research-based best practices for accelerating student learning and growth, particularly in high-poverty populations. Teachers will facilitate appropriately rigorous lessons based on Common Core State Standards (CCSS) for ELA and Math and the NC Essential Standards for Science and other subjects. Common benchmark and unit assessments will be used to assess student learning on a regular basis. Teachers and Administrators will analyze student assessment data and create intervention plans to address gaps in student learning. These gaps will be addressed during an "Academic Intervention" block where students receive targeted instruction in smaller groups. Data will be shared with students and families so that learning goals are transparent, growth can be celebrated, and decisions are made with student achievement at the center.

Literacy: The Literacy Framework used at Essie's School is a Balanced Literacy Approach, including explicit instructional elements in comprehension, fluency, writing, and word study/phonics. Instruction is provided in whole group and small group settings, using grade level text and instructional level text as appropriate. Students will have a core daily instructional block of 75-90 minutes for Literacy. This time will be divided between whole group and small group instruction as outlined below.

Literacy Planning and Assessment: Planning for small group literacy instruction and interventions will be a collaborative effort by Teachers, Administrators and Instructional Assistants, based on assessment data such as the Dibels/TRC assessments of Reading 3D. The use of data from Read to Achieve, Reading 3D or other Dibels/TRC measures inform grouping and instructional objectives. Students take the assessment 3 times per year (September, January, May) and receive interim progress monitoring as prescribed by DPI policy. Students in grades 3-8 will also take 3-5 benchmark assessments in ELA over the course of the year with a format that prepares students for success on state mandated testing such as the EOG.

Whole Group Reading Instruction:

Beginning in kindergarten, students receive reading comprehension instruction. Through the explicit instruction of critical thinking and comprehension skills such as compare/contrast, sequencing, predicting, summarizing, classifying, students are provided mental models and frameworks

for thinking as they grapple with appropriately complex text. Writing instruction is integrated with reading comprehension. Students interact with grade level text during this instruction, with scaffolding provided as needed by the Teacher. Students may also apply skills to text at higher grade levels through read aloud methods of delivery.

Small Group Literacy Instruction:

Phonics/Phonemic Awareness (Word Study): Students also receive explicit phonics instruction in the primary grades, in alignment with CCSS and using resources from best practice resources such as Words Their Way, Reading Pathways, and Dolch Sight/Fry Phrase lists. Students will take a Qualitative Spelling Inventory Assessment at least three times yearly, at the beginning, middle and end of year. This will provide data about what spelling patterns students have mastered and where to focus phonics instruction. Filling the phonics gaps of our incoming 2-4th graders in year 1 will be critical to their success in reading. By using proven, systematic and personalized strategies, student growth can be accelerated, meeting the needs of our targeted student population.

Fluency: Fluency is the bridge to comprehension. (Pikulski and Chard, 2003)
* As students master phonemes and then phonic patterns, they must develop fluency and automaticity in their decoding in order to allow the brain to focus on higher order comprehension skills. Explicit and targeted fluency instruction will be provided, mostly in small group instructional settings and station

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.

Essie's School School will be a classroom-based, community-oriented school with a blend of facilitated virtual learning opportunities as students progress into middle school.

Students in kindergarten and 1st grade will be in classrooms of no more than 20 students with a Teacher and Instructional Assistant.

Students in 2nd grade will have a class size of no more than 25 with a Teacher and an Instructional Assistant during the Literacy instructional block.

Students in 3rd-4th grade will have classes of no more than 25 students and one Teacher who will teach the core subjects of ELA, Math and Science.

Students in 5th-8th grade will have classes of no more than 25 students and one Teacher. Students will rotate among a team of Teachers who teach the core subjects of ELA, Math, and Science.

Beginning in year 3 an additional instructional position is budgeted, the Multi-Classroom Leader. Based on the Opportunity Culture model of building teacher leadership, the Multi-Classroom Leader will be a person with success driving significant student growth who will act as a reading specialist and

instructional coach, focusing on reading assessment and intervention with students who are behind grade level or not making adequate growth. They will be providing teachers with instructional coaching in Literacy. Opportunity Culture is a research-based framework for building teacher leadership and maximizing student achievement. From their website, <http://opportunityculture.org/opportunity-culture/>, "an Opportunity Culture extends the reach of excellent teachers and their teams to more students, for more pay, within recurring budgets...All teachers can advance in their careers without leaving the classroom, though career opportunities based on excellence, student impact, and leadership. Advancement allows teachers to earn more and reach more students, and development toward excellence becomes possible for all staff, in every role."

Beginning in year 4, students in 7th grade will be able to enroll in the North Carolina Public Virtual School. All students will enroll in the 7th grade Middle School Success 101 course. (See Appendix O-4). This program will extend to include 8th grade in year 5. Students will have access to high school level core and elective courses in 8th grade. These classes will include on-site facilitation by an instructional assistant or teacher on-site at Essie's School.

Specialists : Specialists will rotate between classes on a regular schedule. Students will receive 30-60 minutes of Special courses each day. Beginning in year 1, art will be available to all students. A STEM Specialist will be added to the rotation in year 3 and physical education will be added in year 4. Spanish will also be available in year 1, but it will only be taken by all students in grades 2 and above since the K-1 classrooms have an immersive language environment.

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.*

Alignment with North Carolina Accountability Model will be carried out as outlined below:

The Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test will be administered to students at grade 3 to establish a baseline measure of students English Language Arts/Reading skills.

Students at grades 3-8 will take the English Language Arts/Reading and Mathematics End-of-Grade (EOG) Tests during a designated testing window at the end of the school year.

Students will take the Read to Achieve alternative assessments as required by DPI Policy at the end of Grade 3.

Students at grades 5 and 8 will take the Science EOG Test during a

designated testing window at the end of the school year.

8th grade students enrolled in Math I for high school credit will take the Math I EOC during a designated testing window at the end of the school year.

Alternate assessments will be used for state testing for students with disabilities as determined by their Individualized Education Programs (IEPs) as well as accommodations made for ELL students according to pertinent DPI policies.

The sampled curriculum items are aligned to the Common Core State Standards, the current instructional framework in NC and used in the Accountability Model Assessments. As NC curriculum standards are revised, our school Board, Administrators, and Teachers will make necessary adjustments. However, the core focal points of our vision for instruction are aligned to the general vision for college and career readiness for all students. In math, students will be able to problem solve and compute fluently with numbers, applying concepts to real-world circumstances and building depth of knowledge as they progress on their educational track. In literacy, students will actively engage in complex texts, cite evidence to support their thinking, and think, write and speak critically about the world around them. Moreover, a culturally-relevant curriculum focus will ensure that our students, predominantly students of color, are empowered as learners and leaders in their school, community and world.

The curriculum and instructional framework align to the needs of our targeted student population because many of our students will come to us behind grade level and will need to achieve more than one year of academic growth in each academic year in order to close the gap. In order to make such ambitious and attainable gains, the approach and structures must be strategic, regularly identifying gaps in student learning and addressing them in small-group, targeted learning sessions. By implementing research based instructional strategies within a data-driven instructional system, students can make the transformative academic gains our mission and goals calls for.

The curriculum and instructional plan also exemplifies the mission of the school.

In order to cultivate and maintain joy in lifelong learning, students will be guided in their discovery and development of their own innate talents and interests. Students will receive a strong foundation in math and literacy instruction with the goal of achieving academic excellence. Culturally relevant materials such as books, art and media will further stimulate their natural curiosity and creative thinking. Student progress will be carefully monitored to assure they are developing competence and confidence in their ability to do the work and understand its application to their lives. The whole group an

- 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.*

1. Balanced Literacy which will be the framework used at Essie's School, includes explicit instructional elements in comprehension, fluency, writing,

and word study/phonics. Instruction is provided in whole group and small group settings, using grade level text and instructional level text as appropriate. Teachers practices, such as use of higher-level questions and discussions related to the meaning of text, have been found to be associated with growth in students' reading comprehension." (Bitter 2009)*

*Bitter. (2009). What Works to Improve Student Literacy Achievement? An Examination of Instructional Practices in a Balanced Literacy Approach Article. Journal of Education for Students Placed at Risk (JESPAR) 14(1):17-44.

2. Arts integration encompasses using movement, music, drama, and visual art to teach basic concepts of literacy, math, science, history and other core subjects. Teachers will receive training in integrating arts into regular instructional strategies through ongoing professional development that teams Arts Specialists with classroom Teachers so that each may understand how their skills can combine to create stimulating models.

3. Spanish Immersion will be introduced in Kindergarten and 1st grade in year 1; while there will be at least one Teacher or Instructional Assistant at that level who is a fluent Spanish speaker, all Teachers will learn some basic Spanish vocabulary and polite exchanges. Research suggests that learning second languages at earlier ages and over longer periods of time support academic achievement. For example, Armstrong and Rogers (1997) found in a carefully constructed study that 3rd graders who were taught Spanish for 30 minutes three times a week showed significant gains in the Metropolitan test scores in the areas of math and language after only one semester of study.

4. Culturally Relevant Pedagogy: All staff will receive on-going training on using culturally relevant practices and materials. Understanding cultural norms and mores can diminish and eliminate frictions between staff, students, and families. Instructional staff will be versed in choosing appropriate materials and utilizing interactive, collaborative teaching methods, strategies, and ways of drawing on all students cultural, linguistic, and racial experiences in order to integrate these experiences with evidence-based practices.

5. Understanding by Design/Backwards Planning will be used by all Teachers for curriculum planning. Using this approach, the Teacher starts with classroom outcomes and then plans the curriculum, choosing activities and materials that help determine student ability and foster student learning. This is in contrast to the more traditional approach to curriculum planning that starts with activities and textbooks and instead identifies classroom learning goals and plans towards that goal. Extensive research has identified what highly successful schools with high populations of at-risk students are doing to reach and maintain their achievement. These strategies were selected based on meta-analysis research done by Robert Marzano, MCREL and the U.S Department of Education in 2002. (Gaddy, B. et. al. (2002). Noteworthy Perspectives: Keeping the Focus on Learning. MCREL.)

6. Data-Driven Instruction is a systematic approach to improving student learning throughout the year. It includes assessment, analysis, and action and is a key framework for school-wide support of all student success. Teachers will gather base-line data at the beginning of the year, establish clear goals for what achievement is expected, use regular and varied

assessments during the year to show student progress, and use instruction based on those data that show which goals a student has accomplished or has not yet accomplished. Data-driven instructional cycles are based on proven best practices.

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.*

This instructional plan ensures student readiness to transition from grade to grade and to the next grade span because it is based on the Common Core State Standards for ELA and Math and the NC Essential Standards for Science and other subjects. By using the standards, NC DPI Unpacking and other resources available on DPI wikis, as well as other aligned instructional and assessment resources such as EngageNY, Reading3D, and SchoolNet, Teachers will be facilitating student mastery of the objectives and standards that are ultimately assessed by the NC Accountability Model. Teachers will share instructional objectives with students and families at the beginning of the school year and conferences throughout the school year will reference student achievement data and mastery charts. As described in the application, data-driven instruction ensures that students are receiving purposeful and relevant instruction, and that they receive instructional interventions needed in order to reach mastery. Student assessment data will be used to determine student readiness to move from grade to grade. A research-based goal of at least 80% content mastery will be considered full readiness for grade level advancement. This mastery would be based on common assessments developed by the school using resources like SchoolNet as well as formal assessments like Reading3D. At 3rd grade and above, EOG scores will be used to help assess readiness for grade level advancement. Students receiving a score of 3 or Proficient or above will be considered ready for advancement. Students who do not meet the state determined bar for grade level proficiency will be recommended for advancement based on teacher reporting and conferencing with the parent and instructional leadership team, so as to ensure the best decision for the child. Moreover, state directives such as those in Read to Achieve will be used in determining if advancement is appropriate.

All 8th graders will graduate with at least one high school credit (Success 101). Students can earn up to four HS credits including Math, Spanish and an elective. Exposing students to high school level coursework within a supportive learning environment will further help support our students in their transition into high school.

The instructional plan takes intentional steps to meet the academic needs of our targeted student population. Many of our students will arrive to our school behind grade level, and systematic, targeted instruction is necessary for them to catch up to grade level proficiency. By building an instructional plan based on rigorous, standards-based lessons and associated assessments, students, teachers, administrators, and families can work together to make transformative gains.

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 academic calendar calls for 190 instructional days and a regular school day of 8am-4 pm. This provides 5 more instructional days than the local traditional public schools as well as a longer school day of approximately 1 hour. This additional instructional time is critical to allow for prolonged, intense blocks of academic work that allow Teachers to meet the diverse needs of their students while meeting ambitious academic goals.

Students will have an early release date 1 day per month to allow for additional professional development, data analysis, and collaborative planning. These dates are strategically placed on the calendar directly after assessment or reporting dates so that data most accurately reflects current student understanding. A few of these early release dates will also be used for both parent-teacher conferences as well as home visits periodically throughout the school year. Using this dual approach will encourage and facilitate two-way communication between our school and families in order to contribute to the accelerated academic growth our students will make.

Special Programs and "At-Risk" Students

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

The Board of Directors recognizes that our targeted student population faces unique challenges in accessing the opportunity to attain an excellent education, and that in order for all of our students to achieve and excel we will need to be intentional and deliberate with our intervention system for our most at-risk students.

Essie's School will have a comprehensive process to ensure students who need intervention are consistently identified, served, and monitored. Our "Systematic Intervention" process is designed to stimulate early action that helps prevent academic failure and maximizes the effective grade-level instruction.

At the First Tier, our curricula will provide aspects of flexibility that allow our educators to customize learning and lesson plans that will effectively engage students, using highly interactive learning activities, intervention, and assessment to individualize learning opportunities for all students.

At the Second Tier, Students needing additional assistance to overcome barriers to meeting state goals will receive personalized assistance as part of our student intervention program, which is designed to (1) identify targeted areas for student growth (2) identify actionable next steps to ensure students reach or exceed expected levels of proficiency, and (3)

engage parents and other family members in the process. At this Tier, students receive targeted small group instruction with students at a similar instructional level. These interventions are based on assessment data outlined in other parts of this application.

If a student is still not meeting or exceeding academic expectations, a student would move to Tier III. At this Tier, our process would include establishment of a "Village of Support" that includes the teacher, the parents and other family members, peers where appropriate, and interested community members such as church friends. A personalized plan will be designed to assist students in meeting expectations.

If a student is ultimately not making adequate growth, the student may be referred to the Exceptional Children Services process.

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.*

Methods for identifying ELL students:

The Home Language Survey will be completed for each student at the time of enrollment. Any student whose first language is not English will be administered the WIDA-ACCESS (W-APT) Placement Test to provide information to generate placement and instructional plans for the student.

2. Specific instructional programs, practices, and strategies school will employ

Each ELL student will have a Personal Learning Plan created through a collaborative effort of the student, parents, and teacher with the goal of having the student meet the North Carolina English Proficiency Standards. Pre-lesson assessment will match the students level with goals for the lesson.

Students background knowledge and experience will be used to provide context and create relevance to aid comprehension of lessons.

Comprehensible input will be involve having teachers slow down their speech and enunciate clearly. They will paraphrase and repeat vocabulary multiple times across a variety of contexts. Written directions and visuals/pictures/sketches are provided along with the oral directions in order to provide more language support.

Scaffolding is a strategy that involves a teacher or instructional assistant helping individual learners, providing them with exactly the support they need to move forward. The adult provides support in the form of modeling, highlighting the critical features of the task, and providing hints and questions that might help learners to reflect. The student is motivated by receiving just enough help to accomplish the goal.

The emphasis on Spanish language immersion and instruction for all students will give the native Spanish speakers an advantage over the monolingual students and will increase their comfort and confidence in their abilities. They will have a chance to help their classmates and demonstrate their competence.

3. Plans for monitoring and evaluating the progress and success of ELL students, including exiting from ELL services

Each identified ELL student will be administered the W-APT midyear and at the end of each year in the ELL program to determine English proficiency. Other measures may also be used, such as Foreign Language Oral Skills Evaluation Matrix which is based on teacher observation and analysis of student performance.

If the student is deemed to be proficient on the assessment measure(s), he or she will exit the ELL program. Regular monitoring will continue by the classroom Teacher(s) and in particular by the Language Arts Teacher.

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.*

There will be two primary channels to identify gifted children; reports from parents and observations by Teachers. At enrollment, some parents may already have identified or suspected that they have a gifted child. They will have noted some or all of the characteristics of giftedness, including that their child is very observant, extremely curious, has intense interests, excellent memory, long attention span, or excellent reasoning skills. These children generally have accelerated language development as evidenced by extensive vocabulary, early and extensive reading, and a lot of "what if" questions. Teachers may also make these observations, as well as see a constellation comprised of such qualities as well-developed powers of abstraction, conceptualization, and synthesis, quickly and easily seeing relationships in ideas, objects or facts, fluent and flexible thinking, elaborate and original thinking, excellent problem solving skills, rapid learning with less practice and repetition, and unusual and/or vivid imagination.

Parents and Teachers will be encouraged to share their observations of the child to round out a profile of the child's particular gifts and interests. A decision about whether testing will be required and, if so, what instrument(s) and criteria for inclusion in a gifted program will be reached by the Instructional Leadership Team.

Programs for gifted children will be individualized to draw on the interests and capabilities of each child. A member of the Instructional Leadership Team will be responsible for working with the parents and the student to design such a plan, drawing on the wealth of resource materials and information available, such as the Davidson Gifted Database Resources.

As part of the Data-Driven instructional model, students participate in daily academic intervention time with students of a similar ability grouping. During this time, gifted students will receive differentiated instructional opportunities structured to meet their needs and challenge them intellectually.

Furthermore, where the arts have been used to teach specific core concepts

of math, science, and literacy, the gifted students will be given more in-depth instructional materials which will amplify their critical thinking and problem solving skills. For example, if paintings by Kandinsky were being used to teach angles, the Teacher might begin developing this knowledge to a 3-dimensional translation of a painting, or the student might be encouraged to create a painting using and identifying such angles, cut it up, and begin to construct a 3-D version, learning in the process, how angles fit together to construct objects. This object might then be used to teach how light is refracted, and how light affects color. For students who show an aptitude or interest in art, opportunities for in-depth study with professional artists volunteering in the school could be possible.

Students in 7th and 8th grade will also have the opportunity to take national gifted assessments such as those for the Duke TIP and Johns Hopkins CTY programs. This will be an additional method for identifying students as they prepare for high school.

Exceptional Children

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

Identification and Records

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

The initial enrollment application will not contain any mention of an Exceptional Children's Program. However, once a student is accepted for enrollment, the student registration form will request information from the parent regarding exceptional children status. In addition, all the files from the sending school will be requested, including Exceptional Children's Program files on each student enrolled. A search in CECAS will be done to determine if any student enrolled in school has an existing IEP or 504 Plan. The school Principal will supervise the coordination of identification of students that previously received EC or 504 Services and will file the first 60-day report. All regular classroom Teachers will receive training in "Project Child Find." Teachers will conduct a response to intervention (RTI) program to aid in the identification of students in need of Exceptional Children Services. The RTI process is a multi-tiered approach of interventions for students who demonstrate academic or behavioral

deficiencies. The RTI process is designed to assist in screening students for eligibility for Exceptional Children Services by providing multiple interventions before an actual referral for Exceptional Children Services is made by a Teacher.

The school will also publish the process to our parents in the student handbook so that parents will understand that they can make a referral to have their child tested for Exceptional Children Services eligibility. The school will provide all testing and conduct appropriate processes including an eligibility determination meeting. The normal rules to determine eligibility within 90 days of the documented request will be followed. Once the appropriate referral is made either by the parent or Teacher, the Exceptional Children's Coordinator will conduct a meeting to obtain permission from the parent for testing. Once testing is completed and all information is gathered that sheds light on the student's needs, an IEP meeting will be conducted to determine whether the student is eligible for Exceptional Children Services. If the student is determined to be eligible, the IEP will be established and the student will begin to receive services. The school shall maintain a separate filing cabinet and filing room, under lock and key, for exceptional children and 504 accommodation plan records. A records request will be sent to previous schools seeking the general student file and specifically requesting an Exceptional Children file if one exists.

Student records and student information will remain confidential as indicated in the schools policies and procedures. An authorization to disclose information will be reviewed and signed by parents or legal guardians upon admission into the Exceptional Childrens program. Disclosure of student information will be determined based on a need to know basis which will be relative to the students educational plan and student services. All Administrators, Teachers, and school staff will be required to sign a confidentiality statement explaining and adhering to the Family Educational Rights and Privacy Act (FERPA). Student records request will be submitted to the clerical staff and approved by the EC Teacher/Coordinator. Internal request for student records will be reviewed in the school records room and in the presence of the EC Teacher/Coordinator or designated clerical staff. Disclosures to outside sources will require a written consent to release information which will bear the signature of the legally responsible person. Upon approval from the EC Teacher/Coordinator, records will be shared via confidential fax, or marked confidential mail.

Student records will be monitored to assure records security compliance and also to determine that all appropriate records are maintained including the DEC system of forms. The school will perform internal audits and regularly monitor exceptional children files for compliance with state and federal law.

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.*

The school will hire a licensed and qualified Exceptional Children Teacher/Coordinator in the initial start up. The principal and EC Teacher/Coordinator will assure that the school has obtained all Exceptional Children records for newly enrolled students at the earliest possible date to assure that the school is prepared to implement existing IEPs and 504 plans. The Principal will also assure that all Teachers receive proper training in "response to intervention" and that the school is prepared to identify students who may be eligible for Exceptional Children Services and to assure that those students are entered into the program appropriately. (See management companys role below)

Students who are identified in the EC category will be integrated into the general education classrooms according to their IEP. Students may also receive pull-out or push-in services as determined by their IEP and the input of the parent, Teacher and EC Teacher. Exceptional Children Teacher/Coordinator will develop and submit to the Principal a regular schedule indicating that all exceptional children receive timely services required in their IEP. This information shall be reported to the Principal on a monthly basis. The Principal will make regular general reports to the Board sufficient to keep the Board informed of the status of compliance providing Exceptional Children Services without identification of specific students.

The EC Teacher/Coordinator will provide a weekly update to parents on student progress of students served in the Exceptional Children Program or that have a 504 plan. The report to parents will include academic progress as well as report on student behavior. The Exceptional Children Coordinator will also conduct a weekly review with each student to apprise them of their progress and to encourage their success.

Essies School will provide continuity of services to students with disabilities to meet the students' needs in the least restrictive environment possible. Parents will not be charged for any Exceptional Children Services provided by the school. The school will maintain systems of support which include any services such as speech therapy, occupational therapy, or psychological services which may be required by the IEP.

The school will establish a secure and dedicated filing area for records of exceptional children, identify sources of contract services and have them ready to provide any educational services the on-site EC Teacher is not qualified to provide.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be*

communicated to parents and students.

- 4. Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

The NC READY Accountability Model, based on the Common Core State Standards and the NC Essential Standards will serve as a foundation for student performance standards. These will include English/Language Arts and Math EOG results for 3-8, and Science EOG results for Grades 5 and 8. Our goal will be to have 50% of 3rd, 4th, and 5th graders scoring 3 or 4 (proficient) on EOG tests by year 2; 65% by year three, 80% by year four, and 90% by year five.

Per the best practices for highly effective schools as outlined in Bambrick-Santoyos "Leverage Leadership," and "Driven by Data," Essies School will use a systematic data-driven approach to instruction. In addition to traditional summative unit assessments, students will take common assessments in math and literacy approximately every 6 weeks. These will come from CCSS-aligned resources similar to EOG questioning, such as Discovery Education, SchoolNet, and EngageNY. Common assessment data will be analyzed to determine which students mastered each objective and identify gaps for reteaching during academic intervention blocks. The Instructional Leadership Team will facilitate data analysis workshops with Teachers and Instructional Assistants to develop academic action plans for each 6-week instructional cycle. Students in K-3 will also take the Reading 3D TRC/Dibels assessment at the beginning, middle and end of the year, with students receiving appropriate progress monitoring between assessments. A full assessment calendar for year 1 is attached in Appendix O-6. Beginning in year 3, students will also take the MAP assessment at the beginning, middle and end of the year to provide a nationally-normed reference for growth.

Essies School will assess multiple data points when making decisions on student promotion and retention. These will include performance on state-mandated tests, grades based on classroom performance, Teacher recommendations, and academic growth. Parents and students will be advised of the students status and progress throughout the year through report cards and conferences. Students who are behind in Q1 will be identified by the grade-level team; if they remain behind after Q2, they will be referred for extra help. If inadequate progress has been made by Q3, an intervention team including parents, Teachers, and Specialists will formulate and carry out intervention plans, including small group and individual instruction. If this persists into Q4 and academic promotion is in question, an advisory committee will be established to arbitrate discussion of promotion or retention. Parents will be encouraged to participate and present their views. The advisory committee will review all documentation and relevant information and make a recommendation for retention or promotion to the principal who has the ultimate responsibility to accept or reject the committee's recommendation. Parents will be notified within 24 hours, and will receive written explanation if child is to be retained.

Consistent with state mandates outlined in the Read to Achieve legislation, any student who does not show proficiency in reading by the end of Grade 3 will be given the opportunity to retake the test or alternative assessment, and/or attend a summer program. If the student is still not proficient, retention will be required.

Any student with an IEP will be promoted if it can be demonstrated that the goals outlined in the plan have been accomplished. ELL students with less than two years of English instruction will be promoted unless there is a strong case for the benefit of retention.

4. Standards for 8th grade for the transition to high school: Per the NC Accountability Model, students in 8th grade will take the ELA, Math, and Science EOGs. Students who receive a passing score on all three of those assessments will graduate from Essies School and be promoted to high school. Students passing all courses but not all EOG exams will have a meeting with their parent, Teacher and an Administrator to determine the best option for the student for the upcoming year. Students who have not passed at least one core subject (math, ELA, and science) nor their EOGs will be recommended for retention and the parent will be informed and a conference will be held to address any concerns. Although students at Essies School are required to take at least 1 HS course in 8th grade through the virtual learning program, students are not required to pass that course in order to graduate.

Student Conduct:

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

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.*

Consistent with our mission, our approach to discipline will be to be set high expectations for students behavior, and focus on consequences of students choices. All staff will have training in conflict resolution to help children analyze and de-escalate disturbing behavior. Teachers will be encouraged to deal with behavior such as rudeness or disrespect of Teacher or others within the classroom, using such behaviors as teaching moments The school-wide focus will be on positive behavioral supports and providing incentives for appropriate behavior.

K-4 classrooms will operate on a color-coded behavior chart. Students will progress through the system of consequences for each behavioral infraction over the course of the day. Students will receive a warning, opportunity for reflection, and other interventions before being removed from the classroom. Upon being removed from the classroom, a student will spend time in another supervised area of the school in order to prepare to re-enter the room successfully.

Students in grades 5-8 will participate in an incentive-based merit/demerit system. Particular focus will be paid to restorative practices that reduce learning time lost to removal from the learning environment. Students will return to the classroom following community service, conferencing, or other

restorative methods.

1. Preliminary list of behaviors that will lead to suspension or expulsion. Board members and staff members at Essies School will be informed of the school-to-prison pipeline and connection between school suspension, dropout, and incarceration rates. Actions will be taken at Essies School to limit the use of out-of-school suspension, which Students will receive for state-mandated offenses, including but not limited to possession of a weapon, possession of drugs, or other serious or criminal offenses. In-school suspension will be used as little as possible. When a students behavior severely impedes the learning process of others, he/she may be removed from the learning environment for a short time and sent to a reflective area where they will be supervised by an adult to give the student the opportunity to cool off and keep engaged with class work. Infractions include:

- * Any action that could endanger the student or others
- * Defacing or destroying school or others property
- * Stealing
- * Throwing food or other objects
- * Use of any objects as a weapon
- * Leaving class and/or building without permission
- * Hitting another student or teacher
- * Fighting
- * Repeated rudeness, harassment, or lack of cooperation

Expulsion will be assigned only if there is a criminal offense, in which case it will be referred to authorities.

1. Rights of students with disabilities with regard to behaviors that could lead to suspension or expulsion

Consistent with our goal to be a safe and nurturing environment for all of our students, the first action is to identify the possibility of an impending infraction; engage in de-escalation and conflict resolution to defuse the problem. An adult will help the student understand that he/she has many choices and ultimately choosing the right one will result in re-entry to the class. The parents of all students will be familiar with the behavioral standards expected and will be encouraged to discuss these with their children to reduce the infractions. Teachers and the Principal will meet with parents of students with disabilities if the conflict resolution model fails and misbehavior continues to occur. This team will discuss best ways to handle situations and come to an agreement on any needed accommodations. Students with disabilities will not receive more than 10 days of suspension per regulations. Teacher, Administrator, EC Teacher, parent, and students of age will investigate patterns of behavior to determine if the students behavior is related to their disability and whether or not they are receiving the appropriate level of services.

4. The Policies and Procedure

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: Essie Mae Kiser Foxx Charter School Inc

Mailing Address: 120 East Innes Street

City/State/Zip: Salisbury NC 28144

Street Address: 120 East Innes Street

Phone: 980-234-1624

Fax: 704-630-9206

Name of registered agent and address:

Dr. Nancy Lund
419 Eastwood Drive
Salisbury, NC 28146

FEDERAL TAX ID: 81-3424612

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Syed Ahmad	Treasurer	ROWAN	Artist		N
Tina Wallace	Chair	ROWAN	Human Services/Social work		N
Ruby Steele		ROWAN	Retired Counselor/Minister	NC Counseling; Preaching	N
Whitney Peckman		ROWAN	Artist		N
Dr. Nancy Lund	Secretary	ROWAN	Retired Prof Speech Pathology	ND,NJ,NY lic speech path;CCC	N
Norma Brooks		ROWAN	Retired Teacher	K-3; 4-9 licenses	N
Lawrence Bolen	Vice Chair	ROWAN	Retired Teacher/Minister	NC & WV 5-12 Science Cert	N

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 Board has oversight and accountability for the school being in compliance with Charter school and NC laws and statutes; for the management company's compliance within realm of their responsibilities' for approval of hiring and firing teaching staff; for fundraising, community outreach; minimum for 4 touch points a year, forming committees to assist the Principal. The Board has identified the Principal and has been working with her for the past six months in developing our education plan. Alignment with the Board's philosophy, as stated in our mission, and excellent qualifications as a certified teacher are the baseline for our decision. At such time as we must hire a new Principal, we will advertise and use the assistance of the management company to vet all applicants. A complete application procedure will be available as we move forward. Supervision of the Principal will be the responsibility of the Board. The Principal will be required to make monthly reports to the Board as well as other reports when asked and given a reasonable deadline to comply, reporting on all aspects of the school including financial and educational and operational issues,

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.*

Our current Board is 7 members and will be limited to 11. We have 2 men, 5 women, 3 African Americans, 3 White and 1 Asian. Two are retired school

teachers, 1 retired school counselor, 1 retired Ph.D. speech pathologist, 2 business people. With this mix of educational and business acumen, we have the resources to search out expertise in other areas. The Board will evaluate the success of the school (and thus of the Principal) by the number of students reaching grade level or passing to the next grade level; by increased lottery application; by parent involvement; and by drop in suspension rates

- 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?*

Founding Board members came together as a group deeply concerned with the number of failing and struggling students, with the very high poverty and unemployment rate, and with the total lack of educational opportunities in East Spencer, NC. This group identified education as the most profound need and committed to focusing its energies there. Thus the Board was formed. In case of vacancy, recruitment begins immediately upon receiving the resignation. We have a working list of potential board members with a range of backgrounds

- 4. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The Board will meet on the 4th Monday of each month at 6pm at the school location. Dates for year one are included on the Master Calendar included as Appendix C.

- 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.*

The Board of Directors of Essies School is committed to operating within a culture of continuous development and improvement in their roles as leaders of the school. Below is an outline of the professional development calendar the Board has committed to participate in, in order to be prepared to oversee a successful school opening and continued operation of the school. This includes sessions facilitated by NCDPI, as well as excellent school visits, regular community outreach, and two book studies (Whatever It Takes by Paul Tough and Leverage Leadership by Paul Bambrick-Santoyo).

- 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 will follow the standards generally recognized for professional behavior. These are available in the Board handbook. Prior to becoming a Board member, potential conflicts of interest, personal and/or financial/professional conflicts must be identified. The Board will determine if these are conflicts which might prevent the member from carrying out the duty of upholding NC charter school statutes and laws.

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

Board decisions will be made through discussion in an attempt to arrive at a mutually agreed upon decision. If not possible, a vote will be taken with majority ruling. When items are not time sensitive, time will be taken to compile research and discuss options at the next Board meeting.

- 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.

Not applicable

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

The Policies and Procedures for dissemination of information on due process rights, including grievance procedures if student is suspended or expelled.

Parents will be given the Student Handbook at the beginning of each year that spells out the information on due process rights. In addition, if a student is suspended or at risk for expulsion the parents will be informed in writing of their due process rights. Parents of students that are suspended (in school or out of school) will be contacted by an Administrator. In most cases, conferences with parents will occur at the school or home site if preferred by the parent. Parents can provide a written request to the Principal to appeal any suspension or expulsion. If the parent is still unsatisfied after meeting with the Principal they may provide a written request for a grievance hearing to the Board as per the guidelines outlined in the student handbook.

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have their issue heard, per these procedures: Discuss the problem with the person or persons involved as soon as possible after the event has taken place.

If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Principal.

A conference will be held with the Principal, the aggrieved and other parties

If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to Principal within 10 days following the aforementioned grievance conference

If no resolution can be reached, the employee must submit to the Principal a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Principals decision.

After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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 E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
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 G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

Proposed Management Organization (Educational Management Organization or Charter

Management Organization)

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

Not Applicable

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

Name of the Company: Torchlight Academy Schools, LLC
Address: PO Box 19191
Raleigh NC 27619
Website: tlaedu.org
Phone Number: 919-538-8060
Contact Person: Don McQueen
Fax: 919-850-9961
Email: torchlight.director@gmail.com

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

TAS will charge the nominal fee of \$2,000/mo for all services provided. Other costs associated with financial management, Power School, the establishment of the free and reduced lunch will be supported and funded by TAS

TAS will establish a \$50,000 performance bond as a Surplus/Emergency Fund in the name of the school which can be made available to the school during the ready to open period and during subsequent years of operation. See attached contract.

TAS will assist the school in qualifying or the acquisition of loans that may be needed for facilities, furnishings, utilities etc.

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

We did not pursue any other EMO as we were offered at \$50,000 performance bond. Also, we ere impressed with the academic growth demonstrated in the past year with a demographic very similar to our anticipated population

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

TAS Growth Score 8.76

After the first year in operation under Torchlight Academy Schools LLC managements firm (TAS), students achieved the highest Growth Index score of all charter schools in the state of North Carolina.

Students also receive the highest Growth Index score for all schools, charter or district.

TAS took the school scores from an F to a C in one school year.

We believe the data demonstrated by these results are indicative of the management team's ability to address the needs high-poverty students.

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

TAS will advise the charter school, but final approval rests with the school, for all matters.

The charter school has governance over all teaching personnel hiring and firing; for all training and evaluating; for all final decisions on educational planning and implementation; for all reporting to parents and community; and for any grievance policies and procedures; for student conduct, staff conduct; and for fundraising and community interaction and outreach

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

TAS will hire, with Board approval, all non-teaching staff; vet all applicants for all positions; be responsible for on-time payment of salaries and wages to all staff. Charter school employees have no direct relationship with TAS beyond this.

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

TAS shall implement pupil performance evaluations that permit evaluation of the academic progress of each student. TAS shall utilize assessment strategies required by the Charter and applicable law. The Board and TAS shall cooperate in good faith to identify academic goals and methods to assess such academic performance. TAS shall provide the Board with timely reports regarding student performance.

The Management Company shall be required to meet the performance goals outlined in the goals section of the this Charter Application.

7. *Is the facility provided by the EMO/CMO? N*

- If yes, include as Appendix J a detail of the buyout formula for the nonprofit board of directors to purchase the facility if a buyout formula or process exists.

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

The management organization has only been in existence for one year. The information is provided in Appendix K. The fund balance was \$567,641.25

9. *Provide as Appendix K the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO provides confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

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

Charter School Replication: complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not 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.

Year 1

Principal

Administrative Assistant

Clerical (Finance and Compliance)

7 Classrooms Teachers

5 Instructional Assistants

EC Teacher/Coordinator

Special: Art Teacher

Add in Year 2

Food Service Staff

2 Classroom Teachers

Elementary Lead Teacher

Special: Spanish Teacher

Substitute Teacher

Add in Year 3

Multi-Classroom Leader

2 Classroom Teachers

EC Instructional Assistant

Special: STEM Teacher

Add in Year 4

Assistant Principal

2 Classroom Teachers

Special: Middle School Physical Education Teacher/Athletic Director

Add in Year 5

1 Classroom Teacher

Middle School Lead Teacher

Special: Elementary Physical Education Teacher

Virtual Learning Assistant

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

Essies School is dedicated to its mission to promote academic excellence and to cultivate lifelong learners and leaders. With that in mind, we are committed to recruiting and retaining highly qualified and effective educators and school staff.

The Board will:

- 1) Create detailed job descriptions for each position.
- 2) Post job openings on the school website, social media Recruitment sites, local newspapers and other resources and collaborative community programs, to include local colleges and universities.
- 3) Participate in job fairs
- 4) Have school Board members and leaders share recruitment activities at national conferences and other networking opportunities.
- 5) Examine recommendations from Management company for review.

Essies School will use research-based best practices in the retention of high-performing teachers. These include but are not limited to:

- 1) Creating a culture of high expectations for teachers and students
- 2) Evaluating Teachers based on performance and offering annual salary increases based on their evaluation
- 3) Providing effective ongoing feedback on Teacher performance
- 4) Providing rewarding professional development opportunities for all teachers
- 5) Engaging Teachers in decision making for school
- 6) An intentional focus on teacher retention by including it in school goals.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.

The Board:

has oversight to assure our school is in legal compliance with NCDPI and NC laws and statutes
drafts policies (with review by legal counsel)
makes recommendations to the Principal regarding grievances which have been brought to the Board per the grievance procedures
makes recommendations for hiring and firing per review of Principals slate
holds monthly Board meetings at which any staff member may be heard during the open comment period

The Staff

will have all contact information of all Board members
may submit, in writing, suggestions about the policies of the school
may address the Board, in writing, with any concern
may address the Board at any open comment period at Board meetings

The concept of the "Essie Family" hinges on deep commitment on the part of our Board and our teaching and operational staff to fully understand and contribute to the school mission and vision.

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

Essies School will conduct (with the help of TAS management company) a national criminal background check and education verification for every hired position, and a national criminal background check for every volunteer position.

The hiring procedures are as follows:

The Board, Principal, and TAS management company will discuss and agree to

procedures for both hiring and firing.

Submitted resumes are reviewed by the administrative staff, the TAS management company and the Board. The Principal will make final hiring recommendations to the Board in accordance with terms of the charter.

Panel interviews will be conducted with attention to specific responses regarding teaching in high poverty schools and working with families in our demographic.

Candidates will be required to teach a sample lesson or provide video of instruction during the interview process.

Complete reference checks will be done for each employee before hiring.

Final Teacher hiring decisions will be made by the principal.

To dismiss school personnel:

Every effort will be made to assist employees who are not performing adequately to improve their job performance. Dismissing a staff member can occur only after a progression of actions beginning with a warning, and in compliance with NC regulations.

Creation of a performance coaching plan: the goal will always be to help the employee grow and succeed.

Principal evaluates results of coaching plan. In the event that every effort has been made to resolve the performance behavior being questioned, termination will be considered. All procedures will be documented per NC statutes.

Lastly, there will be an opportunity for the staff member in question to appeal to Grievance Committee of the Board (see Procedures for Employee Grievance or Termination).

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

Principal: range 55,000-65,000

Assistant Principal: range - 45,000-47,000

Administrative Assistant: range- \$30,00-\$38,000

Clerical(Financial/Compliance): range \$24,000-\$27,000

Food Service: range \$22,500-\$25,000

7 Classroom Teachers: range \$35,000-\$40,000

Lead Teacher: range \$38,000-\$42,000

Instructional Assistants: range \$20,000-\$25,000

EC Teacher: range \$37,000-\$40,000

EC Instructional Assistant: range \$22,000-\$24,000

Multi-Classroom Leader: range \$40,000-\$44,000

Special Art: range \$32,000-\$35,000

Special Spanish Teacher: range \$32,000-\$35,000

Special STEM Teacher: range \$32,000-\$35,000

Phys Ed Teachers: range \$40,000-\$42,000

Substitute Teachers: \$100/day

Virtual Learning Assistant:Yr5 \$25,000.

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

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have their issue heard, per these procedures:

Discuss the problem with the person or persons involved as soon as possible after the event has taken place.

If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Principal.

A conference will be held with the Principal, the aggrieved and other

parties

If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to Principal within 10 days following the aforementioned grievance conference

If no resolution can be reached, the employee must submit to the Principal a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Principals decision.

After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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

Not applicable

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.

Teacher will be hired in the first year who is able and qualified to complete compliance paperwork in conjunction with the management company per agreement. An EC instructional Assistant will be added in year 3 to assist with instructional duties.

Essies School will also develop and maintain relationships with at least one Psychologist, Speech Pathologist and Occupational Therapist within community. These services will be contracted on an as-needed basis per IEP. Many of our service providers will be able to bill Medicaid In addition to medicaid reimbursement, Essies School has allocated funds within the budget to meet these needs.

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

The Principal will have a teaching and administrative license. The Assistant Principal, Lead Teachers, and Multi-classroom Leader will have at least teacher certification. At least, fifty percent (50%) of the teaching staff will be certified teachers. The EC and physical education Teachers will have the appropriate teaching license. These will be the minimum standards for the positions listed above.

Principal will oversee day-to-day functioning of the school and serve as the head of the Instructional Leadership Team; will provide direct coaching to Teacher and serve as the Testing Coordinator for the first two years of operation.

Assistant Principal will be the administrator overseeing the middle school. The AP will provide coaching to Teachers, coordinate operations for the middle school in conjunction with the Principal, and will serve as the Virtual Learning program coordinator.

Administrative Assistant will serve as a general office receptionist and will also manage the purchase of supplies for the office and classrooms.

Clerical position will provide assistance to the management company in the collection of financial, licensure and other compliance paperwork.

Food Service Staff will oversee the breakfast and lunch order counts as well as delivery of food to classrooms.

Bus Drivers will safely transport our students to and from school

Multi-Classroom Leader will assist in the coaching of Teachers, particularly in literacy; complete observations, coaching conversations, and facilitate

professional development and data analysis workshops work directly with students.

Elementary Lead Teacher will serve as a liaison between the administration and elementary school Teachers in addition to being a regular classroom Teacher.

Middle School Lead Teacher will serve as a liaison between the administration and middle school Teachers in addition to being a regular classroom Teacher Classrooms Teachers :

Classroom Teachers will plan and execute rigorous and authentic learning experiences for their students; manage classroom behavior and nurture a positive, safe learning environment; make regular contact with families; analyze data to identify trends and gaps in learning and adjust their practice accordingly.

Instructional Assistants will work alongside classroom Teachers in K-2 facilitating small group instruction. Instructional Assistants in K & 1 will be bilingual in order to provide the Spanish immersive experience.

EC Teacher/Coordinator will work with the management company to coordinate, oversee and implement special education services for identified students; work with classroom Teachers to ensure students needs are met in the most appropriate environment.; provide pull-out or push-in services as required by a students IEP.

EC Instructional Assistant will help provide EC services to students. under the direction of the EC Teacher/Coordinator.

Art Teacher will provide instruction as a Specials course for 30-60 minutes daily; work with classroom teachers to augment their core curriculum by using art disciplines to interpret core subjects.

Spanish Teacher will provide Spanish instruction as a Specials course for students in grades 2-8 for 30-60 minutes daily.

STEM Teacher:will lead STEM instruction as a Specials course for all students for 30-60 minutes daily

Middle School Physical Education Teacher/Athletic Director will lead PE and Health courses for middle school students for 30-60 minutes daily and will also act as the Athletic Director.

Elementary Physical Education Teacher will lead PE and Health courses for elementary school students for 30-60 minutes daily .

Virtual Learning Assistant will help supervise and manage students while they complete coursework in their virtual learning classes .

Substitute Teachers will cover and supervise classes when a classroom Teacher is absent. They will help supervise students that have been temporarily removed from the classroom.

Staff Evaluation and Professional Development

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

Teacher licensure and professional development documentation will be completed by the Management Company with the assistance of the clerical staff. The Principal will develop, implement and monitor the professional development plan.

- 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.*

It is critical that a school is able to grow and develop its Teachers and

leaders over time and Essies School is committed to a culture of continuous improvement. Core classroom Teachers will receive at least 110 hours of professional development, including at least 20 hours of individualized coaching, each school year. Instructional Assistants will participate in at least 80 hours of this professional development as well so that they are able to provide high quality instructional interventions.

Classroom Teachers will receive at least 1 hour of individual coaching every 2 weeks by member of the Instructional Leadership Team, resulting in at least 20 hours of individualized coaching over the course of the year. This will be done by the Principal in years 1 and 2. The Multi-Classroom Leader will contribute to coaching beginning in year 3 and the Assistant Principal will also be responsible for a coaching caseload in year 4. Job-embedded professional development in the form of Teacher coaching will also be utilized in order to ensure effective instructional implementation. Job-embedded professional development is currently regarded as a best-practice for Teacher development. The observation and feedback system outlined in Paul Bambrick-Santoyos "'Leverage Leadership'" will be the basis for this structure. In this model, Teachers receive regular classroom observations followed by coaching conversations in which a Teacher and Administrator identify Teacher strengths to build on and strategic and specific areas for improvement. Through coaching, modeling, and practicing, teachers are able to acquire and master proven instructional strategies that empower them to drive student achievement in their classrooms. This model of professional development has been proven to be more effective than more traditional professional development models such as workshops or whole staff meetings. Furthermore, it creates a culture that focuses on continual learning and improvement for staff.

In addition to individualized coaching, trends in student achievement and Teacher effectiveness data will inform the needs and goals for afterschool professional development sessions that will occur twice per month for approximately 1 hour. These meetings will provide an additional 20 hours of professional development in key areas and school-wide initiatives. The proposed topics of this professional development for years 1 and 2 are outlined in the sections below although the principal will use real-time data and make any revisions needed.

Finally, Teachers and Instructional Assistants will participate in monthly professional development and data analysis workshops on student early release dates. Each day will provide 3 hours of professional learning opportunities for a total of 30 hours for the school year. Again, the focus of this time will be data analysis and action planning as outlined in Paul Bambrick-Santoyos "Driven by Data" and "Leverage Leadership."

Professional development and staff training will also occur at the beginning and end of the school year. In order to get off to a strong start, Teachers and Instructional Assistants will participate in 30 hours of professional development prior to the start of the school year for students. A proposed plan is also included in the sections below. Teachers will also participate in 10 hours of reflective professional development in June, at the end of the school year, to reflect on their effectiveness as teachers, and begin to plan for the upcoming year.

Teacher evaluation will take place according to DPI policies and procedures, including the NCEES system. Teachers will work with their coach (member of the Instructional Leadership Team) to complete their PDP based on their self-assessment, previous ratings, and school initiatives. As part of the regular observations and coaching conversations, Teachers will receive more than the minimum observations and conferences required by

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

During the first year, the PD plan will focus heavily on data-driven instruction, shifts in college and career readiness instruction (as defined by the Common Core or future state standards), and best instructional practices. Teachers and Administrators will participate in regular and formal data analysis and action planning sessions as outlined by Bambrick-Santoyo. Internally conducted sessions during planning time, biweekly staff meetings, as well as on the early release dates.

Year 1.

1st Quarter: Building Essies School Culture

2nd Quarter: Best Instructional Strategies for Math and ELA 3rd Quarter: Action Research Project

4th Quarter: Effective Checks for Understanding

Beginning in year 2, the focus will be culturally proficient instruction to empower students as learners AND leaders in their community.

Year 2:

August (*prior to start of 2019 SY): The Meaning of our Mission *Dismantling Racism

September: Action Research Group Introduction

October: The School to Prison Pipeline

November: Action Research Group Work Time December: Revisiting the Mission

January: The Effects of Living in Poverty

February: Action Research Group Reports

March: The School to Prison Pipeline Revisited April: My Privilege and My Classroom

* May: Test Prep for Students in Poverty

June: Purposeful Reflection and Looking Forward

Teachers will draft a PDP goal related to race, class and education, for the following school year and actionable next steps for the summer.

Most of the PD will take place on-site, conducted by the Instructional Leadership Team.

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.*

Intensive staff development will take place three weeks prior to the opening of the school. Time will be divided between whole group staff meetings and workshops, small group sessions in grade level bands, individual sessions, and dedicated time for Teachers to prepare their classrooms.

Day 1: There will be the opening staff meeting, a founding staff team photo, and a welcome breakfast for all staff and Board members. This will be followed by a presentation on the schools overview and goals for the year,

including the history of the community of East Spencer. Staff will participate in team building sessions for the remainder of the day.

Day 2: Staff members will get an overview of the employee handbook, and receive mandatory trainings such as bloodborne pathogens. Teachers will receive their classroom assignments and will have the majority of the day to move supplies in and organize their classrooms.

Day 3: Priorities for 2018-19 will be presented followed by the Student Culture Launch. This will include classroom expectations, behavior systems, and minutes by minutes for standardized procedures such as entry, exit and hallways, etc. Teachers and Instructional Assistants will participate in a discussion centered around authentic and active student engagement and will begin to develop and outline visions for the classrooms. The plans for the first week of school, which will include several all-school meetings to build school culture, will also be shared with teachers.

Day 4: Teachers and Instructional Assistants will receive an overview of math instruction using the EngageNY curriculum. Teachers will receive pacing guides for math and an overview of the curriculum. Teachers will take a deep dive into their first curriculum unit and choose a portion of the lesson to practice in front of the staff on the following day.

Day 5: Teachers will present a 5-10 minute segment of a math lesson they will teach in the first week to the rest of the staff and receive feedback. This will help set the tone of practice as part of professional development and a regular component to our schools focus on continuous improvement. During the afternoon all staff will participate in a team building and celebratory activity to close out the first week.

Day 6: Teachers and Instructional Assistants will receive an overview of the Balanced Literacy approach, with a focus on whole group close reading on this day. Staff will participate in a close reading exercise and discussion to model the type of instruction that should take place during the whole group instructional reading block. This will include the integration of writing in the literacy block. Teachers will have the remainder of the day to plan for their first instructional literacy units and lessons. Instructional Assistants will use the remainder of the day to receive training in Reading3D assessments.

Day 7: Teachers and Instructional Assistants will receive explicit instruction in how to design and conduct effective literacy stations, including the logistics of how to introduce these stations over the first month. Teachers and Instructional Assistants will learn about word study using the Qualitative Spelling Inventory and Words their Way and fluency stations. Instructional Assistants will then have the rest of the day to start preparing stations activities for their classroom. Teachers will have the rest of the day to learn about guided reading.

Day 8: Teachers and Instructional Assistants will receive an overview of science instruction including participation in a hands-on, minds-on activity. Teachers will receive pacing guides for science and an overview of the instructional resource Discovery Education. Teachers will have the remainder of the day to plan for the first week and month of science

instruction. Instructional Assistants will use the remainder of the day to be introduced to the Spanish immersion concept and model.

Day 9: Teachers

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.*

Effective professional development will be a critical component for Essies School to reach the ambitious academic goals stated in this application. Core classroom Teachers will receive at least 110 hours of professional development, including at least 20 hours of individualized coaching, each school year. Instructional Assistants will participate in at least 80 hours of this professional development as well so that they are able to provide high quality instructional interventions.

Classroom Teachers will receive at least 1 hour of individual coaching every 2 weeks by member of the Instructional Leadership Team, resulting in at least 20 hours of individualized coaching over the course of the year. This will include receiving feedback on instructional methods and coaching of proven effective strategies such as those outlined in Doug Lemovs "Teach Like A Champion."

In addition to individualized coaching, trends in student achievement and teacher effectiveness data will inform the needs and goals for afterschool professional development sessions that will occur twice per month for approximately 1 hour. These meetings will provide an additional 20 hours of professional development in key areas and school-wide initiatives. The proposed topics of this professional development for years 1 and 2 are outlined in the sections below although the principal will use real-time data and make any revisions needed.

Finally, Teachers and Instructional Assistants will participate in monthly professional development and data analysis workshops on student early release dates. Each day will provide 3 hours of professional learning opportunities for a total of 30 hours for the school year. Again, the focus of this time will be data analysis and action planning as outlined in Paul Bambrick-Santoyos "Driven by Data" and "Leverage Leadership."

Professional development and staff training will also occur at the beginning and end of the school year. In order to get off to a strong start, Teachers and Instructional Assistants will participate in 30 hours of professional development prior to the start of the school year for students. A proposed plan is also included in the sections below. Teachers will also participate in 10 hours of reflective professional development in June, at the end of the school year, to reflect on their effectiveness as teachers, and begin to plan for the upcoming year.

According to Bambrick-Santoyos work, the coaching ratio is ideally kept at 1:12 or fewer. The staffing structure is designed to support this ratio within budgetary constraints. The Principal will be the main instructional coach for the first two years, when there are 7 and 10 Teachers respectively. Beginning in year 3, instructional coaching responsibilities will be shared with the Multi-Classroom Leader and in year 4 the Assistant

Principal will also facilitate the coaching model with Middle School teachers.

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.218.45(a-i) 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-218.45(e)).

As the first Charter School in Rowan County, our enrollment and marketing plan includes both comprehensive traditional and innovative approaches to reach our anticipated 15 mile diameter target population (East Spencer is in the far north of the county. Thus "radius" was not an appropriate measurement.) Our Board members are largely lifelong members of the community; four are retired teachers from the RSSS. They are uniquely positioned to be welcomed into, and responsive to, neighborhoods with anticipated demographics, where our ongoing door-to-door needs assessment surveys are already underway. A Spanish version of the survey is available as well. For those who have responded to our survey, regular open meetings which have been posted in the Salisbury Post (the largest newspaper in the county) and in multiple online sites, are being held in community centers and churches central to each neighborhood. The public, especially parents and grandparents, are encouraged to come meet the Board, as well as our proposed Principal. Once a month a larger community meeting is held in Salisbury, a central and familiar location within the target area. Here parents and children can come together from across Rowan County to meet each other and to begin forming relationships in anticipation of their charter school. People are encouraged to bring friends and relatives to these meetings where they will be surveyed as well. Parents are encouraged to ask questions, express their concerns and otherwise engage in productive dialogue about what they want their child's school experience to be. These regular meetings build community relationships ultimately leading to more name recognition (branding) for our school as we move forward into the enrollment period. We have an active FB page with more than 700 members where we regularly post events and meetings, as well as articles and discussions on education topics.

Once our charter is approved, we will begin a more aggressive marketing campaign. (See next section on Parent and Community Involvement and Appendix O-7) Instagram and SnapChat are being developed to reach younger parents of children who will reach school age by 2018. Videos of conversations about the mission, vision and goals of our school are being developed for YouTube. In addition, the more conventional means of communication are being used: newspapers (Salisbury Post and Rowan Free Press); radio stations WDCG, WFXC,

WQOK; church, barbershop, beauty shop and laundromat bulletin boards, etc. Our school website is under development.

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.*

In order for each student to reach their fullest potential, all of the stakeholders in a community must be working collaboratively. Thus the village it takes to raise a child is created.

Once the charter is granted, much of the base will already have been developed. Our marketing efforts will be expanded including through daycare and pre-school facilities, Head Start, More At Four, and private pre-schools in the area. At this time, a more aggressive media campaign will begin with local TV ads, Board members and prospective parent/child radio and YouTube conversations, and print media ads and articles. Educational social events will be held at EastSquare Artworks in Salisbury as both fundraising and enrollment stimulus, showing films, holding parent/child craft days, interactive storytelling, storytime, and concerts for children. Within each one of these events there will be a strong component of literacy built in, introducing some of the teaching models and styles we will be using. These events will continue to develop the critical parent involvement so necessary to the success of a Charter school, particularly in our target population which is deeply affected by generational poverty.

Marketing Calendar:

Oct 2016 - Jan 2017: Continue surveying target area; branding strategy developed; A Community Outreach Committee of Board members will identify local stakeholders

Jan - June 2017: develop social media & online presence

July - Dec 2017: Outreach continues including large pre-school and daycare facilities;

informational handouts at community events. Our graphics will become a familiar sight

Jan - Mar 2018: EastSquare Artworks hosts monthly Essie Days Summer and fall neighborhood parties to meet new families, help connect them within their neighborhoods, and disseminate information about our school.

April-August 2018: Facility preparation; add murals, and school graphics; continue social media to tell our unique story and to capture, communicate, and celebrate

the great things our children and families will be doing,

Parent engagement will begin, as outlined in the Marketing Plan, with neighborhood community meetings and events designed to "create an Essie family". We believe that the dynamic of a successful school is the same as that of a successful family - a place of personal and collective security, where one is nurtured, taught personal and family values and responsibilities, leading to a fully functional, contributing adult.

At a school that includes students from multiple communities, a cohesive school culture is even more critical. A variety of School-sponsored events allow all students to shine and accommodate parental work schedules. When families and community members come to Essie School we want them to have fun and leave feeling empowered to act as an advocates for themselves and our students. These are included in the Appendix C calendar and include:

Pep Rallies

Essie Family Nights

All-Pro Dad: All Pro Dad is a national organization creating partnerships with schools and allowing fathers and father figures the opportunity to spend time with their kids in a school setting. (<http://www.allprodad.com/about/>)

Back to School Carnival, Cultural Consortium and Spring Festival

o Saturday all day events

o Mandatory all staff attendance

Recognizing that many of our parents are very young, and displaced from family of origin, our preliminary and ongoing work with the family is paramount for the Board.

Staff will be interacting with families in prescribed ways - regular parent/teacher conferences, open houses, school sponsored workshops, parent nights, student award

ceremonies, and other events led by school staff. In evening hours, community partners

will join us in additional "Essie Family Nights" to offer a range of informational sessions

on topics including ones such as health & hygiene, job training opportunities, job

readiness, raising children as a single parent, personal development, etc. Also outlined in App-C.

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 withdrawals and transfers.*

1. The application period for Essie Mae Kiser Foxx School will be from January 1-March 31.

Applications will be reviewed for completeness, checked for a valid North Carolina address and will be entered into a database. If the number of applications exceeds available seats, a public lottery will be held in April. After the lottery is held, any application not chosen will be placed on a waitlist based on the order pulled from the lottery. Any application submitted after March 31st will be added to the end of the wait-list according to the date/time submitted.

2. The process for the public lottery includes:

Notification of the date, time, and location of the lottery will be announced on the website homepage and the email distribution list. Notice will be published in the local press.

After completed applications have been verified for a valid NC address, a unique number will be assigned and ticket created. (Applications that meet the State regulations for priority admission will be placed on the acceptance list. Essie Mae Kiser Foxx School will give admissions preference to children of current employees and Board members and to current students' siblings.) Numbered tickets will be randomly drawn during a recorded public lottery for the remaining seats at each grade level until all seats are filled.

3. Remaining tickets will be drawn and placed on the waitlist for each grade in the order they are pulled. Once a student is enrolled at Essie Mae Kiser Foxx School, families do not have to reapply each year; however they must submit an "Intent to Return" form so the school administrators can plan accordingly. Waitlisted students from the previous year must reapply and participate in the lottery again.

4. All students will be notified of acceptance via mailed written letter. All students will be required to attend an open house session and take a placement test to finalize the registration process. Multiple sessions will be held at varying times to accommodate all parents schedules.

Once a family attends a session and the student completes the placement test, they must turn in the registration packet 2 weeks from notification to complete the enrollment. If a family does not complete the registration process prior to May 1, their seat may be forfeited and the next applicant on the waitlist will be accepted. Students who do not attend the first day of school or call in to notify the school of the absence by an announced date/time will forfeit their enrollment and must complete another application to be considered in the future.

5. Families who wish to withdraw a student must notify Essies School in writing at least 3 days prior to withdrawal in order that records can be forwarded to another school. Parents will be asked to complete a withdrawal survey for the school to collect and analyze data regarding withdrawals.

Upon completing a required withdrawal form and receiving a transfer form from the student's new school Essies School will provide all relevant and required records. If the family chooses to later re-apply, they must complete a new application and participate in the lottery process.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: X

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT 2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Rowan-Salisbury Schools
 LEA #2
 LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 800	LEA 000	LEA 000	LEA 800	LEA 000	LEA 000	LEA 800	LEA 000	LEA 000	LEA 800	LEA 000	LEA 000	LEA 800	LEA 000	LEA 000
Kindergarten	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 01	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 02	20	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 03	25	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 04	25	5	0	25	0	0	50	0	0	50	0	0	50	0	0
Grade 05	0	0	0	25	0	0	25	0	0	50	0	0	50	0	0
Grade 06	0	0	0	0	0	0	25	0	0	25	0	0	50	0	0
Grade 07	0	0	0	0	0	0	0	0	0	25	0	0	25	0	0
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	25	0	0
	150			220			270			320			370		

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.

Anticipating that for most of our target demographic in northern Rowan County, transportation will be needed, 2 buses will be purchased and maintained to NC standards. These costs are reflected as a line item in the budget. In year 2, year 3, and year 5 we will add a bus. The additional bus purchased in year 3 may not be needed during the morning and afternoon routes until year 4, but will provide an extra bus for emergencies and a bus designated for field trips and athletic events for the growing middle school. Each bus will have an aide aboard at all times.

Prior to the opening of our school, an expanded survey of needs for families in our target area, will include questions about transportation. Every effort will be made to assure that any student needing transportation has the option of taking our school buses. There will be several pick-up and drop-off locations centrally located in easily accessible areas of our target neighborhoods, and maps of these locations will be included in our enrollment packets.

In addition to having bus service, every effort will be made to coordinate carpooling, encouraging parent-to-parent connections that may be helpful.

The transportation plan will be part of the information made available to parents at all public informational gatherings, in handouts and flyers, and in our enrollment packet as soon as the charter is granted, in an effort to assure parents that the transportation plan is provided. Prior to school opening, there will be a Parent Orientation Day (and evening hours as well to accommodate people who don't get off work until 5 or after). At that orientation, transportation policies, drop-off and pick-up locations and procedures, instructions on how to access transportation information via our website will be reviewed. Riding the bus is a privilege offered for our students. All riders must follow the bus rules (which will be clearly stated in our transportation forms, and posted on all buses). Suspension may occur as a result of misbehavior on the buses.

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.

Anticipating that Essies School population will be 90-100% Free and Reduced Lunch students, vendor breakfast and lunches will be provided free of charge. We will follow all required procedures for managing Free and Reduced Lunch applications, maintaining thorough records of student participation in the National School Lunch Program. Knowing our targeted population, we

understand the importance of providing a nutritious breakfast, and will do so.

We will ensure all students are provided lunch daily. Students will have the option to bring lunch or receive a lunch from the school provided by selected vendors. The vendors will be required to follow all health and sanitation requirements set forth by the Food and Drug Administration and provide appropriate documentation supporting their compliance. Menus will be provided to the school monthly and meet all nutritional guidelines of the National School Lunch Program. We are currently looking at contracting options available in Rowan County.

If students who are not eligible for free lunch forget to bring their lunch, it will be provided by the school in the event they are unable to have a parent or other adult bring it to the school. A fee will be assessed to the parents to cover the cost of the lunch. A small contingency budget is planned to help cover initial costs of providing lunches to students.

Civil Liability and Insurance (GS 115C-218.20):

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		\$2,106.40
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,000.00
Property Insurance	\$1,000,000		\$2,106.00
Motor Vehicle Liability	\$1,000,000		\$3,253.00
Bonding Minimum/Maximum Amount	\$250,000	\$1,000,000	\$480.00
Other	\$1,000,000		\$4,393.00
Total Cost			\$16,338.40

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) 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 § 115C218.75.

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.

essie-mae 09/19/2016

(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 specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

The Board of Directors for the Essie Mae Kiser Foxx Charter School intends to lease space in the former Rowan-Salisbury School System's central office, located at 110 South Long Street, East Spencer, North Carolina. We have been engaged in discussions with the PLDG, who is negotiating the purchase/lease of the facility. They have agreed in principle to lease the facility for the development of a charter school.

We have worked with a local architect, Bill Burgin, of Ramsay-Burgin-Smith Architects. We asked Mr. Burgin to ascertain viability. We received assurance that with addition of a boys bathroom, a handicapped ramp, removing some walls, and adding an elevator (for higher grades), the building can be in compliance soon. This firm has built and remodeled several schools and is familiar with needs to be addressed for Educational Certificate of Occupancy. We would be working with them throughout the process. Burgin-Ramsay-Smith has been the firm of choice for the RSSS for several decades and just completed the RSSS new multi-million dollar administration building in Salisbury. The RSSS Board has stated publicly that the disposition of this building will be made by the end of 2016. PLDG (Paul L Dunbar Group) is in the process of working with USDA for approval of a loan package to bring a community center and space for a school to the site. The Town of East Spencer has written a resolution supporting this use of the building, included in Appendix O-8. We continue to watch the process of the disposition of 110 S. Long St by the RSSS Board, and expect resolution by the end of 2016. A letter of intent from PLDG (Paul L Dunbar Group) to lease adequate and compliant space to Essies School is included in Appendix O-9. Funds for the upfit to accommodate Essies school is part of the PLDG application to the USDA.

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.

We estimate \$15/sq ft. The closest market rate near the proposed facility would be in Salisbury, approximately 5 miles away is \$18/sq

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

The Essie Mae Kiser Foxx Board has been in conversation with Rev. Jones regarding a second identified site, the Guiding Light Missionary Baptist Conference Center, 308 Boundary St, East Spencer, NC. He continues to be open to discussions for a lease arrangement with us. We anticipate that the space would be adequate for two years, at which time we would need to either bring two portable classrooms on site, or build a new building, to open in year 3. All spatial needs can be met for grades K-4 at this location for the period of two years. (See Appendix O-10 Letter to Rev. Jones)

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 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1800 - Rowan-Salisbury Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,185.34	150	\$777,801.00
Local Funds	\$1,689.42	150	\$253,413.00
Federal EC Funds	\$3,579.70	15	\$53,695.50
Totals			\$1,084,909.50

Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$777,801	\$1,140,775	\$1,400,042	\$1,659,309	\$1,918,576
-Local Per Pupil Funds	\$253,413	\$371,672	\$456,143	\$540,614	\$625,085
-Exceptional Children Federal Funds	\$53,696	\$53,696	\$53,696	\$53,696	\$53,696
-Other Funds*	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,134,910	\$1,616,143	\$1,959,881	\$2,303,619	\$2,647,357

***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 J.

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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.

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$55,000	\$55,000	1	\$57,000	\$57,000	1	\$60,000	\$60,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$45,000	\$45,000	1	\$47,000	\$47,000
Clerical	1	\$24,000	\$24,000	1	\$24,500	\$24,500	1	\$25,000	\$25,000	1	\$26,000	\$26,000	1	\$27,000	\$27,000
Food Service Staff	0	\$0	\$0	1	\$22,500	\$22,500	1	\$23,000	\$23,000	1	\$24,000	\$24,000	1	\$25,000	\$25,000
Administrative Assistant	1	\$30,000	\$30,000	1	\$32,000	\$32,000	1	\$35,000	\$35,000	1	\$36,000	\$36,000	1	\$38,000	\$38,000
A - Total Admin and Support:	3		\$109,000	4		\$136,000	4		\$143,000	5		\$196,000	5		\$202,000
Instructional Personnel:															
Classroom Teacher	7	\$35,000	\$245,000	9	\$36,000	\$324,000	11	\$37,000	\$407,000	13	\$38,000	\$494,000	14	\$40,000	\$560,000
Lead Teacher	0	\$0	\$0	1	\$38,000	\$38,000	1	\$39,000	\$39,000	1	\$40,000	\$40,000	2	\$42,000	\$84,000
Instructional Assistant	5	\$20,000	\$100,000	5	\$21,000	\$105,000	5	\$22,000	\$110,000	5	\$23,000	\$115,000	5	\$24,000	\$120,000
Exceptional Children Teacher(s)	1	\$37,000	\$37,000	1	\$38,000	\$38,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Ec Instructional Assistant	0	\$0	\$0	0	\$0	\$0	1	\$22,000	\$22,000	1	\$23,000	\$23,000	1	\$24,000	\$24,000
Multi-Classroom Leader	0	\$0	\$0	0	\$0	\$0	1	\$40,000	\$40,000	1	\$42,000	\$42,000	1	\$44,000	\$44,000
Special: Art Teacher	1	\$32,000	\$32,000	1	\$33,000	\$33,000	1	\$35,000	\$35,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000
Special: Spanish Teacher	0	\$0	\$0	1	\$32,000	\$32,000	1	\$33,000	\$33,000	2	\$33,000	\$66,000	2	\$35,000	\$70,000
Special: Stem Teacher	0	\$0	\$0	0	\$0	\$0	1	\$32,000	\$32,000	1	\$33,000	\$33,000	1	\$35,000	\$35,000

Essie Mae Kiser Foxx Charter School

Special: Physical Education Teacher	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$40,000	\$40,000	2	\$42,000	\$84,000
Substitute Teacher	1	\$5,000	\$5,000	1	\$19,000	\$19,000	1	\$22,000	\$22,000	1	\$25,000	\$25,000	1	\$30,000	\$30,000
Virtual Learning Assistant	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$25,000	\$25,000
B - Total Instructional Personnel:	15		\$419,000	19		\$589,000	24		\$780,000	29		\$988,000	33		\$1,186,000
A+B = C - Total Admin, Support and Instructional Personnel:	18		\$528,000	23		\$725,000	28		\$923,000	34		\$1,184,000	38		\$1,388,000
Administrative & Support Benefits															
Health Insurance	3	\$4,800	\$14,400	4	\$4,800	\$19,200	4	\$4,800	\$19,200	5	\$4,800	\$24,000	5	\$4,800	\$24,000
Retirement Plan--Other	3	\$1,453	\$4,359	4	\$1,360	\$5,440	4	\$1,430	\$5,720	5	\$1,568	\$7,840	5	\$1,616	\$8,080
Medicare	3	\$527	\$1,581	4	\$493	\$1,972	4	\$518	\$2,072	5	\$568	\$2,840	5	\$586	\$2,930
Social Security	3	\$2,253	\$6,759	4	\$2,108	\$8,432	4	\$2,217	\$8,868	5	\$2,430	\$12,150	5	\$2,505	\$12,525
D - Total Admin and Support Benefits:	12		\$27,099	16		\$35,044	16		\$35,860	20		\$46,830	20		\$47,535
Instructional Personnel Benefits:															
Health Insurance	14	\$4,800	\$67,200	18	\$4,800	\$86,400	23	\$4,800	\$110,400	29	\$4,800	\$139,200	32	\$4,800	\$153,600
Retirement Plan--Other	14	\$1,197	\$16,758	18	\$1,309	\$23,562	23	\$1,357	\$31,211	29	\$1,363	\$39,527	32	\$1,483	\$47,456
Medicare	14	\$434	\$6,076	18	\$474	\$8,532	23	\$492	\$11,316	29	\$494	\$14,326	32	\$537	\$17,184
Social Security	14	\$1,856	\$25,984	18	\$2,029	\$36,522	23	\$2,103	\$48,369	29	\$2,112	\$61,248	32	\$2,298	\$73,536
E - Total Instructional Personnel Benefits:	56		\$116,018	72		\$155,016	92		\$201,296	116		\$254,301	128		\$291,776
D+E = F - Total Personnel Benefits	68		\$143,117	88		\$190,060	108		\$237,156	136		\$301,131	148		\$339,311
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	15		\$136,099	20		\$171,044	20		\$178,860	25		\$242,830	25		\$249,535
B+E = H - Total Instructional Personnel (Salary & Benefits)	71		\$535,018	91		\$744,016	116		\$981,296	145		\$1,242,301	161		\$1,477,776
G+H = J - TOTAL	86		\$671,117	111		\$915,060	136		\$1,160,156	170		\$1,485,131	186		\$1,727,311

PERSONNEL															
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Operations Budget: Expenditure Projections 2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Health Insurance	\$4,800	\$4,800	\$4,800	\$4,800	\$24,000
	Health Insurance	\$4,800	\$4,800	\$4,800	\$4,800	\$153,600
	Medicare	\$527	\$493	\$518	\$568	\$2,930
	Medicare	\$434	\$474	\$492	\$494	\$17,184
	Retirement Plan--Other	\$1,453	\$1,360	\$1,430	\$1,568	\$8,080
	Retirement Plan--Other	\$1,197	\$1,309	\$1,357	\$1,363	\$47,456
	Social Security	\$2,253	\$2,108	\$2,217	\$2,430	\$12,525
	Social Security	\$1,856	\$2,029	\$2,103	\$2,112	\$73,536
	Total Benefits	\$17,320	\$17,373	\$17,717	\$18,135	\$339,311

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 numbers were projected based upon an analysis of the demographic breakdown of the school-age population in East Spencer and its surrounding communities within a 15 mile radius by census tract. We also analyzed student enrollment in feeder schools for the East Spencer area community. We noted significant low performance for low income students and minority students. We recognize the need to target the at-risk population from East Spencer and the surrounding communities. The break even points are as follows: year one, 148 students; year two, 191 students; year three, 190 students; year four, 298 students; and year five, 332 students. We believe there is a significant demand for school choice based upon our interaction with the community and our analysis of low performance in the surrounding public schools.

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

If the school is unable to meet its enrollment goals and generate the projected revenue in the application we will immediately revise the budget in order to make the school viable. We will make budget cuts and take immediate action to reduce expenses to bring the budget in line with enrollment reality. We also have support from our management company to assist the school to start up. The management company, TAS, will establish a \$50,000 emergency surplus fund in the name of the charter school, which is accounted for as additional revenue each year and referenced in Appendix M. These funds will provide some security for critical infrastructure and/or educational needs in the event of a cash flow concern. This includes but is not limited to mortgage or rent payments, teacher salaries, or emergency repairs such as heating and air-conditioning or transportation.

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

The budget does not rely on other sources of funds beyond state and local ADM allotments. The school anticipates that if enrollment mirrors the local school district, about 10% of its students should be considered exceptional children. This will result in increased revenue from both state and federal exceptional children funds. The revenue amounts also include an additional \$50,000. The management company has pledged to provide \$50,000 to support the schools operation in order to meet budget requirements, cover unexpected expenses, and maintain viability. The \$50,000 will be set aside in an account in the schools name each year the school is contracted with the management company. We have also attached in Appendix M a statement from the management company indicating that it will make the \$50,000 available if needed. The Management Company paid the \$1000 application fee.

To supplement instructional material, teachers will be encouraged to maintain a DonorsChoose account with an active project in order to acquire additional resources for the classroom. In addition, community businesses and organizations will be able to "sponsor a classroom" for \$250 to be used for consumable supplies for that room. The Board has already secured 7 sponsorships to cover the 7 classrooms for year 1.

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

12:1

- 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 management company will provide student accounting and financial services as part of its management contract fees. There will be separate contracts for exceptional childrens related services, including school psychologist services, speech pathology services, occupational therapy services, and any other related service required. We anticipate that additional exceptional childrens related services will be paid for from exceptional children funding not included in the budget at this time. We have included \$5000 in the "contracted services" line item to supplement these funds in order to ensure student needs are met.

The school will adopt a purchasing policy and procedure as a part of its internal control policies and procedures in accordance with the management organization agreement with the Board. Any contract required by law to be formally bid shall be bid in accordance with the procurement policy and procedure that will be adopted by the board of directors. At a minimum the we will seek to identify the best quality service for the lowest possible price.

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

The budget aligns to the schools mission by providing adequate funding for the schools curricular offerings, transportation plans, and facility needs. The Board has done a detailed analysis to assure that the budget will provide all expenses associated with operating the school. In addition, we developed a contingency plan to reduce expenses and we have a pledge of \$50,000, provided by the management company in an account in the schools name during each year of operations to ensure the viability of the school. The school has provided adequate resources to transport students to and from school and provide for an adequate facility to carry out the program.

- 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 Board is familiar with the North Carolina governing best practice of maintaining a fund balance of at least 7-8%. The budget has been constructed with this best practice in mind. The projected budget fund balance for the first five years is as follows: year one, 8.1%; year two, 14.5%; year three, 10.4%; year four, 7.9%; and year five, 8.5%. As our school moves forward, we will practice discipline and austerity budgeting to assure that our school maintains an average 8% fund balance each year. The board will establish a policy regarding fund balance and establish a policy and procedure to assure that steps are taken each year to obtain the desired fund balance.

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

The school does not anticipate any significant financing needs beyond leasing copiers, and other office equipment. The school has two options to lease facilities. In both of the facilities options, there will be an option to provide a five year triple net lease that will provide adequate facilities to operate the schools educational programs. Leasing is provided for in the schools operating budget will not require financing. Lease expenses will be funded from the general operating budget of the school.

6. *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 majority of the furniture for the first year has already been secured or assured as part of the lease agreement with the facility. Therefore, the \$5000 budgeted will address any gaps in the furniture or any special needs of teachers and students once the school year begins. The budget in subsequent years allows for investments in furniture of \$5000-\$10,000 as needed. The school has also secured the donation of a washer/dryer to help ensure students have appropriate uniforms every day.

We have (secured) 10 tables; 60 chairs; 2 large desks; 2 office chairs; 1 restaurant coffee maker; 4 double locker units (lockers for 50); 1 washer/dryer unit

Note: Rowan County has a very large surplus facility that would be available for us, as well as another facility which sells surplus from hospitals and large organizations.

The schools facilities lease will include some furnishings, chairs, desk, & other office furniture. All other items are provided for in the budget.

The budget assumes the school will reach its enrollment goals and not incur unanticipated extraordinary expenses. The budget does not include exceptional children funding but the school anticipates receiving both state and federal exceptional children funding and will use those funds to supplement the EC program and services. This budget also does not include any Title I funds, although the school anticipates qualifying, as they are meant to supplement existing programming.

The management company contracted fee is set at \$20,000 for the first year, \$50,000 for year 2, and \$100,000 for years 3-5 as detailed in the agreement in Appendix I.

The budgeted amount for computers and software includes computers and printers for administrative staff and one for teacher/parent access. Classroom teachers are assumed to have personal computers. Computers in years 2-5 will be provided for new members of the Instructional Leadership Team as well as for food services.

The "Other Professional Contracts" for year 1 includes: Spanish teacher (\$20,000), 2 bus drivers (\$90/day), \$15,000 for contracts with artists, and \$5000 for contracting additional EC services. Year 2: 3 bus drivers, \$6,000

in arts contracts, and \$5,000 for EC services. Year 3: 4 bus drivers (\$19,000 ea), \$4,000 for arts contracts, and \$5,000 again for EC. Year 4 includes the same amount for bus drivers and arts contracts. Year 5: 4 bus drivers (\$20,000 ea) and \$5,000 for arts contracts.

Given our target demographic, transportation will be provided. This includes purchasing 2 used buses for the first year and 1 in years 2, 3, and 5.

The child nutrition figures were calculated based on having to supplement USDA Free and Reduced Meals reimbursement by about \$2 per day per student in order to assure free breakfast and lunch is available to all students.

Essies School will have a designated uniform consisting of collared polo shirts and khakis. A uniform supplement fund is included as a line item so that the school can purchase extra uniforms for students and families in need.

Discovery Education software will be purchased beginning in year 1 for \$4500, and in year 3 additional funds are budgeted to administer the MAP assessment. This line item also includes enrollment fees for the NC Virtual Public School in years 4 (\$12,500) and 5 (\$25,000) in accordance with the education plan.

Classrooms will receive an LCD projector in year 1 and document cameras by year 2. The "devices" line item also covers iPads (K-3) and beginning in year 3, Chromebooks or similar devices will be leased (4-8) as listed in the Equipment Lease line item.

Instructional materials: \$650 per classroom for literacy, \$350 for math/science, and \$250 for art/consumables. Copy paper was budgeted at 2 cases per teacher per month.

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 Board will establish an internal control policy and procedure which requires segregation of duties, provides for safeguarding of assets, and requires accurate and adequate recordkeeping. The school has internal control policies and procedures reviewed by a licensed certified public accountant and legal counsel prior to their adoption. The Board will establish a report mechanism to assure that it receives timely and accurate information that enables it to determine the status of the schools finances. The school will also contract an auditor approved by the local government commission to conduct an annual audit of the schools financial resources. The internal control policy and procedure adopted by the board will be consistent with the policy recommended by the Local Government Commission.

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

None known at this time.

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.

Elliott Davis Decosimo is the firm we have investigated, and may use. It is City of Salisburys firm of choice. Address: 700 East Morehead St, Suite 400, Charlotte, NC 28202. Phone: 704-333-8881.

