



Application Preliminary Evaluation Packet

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

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

Subcommittee Members:

Jonathan Bryant
Tammi Sutton
Deanna Townsend-Smith
Steven Walker
Deborah Brown
Cheryl Turner
Buffy Fowler
Alex Quigley
Alex Quigley
Alan Hawkes
Joe Maimone
Lindalyn Kakadelis
Lindalyn Kakadelis
Tracy Kelley
Glenn Allen
Lynn Kroeger
Phyllis Gibbs
Sherry Reeves
Sherry Reeves

Eminence Academy - The mission of Eminence Academy is to empower scholars to learn, grow and lead in the pursuit of holistic excellence.

Stephenie Clark
Heather Soja

Date of Review:

09/26/2017



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Eminence Academy

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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

OCS September 2016

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.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Eminence Academy*

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

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

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

Name of contact person: *DaQuan Love*

Title/Relationship to nonprofit: *Chairman*

Mailing address: 116 CANDLEWOOD DR
WALLACE NC 28466

Primary telephone: 804-252-7430 Alternative telephone: 804-252-7430

E-Mail address: *dlove@eminenceacademy.org*

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

County: *DUPLIN*

LEA: *310-Duplin County Schools*

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

No:

Yes: *X*

If so, provide the name of the third party person or group. *NC Public Charter School Accelerator*

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.

This application was supported in partnership by the NC Public Charter School Accelerator Program which provided application feedback, a writing coach, research, resources and experts in the areas of governance and instructional design, fiscal budgeting, facility selections, and legal

requirements.

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:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

**Demonstrate a clear and compelling need for the accelerated planning year*

Partner with a two of four year institution of higher education in North Carolina

Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership

Verify the absence of a charter school in the proposed county of location

Yes:

No:

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Eminence Academy Foundation

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 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
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Eminence Academy - The mission of Eminence Academy is to empower scholars to learn, grow and lead in the pursuit of holistic excellence.

Year 1	03,04,05,06,07	200
Year 2	03,04,05,06,07,08	240
Year 3	K,03,04,05,06,07,08	280
Year 4	K,01,03,04,05,06,07,08	320
Year 5	K,01,02,03,04,05,06,07,08	360

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

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

daquanlove
Signature

Chairman
Title

daquanlove
Printed Name

09/22/2017
Date

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>It is very interesting to start with testing grades only right off the bat. I would be interested to know the idea behind structuring the grades in this way. You will be testing a new batch of 3rd graders for the first five years.</u>	<u>Steven Walker</u>	<u>Grade Levels</u>
<u>need to have good explanation of 3rd grade start? needed if they can make it work</u>	<u>Joe Maimone</u>	<u>Grade Levels</u>
<u>What is the rationale for opening with that grade configuration and adding lower grades later on?</u>	<u>Deborah Brown</u>	<u>Grade Levels</u>
<u>Provide the rationale for opening the school with grades 3-7.</u>	<u>Stephenie Clark</u>	<u>Grade Levels</u>
<u>How will the school recruit a new class of third graders to attend each year until you fill out K-2 to promote that 2nd grade class up to 3rd grade?</u>		
<u>Please explain the thinking behind starting at grade 3 and working down. It will take longer to show data from students that have attended your school solely.</u>	<u>Buffy Fowler</u>	<u>Grade Levels</u>
<u>The year 1 grade structure is overly ambitious and unlikely to result in improved outcomes for students because it requires the school to invest in 2 curricula for middle and elementary school.</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>
<u>Confusing why starting in 3rd grade is a good idea - this will cause significant issues (families often choose schools at typical entry points [K, 6, 9], this makes tracking students more challenging, etc.).</u>	<u>Jonathan Bryant</u>	<u>Grade Levels</u>
<u>The initial grade levels are a concern. The school will be tested immediately without developing a culture of expectations. I feel this could be a failure before having time to learn and grow the school's culture.</u>	<u>Lindalyn Kakadelis</u>	<u>Grade Levels</u>
<u>Interesting approach to start five grades and in 3rd grade. Applicant should provide reasoning for doing so.</u>	<u>Heather Soja</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Jonathan Bryant</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Deanna Townsend-Smith</u>	
<u>Steven Walker</u>	<u>Fail</u>
<u>Deborah Brown</u>	<u>Pass</u>
<u>Cheryl Turner</u>	<u>Fail</u>
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Alex Quigley</u>	
<u>Alex Quigley</u>	
<u>Alan Hawkes</u>	
<u>Joe Maimone</u>	<u>Pass</u>
<u>Lindalyn Kakadelis</u>	
<u>Lindalyn Kakadelis</u>	<u>Fail</u>
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Lynn Kroeger</u>	<u>Fail</u>
<u>Phyllis Gibbs</u>	
<u>Sherry Reeves</u>	
<u>Sherry Reeves</u>	<u>Fail</u>
<u>Stephenie Clark</u>	<u>Pass</u>
<u>Heather Soja</u>	<u>Pass</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of Eminence Academy is to empower scholars to learn, grow and lead in the pursuit of holistic excellence.

Clearly describe the mission of the proposed charter school:

Our goal is to build confidence in our students through academic achievement to ensure that they have access to limitless options for their future.

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.*

Duplin County is currently one of 40 counties in North Carolina that does not have a public school choice option. There is a dire need for educational innovation in Duplin County. According to the NC School Report Cards, Duplin County Schools (DCS) proficiency scores on End-of-Grade and End-of-Course tests have continuously decreased for three consecutive years. In 2016, DCS earned a 31.5% proficiency on College and Career Readiness standards. Black and Hispanic/Latino students, which according to the US Census Bureau account for over half of the county population, earned 19.9% and 26.7% respectively. The stated mission of Duplin County Schools is "to work collaboratively with the community to prepare all students for career, college, and life success." How can ALL students be adequately prepared for career, college and life success if only three out of every ten students meet the state criteria for college and career readiness proficiency as determined by NC? The aforementioned scores are simply unacceptable and are the auspices of the founding of Eminence Academy. Our proposed centrally located school site in Kenansville, NC will allow us the opportunity to achieve a diverse student population that mirrors the LEA while offering academic innovation.

DATA RETRIVED FROM

2016 NC Report Cards (All EOGs, All Grades, College and Career Readiness)

https://ncreportcards.ondemand.sas.com/SASVisualAnalyticsViewer/VisualAnalyticsViewer_guest.jsp?reportPath=/ReportCard/NC_SRC&reportName=NC+Report+Cards

- 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 first year's projected enrollment is 200 scholars serving grades three through seven with forty scholars in each grade. 40 scholars in each grade level to reflect 2.07% of the total ADM of Duplin County Schools. At full capacity in the sixth year (2024-2025), the school will hold 360 scholars to reflect 3.73% of the total ADM of Duplin County Schools.

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

Eminence Academy will empower scholars to learn, grow and lead in the pursuit of holistic excellence by offering a unique educational program that supports our daring mission. The school's mission is undergirded by our B.E.S.T. values: Brilliance (rigorous academic and college-preparatory focus), Excellence (continuous self-improvement without excuse), Stewardship (leading through service to others) and Teamwork (working together to reach a common goal).

Below you will find specific examples of how our education plan will provide a viable alternative to the local LEA that will lead to higher scholar achievement in Duplin County.

BRILLIANCE

Data-Driven Instruction and Instructional Leadership

Early release days for weekly instructional data review & professional development

NWEA quarterly assessment and individualized data review

EXCELLENCE

Quarterly recognition of academic, athletic and cultural achievements

Excellence Agreements where each faculty member, scholar, and parent will agree to be an engaged member of the Eminence Academy community. Parents and community members will be encouraged to participate in both traditional and non-traditional ways in educating our scholars.

STEWARDSHIP

Each scholar (5-8) will be required to complete 50 hours of community service hours annually as a requisite for promotion. Teachers will assist scholars in identifying and monitor community service projects as part of the Plan of Learning (POL) on a quarterly basis. Teachers will work with scholars and their parents to ensure that service hours are not a barrier to scholar promotion.

TEAMWORK

Biannual school-wide (faculty and scholars) team-building retreat

7th and 8th-grade scholars will serve as mentors for 5th and 6th-grade scholars respectively. Mentors will be trained during the annual team-building retreat.

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-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

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

Eminence Academy will specifically achieve two of the six legislated purposes of charter schools in North Carolina. These purposes are to: provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system and hold schools accountable for meeting measurable student achievement results.

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

Eminence Academy will provide expanded choices in the types of educational opportunities that are available within the LEA. Our unique model will feature expanded learning time, an emphasis on using scholar data to drive individualized instruction and fostering fruitful partnerships with parents and the community. By starting earlier and ending later, we estimate that our scholars will have nearly 450 more instructional hours than the local LEA. We aim to begin instruction at 7:15 am daily and dismiss at 3:30 pm on Monday - Thursday and 11:45 am on Fridays. Further, because we are investing nearly 150 hours of professional development in our faculty on Friday afternoons, our teachers will be uniquely equipped with the latest tools and strategies to impact scholar achievement. Finally, our parent commitments will help our school receive unprecedented levels of parental support and facilitate regular productive dialogue between parents and their child's teachers. Based upon other schools that have implemented similar models, such as Henderson Collegiate and KIPP, we are confident that these investments will yield dividends in the academic growth of our scholars.

Hold schools accountable for meeting measurable student achievement results

By investing in our teachers and curriculum resources, Eminence Academy will develop a strong academic program yielding high levels of academic achievement. According to the 2016 North Carolina School Report Card report, Duplin County Schools - the only public school option for parents in the county - scored 41.6% proficiency on End of Grade tests. In simpler terms, Duplin County Schools, whose mission is to "... prepare all students for career, college and life success" was only successful in 4 out of 10 of

their students. Delving deeper into the data, only 2 in every 10 Black students and only 3 in every 10 Hispanic/Latino achieved proficiency. That same report found that based on indicators using the End of Grade tests, only 31.5% of Duplin County students are college and career ready. Eminence Academy recognizes the need for a unique educational model that will hold the local LEA for increasing scholar achievement. We will seek to develop a working partnership with the local LEA where both Eminence and the school system can collaborate to share best practices, resources, and strategies to ultimately impact all children in Duplin County. For example, in 2013, Northampton County Schools and KIPP Gaston College Preparatory School partnered to receive a \$600,000 grant by the Golden LEAF Foundation to improve educational outcomes using technology. As part of the grant, both the public school and charter school teachers worked collaboratively to share best practices, model lessons and improve scholar achievement in both schools. (http://www.rrdailyherald.com/news/northampton-kipp-partner-in-effort-to-reach-students/article_724e739a-db76-11e2-99cc-001a4bcf887a.html) Even without a joint grant, Eminence Academy hopes to foster collaboration with the local LEA and improve scholar achievement for all children.

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.*

OPERATIONS

2018-2019: By November 31, 2018, the board will have developed a short-term (years 1-2) facility plan that includes a signed lease. If the goal is not met by this time, the board will begin implementation of its contingency facility plan, providing eight full months prior to the scheduled school opening.

2019-2020: By December 31, 2019, the board will have developed a long-term (years 3-10) strategic facility plan outlining how the school will secure facilities to meet the enrollment projections and school mission.

2019-2020: 90% of all parents will rate their child's education at Eminence Academy with an eight or higher on a ten point scale at the end of each quarter and overall at the end of the school year.

2020-2022: 95% of all faculty will be retained at the conclusion of the first academic year, and 85% at the end of the second academic year.

2019-2020: 75% of all scholars will have at least one parent or family member to volunteer at the school, serve on a committee, or otherwise lend support to the school annually.

2022-2024: 100% of all scholars will have at least one parent or family member to volunteer at the school, serve on a committee, or otherwise lend support to the school annually.

2019-2024: The school will reach 100% of its enrollment projections annually. Each year the applicant pool will increase by 10%.

ACADEMICS

2019-2020: 90% of all scholars will demonstrate at least one year's academic growth at the end of the school year based upon the nationally normed NWEA MAP assessment.

2019-2020: 90% of all scholars will earn a rating of proficient or greater on the North Carolina End of Course and End of Grades tests at the end of

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the school year.

2020-2024: 95% of all scholars will demonstrate at least one year's academic growth at the end of the school year based upon the nationally normed NWEA MAP assessment.

2020-2024: 95% of all scholars will earn a rating of proficient or greater on the North Carolina End of Course and End of Grades tests at the end of the school year and annually moving forward.

2020-2024: Eminence Academy will earn a "B" grade or higher on the North Carolina School Report Cards annually.

FINANCE

Annual Goals

-Eminence Academy will earn a clean audit with no severe findings at the conclusion of each fiscal year.

-A minimum of 5% of revenues will be saved for a reserve fund by the end of each school year annually for five years.

2023-2024: The reserve fund will have a minimum of \$600,000 by the conclusion of the fifth year.

GOVERNANCE

2019-2020: 100% of board members will participate in the annual board governance training by June 31, 2020.

2019-2020: 80% of board members will contribute the board-specified contribution for unrestricted fund use by June 31, 2020.

2020-2021: The board will develop a 5-year comprehensive strategic plan for 2022-2026 by June 31, 2021.

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

Eminence Academy's mission is to: "Empower scholars to learn, grow, and lead in the pursuit of holistic excellence." The governing board will work tirelessly to achieve this daring mission.

The board will know that we are on the right track when we see that scholars are 1) learning, 2) growing, 3) leading, and 4) achieving holistic excellence. We will know that scholars are learning when their NWEA Measures of Academic Progress, End of Course, and End of Grade scores are proficient or higher. Their learning will be further evidenced through the achievement of aforementioned scores at higher proficiency levels than the local LEA and the statewide average in each respective assessment.

Secondly, we will know our mission is being accomplished when we see comprehensive growth. While we place great value on standardized test scores and work towards achieving the best results possible, our school values, even more, the individual growth of scholars. When we publicly recognize scholars at our quarterly assemblies, we will encourage faculty to celebrate the individual growth of scholars because we believe in the quote by DaQuan Love: "Where there is growth, there is progress. Where there is progress, there will be achievement."

Additionally, we will know our school is achieving its mission when we see scholars leading. As our scholars begin to implement the B.E.S.T. values in their daily lives, we expect to see scholars taking on leadership roles in their homes, around the community, and within the school. Examining the local LEAs educational program which does not offer leadership training or opportunities for all scholars, we know our school will find success when

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our scholars begin to take pride in the school, have a lower suspension rate than the local LEA, and complete their mandated community service hours.

Finally, the board will know the school is ultimately being successful in its quest when scholars are pursuing holistic excellence. We believe that well-rounded scholars find success not only in the classroom but on the athletic field, in their entrepreneurial pursuits and in their fight for social justice in the community. When we see that our scholars, through survey and data collection, are taking advantage of extracurricular activities that support the school's mission, we will find the confidence that our school's mission is being achieved.

Empirically, we will see our mission fulfilled through scholar achievement data such as state-mandated tests and nationally normed assessments. Further, when our scholars demonstrate a continuous trend of improvement over time and our school is known throughout the state and nation for our work, we will know that our goals are being reached. The intangible evidences such as our school culture which includes: scholar attitudes towards school, their motivation to learn, and their parents support of our school will also provide valuable information. The board will know our mission is working towards full attainment when our school becomes the exemplar that inspires other schools and educators. As one board member describes Eminence Academy: "hands down, we will be the crme de la crme of education."

Throughout our application, you'll find that the board uses the term "daring mission." Our mission is daring because it is lofty, ambitious, and pushes against the grain of the current educational offerings in Duplin County. Our board is committed to providing a high-quality education that achieves this daring mission, and will not rest until our scholars learn, grow and lead in the pursuit of holistic excellence.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Elaborate on "Holistic Excellence"	Buffy Fowler	Mission Stat
Explain - "holistic excellence" how will it be measured?	Lindalyn Kakadelis	Mission Stat
What do you mean by "holistic excellence"? How will this be defined & measured? What makes your mission "daring"?	Deborah Brown	Mission Stat
Provide an explanation of the term "holistic excellence" and how this portion of the mission can be measured. Mission Statement section does not fully describe why the organization exists. Schools in Duplin County Schools have a goal to empower student learning and growth, what sets Eminence Academy apart as a school of choice?	Stephenie Clark	Mission Stat
How will school empower students and what does "holistic excellence" actually mean and how will the schools mission lead to high academic achievement levels. What do leaders imagine student will look like after graduating and what will they be able to do; how will they be equipped to go on to post secondary life, either career or college? The mission does evidence high expectations for student learning.	Tracy Kelley	Mission Stat
What is the definition of "holistic excellence?"	Jonathan Bryant	Mission Stat
The mission statement is somewhat generic, but I give it credit for being short and easy to remember. The description of the mission could be expounded upon to tie in some of the methods that will be used to accomplish the mission.	Steven Walker	Mission Stat
Applicant should provide a full explanation of how its plan will compare or differ from the LEA.	Heather Soja	Educational
Will there be opportunities for students to attain some community service hours during the school day.	Buffy Fowler	Educational
what will it mean to be an "engaged member" of the EA community?	Deborah Brown	Educational
The target city for EA is listed as having a population of less than 1,000 - are there sufficient numbers to support this school?	Jonathan Bryant	Educational
What makes your school's mission daring? Of the individuals surveyed, what percentage of them have students attending Duplin County Schools in the grades Eminence plans to serve? What research was conducted to provide evidence that the education program offered by Eminence differs from what the local LEA offers?	Stephenie Clark	Educational
50 hours a year - about 6 hours each month of community service for 5-8th graders. This is a great goal, how will it be monitored ?	Lindalyn Kakadelis	Educational
How will school provide academic innovation, in ways will this be actualized, specifically? EA does not identify the ADM compared to LEA. The application does not provide a compelling explanation for how its ed plan will be different from the LEA. The data as to LEA proficiency levels was not compelling because it was not grade level specific in terms of fully understanding the challenges and the magnitude of the undertaking; applicants response does not demonstrate a level of understanding necessary to operationalize the proposed model. It is not clear what the EA considers to be its target population.	Tracy Kelley	Educational
Glad to see an application for Duplin County, as there is currently not a charter school there. I also like the tying in of community service for promotion.	Steven Walker	Educational
EA does not provide an adequate response regarding how it will hold it self accountable for meeting measurable student achievement results. There is no mention of how leaders, board or teachers will be evaluated and how the evaluation will be linked to student outcomes. The explanation regarding the offering of expanded choices focuses on inputs rather than outputs and therefore is not compelling in keeping with the laws	Tracy Kelley	Purposes of

<p>purposes. Its not clear why EA would want to collaborate with the LEA since EA makes it clear that the LEA is failing to education students and not living up to its stated mission. The 2 purposes identified are not aligned to mission which focuses on holistic pursuits, confidence, and</p>		
<p>Is a 7:15 start time realistic? Students needing transportation would possible be expected to get up before 6:00am. Will the school serve breakfast at school? If so, what time would a student need to arrive to receive breakfast. Do you think students will be able to sustain 8.25 hours of school each day? What types of vocations are most common for the targeted population's parents? Would a 7:15 start time hinder families? Working families would still need after school care causing students to have an extremely long day. What types of plans are in place for students whose families who work on Fridays beyond 11:45? Are afterschool programs in the community willing to for your students and would families be able to afford afterschool care for an early dismissal every Friday? Often times early dismissal after school care is more expensive than a regular school day. Dupliin County has a 90% free and reduced lunch rate. What time would your teachers start each day? Would your teachers be expected to work at least a 9 hour Monday-Thursday with kids and then stay after on Friday for staff development? Have you ever tried staff development on Fridays with tired teachers? Is this realistic and would this burn teachers out quickly?</p>	<p>Buffy Fowler</p>	<p>Purposes of</p>
<p>Will your families be able to deal with a schedule that is earlier on most days than the LEA and with early release days? Will the early release mean your families may have to secure childcare, and would that be prohibitive to the students you are trying to attract?</p>	<p>Deborah Brown</p>	<p>Purposes of</p>
<p>Will the hours of operations prove to be a barrier to entry for respective families? What offerings will be available to working families on early release Fridays?</p>	<p>Stephenie Clark</p>	<p>Purposes of</p>
<p>How will the school support parents who may be unable to pick up students on Fridays for early dismissal?</p>	<p>Jonathan Bryant</p>	<p>Purposes of</p>
<p>The applicant does not address how often, who, and when the information will be communicated to the governing board and other stakeholders. Academic goals are very aggressive. How will the school essentially grow student grade level proficiency from 34% to 90% in one year span?</p>	<p>Stephenie Clark</p>	<p>Goals for th</p>
<p>Some goals seem unrealistic. 2019-2020: 90% of all scholars will earn a rating of proficient or greater on the North Carolina End of Course and End of Grades tests at the end of the school year. Is 90% the first year realistic when students are coming from less than 40% and you are starting with older students that may have larger gaps. 2022-2024: 100% of all scholars will have at least one parent or family member to volunteer at the school, serve on a committee, or otherwise lend support to the school annually. This goal does not seem realistic for any school.</p>	<p>Buffy Fowler</p>	<p>Goals for th</p>
<p>If the LEA is performing at 41.6%, 90% proficiency on all EOG's seems to be unattainable in the first year.</p>	<p>Heather Soja</p>	<p>Goals for th</p>
<p>Financial goal of \$600,000 surplus not evidenced in the budget? 80% of board to contribute funds?</p>	<p>Lynn Kroeger</p>	<p>Goals for th</p>
<p>Looking at the current performance of Duplin County - How are you going to enrich the academics to 90% proficient in one year? I like these aggressive goals - just not sure they are realistic starting at 3rd grade - what interventions will you implement for students already performing below grade level?</p>	<p>Lindalyn Kakadelis</p>	<p>Goals for th</p>

Growth measures on NWEA are reasonably sound albeit not realistic but the EOG goals where 90% will be proficiency or better is not realistic considering the baseline as discussed in the previous section. These goals evidence a fundamental lack of understanding for how students several grade levels behind improve and a school measures its progress.	Tracy Kelley	Goals for th
if 70%+ come to them below prof, how do they plan to get to 90% in 2 years?	Joe Maimone	Goals for th
These goals are very lofty considering the enrollment structure and the testing of 3rd graders in their first year at the school. I'm not sure we have a school in the state with 95% GLP.	Steven Walker	Goals for th
What provisions can be made for families for whom volunteering is a hardship? Are your growth targets realistic, given the stated current achievement levels of your target population?	Deborah Brown	Goals for th

Reviewer	Score
Jonathan Bryant	Pass
Heather Soja	Fail
Deanna Townsend-Smith	
Steven Walker	Pass
Deborah Brown	Pass
Cheryl Turner	Fail
Buffy Fowler	Pass
Alex Quigley	
Alex Quigley	
Alan Hawkes	
Joe Maimone	Fail
Tammi Sutton	
Stephenie Clark	Pass
Sherry Reeves	Fail
Sherry Reeves	
Phyllis Gibbs	
Lynn Kroeger	Fail
Glenn Allen	
Tracy Kelley	Fail
Lindalyn Kakadelis	Fail
Lindalyn Kakadelis	

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.

INSTRUCTIONAL METHODS:

Eminence Academy will identify and implement instructional strategies from other high achieving public and charter schools that have been proven successful to increase scholar achievement. Our educational philosophy is rooted in the belief that all children can learn. Supporting this perspective, we seek to execute the "Correlates of Effective Schools - 2nd Generation," as researched by Lawrence Lezotte. Our teaching methods will be inspired by Doug Lemov's model (Teach Like a Champion), while our instructional leadership and scholar assessment methods will be inspired by Paul Bambrick-Santoyo (Leverage Leadership and Driven by Data.) Our program model draws inspiration from high-achieving North Carolina charter schools such as Henderson Collegiate, and Knowledge is Power Program (KIPP). These schools share an award-winning focus on high expectations, extended learning, and a holistic approach to education.

CORE VALUES

Eminence Academy scholars will strive daily to achieve our B.E.S.T. values: Brilliance, Excellence, Stewardship, and Teamwork. At the beginning of each week, teachers will discuss these values with scholars and recognize students who have exhibited these values.

DATA-DRIVEN INSTRUCTION AND ASSESSMENT

Our teachers will use data on a daily basis to monitor and track scholar progress. Scholars and their parents will be on-boarded to our school's methodology of using data on a daily basis during orientation. Teachers will be expected to use scholar data in their professional learning communities (PLCs) on a weekly basis to identify scholar strengths and opportunities for improvement. Administrators will utilize macro-data to identify future teacher professional development (PD) topics and develop school-wide celebrations and interventions on a weekly basis.

We plan to use a school-wide data platform such as Illuminate Data and Assessment as a tool to help administrators, teachers, parents, and students understand academic progress. Using such a system will allow the school to truly maximize scholar data as a tool for improving instructional practices that impact academic achievement while reducing the time needed for data collection and analysis. In addition, the following assessments will be administered:

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- Exit Tickets: administered at the end of every lesson as a tool for teachers to measure the effectiveness of their lessons
- Weekly Quizzes: administered every Friday as a tool for teachers to measure weekly scholar growth
- Teacher Administered Tests: administered as needed as a tool to evaluate scholar progress in a particular unit of a course subject
- NWEA MAP: administered every season as a tool for administrators to see whole-school data in comparison to other schools nationally, recognize high achieving scholars, and identify areas of need throughout the school
- ACCESS Exam: administered to evaluate learning of ELL scholars
- W-APT: administered to help identify ELL scholars
- NC End of Course and End of Grade Exams: administered at the end of a course to measure scholar proficiency of statewide standards.

TARGETED SCHOLAR ENGAGEMENT

We will purposefully engage scholars in their classroom instruction by ensuring that each lesson provides opportunities for each scholar to learn in the way they learn best. As part of the scholar onboarding process, each scholar will complete a learning styles inventory during the first week of school that will be shared with teachers. As part of the lesson planning process, teachers will maximize scholar engagement by providing a balanced percentage of kinesthetic, auditory, visual and tactile instructional methods. Teachers will be provided with professional development focused on scholar learning styles annually. By intentionally meeting scholars where they are, we believe they will be more engaged and focused on learning objectives.

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.

ELEMENTARY (K-5)

The learning environment for elementary grades kindergarten through fifth will be in a self-contained classroom. Each grade level will be comprised of 40 scholars and two teachers with approximately 20 scholars in each class. The small class sizes will allow for collaborative opportunities where grade level teams will be able to plan lessons together. During weekly PLC meetings, the teaching duo will share plans and discuss best practices on instructional delivery. Maximizing collaborative opportunities will allow elementary teachers to focus their planning time on creating effective lesson plans aligned with Common Core and North Carolina Essential State Standards that provide scholars with essential foundational skills.

MIDDLE (6-8)

The middle school learning environment for grades sixth through eighth will be structured using the block scheduling model where scholars are assigned to a team and rotate classes with a cohort of scholars. Each grade level will be comprised of 40 scholars and two teachers: 20 scholars in each cohort/class. Each teacher will teach either ELA and Social Studies or Math and Science.

COLLEGE-FOCUS

Eminence Academy will operate with an intentional focus on fostering a

college-preparatory mindset within scholars. Each grade level cohort will be referred to by the year they will graduate from a four-year college, and teachers will embed college themes throughout the school experience. At the beginning of sixth grade, when developing their individualized Plan of Learning (POL), scholars will identify a potential college of their choice during their parent/teacher conference. Teachers will assist parents and scholars will use the backward planning approach to develop a timeline for the scholar to gain admission to that university. This plan will be updated during each parent/teacher conference quarterly. The school administration will make it a priority for scholars to participate in learning expeditions (field trips) where they will visit local and out-of-state universities annually.

CHARACTER DEVELOPMENT

During the ready to open year, a character development curriculum will be created by a board advisory committee comprised of volunteer educators. During the initial staff professional development week, the President will provide training to ensure that all staff fully understand and have "buy-in" to the culture of character development. There will be an intentional focus on foundational character skills through daily lessons and activities. Scholars will be regularly rewarded for being observed exemplifying the school's B.E.S.T. values.

PHYSICAL ENVIRONMENT

Eminence Academy will foster a professional, mission-focused atmosphere that is safe and conducive for learning. Teachers will be responsible for maintaining safe, clutter-free classrooms that are bright, inviting and reflect the school's mission and core values. Administrators will be responsible for maintaining public spaces that reflect the school's mission and core values.

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.*

Eminence Academy will empower scholars to learn, grow and lead in the pursuit of holistic excellence by implementing a world-class academic program focused on developing the skills, mindset and knowledge needed for all of its scholars to be successful in high school and graduate from college.

The proposed curriculum is derived from and aligned with North Carolina and Common Core Standards. Eminence Academy will supplement the curriculum with pre-AP (Advanced Placement) standards, character development, enrichment opportunities and a schoolwide culture of excellence. Annually during staff

training week, PLCs will examine North Carolina, Common Core and pre-AP standards to better understand what scholars are expected to know at the conclusion of the year. Using the backwards planning model will allow for teachers to best organize and plan their units of study for scholars. Our targeted scholar population is diverse and includes students of White, African American, and Hispanic/Latino backgrounds. The inspiration for our curriculum comes from high-achieving rural charter schools that have served students of similar ethnicities and socioeconomic statuses. Teachers will be empowered to fulfil the schools mission by teaching enrichment/elective courses that align with their personal areas of expertise.

Because we plan to use Illuminate as our data platform, teachers will be able to attach standards to questions on every formative and summative assessment. This will allow us to measure student proficiency by standard and assist teachers and administrators in making instructional decisions, such as content areas needing intervention strategies. A data-driven instructional approach, we believe, will ensure that all scholars meet or exceed the state performance standards.

CURRICULUM FOUNDATIONS

- We believe that ALL scholars are capable of learning at high levels when given the encouragement, academic support and skills to do so.
- We believe that ALL scholars will leave Eminence at the end of the eighth grade fully prepared for rigorous high school work.
- We believe that ALL scholars: including scholars with disabilities, scholars who are academically gifted or english language learners, have the ability to succeed and will be held to high expectations with the appropriate supports.

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.*

During the over 150 hours of professional development provided to teachers annually, they will become experts in the following instructional strategies:

A blend of direct instruction and scholar engagement, Eminence Academy seeks to use a model where elementary and middle grades teachers provide direct instruction initially and are guided towards achieving a learning objective. Sometimes referred to: "I do, we do, you do," other successful charter schools in North Carolina and across the country have used this instructional method as a way to successfully increase scholar engagement. This strategy begins with the teacher teaching the foundational skill of a topic followed by a classwide practice guided by the teacher. Finally, scholars are released to work on the skill independently. By gradually releasing scholars and giving them the initial tools needed to understand a concept, scholars are given the ability to take ownership of their learning resulting in higher levels of academic achievement.

Elementary grades teachers will utilize whole group, small group and independent project learning as tools to deliver content to scholars effectively. Further, elementary teachers will develop stations where scholars will rotate following direct instruction to practice new skills and refine skills taught in previous lessons. Having various methods to engage

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with the content at multiple times will give scholars the reinforcement they need to grasp concepts and best prepare them for middle grades work.

Middle grades teachers will combine hands-on project learning with direct instruction, lecture and real life application to provide an instructional environment that best prepares scholars for the rigors of high school and college.

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.*

Promotion requirements will be established by the school administration and shared with parents during the onboarding process. Because we value parent engagement and data-driven decision making, parents will have access to their scholars formative and summative data at anytime.

Eminence Academy will be uniquely positioned to facilitate scholar readiness from grade to grade through the use of scholar data. Throughout the year, parent/teacher meetings will provide opportunities for teachers to communicate with parents and scholars about scholar readiness for the next grade. This information will be clearly communicated quarterly to ensure that parents are always aware of their child's progress towards promotion goals. At the final parent/teacher meeting of each academic year, teachers will give parents a customized report outlining the scholars readiness for the next grade.

This report, generated through our Illuminate system, will give parents an outline of concepts the child may want to work on over the summer to be fully prepared for the following year. During the final workdays, teachers will write individualized comments on each scholar's plan of learning (POL) document for the scholars teacher(s) the next year. Prior to the beginning of each academic year, teachers will be given time to review the previous year's POL documents for all of their scholars. This will allow teachers to understand any classwide opportunities for growth and ensure no time is wasted in a strong start to the school year.

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.*

Eminence Academy will operate on an extended school day Monday - Thursday from 7:30 a.m. - 3:30 p.m. Each Friday will serve as a half instructional day from 7:30 a.m. - 11:30 a.m. With a total of 1402 instructional hours and 163 hours of professional development, we are confident that our calendar supports our mission to empower scholars to learn, grow, and lead in the pursuit of excellence.

The purpose of the early release on Friday afternoons is to provide dedicated time for professional development, professional learning community meetings and lesson planning. A majority of professional development will be delivered by internal staff, many of whom will attend "train-the-trainer"

trainings and bring information back to the faculty. Our board understands the potential challenge of a Friday early release model in our area. As a result, we are working with local daycare and afterschool programs to develop partnerships to ensure that Friday early release days are not a barrier to families.

As a result of our community outreach, we were asked to try and match our calendar with the LEA to accommodate families with high schoolers in the district. As much as possible, we have tried to accommodate this concern.

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.*

Eminence Academy is committed to ensuring that every scholar, no matter their circumstances, are provided with a high quality education. Each member of our staff will be dedicated to this goal and seeks to proactively provide tools, resources and supports to ensure that no scholar falls behind. To this end, we will develop a system aligned to the North Carolina Multi-Tiered System of Support (MTSS) that provides tiered intervention and support to all scholars based on their level of need.

Every scholar at Eminence will have an individualized Plan of Learning (POL) developed during the initial parent/teacher meeting of the school year. The POL serves as a roadmap for the scholars success at Eminence and beyond. This plan will include major assessment, academic and behavior data, along with annual goals decided upon by parents, teacher and student. As previously mentioned, beginning in the sixth grade this plan will include a college-preparatory plan. Students with an IEP will be offered a POL at the parent's request.

The first level of our system, for all scholars, will include universal screening mechanisms. We will use locally designed and nationally-normed assessments such as the NWEA MAP to identify scholars with major learning deficits. Additionally, teachers may refer scholars to receive additional assistance. All scholars will be screened with the NWEA MAP as part of the onboarding process.

The second level of our system for scholars needing additional support will be comprised of a variety of school-based intervention and instructional opportunities based on the individual need of the scholar. Such opportunities may include remediation or tutoring. We recognize that no one intervention will solve the challenges of every scholar, therefore we will develop individualized intervention plans as necessary.

A Multi-Tiered Systems of Support (MTSS) team will be developed and comprised of an administrator, teachers and relevant support personnel. This team will meet regularly to review school-wide data, along with teacher referrals to determine the level of support scholars may need. The MTSS team will be empowered to facilitate school-wide interventions, professional development, work with individual teachers, and meet parents as necessary to best meet the needs of scholars needed additional support.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language*

Learner (ELL) students, including the following:

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

1. To identify ELL scholars, Eminence Academy will offer parents an opportunity to share information on the Home Language Questionnaire (HLQ). In the event that parents state that English is an additional language at home on the survey, the child will be referred for testing. The WIDA Access Placement Test will be the primary tool used to indicate a scholar's ELL status, if there is no relevant documentation previously outlined in the scholar's academic records.

2. Eminence Academy will work to ensure that each scholar identified as an English Language Learner is given the proper tools, resources and instructional support needed to be successful in school. Once a ELL scholar has been appropriately identified, the ELL coordinator will review the scholars records and work with the scholars parents teachers to develop accommodations and modifications accordingly. The scholars teacher(s) will develop lesson plans and utilize instructional strategies designed specifically for the ELL scholar and provide differentiated instruction as determined by the ELL coordinator. Further, all school staff will receive professional development related to working with ELL scholars to ensure that all employees are able to support ELL scholars and make them feel welcome at school. Insofar as possible, ELL scholars will receive inclusion instruction within the school population. The ELL coordinator will also develop guidance on ensuring that school communication to parents is in the home language of all households.

3. At the conclusion of favorable ACCESS testing, scholars deemed English proficient will be discontinued from ELL services while being monitored as required by law for two years. Parents will be informed every step of the assessment and monitoring process of their child's progress.

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.*

Scholars may be referred to Intellectually Gifted (IG) programming by one of the following ways: achieving above the national average on a NWEA MAP assessment, teacher referral, or parent referral. Upon a referral, the school's IG Coordinator will gather an academic portfolio from the scholars teachers and comments from the scholar's parents. Once identified, the scholar's teacher(s) will be given additional tools and resources needed to support the IG scholar.

PROGRAMS, PRACTICES, STRATEGIES, AND OPPORTUNITIES

The IG Coordinator will be responsible for working with the Associate Vice Provost for Services to develop an annual Academically and Intellectually Gifted Plan for submission to the North Carolina Department of Public

Instruction (NC DPI). This plan will be aligned with research-supported best practices, strategies, and supports. IG scholars will have the opportunity to participate in: pullouts with the IG coordinator, enrichment activities that support the grade-level content and increase the depth of knowledge, field experiences, etc.

The IG Coordinator will use the schools Illuminate data system to continuously monitor the progress of IG scholars and make recommendations to teachers and parents as necessary.

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)*

Eminence Academy will identify scholars enrolled who have previously been found to be eligible for exceptional children's services or protected under Section 504 of the Rehabilitation Act in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA 2004) and Child Find requirements. Incoming scholars will have their previous school records reviewed by the Associate Vice Provost for Services for previous diagnoses resulting in eligibility for special services. Upon identification, Eminence Academy will contact the scholars former school to request all necessary documentation to continue services as soon as possible. When possible, our staff will attempt to meet with the scholars former IEP case manager to learn more about the scholar's past accommodations and/or modifications. Under NC 1504-4.4(e) and (f), we will continue with the scholar's previous written plan until our IEP team determines next steps.

Eminence Academy takes very seriously our commitment to providing a free and appropriate public education to all scholars. This commitment is evidenced by our intention to provide all faculty with annual training that conveys 1) our schools referral process, and 2) the importance and value of complying with the Child Find mandate.

Our MTSS team will administer universal screenings that will serve as the first potential opportunity for scholar referral. The MTSS team, which

includes an EC team representative, will frequently share scholar data with the Referral Team and make formal scholar referrals as necessary. This information, along with any MTSS interventions will be used as part of a pre-referral strategy.

Once a scholar has been formally referred, either by the MTSS team, a faculty member or the scholars parent, the Referral Team will send state/federally mandated forms home for the scholars parents to sign. If an assessment is deemed appropriate, the scholar's parent will be contacted as required by law and their authorization will be obtained prior to any assessment or evaluation for special education services. Eminence Academy will use the standard forms published by the North Carolina Department of Instruction for Exceptional Children's Services found here: <https://ec.ncpublicschools.gov/policies/forms/statewide-forms>

Scholar confidentiality is paramount at Eminence Academy and the school will comply with all legal requirements. Confidential records will be kept in a locked file cabinet in a locked data records room only accessible to the Data Manager, Associate Vice Provost for Services and Exceptional Children's staff. As part of the onboarding process and annually afterwards, parents will be notified of rights relating to their scholars records.

Exceptional Children's Education Programming

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

1. Eminence Academy will provide a wide range of educational programs, strategies and additional supports to ensure a full continuum of services for scholars with disabilities. We will hire a highly-qualified Exceptional Children's (EC) director (known at Eminence as Associate Vice Provost for Services), teachers and paraprofessionals to administer our exceptional children's program. Insofar as possible, scholars will be educated using the model of inclusion where scholars with special needs receive support that is "pushed-in" their classroom. Our teachers will receive support from EC personnel to support scholars who may be receiving push-in services. Further, exceptional children will have the same access to schoolwide programs including field trips and assemblies. The faculty will receive ongoing professional development in inclusive strategies for exceptional children.

Eminence Academy is committed to compliance with all federal and state laws as related to providing a full continuum of services for scholars with disabilities. At the request of a parent, teacher, or MTSS team, a scholar may be referred to the schools Referral Team for determination of eligibility for federal exceptional children's education services. Parents of scholars who have been referred to the Referral Team will receive a prompt notification letter and request to assess the scholar. Upon receipt of the parent's written consent, the Referral Team will arrange for the

observation and assessment of the scholar to determine eligibility. Once eligibility is determined, the parent will be notified and an Individual Education Program (IEP) team will be formed to develop an IEP. In the event that an IEP team determines the scholar will require specialized services that are not regularly offered at the school (physical therapy, occupational therapy, etc.) then the school will promptly contract with individual providers on a per-diem fee-for-service basis. The needs of scholars will be reviewed annually by the Provost to determine staffing needs for exceptional children services in the following year.

2. To ensure scholars with disabilities receive a Free and Appropriate Education (FAPE), Eminence Academy will work diligently to remove any barriers preventing such. Our goal is to create a school culture that allows all scholars to learn, grow and lead in the least restrictive environment to ensure they are afforded the same educational opportunities as their peers. Our commitment to providing inclusion whenever possible, helps us reach this goal. Further, the Associate Vice Provost for Services will lead school-wide efforts to ensure that we are compliant with both the letter and spirit of special education laws impacting our scholars.

3. Implementation of the Individualized Education Plan (IEP) will be monitored and reported to the scholar, parents and relevant staff in a timely manner. Following the creation or annual review of an IEP, the EC teacher/case manager will send a confidential memo to only relevant parties outlining specific staff responsibilities in the IEP. Each staff member will fully understand their role in helping each scholar achieve their IEP goals. Because parent engagement is embedded in our school culture, IEP meetings will be scheduled at the convenience of the parent. For instance, if a parent is unable to meet during the day because of their employment, our staff will meet in the evening, or on the weekend. Quarterly reports will be shared with parents during parent/teacher meetings, where they will also receive their child's report card.

4. Eminence Academy looks forward to hiring a highly-qualified EC director and educators. However, understanding the unique challenges we face as a rural school, we plan to contract related services to private providers who can meet the needs of our scholars as needed. To achieve this goal, we anticipate building a positive partnership with the LEA exceptional children's department and have allocated funds in our proposed budget to do so.

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.*
1. Our scholar performance standards are based on the premise that our

scholars are the B.E.S.T. (Brilliant, Excellent, Stewards, and Team-players). Therefore, Eminence Academy expects and will accept nothing short of the personal best from our scholars. Scholars will be expected to exemplify our B.E.S.T. values and strive to achieve at the highest levels of proficiency. On the NC end of grade exams, our scholars are expected to achieve at minimum "proficient" status. On the NWEA MAP assessment, our scholars are expected to achieve their personal goals using the RIT scoring system, as well as meet state and national averages.

2. Eminence Academy will utilize primarily the NWEA MAP assessment in addition to the state tests to measure our scholars in comparison to other scholars across the country. We chose this tool because of its ability to measure scholars using similar demographic characteristics, for a more accurate picture of our scholars. This quarterly assessment will drive instruction by allowing teachers to see how scholars are doing on specific standard strands and look at growth over a longer period of time: for example, from second to fifth grades. Annually, we will examine the curriculum in comparison to the NWEA MAP and state assessments to identify and fill any gaps in the curriculum. The continual use of data to drive instruction, we believe is paramount to the success of our scholars and our school.

3. The administrative team will develop clear criteria for promotion of scholars in all grades. Specific criteria will factor scholar attendance, performance on NWEA MAP and NC state assessments, recommendations from parents, teachers, and administrators. This information will be given to parents during the onboarding process as well as all parent/teacher meetings. During these quarterly meetings, teachers will clearly communicate progress towards promotion as part of the POL. If it is determined that a scholar may be at risk for non-promotion in December or anytime thereafter, they will automatically be referred to the Multi-Tiered Systems of Support (MTSS) team for immediate intervention. The team will mail home a written notice and call parents to inform them of this risk and identify a plan of action. Once identified to the MTSS team, the team will be empowered to utilize all available school resources and strategies to prevent scholar retention. Scholars with an IEP will have promotion criteria set by their IEP team during the annual review. Eminence Academy is committed to providing a strong academic program that provides the support for all scholars to achieve. Therefore, scholars identified as being "at-risk" for non-promotion as defined in the Scholar Handbook, will receive all available resources and supports prior to the consideration of social promotion. The Scholar Handbook will clearly outline a fair policy that provides for a committee to review parent/scholar applications for social promotion. The committees recommendation will be considered by the President for the final decision.

4. At the conclusion of eighth grade, our scholars will be prepared for rigorous work in high school by fulfilling the following requirements. All scholars will earn a score of three or higher on all North Carolina state-mandated assessments. All scholars will have completed 50 hours of community service through documentation in their Plan of Learning (POL). All scholars will earn a proficient rating or greater on their eighth-grade capstone project completed in their English class. Scholars with an IEP will have their promotion requirements set by their IEP team.

Scholars in grades six through eight who may be "at-risk" for not meeting

Eminence Academy - The mission of Eminence Academy is to empower scholars to learn, grow and lead in the pursuit of holistic excellence.

these requirements will be identified and supported through the MTSS team. The team will collaborate with each at-risk scholars parents and teachers to develop a plan of action to meet the requirements for promotion to ninth grade. Such supports may include additional tutoring, Saturday School, or alternate requirements. Any alternate requirements for promotion will be approved by the Provost and President, with the exception of scholars with an IEP.

Student Conduct:

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

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

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

Eminence Academys scholar management program is designed to foster a safe and orderly environment that promotes the empowerment of scholars to learn, grow and lead in the pursuit of holistic excellence. Scholars will be acclimated to the schools culture of excellence during the first week of the school year, annually. With the goal of eliminating distractions and focusing on the academic mission of Eminence Academy, scholars will be required to wear uniforms daily. We believe uniforms will help to enforce the schools values of excellence and teamwork and promote a strong school culture of high expectations and success. Understanding the unique needs of the population we aim to serve, we have developed a low-cost uniform that does not require parents to spend more than they may normally do for school clothing. The Board is working to develop relationships with local community organizations and churches to receive donated uniforms to ensure that a uniform is not a barrier to a child receiving a quality education.

POSITIVE BEHAVIOR STRATEGIES

An intentional focus will be placed on the reinforcement of positive school culture through the frequent recognition of positive scholar behaviors.

PRELIMINARY LIST OF OFFENSES POTENTIALLY RESULTING IN SUSPENSION & EXPULSION

Offenses eligible for expulsion include but are not limited to:

Physical assault resulting in injury and serious harm

Aggression towards another scholar or staff resulting in injury or serious harm

Possession and/or threatening use of a weapon

Threat of a violent attack

Possession of illegal substances and/or contraband

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Offenses eligible for suspension include but are not limited to:

Violation of academic integrity

Physical assault not resulting in injury or serious harm

Aggression towards another scholar or staff not resulting in injury or serious harm

Bullying or harassment

Repeated minor offenses

DISCIPLINE FOR SCHOLARS WITH DISABILITIES

Eminence Academy will ensure that scholars identified under appropriate disabilities laws receive the appropriate due process rights they are entitled to receive. School policies relating to discipline will take into account the IDEA 2004 and state laws regarding scholars with disabilities.

Considerations will be provided to scholars with behavioral intervention plans as part of their disability and those plans will be followed with fidelity. Any scholar who has been suspended for more than 10 days will receive a manifestation meeting. The purpose of this meeting is to determine if the scholar's behavior resulting in suspension is a result of the scholar's disability. If it has been determined that the behavior is related to the disability, the scholars IEP team will be directed to meet as soon as possible to identify resources and appropriate interventions to further assist the scholar. If the behavior has been determined to not be related to the disability, at that meeting, next steps will be determined with the goal of supporting the scholar and ensuring the safety of the school.

DUE PROCESS FOR SUSPENSION AND EXPULSION

Suspension: When a scholar is suspended from school, a copy of their rights as outlined by federal and state laws will be mailed home to their parents in the notice of suspension signed by the administrator. Parents and the scholar will be required to meet with administration prior to the scholar resuming classes to facilitate a smooth transition back into the school environment.

Expulsion: When a scholar is suspended for 15 or more days in an academic year or commits an expellable offense, the scholar may be referred to the Board of Trustees for expulsion. The parents will receive a copy of their rights as outlined by federal and state laws mailed to their home. Prior to the scheduled board meeting, the board will conduct a hearing to provide an opportunity to hear from the scholar and the administration prior to making a decision.

Section III: Education Plan Concerns and Additional Questions		
The instructional program and methods are unclear. Models and authors are named but details are not provided. Without specifying methods, it is difficult to understand whether the assessment plan aligns with the instructional program.	Heather Soja	Instructiona
What methods will be used to "monitor and track scholar progress"?	Deborah Brown	Instructiona
Describe in more detail what a visitor would see walking into a classroom? What do the method models described look like in action? What makes them attractive to you for your school?	Buffy Fowler	Instructiona
Who will manage POLs and how will this expectation be shared with teachers as the end of the year can be a very busy time with testing and final grades? What are the advantages to having a teacher instruct both Science and Math or both ELA and Social Studies? What support will those teachers receive to avoid the burn out? What are the official hours of operation for the school? There are varying times throughout the application. Will school begin at 7:15 am or 7:30 am and will it end at 3:30 pm or 4:00 pm? Will students be provided the opportunity to eat lunch on Fridays? If so, the instructional hours should reflect less than 4.5. If students are not having lunch on Friday, what resources will the school provide families that may have a need for student nutrition as school meals is often a major source of food for students in need? Course scope and sequence is simply an outline of math units for each grade level. Can more in depth information be provided?	Stephenie Clark	Curriculum a
Start and release times are slightly different in 3 different locations of the application. What are the correct start and ending times? 7:15 or 7:30 and end times 3:30 or 4:00 and Friday dismissal at 11:45 or 12:00? Appendix B is just a cut and paste of a textbook scope and sequence. How will teaching math look in this school?	Buffy Fowler	Curriculum a
A full range of programs and services suggests that special populations has been provided to allow for assessment of the whole program being delivered to a diverse population.	Heather Soja	Curriculum a
clarify instructional hours	Lynn Kroeger	Curriculum a
Have you explored recent research that calls into question the concepts of "learning styles"?	Deborah Brown	Curriculum a
What types of strategies will be put into place for at-risk students?	Buffy Fowler	Special Prog
Who monitors the POL?	Jonathan Bryant	Special Prog
why do POL plans start at 6th grade? Why don't students start planning for college earlier?	Tracy Kelley	Special Prog
Applicant should provide more details of what supports AIG students will receive including specific training for teachers.	Heather Soja	Special Prog
What ELL services are offered by the school beyond in class teacher support? While an outline of the MTSS tiers is provided, applicant does not provide the different strategies and services that will be utilized to support at-risk students.	Stephenie Clark	Special Prog
who will be responsible for creating and monitoring the POL? How will instructional practice be different for IG students once they are identified?	Deborah Brown	Special Prog
Did not see the school's IG coordinator in budget. Is this the EC Instructor?	Lindalyn Kakadelis	Special Prog
Application stated that the school "will send state/federally mandated forms home for the scholars parents to sign." Which forms are you referring to?	Buffy Fowler	Exceptional
Once students are identified and staff is trained, what services will be provided to EC	Deborah Brown	Exceptional

students? What is the plan for providing services if you receive students who require very specific support (vision or hearing issues, for example)		
Interesting - thinking of contracting with LEA for EC services? Why do they believe they can work with Duplin schools EC department?	Lindalyn Kakadelis	Exceptional
What services will be provided beyond push-in and contracted services such as OT/Speech? How will the school accommodate a student in need of self-contained instruction?	Stephenie Clark	Exceptional
The budget only allows for 1 EC teacher the 1st year. How do you foresee 1 teacher will write, implement and serve students across 5 grade levels? Applicant did not address students in a resource or self contained setting.	Buffy Fowler	Exceptional
Applicant should provide details related to the instructional methods that will be utilized to meet the unique needs of exceptional children including those generally served in a self-contained classroom.	Heather Soja	Exceptional
How does Eminence define "personal best?"	Jonathan Bryant	Student Perf
The use of NWEA MAP is a plus.	Steven Walker	Student Perf
Explain the RIT scoring system. How will you evaluate "personal best"	Buffy Fowler	Student Perf
The applicant does not articulate a plan of prevention, such a plan would evidence a proactive rather a purely reactive approach which is what is presently describe in the application. The EA team does not provide SMART goals and does not articulate a system where NWEA data will be used to monitor student progress and at the same time evaluate the efficacy of the curriculum and inform organizational learning especially as it pertains to the quality of teaching and learning. There are no specific criteria provided for the promotion and exit standards.	Tracy Kelley	Student Perf
50 hours of community service - is that summative over the 8 years or annual expectation?	Lindalyn Kakadelis	Student Perf
How will you model, teach and measure whether or not students are giving their personal best?	Deborah Brown	Student Perf
How will promotion and retention decisions be communicated if the school does not receive official EOG/EOC scores until the summer?	Stephenie Clark	Student Perf
How will the school measure if scholars are exemplifying the B.E.S.T. values? Attaining 100% proficiency for all scholars seems to be a very lofty goal. It is a noble pledge but the LEA has a composite score of 41.6 according to referenced data.	Heather Soja	Student Perf
What will student discipline look like on a day to day basis? What system(s) will the school have in place to ensure that each classroom is enforcing and following student conduct equally?	Stephenie Clark	Student Cond
what is the differentiation in ed plan?	Joe Maimone	Student Cond
Explain more about the day to day discipline methods and philosophy beyond uniforms. Describe what the intentional focus on positive behavior will look like at Eminence.	Buffy Fowler	Student Cond
How will behavior expectations be communicated to students and applied with equity?	Deborah Brown	Student Cond
Please note that in addition to completing a manifestation determination, any child with a disability should also receive services for any days that exceed 10 in any circumstance.	Glenn Allen	Student Cond
Want more detail to specifically what curricula material will be used.	Lindalyn Kakadelis	Student Cond
What are the parameters for behaviors that do not follow this general model (chewing gum, dress code violation, etc.)?	Jonathan Bryant	Student Cond
The discipline plan as described does not denote an approach developmentally and linguistically aligned with the proposed grade structures; especially middles school. The plan also lacks the necessary intentionality to make it sustainable.	Tracy Kelley	Student Cond
Unless I am not remembering correctly, I believe a long-term suspension that triggers due process rights is 10 days, not 15.	Steven Walker	Student Cond

Reviewer	Score
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Alan Hawkes	
Tammi Sutton	
Alex Quigley	
Buffy Fowler	Pass
Cheryl Turner	Pass
Deborah Brown	Pass
Steven Walker	Pass
Deanna Townsend-Smith	
Heather Soja	Pass
Jonathan Bryant	Pass
Stephenie Clark	Pass
Sherry Reeves	Pass
Sherry Reeves	
Phyllis Gibbs	
Lynn Kroeger	Pass
Glenn Allen	
Tracy Kelley	Pass
Lindalyn Kakadelis	Fail
Lindalyn Kakadelis	
Joe Maimone	Pass
Alex Quigley	

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: Eminence Academy Foundation

Mailing Address: P.O. Box 1546

City/State/Zip: Wallace NC 28466

Street Address:

Phone: 910-463-3699

Fax:

Name of registered agent and address: Da'Quan Love
116 Candlewood Drive
Wallace, NC 28466

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?

Dr. Habekah Cannon	Secretary	WAYNE	Recent Law School Graduate		
Da'Quan Love	Chairman	DUPLIN	Educator and Graduate Student		
Brittany Moore	Trustee	DUPLIN	Educator and Businesswoman		
Nikya Sharp	Trustee	DURHAM	Public Policy Maker and Businesswoman		
Sardavia Williams	Trustee	MECKLENBURG	Charter School Leader		

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 of Trustees functions as the governing body of the Academy and primarily works to set policy, provide governance and ensure accountability as the school strives to achieve its mission. Further, the board is ultimately responsible for fulfilling the requirements outlined in the Charter granted by the State Board of Education.

The Board of Trustees will be composed of no fewer than three and no more than thirteen voting members. The leadership of the Board will consist of a chairman, vice chairman, secretary and treasurer. The Board, at its discretion, may add additional non-voting members to represent diverse and/or underrepresented constituency groups as provided in the Bylaws.

As the founding Board of Trustees, we understand that we are primarily responsible for policy, governance, and accountability. Management duties will be carried out by the President. To ensure we achieve the school's mission, the Board will work closely with the President to ensure that they have the tools and resources. We believe a working-board model where Board members are actively engaged in activities of the academy. Trustees are expected to volunteer in the school, solicit resources and work with the President to identify potential funders for the school. This high level of engagement by Trustees will result in informed decision-making and a close connection to the school community. Clear policies and annual board training will serve as safeguards for any issues as a result of the high level of engagement with the school.

The Board will hire a President who will be the lead administrator and the sole employee reporting directly to the Board. We have identified a current board member, Da'Quan Love, who will transition to serve as the lead

administrator once approved for the Ready to Open Year. The President will provide comprehensive reports concerning academic achievement, school operations and financial standing on a monthly basis to the Board through its committees. We are confident that having already identified our President will give our school a strong start during our ready to open process.

Goals of the Board during the Ready to Open Year:

- 1) Establish foundational board policies
- 2) Secure a facility that meets our operational needs and obtain an Educational Certificate of Occupancy
- 3) Execute contracts for the President and new hires
- 4) Continue building board committees: finance, policy and governance, scholar affairs, personnel and operations, facilities, and development.
- 5) Work with the President to actively recruit staff and scholars

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

The Board of Trustees is responsible for fulfilling the obligations of the charter granted by the State Board of Education and holding the President accountable for high levels of scholar achievement. Our founding Board of Trustees is comprised of five individuals, however, this will expand to up to thirteen (13) members. Currently, the boards diverse and knowledgeable membership includes educators, community leaders, entrepreneurs, legal experts, public policy leaders and individuals who have experience working with charter schools. The board is aggressively pursuing a board member recruitment plan to bring on new trustees that are committed to Eminence Academys mission and can offer unique skills and expertise to the board.

The board's governance structure and composition will promote the educational and operational success of the school by providing the framework for which trustees can offer their professional expertise to support the school. Trustees will be actively engaged in the culture of the school by providing volunteer services, contributing annually to the school, and providing their expertise to the school as needed.

Success of the school will be evaluated on a continuous basis, through the review of scholar data, enrollment/retention data, as well as constituent group surveys. The President will be evaluated annually by a Board subcommittee and include non-trustee representatives representing parent, teacher, staff and community constituent groups. The subcommittee will present a full evaluation report to the Board for adoption.

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 trustees were recruited through a series of informal conversations and during the community engagement activities. They were ultimately selected based on their expertise level, growth mindset and willingness to be an active part of the planning and execution of Eminence Academy. The founding trustees have placed a purposeful emphasis on engagement and active involvement as a way to ensure that they are well-informed on the emerging

issues facing the school. In the event of a board vacancy, board members will be recruited by a board ad-hoc committee who will conduct a search of the committee and present viable candidates to the full board for election.

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

The board of trustees will meet monthly on the second Tuesday of each month either inside or within close proximity to the school facility. Following the annual meeting, the chairman will establish and publically-publish a work-session calendar for the standing and ad-hoc committees.

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.

New trustees will be required to complete a trustee orientation that will include: an overview of the Trustees Resource Package (TRP), open meetings laws, applicable federal and state laws, and trustee expectations.

At the annual meeting, Trustees will receive an updated TRP. This package will include: the initial charter application, state charter, bylaws, board policy documents, board orientation information. In addition, the package will include the following items from the previous year: annual report and tax forms, board meeting minutes, committee meeting minutes and reports, president reports, and all relevant reports published by the state department of public instruction.

Each fall and summer the board will meet in retreat. The fall retreat will include board training and review of the school's strategic plan. The summer retreat will include members of the President's leadership team and will be focused primarily on reviewing policies impacting scholarly achievement and collaborating for continuous improvement.

Trustees are expected to attend the fall retreat and the annual meeting where training will take place. If a trustee is unable to attend either training, they will be required to work with the board chairman to establish a plan for training prior to attending subsequent meetings of the board.

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

The Board of Trustees is committed to ensuring that it practices ethical behavior. This commitment is resolved in the bylaws and the appropriate ethical policies as required by law. At this time, there are no conflicts of interest. However, in upon discovery of actual or perceived conflicts of interest, the board will take appropriate steps as outlined in the Bylaws and board-adopted policies

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

The Board of Trustees seeks to utilize efficient processes that help the board make informed and timely decisions. Supported by the working-board model, trustees will be uniquely positioned to visualize and understand emerging issues at the school through its Policy and Governance committee.

The boards Policy and Governance Committee will oversee efforts to craft and review policies prior to full board approval. The committee will include as

voting members appointed by the Board Chairman annually: the president or their designee, a parent of a current scholar, a scholar, a member of the teaching faculty, a member of the non-teaching staff, and a community representative not already on the board. However, because they manage the daily operations of the school, the President will be expected to present recommendations for new policies or changing to existing ones regularly.

Following approval by the Policy and Governance Committee, policies will be presented to the Board for approval at the following monthly meeting. Members of the community will have an opportunity to provide public comments to the board in writing prior to the meeting. The president will have the opportunity to provide comments about the proposed policy prior to the full board vote.

We believe this process allows fair representation of impacted parties throughout the process and allows for opposing viewpoints to be fairly expressed. Further, the process will ensure that the board hears from all interested parties and makes an informed decision.

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

The Board of Trustees will initially establish the following: a Parent/Teacher Organization Council, Eminence Academy Special Contribution Fund Council, and Scholar Government Association.

The Scholar Government Association (SGA) will be established by the President or their designee to provide leadership opportunities for scholars as well as a voice in the decisions that impact the school. The SGA will be requested to present monthly updates from the students perspectives at the meetings of the Board of Trustees for informational purposes.

The Parent/Teacher Organization (PTO) will be established during the Ready to Open process and have no formal reporting authority to the board. The Board of Trustees will establish strong lines of communication with the PTO to gain the perspectives of parents and teachers within the school community. This will include the request for monthly updates during the meetings of the Board of Trustees for informational purposes. This independent group will function separate from the school once it has been fully developed.

The Special Contribution Fund Council (SCF) will be established as a fundraising arm of the Academy and report directly to the Development Committee of the Board. The SCF will be comprised of community members who wish to support the school's efforts but may not be able to commit the time required to serve on the Board of Trustees. This council will serve as ambassadors for the Academy, garnering resources from the corporate, religious and foundation communities.

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

The Board of Trustees believes that effective communication is the first step to mitigating issues and concerns relating to parents and staff members. Therefore, the following process should take place to address concerns only after effective communication has occurred:

1) Have a conversation with the related party to discuss the issue of

concern as soon as possible.

2) If the issue has not been resolved, the party will complete a grievance form (made available online and in the Main Office). A grievance must be filed within 30 school days of the initial incident of concern.

3) Upon receipt of the grievance, the president or their designee will hold a school-level meeting to discuss the concerns and work to identify a reasonable solution. Following this meeting, the president or their designee will submit a written letter within 5 school days outlining the outcomes of the meeting, any solutions provided, and information outlining the appeal process.

4) If the parent or employee is not satisfied with the result of the grievance, they may submit to the chairman of the board a written request for a board hearing following the board's grievance policy following the school-level meeting.

5) The board's committee on personnel and operations will determine the next steps in accordance with board policy.

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.

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in

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Section I, course offerings and align with the proposed budget.

Anticipated staffing needs for Eminence Academy:

President

Provost

Vice Provost for Academic Affairs

Vice Provost for Institutional Advancement

Associate Vice Provost for Services (EC Director)

Administrative Coordinators/Finance Officer

Core Content & Elective Instructors

Exceptional Children's Instructors

ELL & AIG Instructors

Transportation Associates

Food Service Associates

Clerical and other Operations Associates

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Eminence Academy believes that the greatest variable in a child's education is the effectiveness of the classroom instructor. To this end, Eminence Academy will diligently work during the Ready to Open Year and beyond to recruit highly qualified, and motivated individuals to lead our classrooms.

Recruitment Strategies:

The best recruitment strategy is developing a strong curriculum that gives scholars a high-quality education as demonstrated by end of year assessments. A high-achieving school will have few issues with recruiting and attaining high-quality teachers. During our Ready to Open process, our diverse trustees will work with area colleges and regional universities to identify qualified candidates who are aligned with the mission and vision of our school. Understanding that our anticipated scholar population will be diverse, we will place emphasis on our recruitment efforts (in person and online) at HBCUs (Historically Black Colleges and Universities) along with Hispanic/Latino-serving institutions. Recognizing the challenge of providing competitive salary/benefits while building a world-class institution in the initial years, Eminence Academy will tout the academic freedom and opportunities for innovation to candidates.

Retention Strategies:

Eminence Academy will create a culture aligned with our B.E.S.T. values (brilliance, excellence, stewardship, and teamwork) that give instructors the power to lead in the classroom and throughout the academy. We believe that a strong focus on school culture and empowering instructors will provide an incentive for staff retention.

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

The Board of Trustees will hire a President to manage and oversee the daily operations of the school. While Trustees are expected to participate as part of the "working board" model, their training will provide clear guidance relating to the relationship between trustees and employees. Employees of the Academy will fall under the direct management of the President and are not permitted to initiate communication to trustees. Instead, employees are directed to communicate issues of concern which not related to a grievance

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to the President who, at their discretion may present to the Board of Trustees. Employees will receive training during the onboarding process regarding the relationship between the board and employees.

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

The Board will direct the President to employ school employees, subject to contract approval by the board.

Requirements of Staff

- clean National Criminal Background Investigation check
- clean drug screening
- two letters of reference
- sample teaching video (instructors only)

Hiring Process

- Online Application
- Growth Mindset Questionnaire
- Video Response to Interview Questions
- Sample Teaching Lesson
- Interview Meeting
- Contract Offer
- Board approval of employee contract

Dismissal Process

The board will empower the President to hire and dismiss employees at their discretion. The President is expected to administer due process by using an evaluation tool that gives employees opportunity to continuously improve their practice. All instructional and support personnel will be at-will employees.

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

Salary Ranges

EXECUTIVE LEVEL - \$40,000 - \$90,000

President

Vice Presidents

Vice Provost

Associate Vice Provosts

INSTRUCTIONAL LEVEL - \$30,000 - \$60,000

Core Content & Elective Instructors

Exceptional Children's Instructors

ELL Instructors

ACADEMY SUPPORT LEVEL - \$12,000 - \$40,000

Administrative Coordinators

Transportation Associates

Food Service Associates

Operations Associates

BENEFITS

All full-time employees will be offered the following benefits:

- Healthcare Insurance Plans

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-Tuition Reimbursement (subject to funds availability) Board policy will be developed regarding this during the Ready to Open Year

-Paid Vacation, Personal and Self-Care Leave

All part-time employees may apply for full-time benefits at the conclusion of their fifth consecutive year of service, subject to funds availability.

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

Eminence Academy reserves the right to administer discipline or immediately dismiss any employee at any time. The President will develop a due process policy for board approval during the Ready to Open Year.

Employee Grievance Process

The Board of Trustees believes that effective communication is the first step to mitigating issues and concerns relating to employees. Therefore, the following process should take place to address concerns only after effective communication has occurred:

Have a conversation with the related party to discuss the issue of concern as soon as possible.

If the issue has not been resolved, the party will complete a grievance form (made available online and in the Main Office). A grievance must be filed within 30 school days of the initial incident of concern.

Upon receipt of the grievance, the president or their designee will hold a school-level meeting to discuss the concerns and work to identify a reasonable solution. Following this meeting, the President or their designee will submit a written letter within 5 school days outlining the outcomes of the meeting, any solutions provided, and information outlining the appeal process.

If the employee is not satisfied with the result of the grievance, they may submit to the chairman of the board a written request for a board hearing following the board's grievance policy following the school-level meeting.

The board's committee on personnel and operations will determine the next steps in accordance with board policy.

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

During the initial few years of Eminence Academy, many of our employees will hold dual roles. 100% of the funding of these positions will come from local, state and federal EC funding sources.

Positions:

-President will also serve as Vice President for Institutional Advancement

-A qualified EC Teacher may serve as Associate Vice Provost for Services (EC Director)

-An Instructor may also serve in a Vice Provost capacity. The Associate Vice Provost for Elementary Grades and Associate Vice Provost for Middle Grades will also be a teacher and serve as chair of the grade span.

-EC Teacher or Core Content Instructor may also serve as ELL teacher or IG Coordinator

-Core Content Instructor may also serve as an enrichment/electives teacher

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.

Eminence Academy will work diligently to ensure that the unique needs of all scholars are met. To this end, we will hire teachers with experience working in areas related to ELL and gifted instruction. In the event we are not able

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to hire instructors who directly have this experience, we will proceed with our contingency plan of contracting with an external vendor. In the long term, we will identify staff who may be candidates for continuing their education in this area and offer tuition assistance for licensure and degrees in these areas.

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).*

Eminence Academy, striving to achieve its mission of empowering scholars to learn, grow and lead in the pursuit of holistic excellence, seeks to employ highly-qualified individuals to serve our children. With the exception of state-mandated requirements, the Board of Trustees may waive outlined requirements as necessary.

All Employees

- Demonstrated commitment to the mission of Eminence Academy and B.E.S.T. (Brilliance, Excellence, Stewardship, and Teamwork) values.
- Willingness to do whatever it takes to ensure the success of scholars through traditional and non-traditional means.

Core, EC, ELL, and Elective Instructors

- Hold a bachelor's degree
- Hold or working towards a valid NC educator's license
- Experience working with data to drive instruction

It is the goal of Eminence Academy that 100% of teachers will be required to be highly qualified either before hiring or by the end of their first year teaching at Eminence. We will hire teachers with a proven record of scholar achievement by examining their previous scholars assessment scores if available. All teachers will be required to submit a teaching sample and complete an interview with the Provost prior to hiring.

President

- Hold or working towards a Master's degree in an educational field
- Managerial or executive-level experience working for a public or charter school
- Experience and ability to raise funds from the community organizations, foundations and private donors
- Responsible for all academic and institutional operations and accountable to the Board of Trustees.

Executive Vice President & Provost (Provost), and Vice Provost for Academic Affairs

- Hold or working towards a Master's degree in an educational field
- Hold or working towards a NC principal, assistant principal or curriculum specialist license
- Hold a valid NC teaching license
- Demonstrated experience of leading successful teams
- A proven track record of successful experience as an instructional leader
- Responsible for all academic operations, teacher licensing and compliance with EC, AIG, and ELL laws. Serves in the absence of the President as needed.

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Vice President for Institutional Advancement

- Hold or working towards a Bachelors degree in a management, business or educational field
- Minimum of two years experience managing operations for a related organization
- Certification or willingness to earn certification in Project Management by the Project Management Institute or other approved organization.
- Responsible for all institutional operations that fall outside the realm of academic affairs.

Associate Vice Provosts (AVPs)

- Hold or working towards a Master's degree in an educational field
- Hold a valid NC teaching license
- Demonstrated experience of leading successful teams
- A minimum of three years experience as an educator
- Responsible for academic affairs for Services (Exceptional Children, Academically and Intellectually Gifted, and English Language Learners), Elementary Grades (K-5) and Middle Grades (6-8) respectively.
- Associate Vice Provosts will be teachers who may receive an additional supplement to their base teaching salary. However, the Associate Vice Provost for Services will be a separate position as determined by school need.
- AVPs for Elementary and Middle Grades will serve as chairs for their respective grade-levels. They will facilitate PLCs and monitor scholar data in addition to their teaching responsibilities.

Staff Evaluation and Professional Development

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

The positions responsible for maintaining teacher licensure requirements and professional development are: Executive Vice President and Provost, and the Vice Provost for Academic Affairs.

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.*

Eminence Academy firmly believes that the variable with the greatest impact on scholar achievement is the classroom teacher. We will develop a cadre of world-class faculty by focusing on "First Who, Then What" as described in the bestselling book "Good to Great" by Jim Collins. Our initial focus will be to recruit high quality teachers who have a demonstrated growth mindset. Eminence Academy will utilize a coaching model where teachers are expected to receive frequent feedback, encouragement and support from administrators.

All teachers holding a Standard Professional 1 (SP1) License by the North Carolina Department of Public Instruction (NC DPI) will be required to participate in an intensive instructional development program that meets the state and No Child Left Behind requirements for Beginning Teacher Support. This program will be facilitated by teachers with Standard Professional 2 (SP2) Licenses monthly during one of the Friday afternoon Professional Development (PD) sessions. SP1 teachers will be assigned SP2 mentors who will work with these teachers individually outside of the monthly sessions. Teachers serving as mentors will receive training throughout the year by the

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Provost concerning North Carolina Mentoring Standards to best support SP1 teachers.

Eminence Academy seeks to establish and maintain a professional work culture that fosters staff leadership, encourages innovation, and supports collaboration in achieving the mission of the school. We believe that our no-excuses approach, focus on holistic excellence and a culture of high expectations for all scholars will provide reason for our staff to remain with our school. Our goal is to demonstrate that we truly value our staff. This is best exemplified through our teacher salaries which are higher than the local LEA and inclusive of their supplements.

Staff will be evaluated using the North Carolina Educator Evaluation System (NCEES). In addition, administrators will regularly conduct informal classroom observations and meet with teachers to discuss their successes and challenges. Each teacher will be informally observed at minimum once weekly.

- 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.*

Eminence Academy's professional development (PD) plan is comprised of three components: summer/spring training institutes, weekly PD sessions, and staff development days.

The Summer Training Institute is a two-week opportunity for teachers to develop new skills, participate in critical trainings, and hone tenants of the schools culture. Leaving this institute, all staff will be able to 1) Understand and exemplify the mission and values of Eminence Academy, 2) Execute a rigorous curriculum that prepares scholars for success in high school and college, and 3) Hold all scholars and staff to high expectations. The summer training institute is uniform for most all participants, and the spring training institute will be individualized for teachers as needed. The Spring training institute is designed as a three-day retreat for teachers to delve deep into scholar data and collaborate with each other to refine instructional methods that best meet the needs of all scholars.

Weekly PD sessions will be provided on Fridays from 12 noon to 4pm and focus on academic, cultural and operational areas of need. These sessions will be mostly delivered by internal staff and have targeted audiences. Concurrent sessions may be offered, and/or Professional Learning Communities (PLCs) may meet during these times as necessary.

Staff Development days throughout the year are reserved for teachers to have an opportunity to work independently or collaborate with PLC groups. This format is based on the belief that teachers must have time to plan and organize their lessons independently. The administration will only offer structured trainings or sessions during this time if absolutely necessary. At the discretion of the President, staff may be permitted to work remotely on staff development days.

- 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.*

As previously described, the summer training institute is a two-week

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opportunity for teachers to develop new skills, participate in critical trainings, and hone tenants of the schools culture. Leaving this institute, all staff will be able to 1) Understand and exemplify the mission and values of Eminence Academy, 2) Execute a rigorous curriculum that prepares scholars for success in high school and college, and 3) Hold all scholars and staff to high expectations. Further, each teacher will be expected to have read and be prepared to discuss "Teach Like A Champion 2.0" during a book-study at the Summer Institute.

Specific proposed training topics may include:

ACADEMIC

- Standards-based assessments & data-driven instruction
- Differentiation strategies for all scholars
- Increasing rigor for low-achieving scholars
- Literacy development in all content areas
- Strategies for EC, ELL, and AIG scholars

CULTURE

- School Policies, Procedures & Discipline Process
- Character Development Curriculum Training
- Understanding the "Eminence Way"
- Parent Communication & Relationship Building

OPERATIONS

- Scholar Management Software (TBD)
- Illuminate Scholar Data System
- NWEA Map Testing
- School Crisis Safety Training

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.

Eminence Academy is excited that its staff will receive an unprecedented 284.5 hours of non-instructional time dedicated to professional growth and development. The schools calendar includes 35 half-days where teachers will receive up to four hours of development, and 14 full workdays of non-instructional time used for professional growth and development. Each teacher will receive approximately an hour or more of non-instructional time daily. Further, teachers will be developed as leaders by providing numerous opportunities for teachers to share their areas of expertise with other teachers during professional development.

Enrollment and Marketing:

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

the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

Phase 1: July 2017 - June 2018

During our initial phase our objective is to educate the community about charter schools and their benefits. We aim to peak the interest of potential parents and students and solicit their volunteer support. Parents who volunteer will be informed that they will not receive any preferential treatment during the lottery/enrollment process. Understanding the unique dynamics of our rural community, much of our marketing efforts will have a grassroots focus.

Goals:

- Develop a cadre of 75 community volunteers
- Raise \$2,500 for marketing supplies and promotional materials
- Host 20 events that reach 500 people in total

Strategies:

- Host Family Nights
- Community Interest Survey
- Establishment of the Special Contribution Fund Council
- Meet with local churches, civic organizations and the Chamber of Commerce

Phase 2: July 2018 - December 2018

PHASE TWO: JULY 2018 - DECEMBER 2018

Following approval by the Charter School Advisory Board and State Board of Education for the Ready To Open Year, we will begin an aggressive campaign to inform the community of our pending opening. Trustees and volunteers will host tables at festivals, fairs and other community events to share information about our school, and encourage wide-range support. Specific efforts will be made to target parents and students in diverse communities by ensuring that all marketing materials are reflective of the county's diversity and made available in multiple languages.

Goals:

- Gain a contact listserv of potential parents/students of 300
- Reach 1,500 people through marketing efforts

Strategies:

- Host tables at festivals, fairs and community events
- Host community youth leadership summit
- Extensive earned and paid social media campaign
- Canvass door-to-door 500 homes
- Volunteer fundraisers: raffles, bake sales and other social-oriented events that raise money and increase brand awareness

Phase 3: January 2018 - August 2019

PHASE THREE: JANUARY 2018 - AUGUST 2019

The final phase of our pre-operations marketing plan will focus on obtaining 300 enrollment applications and the implementation of a successful lottery process. Our grassroots efforts to reach people in their homes, shopping centers and places of worship will be accelerated as we aim to reach the ambitious, yet attainable enrollment goal. We believe that because we are

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the first charter school in the county, we will have an advantage in this area.

Goals:

- Obtain 300 enrollment applications during the enrollment period
- Successfully complete the lottery process
- Retain full enrollment with a wait list of 100 scholars

Strategies:

- Host tables at festivals, fairs and community events (such as the Agribusiness Fair, NC Muscadine Festival, NC Strawberry Festival, etc.)
- Visit 35 local churches and other places of worship
- Earned and paid social media opportunities
- Targeted social media advertisement campaign (This proved to be very successful during the community survey phase)
- Host groundbreaking and school dedication ceremonies
- Use funds generated through volunteer-fundraisers to purchase promotional materials: lawn signs, advertisements, community sponsorships, t-shirts, etc.)

Parent and Community Involvement

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

1. Aside from the enrollment and marketing strategies mentioned previously, Eminence Academy will engage parents and community members in a variety of ways. Engagement will include a Parent/Teacher Organization (PTO), and community outreach activities.

Once approved, we will gather interested parents and community members and solicit their participation in a working group that will work with Trustees to volunteer their time, contributions, and expertise to build a strong school. Throughout the Ready To Open year, this working group will be consulted regularly by both Trustees and school administrators for input in developing school-level policies, programs, and traditions. Parents and other stakeholders will be solicited to help raise funds, donate supplies/equipment, and help recruit scholars. It is important to note that while this working group may evolve into the Parent/Teacher Organization (PTO), it will not be referred to by that name as to not imply that its members receive enrollment preference. Following the first lottery, the official PTO will be formed.

Understanding that Eminence Academy will be the first public school of choice in Duplin County, we recognize the need for community outreach and education about charter schools. We will host fun community activities in churches and major shopping centers throughout each town to provide information about our school and solicit community support. A faith-based leaders roundtable will be established with the goal of gaining support from local churches and related civic organizations.

The primary tool of engagement with parents and other stakeholders will be

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through the official Eminence Academy website: www.eminenceacademy.org and social media channels. Information will be made available through these platforms and updated on a regular basis. Further, an email listserv will continue to send regular mass messages to the school community.

2. Following the lottery, parents of scholars that have received placement at Eminence Academy will be contacted immediately by mail, email, and telephone (pre-recorded message). They will be informed of the Scholar and Parent Onboarding Program that will take place during the months preceding the school's opening. The purpose of the onboarding program is to provide parents and scholars with an in depth understanding of Eminences unique educational model, and what is required from parents and scholars in order to reach high levels of academic achievement.

To meet the needs of all families, this mandatory event will be provided three times (on a weekday, on a weeknight, and on a weekend day.) During this program, parents and scholars will be orientated to the schools daring mission and gain a clear understanding of school policies, procedures and expectations. Following the event, scholars will complete an initial placement test: NWEA MAP. While scholars are testing, their parents will have the opportunity to sign up for parent committees, meet their child's teachers, and sign up for a time to develop their child's Plan of Learning (POL). For scholars admitted following the initial onboarding program, an abbreviated program will be provided with a bulk of the training materials and resources available on the parent portal website.

PARENT INVOLVEMENT IN SCHOOLS

As part of the Learn, Grow and Lead Pledge, parents will commit to serving 25 hours to support the mission of the school. Because we recognize families have demanding schedules, parents will have the opportunity to self-select how they complete those hours. Some examples of how parents will be able to fulfil their voluntary service hours are volunteer receptionist duties, non-confidential clerical duties, fundraiser development, scholar recruitment, PTO leadership, field trip chaperone duties, character development facilitation, etc. Parents will not work directly with children unless they have cleared a background screening process approved by the President.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
 2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
 3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
 4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
 5. *Clear policies and procedures for student withdraws and transfers.*
1. Eminence Academy will open its enrollment period immediately upon approval by the Board of Education. Applications for the initial year will be accepted until Monday, April 1, 2019. The admissions lottery will be held

in an open session during the first week of April and conducted in accordance with all federal and state laws. Applications received after the April 1st deadline will be received and those scholars will be added to the wait list in chronological order according to the time and date of application receipt. In subsequent years, open enrollment may be held January 1 - April 1st. Scholars will not need to re-apply annually once enrolled, unless they withdraw, transfer or are expelled.

2. In the first year of operation, Eminence Academy will enroll scholars in grades three through seven in order to build out a solid program that achieves our mission prior to growing. Annually, grades will be added until we are grades kindergarten through eighth. Following eighth grade, we look forward to helping our scholars gain access to competitive programs such as the Duplin County Early College or other high-achieving high schools. Enrollment preference will be provided, as allowed by law. As permitted by statute, sibling preference will be granted to siblings of currently enrolled scholars who were admitted into the charter school in a previous year. Only one surname for all siblings applying at the same time will be entered. If that name is drawn, then all children will be admitted simultaneously. For multiple birth siblings, the parent will be asked to select a grade level to place the one surname in the lottery, if the multiple birth siblings are in different grades. If that name is selected, then all siblings will be admitted.

Eminence Academy values the commitment made by families to the school and may give enrollment priority to siblings of scholars who have completed eighth grade and were enrolled for at least four years. Further, enrollment priority may be granted to children of full-time employees of the school as long as it does not constitute more than 15% of the school's total enrollment. In the event the children of full-time employees constitute more than 15% of the school's total enrollment, enrollment priority will be assigned chronologically beginning with the oldest date of hire to the most current.

3. The annual lottery will determine the order in which scholars are enrolled into a grade. After all slots have been allocated for a grade, subsequent scholars will be placed on a wait list in the order of the lottery. All applications received after the open enrollment deadline will automatically be placed at the bottom of the wait list after all spots have been drawn in the lottery. Immediately following the lottery, parents will be notified via letter, email and telephone of their child's enrollment status. This notification will also include the required information needed by the school to enroll their child and a request to submit the documentation prior to a reasonable deadline. After the deadline, the school will remove the scholar from the enrollment list and proceed to contact the next scholar on the waiting list. If a scholar wishes to re-enroll and there are other slots on the waiting list, they may be advanced to the top of the waiting list by approval of the Board.

4. Pre-admissions activities will focus on building community support of the daring mission of our school. Through an aggressive grassroots recruitment campaign, stakeholders will be actively engaged in the development of a strong, unified school community.

5. When a scholar withdraws, they will complete an exit interview form and

have the opportunity to meet with a school administrator. Eminence Academy will work to ensure that all scholar records are submitted to the new school in a timely, and secure manner. Scholars transferring will be placed at the bottom of the waiting list.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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 Duplin County Schools

LEA #2

LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 310	LEA 000	LEA 000	LEA 310	LEA 000	LEA 000	LEA 310	LEA 000	LEA 000	LEA 310	LEA 000	LEA 000	LEA 310	LEA 000	LEA 000
Kindergarten	0	0	0	0	0	0	40	0	0	40	0	0	40	0	0
Grade 01	0	0	0	0	0	0	0	0	0	40	0	0	40	0	0
Grade 02	0	0	0	0	0	0	0	0	0	0	0	0	40	0	0
Grade 03	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 04	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 05	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 06	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 07	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 08	0	0	0	40	0	0	40	0	0	40	0	0	40	0	0
	200			240			280			320			360		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
what will be your process for replacing a board member, if needed?	Deborah Brown	Governance a
<p>Are there any limits on the number of terms a board member may serve?</p> <p>What is the rationale behind having a minimum of three (3) board members and how does the board plan to effectively govern if it should reach that minimum?</p> <p>Will the principal ("President") role be up for external candidates to ensure the board has conducted a comprehensive search for a qualified candidate?</p> <p>The organization chart several layers of leadership for only 360 students. Are all of those levels necessary for such a small student population?</p>	Stephenie Clark	Governance a
<p>How has the Board taken action to prevent a conflict of interest with the Chairman planning to step into the role of President or lead administrator? How did the board decide the salary schedule and the level of support for the president?</p> <p>The range of 3-13 members is broad and does not follow the recommendations of the office of charter schools. Please elaborate rationale for as few as 3 being sufficient.</p> <p>Organizational is somewhat confusing when relating the titles to the budget. It is understood that teachers may serve dual roles. Budget provides for 1 supplement for dual role but it appears there are more than one associate provost.</p> <p>Explain evaluation of lead administrator.</p>	Buffy Fowler	Governance a
Background checks are not sufficient in that they do not show offenses on most records. Only 2 of the five board members are in Duplin County.	Steven Walker	Governance a
Diversify board by including legal, HR and financial backgrounds	Lynn Kroeger	Governance a
EA does not provide details on how the president will be evaluated including criteria, tool, and how student data will be incorporated into the President evaluation. There is no delineation of the the governance structure, board roles and responsibilities. There are no details as to professional development and board training for board members and removal and term limits or details for how the board will evaluate it self that includes student academic performance measure which is keeping with best practices. EA team should be asked to identify areas of expertise still needed ont he board and how they plan on recruiting for expertise in finance/CFO level, CBO experience, fundraising, real estate, human resources/personnel policies.	Tracy Kelley	Governance a
<p>Potential conflict with a planned board member that will transition to President. How has the existing board identified that there are no current conflicts of interest? Does that mean there are no reported conflicts of interest or has there been a survey or audit of some sort?</p> <p>Application says 5 board members minimum, bylaws say 3. If there are only 3, how will 4 officer spots be filled?</p>	Jonathan Bryant	Governance a
N/A	Deborah Brown	Proposed Man
Describe te roles and responsibilities of President, Vice Provost, Ex VP and Provost, Associate Vice Provost and how the Executive Vice Provost will interact with the Vice Provost. With regard to retention strategies, how will retain highly effective teachers while removing ineffective teachers and how will teachers and leaders be held accountable for student academic performance. The org chart is top heavy with redundancies in some positions i.e. Executive Provost and Associate Provost. At the role of the President is not clear, besides development what else will Mr Love be doing?	Tracy Kelley	Staffing Pla
<p>How will the school effectively market prior to reaching the high-achieving scores that result in "having few issues recruiting and attaining high-quality teachers?"</p> <p>How does the school justify the pay scale for leadership and how will experience factor into that high pay scale?</p> <p>How will individuals taking on dual roles be compensated?</p>	Stephenie Clark	Staffing Pla

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"A high-achieving school will have few issues with recruiting and attaining high-quality teachers" - how will initial recruitment go? Could use some additional recruitment strategies. Does the proposed background check mirror that of the corresponding LEA? \$90,000 is a fairly high salary level for administration. Re: benefits - retirement? Are there qualifications for transportation and other support staff?	Jonathan Bryant	Staffing Pla
EC teachers must be licensed and certified (not working towards license).	Heather Soja	Staffing Pla
Do you plan to have teacher contracts? Employees cannot be "at-will" if there is a teacher contract in place.	Lynn Kroeger	Staffing Pla
"Part-time employees can apply for benefits at end of 5th year" - Explain		
Recruiting strategies seem to focus only on colleges. What is your plan to recruit experienced teachers that would be beneficial for students coming from an environment where only 40% is proficient.	Buffy Fowler	Staffing Pla
Retirement benefits are not mentioned in this section.		
The school evaluation process and tool is no specifically innovative. How will student achievement levels be integrated and inform into PD decisions?	Tracy Kelley	Staff Evalua
What research led you to the significant increase in PD hours? How will you measure whether or not you are getting "bang for your buck" with four hours every Friday? Does your target population have the means to arrange transportation and childcare during these early release days each Friday?	Deborah Brown	Staff Evalua
Is the goal for Eminence to have 100% of teachers licensed? If Eminence does not have 100% of teachers licensed, what will lateral entry or non-licensed teachers do for PD/BT Program (they are not mentioned)? If initial staff does not have many SP2 teachers, what will be done to facilitate PD? Also, is leading PD an expectation for all SP2 teachers? Will Eminence use a specific tool for informal teacher observations?	Jonathan Bryant	Staff Evalua
How will the fundraising be handled for the marketing supplies/promotional materials?	Jonathan Bryant	Marketing Pl
Given that the grade levels initially offered are not a traditional school opening track, what specific strategies will the school use to attract families that have 3rd graders and older?	Stephenie Clark	Marketing Pl
The pain to raise money to support marketing is not an effective strategy.	Tracy Kelley	Marketing Pl
Where will you host your events? How will you recruit your initial cadre of 75 volunteers?	Deborah Brown	Marketing Pl
Do you have a contingency in case a family cannot meet the 25 hours expectation?	Deborah Brown	Parent and C
How will the school monitor and measure parent completion of the 25 hours of support?	Stephenie Clark	Parent and C
What will happen if a parent does not complete 25 hours?		
Please explain the learn grow lead pledge.	Tracy Kelley	Parent and C
The first week in April is later than most other lotteries and deadlines for many private schools - is Eminence worried about losing students who may have already committed somewhere else? Still not sure why they are starting with grades 3-7.	Jonathan Bryant	Admissions P
What is the rationale for starting with grades 3-7?	Deborah Brown	Admissions P
No other counties will be represented? Still very unsure that this school, based on the overall population of the region, will have the interest needed.	Jonathan Bryant	Projected St
The enrollment chart is not realistic in terms of year 1; the applicant group lacks the ability to operationalize the large ES and MS structure proposed.	Tracy Kelley	Projected St
What marketing techniques will the school use each of the five years to fill those 40 seats in 3rd grade?	Stephenie Clark	Projected St
It will not be until year 6 where the school will reach an enrollment point where each grade level is promoting students up to the following grade.		
third grade start needs convincing	Joe Maimone	Projected St
What research underlies the procedure you are requesting?	Deborah Brown	Weighted Lot

Reviewer	Score
Alan Hawkes	

Alex Quigley	
Alex Quigley	
Buffy Fowler	Pass
Cheryl Turner	Pass
Deborah Brown	Pass
Steven Walker	Pass
Deanna Townsend-Smith	
Heather Soja	Pass
Jonathan Bryant	Pass
Joe Maimone	Pass
Lindalyn Kakadelis	
Lindalyn Kakadelis	Pass
Tracy Kelley	Fail
Glenn Allen	
Lynn Kroeger	Fail
Phyllis Gibbs	
Sherry Reeves	
Sherry Reeves	Pass
Stephenie Clark	Pass
Tammi Sutton	

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.

Eminence Academy, proposed to be located in Duplin County, expects that a majority of our scholars will require transportation to get to school. Further, our goal is to ensure that no child is denied access to educational opportunities due to a lack of transportation. Therefore, Eminence Academy plans to implement a transportation plan with a variety of options for scholars to get to and from school safely.

SCHOOL BUS

The primary way scholars will get to school is via school bus. We plan to purchase two school buses from the state surplus that will pickup scholars at neighborhood bus stops and designated community pick up points within a 20 mile radius of the school. Following the lottery in April, we will input the addresses of enrolled students into a Google Map in order to create clusters of bus stop and pick up point locations. We will hire bus drivers who are properly licensed to drive school buses and provide training as needed or required by law.

During conversations in our community, a concern was raised regarding having scholars grades kindergarten through eighth ride the same bus to school. We recognize that being a K-8 school, our scholars are at varied levels of child development and want all scholars to feel safe and comfortable riding the bus. This issue is not unique to Eminence, as the LEA will begin the 2017-2018 academic year with new K-8 schools that will bus all scholars together. During the Ready to Open year, we will closely monitor and evaluate the procedures established by the LEA and adjust our plans accordingly, if necessary.

In order to ensure that we are able to provide transportation for scholars requiring special education transport services, we are looking to identify a local transportation company to contract with. If we are unable to contract with a transportation service, we will temporarily lease an accessible vehicle and hire a qualified driver.

PARENT-DROP OFF & CARPOOL

Conversations with parents and observations of the local LEA suggest that many of our elementary grades scholars may be transported to and from school daily via private vehicle. To capitalize on this trend, Eminence Academy will reward parents who participate in a carpool program by providing the following incentives:

Parents who drive:

- Service hours towards 25 hour commitment
- Gas Cards
- Coffee Shop Gift Cards
- Free Breakfast or Afternoon Snack

Eminence Academy - The mission of Eminence Academy is to empower scholars to learn, grow and lead in the pursuit of holistic excellence.

Parents who send their scholar with another parent:

-Discounted school apparel

-Fee waiver or discount for non-academic school activities

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.

Eminence Academy will participate in the federal student breakfast and lunch program to provide nutritious and appetizing meals to our scholars. Our scholars will receive breakfast and lunch on Monday through Thursday. On Fridays our scholars will receive breakfast and a bagged lunch to take home.

According to the latest publicly-available data (<http://www.ncpublicschools.org/fbs/resources/data/>) 77.6% of scholars in the local LEA qualify for free and reduced lunch. However, as of 2016, the local LEA provides free breakfast and lunch to all scholars regardless of family income under the Community Eligibility Program.

Anticipating that as many as 85% of our scholars may require free or reduced lunch, we are working to select a reputable food service vendor with experience operating a food service program in charter schools. We have had conversations with vendors (both national and local) to discuss potential options. Another option we are considering exploring is contracting with the local LEAs food service department to manage our program.

While we ideally would like to have a contracted vendor to manage this service, we are prepared if necessary to build our own food service program. This contingency calls for us hiring a food service manager and applying for federal nutrition programs independent of a vendor. Used commercial equipment will be leased or purchased and we will obtain all requisite health permits.

Aligned to our mission of empowering scholars to learn, grow and lead, lunchtime at Eminence will serve as an enhancement of the academic day. On the elementary level, during their 20 minute lunch, scholars will listen to age-appropriate audiobooks played in the lunchroom. Middle grades scholars will be encouraged to read or participate in tutorial activities with instructors during the lunch period. These innovative lunchtime practices will convey to scholars that no time should be wasted in our pursuit of holistic excellence.

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		\$1,155.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,057.00
Property Insurance	\$50,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$5,592.00
Total Cost			\$10,767.00

*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.

daquanlove 09/22/2017

(Board Chair Signature) (Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

Eminence Academy is searching for potential facilities within Duplin County. Our school aims to be located in the Kenansville or Warsaw area of the county, where many of our survey respondents reside. We are working with an area real estate firm (United Country Real Estate) that is assisting us in identifying a potential building that could be retrofitted for educational use by the school. Further, we are also examining the possibility of identifying parcels of land that can be leased for the construction of a permanent facility with room to accommodate our anticipated school growth.

Our conversations with real estate agents give us great hope that our

facility will be secured prior to our scheduled opening. While we have extremely limited options in terms of identifying existing facilities, there are many parcels of land available that could be developed in a variety of ways to meet our purpose.

Upon approval for the Ready-To-Open year, the Board Facilities Committee will begin aggressively to finalize plans for acquiring a facility that will meet our schools needs. We have identified the following steps in order of board preference to secure a facility and obtain the Educational Certificate of Occupancy.

1.) Partner with a capital firm to purchase land and construct a facility that will be leased to the school with the option to purchase.

We are exploring the possibility of partnering with Legacy Funding Services, Advantaged Capital for Education, and/or Self Help Credit Union. Each of these organizations have proven experience working to finance public charter schools in North Carolina. We are currently reviewing each of these potential partners.

2.) Identify a local building requiring minimal renovations and is essentially "move-in ready"

At this time, there are no buildings that meet this criteria in our target facility zone of Kenansville and Warsaw. However, we are working with local partners to identify creative solutions.

3.) Secure a local facility requiring major renovations and seek financing through innovative financing structures (I.e. private investors, credit unions, etc.)

We are currently exploring space at a few shopping centers where anchor/major stores have closed that meet our space requirements. However, the cost of renovations makes the construction of a new facility a more viable option.

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

The market lease rate for Duplin County is \$6-\$17 per sq. ft. It is our goal to secure a facility with a comparable rate to open in year one with a 15,000 sq/ft facility (75 sq. ft. per scholar), and capacity to grow to 27,000 sq. ft. by 2024.

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.*

Based upon the work we have completed thus far, we are confident that we will be able to secure a facility and obtain an Educational Use of Occupancy Certificate by approximately June of 2019. We have obtained a copy of the requirements for an Educational Use of Occupancy Certificate by Duplin Countys Building Inspections Department, and are developing the appropriate community and business partnerships to ensure we meet our goal and deadline.

In the unlikely event that we are unable to secure one of the aforementioned facility options by, we will begin the process of securing modular units that can be placed either on a leased parcel of land or parking lot (to save costs.) Our Facilities Committee has already had initial conversations with three major modular providers who service North Carolina to discuss

potential options.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Buses within a 20 mile radius.	Steven Walker	Transportati
Have you considering having staff or adult volunteers as bus monitors to relieve concerns about k-8 riding together?	Deborah Brown	Transportati
FRL plan.	Steven Walker	School Lunch
Have conversations occurred with the local LEA about a lunch partnership?	Jonathan Bryant	School Lunch
where would your leased land be located? What are some of the other creative options you mention?	Deborah Brown	Facility and
Concerned with lack of specifics for this section.	Jonathan Bryant	Facility and

Reviewer	Score
Alan Hawkes	
Alex Quigley	
Tammi Sutton	
Stephenie Clark	Pass
Sherry Reeves	Pass
Sherry Reeves	
Phyllis Gibbs	
Lynn Kroeger	Pass
Glenn Allen	
Tracy Kelley	Pass
Lindalyn Kakadelis	Pass
Lindalyn Kakadelis	
Joe Maimone	Pass
Jonathan Bryant	Pass
Heather Soja	Pass
Deanna Townsend-Smith	
Steven Walker	Pass
Deborah Brown	Pass
Cheryl Turner	Pass
Buffy Fowler	Pass
Alex Quigley	

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 #1310 - Duplin County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,646.11	200	\$1,129,222.00
Local Funds	\$1,009.00	200	\$201,800.00
Federal EC Funds	\$4,253.55	20	\$85,071.00
Totals			\$1,416,093.00

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	\$1,129,222	\$1,312,799	\$1,531,599	\$1,750,398	\$1,969,198
-Local Per Pupil Funds	\$201,800	\$211,890	\$247,205	\$282,520	\$317,835
-Exceptional Children Federal Funds	\$85,071	\$81,617	\$98,621	\$108,823	\$125,827
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,416,093	\$1,606,306	\$1,877,425	\$2,141,741	\$2,412,860

***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:															
Custodians	1	\$14,500	\$14,500	1	\$14,645	\$14,645	1	\$14,791	\$14,791	1	\$14,939	\$14,939	1	\$15,088	\$15,088
Food Service Staff	1.5	\$14,500	\$21,750	1.5	\$14,645	\$21,968	1.5	\$14,791	\$22,187	1.5	\$14,939	\$22,409	2	\$15,088	\$30,176
Transportation Staff	2	\$14,500	\$29,000	3	\$14,645	\$43,935	3	\$14,791	\$44,373	3	\$14,939	\$44,817	3	\$15,088	\$45,264
Clerical	1	\$25,000	\$25,000	1	\$25,250	\$25,250	1.5	\$25,502	\$38,253	1.5	\$25,757	\$38,636	2	\$26,015	\$52,030
Finance Officer	1	\$35,000	\$35,000	1	\$35,350	\$35,350	1	\$35,703	\$35,703	1	\$36,060	\$36,060	1	\$36,424	\$36,424
Associate Vice Provosts (Salary Supplements)	1	\$2,000	\$2,000	3	\$2,020	\$6,060	3	\$2,040	\$6,120	3	\$2,060	\$6,180	3	\$2,081	\$6,243
Provost / Vice Presidents	.75	\$50,000	\$37,500	1	\$50,500	\$50,500	1	\$51,005	\$51,005	1	\$51,515	\$51,515	1	\$52,030	\$52,030
President	1	\$55,000	\$55,000	1	\$55,550	\$55,550	1	\$56,105	\$56,105	1	\$56,666	\$56,666	1	\$57,233	\$57,233
A - Total Admin and Support:	9.25		\$219,750	12.5		\$253,258	13		\$268,537	13		\$271,221	14		\$294,488
Instructional Personnel:															
Core Content Instructors	10	\$39,000	\$390,000	12	\$39,390	\$472,680	14	\$39,783	\$556,962	16	\$40,181	\$642,896	18	\$40,583	\$730,494
Electives/Specialty Teacher(s)	1	\$38,000	\$38,000	1	\$38,380	\$38,380	1	\$38,763	\$38,763	2	\$39,151	\$78,302	2	\$39,542	\$79,084
Exceptional Children Instructors	1	\$44,000	\$44,000	1	\$44,440	\$44,440	1	\$44,884	\$44,884	1	\$45,333	\$45,333	2	\$45,786	\$91,572
Instructor Aides	1	\$21,000	\$21,000	1	\$21,250	\$21,250	3	\$21,502	\$64,506	4	\$21,757	\$87,028	5	\$22,015	\$110,075
B - Total Instructional	13		\$493,000	15		\$576,750	19		\$705,115	23		\$853,559	27		\$1,011,225

Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	22.25		\$712,750	27.5		\$830,008	32		\$973,652	36		\$1,124,780	41	\$1,305,713	
Administrative & Support Benefits															
Health Insurance	3	\$2,000	\$6,000	4	\$2,000	\$8,000	4	\$2,000	\$8,000	4	\$2,000	\$8,000	5	\$2,000	\$10,000
Retirement Plan--Other	3	\$1,500	\$4,500	4	\$1,500	\$6,000	4	\$1,500	\$6,000	4	\$1,500	\$6,000	5	\$1,500	\$7,500
Disability	7.5	\$400	\$3,000	9.5	\$410	\$3,895	10	\$420	\$4,200	11	\$430	\$4,730	11	\$441	\$4,851
Medicare	7.5	\$612	\$4,590	9.5	\$657	\$6,242	10	\$673	\$6,730	11	\$690	\$7,590	11	\$707	\$7,777
Social Security	7.5	\$2,728	\$20,460	9.5	\$2,796	\$26,562	10	\$2,865	\$28,650	11	\$2,937	\$32,307	11	\$3,010	\$33,110
D - Total Admin and Support Benefits:	28.5		\$38,550	36.5		\$50,699	38		\$53,580	41		\$58,627	43		\$63,238
Instructional Personnel Benefits:															
Health Insurance	13	\$2,000	\$26,000	15	\$2,000	\$30,000	19	\$2,000	\$38,000	23	\$2,000	\$46,000	27	\$2,000	\$54,000
Retirement Plan--Other	13	\$1,500	\$19,500	15	\$1,500	\$22,500	19	\$1,500	\$28,500	23	\$1,500	\$34,500	27	\$1,500	\$40,500
Disability	13	\$400	\$5,200	15	\$410	\$6,150	19	\$420	\$7,980	23	\$430	\$9,890	27	\$441	\$11,907
Medicare	13	\$612	\$7,956	15	\$657	\$9,855	19	\$673	\$12,787	23	\$690	\$15,870	27	\$707	\$19,089
Social Security	13	\$2,728	\$35,464	15	\$2,796	\$41,940	19	\$2,865	\$54,435	23	\$2,937	\$67,551	27	\$3,010	\$81,270
E - Total Instructional Personnel Benefits:	65		\$94,120	75		\$110,445	95		\$141,702	115		\$173,811	135		\$206,766
D+E = F - Total Personnel Benefits	93.5		\$132,670	111.5		\$161,144	133		\$195,282	156		\$232,438	178		\$270,004
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	37.75		\$258,300	49		\$303,956	51		\$322,117	54		\$329,848	57		\$357,726
B+E = H - Total Instructional Personnel (Salary & Benefits)	78		\$587,120	90		\$687,195	114		\$846,817	138		\$1,027,370	162		\$1,217,991
G+H = J - TOTAL PERSONNEL	115.75		\$845,420	139		\$991,151	165		\$1,168,934	192		\$1,357,218	219		\$1,575,717

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Paper	\$2,500	\$2,500	\$4,000	\$4,000	\$4,000
	Computers & Software	\$3,000	\$6,500	\$7,500	\$5,000	\$5,000
	Communications & Telephone	\$8,000	\$8,000	\$8,500	\$9,000	\$9,500
	Copier leases	\$5,000	\$6,500	\$8,500	\$10,000	\$10,000
Professional Contract	Legal Counsel	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	Financial And Student Accounting Consultant	\$10,000	\$10,000	\$5,000	\$5,000	\$5,000
	Other Professional	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Facilities	Facility Lease/Mortgage	\$150,000	\$175,000	\$200,000	\$200,000	\$200,000
	Maintenance	\$30,000	\$30,000	\$33,000	\$35,000	\$40,000
	Custodial Supplies	\$3,000	\$4,000	\$4,000	\$4,500	\$5,000
	Insurance (pg19)	\$10,767	\$11,500	\$12,000	\$12,500	\$13,100
	Furniture	\$25,000	\$20,000	\$15,000	\$5,000	\$5,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Utilities	Electric	\$8,000	\$9,000	\$10,000	\$12,000	\$12,000
	Gas	\$7,000	\$8,000	\$9,000	\$10,000	\$11,500
	Water/Sewer	\$8,500	\$9,000	\$10,000	\$11,500	\$13,000
	Trash	\$3,000	\$3,500	\$3,500	\$4,000	\$4,500
Transportation	Buses	\$30,000	\$15,000	\$30,000	\$15,000	\$15,000
	Gas	\$10,000	\$10,000	\$15,000	\$15,000	\$20,000
	Oil/Tires & Maintenance	\$14,000	\$14,000	\$14,000	\$16,000	\$16,000
Other	Marketing	\$8,000	\$5,000	\$5,000	\$5,000	\$5,000
	Child nutrition	\$50,000	\$60,000	\$70,000	\$80,500	\$93,500
	Travel	\$1,000	\$1,500	\$5,000	\$5,000	\$5,000
	K - TOTAL Administrative & Support Operations	\$410,767	\$433,000	\$493,000	\$488,000	\$516,100
	Instructional:					
Classroom Technology	Computers	\$17,000	\$25,000	\$30,000	\$60,000	\$50,000
	Software	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
	Instructional Technology	\$3,000	\$5,000	\$5,000	\$5,000	\$5,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Instructional Contract	Instructional Support	\$2,500	\$5,000	\$5,000	\$10,000	\$12,000

	Ec - Related Services	\$8,000	\$8,000	\$10,000	\$14,000	\$18,000
	Staff Development	\$10,000	\$10,000	\$15,000	\$15,000	\$20,000
	Illuminate Data Platform	\$7,500	\$7,500	\$8,000	\$8,000	\$8,500
	Nwea Map Assessment	\$5,500	\$5,500	\$6,500	\$6,500	\$7,000
Books and Supplies	Instructional Materials	\$2,500	\$5,000	\$5,000	\$8,000	\$8,000
	Curriculum/Texts	\$5,000	\$7,000	\$7,000	\$7,000	\$10,000
	Copy Paper	\$5,000	\$5,000	\$6,000	\$6,500	\$7,000
	Testing Supplies	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Other	Character & School Culture Development	\$5,000	\$5,000	\$8,000	\$10,000	\$10,000
	Scholar & Parent Incentives	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
	L - TOTAL Instructional Operations	\$87,500	\$100,000	\$118,000	\$163,000	\$169,000
	K+L = M - TOTAL OPERATIONS	\$498,267	\$533,000	\$611,000	\$651,000	\$685,100

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$845,420	\$991,151	\$1,168,934	\$1,357,218	\$1,575,717
M - TOTAL OPERATIONS	\$498,267	\$533,000	\$611,000	\$651,000	\$685,100
J+ M =N TOTAL EXPENDITURES	\$1,343,687	\$1,524,151	\$1,779,934	\$2,008,218	\$2,260,817
Z - TOTAL REVENUE	\$1,416,093	\$1,606,306	\$1,877,425	\$2,141,741	\$2,412,860
Z - N = SURPLUS / (DEFICIT)	\$72,406	\$82,155	\$97,492	\$133,523	\$152,043

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

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

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

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

Provide the break-even point of student enrollment.

The scholar enrollment number was predicted primarily by examining evidence of need data collected, synthesizing publicly-available data, and reviewing the past practices of similar charter schools. Further, the number is based on 2-3% of the average daily membership (ADM) of the local LEA.

Based upon the data collected in the Duplin community, an overwhelming 92% of the 249 respondents polled indicated that they would support the establishment of a public charter school in the county. When asked if they would be interested in learning more about Eminence Academy, 96% of respondents stated that they would. The annual scholar achievement data as reported on the NC School Report Card for the local LEA justifies the need for additional educational options for children in Duplin County. Parents who the Board surveyed appeared to be overjoyed at the prospect of having an option to send their child to another school. While many North Carolina families are able to select from several schools, our neighbors in Duplin dont have any options and must send their child to the local school.

Eminence Academy strongly believes that the combination of 1) lack of existing school choice, 2) widespread desire for an innovative educational approach, and 3) promotion of Eminences unique and daring mission, all support the projected demand for the school.

- Year 1: 188
- Year 2: 213
- Year 3: 246
- Year 4: 267
- Year 5: 302

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

In the event anticipated revenues are not received, or are lower than estimated, the school will reduce the budget as appropriate. Considerations will be made to ensure that the quality of the educational program is minimally compromised by a budget reduction. Planned budget reduction

measures include, in order of preference:

- Eliminate all non-essential spending (travel, scholar and parent incentives, character development incentives, etc.)
- Assess facility and vehicle maintenance needs and reduce budget to reflect prioritized needs
- Reduce all purchases related to technology, furniture and supplies. The Board will work with community partners to identify potential in-kind furniture and supplies.
- Reduce spending related to staff development and new curriculum purchases.
- If needed, the Board will seek a short-term loan from a reputable financial institution only after all other options have been exhausted.

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 proposed budget only includes revenues from state, county, and federal sources.

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

20:1

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

It is the intention of Eminence Academy to not contract for student accounting and financial services, but rather hire an experienced Finance Officer to fulfill necessary requirements. The budget includes funds to hire a consultant that will work with the Finance Officer to ensure that the school-based accounting and financial services align with generally accepted best practices and applicable laws. Exceptional Childrens instructional support will be contracted on an "as-needed" basis, with the goal of establishing a partnership with the local LEA or other external vendor for these services.

Contractors and large purchases exceeding \$7,000 or another board-specified amount as outlined in the bylaws shall be presented by the President and reviewed by the Board for approval. All contracts exceeding \$7,000 will be evaluated for cost-effectiveness annually by the Board Finance Committee.

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

The proposed budget for Eminence Academy is clearly aligned with the schools mission and commitment to our staff and scholars. Our budget for core teachers is based on providing a competitive salary as compared to the average salary, inclusive of local supplements, of a five year teacher in the local LEA. Further, we are committed to providing tools resources that align with our educational program designed with data-driven instruction in mind. Our budget includes the full implementation of NWEA Map and Illuminate Education, as well as supplementary professional development. To support our investments in data driven instruction, we will purchase 50+ chromebook computers and 3+ charging carts that can be shared amongst multiple classrooms.

To ensure that transportation is not a barrier to scholar attendance and success, we plan to purchase three school buses from the NC School Bus Surplus system. Our defined budget should allow for us to purchase and retrofit three buses as most buses sell around \$4,500 each. With the goal of working with a private partner to build and lease back to us a school facility, we have budgeted a modest amount for payments towards the lease to own facility.

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 has set a lofty goal of raising 30% of our year 5 expenditures for a total of \$537,619. Annually, a minimum of 5% of revenues will be set aside for this purpose. At this time, we anticipate meeting this goal by saving approximately \$537,619 at the conclusion of year 5.

Year 1 set-aside: \$72,406
Year 2 set-aside: \$82,155
Year 3 set-aside: \$97,492
Year 4 set-aside: \$133,523
Year 5 set-aside: \$152,043
TOTAL SET-ASIDE: \$537,619

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

Eminence Academy seeks to work with a reputable partner that will assess, purchase and build a facility that meets our needs and develop a plan to lease back to the school with the option to purchase. The board is completing due diligence in vetting several potential partners and gaining a viable understanding of how each potential financing relationship would operate. A final determination regarding the structure and selection of a financier will be made following the approval for the Ready to Open process.

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

While Eminence Academy is actively seeking in-kind support from community partners, at this time we do not have any assets from other sources to report. Once approved for the ready to open process, the Board will solicit and begin accepting in-kind gifts that support the mission, and culture of the school.

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 of Trustees in collaboration with the President will establish and maintain internal financial controls and bookkeeping practices through procedures that are aligned with generally-accepted accounting principles and all applicable laws. Daily bookkeeping duties will be fulfilled by the Finance Officer, who will receive individualized professional development annually by a reputable consultant.

Each month the Board Finance Committee will present to the board a detailed financial report that outlines the schools financial standing. Financial reports, to include cash flow analysis, balance sheets and enrollment data reports, will be accompanied by an executive summary outlining the financial position of the school in an easy-to-understand format. In consultation with the board-selected auditor and/or consultant, generally-accepted internal controls will be established and approved by the Board of Trustees. All school employees whose responsibilities deal with money will be required to complete annual training that outlines the internal controls, processes, and procedures for handling money.

Formal policies concerning payroll, funds received, accounts receivable, etc. shall be developed by the Board during the Ready to Open Year.

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

There are no known or possible related party transactions at this time. The Boards Conflict of Interest Policy will provide guidance on the resolution of any potential conflicts that may arise in the future.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

The Board of Trustees is currently investigating the following potential firms to conduct the schools audit:

Petway Mills & Pearson, PA
P.O. Box 1036
Zebulon, NC 27597
919-269-7405 (telephone)
919-269-8728 (fax)

Rives and Associates
4515 Falls of Neuse Road #450
Raleigh, NC 27609
919-832-6848 (telephone)
(no fax available)
Waters & Matthis, CPAS, PLLC
121 West Main Street
Wallace, NC 28466
910-285-5146 (telephone)

Eminence Academy - The mission of Eminence Academy is to empower scholars to learn, grow and lead in the pursuit of holistic excellence.

(no fax available)

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Some portions of the application list fundraising, this should be reflected here as "other funds," I believe.	Jonathan Bryant	Total Budget
Health insurance costs seem low.	Steven Walker	Personnel Bu
It will be very difficult for only 1 EC teacher to provide both elementary and middle school support.	Glenn Allen	Personnel Bu
The projected budget does not align with org chart; the budget lists 2.75 leadership positions--Provost and President and a supplement for Associate Vice Provost and the the Provost/Vice Provost are listed as .75 but he org chart lists a President, Executive Vice President and 2 Vice Provosts along with Associate Vice Provost. Please explain the discrepancies between the org chart and the budget and the narrative.	Tracy Kelley	Personnel Bu
IS there an IT person budgeted to manage the 50 chromebooks?	Lynn Kroeger	Personnel Bu
What is the rationale behind having only 1 EC teacher and 1 Electives teacher for the beginning 3 years of the school?	Stephenie Clark	Personnel Bu
May want to look at a higher teacher salary on this budget, especially since application states that teacher salaries will be higher than the traditional LEA. \$39,000/year represents a teacher with approx. 8 years experience and no National Boards, Masters, etc. - and this does not include a supplement (which the application states is included in the statement about higher salaries). Only one elective teacher is budgeted, is this sufficient? Only one TA/Teacher Aide is budgeted, is this sufficient? Have not seen details for the retirement plan - these numbers seem low.	Jonathan Bryant	Personnel Bu
You have a very small budget to provide the provision of related services to so many students and grade levels.	Glenn Allen	Operations B
What does "other professional" include?	Jonathan Bryant	Operations B
Ec related services seems low.	Buffy Fowler	Operations B
Financial line is too low if that also includes the audit cost. Instructional materials and electric also seem low.	Steven Walker	Operations B
Explain further the variances in the transportation budget line for buses.	Stephenie Clark	Operations B
Review technology budget for computers and smartboards. Does not appear to be adequate.	Lynn Kroeger	Operations B
Given that personnel is always a major portion of any school's budget, that should be an item the school considers in the event a need arises to implement the financial contingency plan. As stated in a prior section, the org chart for the school is pretty top heavy for a school that will only have 360 students. The break-even numbers for student enrollment are very close to the actual enrollment numbers projected.	Stephenie Clark	Budget Narra
Applicant reliance on fund raising is not sustainable, unpredictable and not aligned to best practices. Explain the rational behind the search for a financier; why would this be necessary?	Tracy Kelley	Budget Narra
Break-even point is very close to actual budgeted number of first year population. Travel is listed as a "non-essential" service for potential budget cuts if enrollment does not meet projections? Application makes a strong case that travel will be an essential offering for Eminence. Will Eminence hire teachers with more than 5 years experience? Salary projections seem low. Purchasing 50+ Chromebooks and charging carts could cost approximately \$17,000 (the budgeted number, which is fairly accurate), however this does not include any allocation for teacher devices. This page of the application mentions purchasing 3 busses; the transportation section mentions purchasing 2.	Jonathan Bryant	Budget Narra

The break even number is tight at 188 in year 1, only 12 students off of max enrollment.	Steven Walker	Budget Narra
Would like to see additional details, especially regarding internal controls.	Jonathan Bryant	Financial Au
Internal controls are not described thoroughly. Separation of duties is imperative even when staff is limited. A \$7,000 threshold for expenditures needing board approval is high given the limited budget in the first year.	Heather Soja	Financial Au
Internal controls need to be more elaborate.	Lynn Kroeger	Financial Au
breakeven number is only 12 - very tight! Explain the role of the	Lindalyn Kakadelis	Financial Au
What are the procedures and methods for conducting an independent financial audit? What are the expectations of members of the board and the firm conducting the audit on an annual basis?	Stephenie Clark	Financial Au

Reviewer	Score
Alan Hawkes	
Tammi Sutton	
Sherry Reeves	Fail
Sherry Reeves	
Phyllis Gibbs	
Lynn Kroeger	Fail
Glenn Allen	
Tracy Kelley	Fail
Lindalyn Kakadelis	Fail
Lindalyn Kakadelis	
Joe Maimone	Pass
Jonathan Bryant	Fail
Heather Soja	Fail
Deanna Townsend-Smith	
Steven Walker	Pass
Deborah Brown	Pass
Cheryl Turner	Fail
Buffy Fowler	Pass
Alex Quigley	
Alex Quigley	
Stephenie Clark	Pass

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).

daquanlove

Date: 09/22/2017

Applicant Signature:

The foregoing application is submitted on behalf of Eminence Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: daquanlove

Board Position: Chairman

Signature: _____

Date: 09/22/2017

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

Notary Public

Official Seal

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

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

<u>Total External Evaluator Votes</u>	
No	Yes

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Subcommittee Votes</u>	
No	Yes

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

<u>CSAB Votes</u>	
No	Yes
9 AQ,SW,JM,SR,HV,L K,AH,PG,CT	0

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

Initial Screening

Mission, Purposes, and Goals	- dtsmith840
Education Plan	- dtsmith840
Governance and Capacity	- dtsmith840
Operations	- dtsmith840
Financial Plan	- dtsmith840
OVERALL	- dtsmith840 - dtsmith840 - dtsmith840

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Elaborate on "Holistic Excellence" - buffy_fowler</p> <p><u>Mission Statement</u> What is the definition of "holistic excellence?" - jonathanbryant</p> <p><u>Mission Statement</u> What do you mean by "holistic excellence"? How will this be defined & measured? What makes your mission "daring"? - deborahbrownnc</p> <p><u>Mission Statement</u> How will school empower students and what does "holistic excellence" actually mean and how will the schools mission lead to high academic achievement levels. What do leaders imagine student will look like after graduating and what will they be able to do; how will they be equipped to go on to post secondary life, either career or college? The mission does evidence high expectations for student learning. - kellelytracy1</p> <p><u>Mission Statement</u> Provide an explanation of the term "holistic excellence" and how this portion of the mission can be measured.</p> <p>Mission Statement section does not fully describe why the organization exists.</p> <p>Schools in Duplin County Schools have a goal to empower student learning and growth, what sets Eminence Academy apart as a school of choice? - stephenie_clark</p> <p><u>Mission Statement</u> The mission statement is somewhat generic, but I give it credit for being short and easy to remember. The description of the mission could be expounded upon to tie in some of the methods that will be used to accomplish the mission. - dswalker</p> <p><u>Mission Statement</u></p>
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	<p>Explain - "holistic excellence" how will it be measured? - kakadelis1</p> <p><u>Educational Need and Targeted Student Population</u> Will there be opportunities for students to attain some community service hours during the school day. - buffy_fowler</p> <p><u>Educational Need and Targeted Student Population</u> The target city for EA is listed as having a population of less than 1,000 - are there sufficient numbers to support this school? - jonathanbryant</p> <p><u>Educational Need and Targeted Student Population</u> what will it mean to be an "engaged member" of the EA community? - deborahbrownnc</p> <p><u>Educational Need and Targeted Student Population</u> How will school provide academic innovation, in ways will this be actualized, specifically? EA does not identify the ADM compared to LEA. The application does not provide a compelling explanation for how its ed plan will be different from the LEA. The data as to LEA proficiency levels was not compelling because it was not grade level specific in terms of fully understanding the challenges and the magnitude of the undertaking; applicants response does not demonstrate a level of understanding necessary to operationalize the proposed model. It is not clear what the EA considers to be its target population. - kellelytracy1</p> <p><u>Educational Need and Targeted Student Population</u> What makes your school's mission daring? Of the individuals surveyed, what percentage of them have students attending Duplin County Schools in the grades Eminence plans to serve? What research was conducted to provide evidence that the education program offered by Eminence differs from what the local LEA offers? - stephenie_clark</p> <p><u>Educational Need and Targeted Student Population</u> Glad to see an application for Duplin County, as there is currently not a charter school there. I also like the tying in of community service for promotion. - dswalker</p> <p><u>Educational Need and Targeted Student Population</u> 50 hours a year - about 6 hours each month of community service for 5-8th graders. This is a great goal, how will it be monitored ? - kakadelis1</p> <p><u>Educational Need and Targeted Student Population</u> Applicant should provide a full explanation of how its plan will compare or differ from the LEA. - heather_soja</p> <p><u>Purposes of Proposed Charter School</u> Is a 7:15 start time realistic? Students needing transportation would possible be expected to get up before 6:00am. Will the school serve breakfast at school? If so, what time would a student need to arrive to receive breakfast. Do you think students will be able to sustain 8.25 hours of school each day? What types of vocations are most common for the targeted population's parents? Would a 7:15 start time hinder families? Working families would still need after school care causing students to have an extremely long day. What types of plans are in place for students whose families who work on Fridays beyond</p>
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<p>11:45? Are afterschool programs in the community willing to for your students and would families be able to afford afterschool care for an early dismissal every Friday? Often times early dismissal after school care is more expensive than a regular school day. Dupliin County has a 90% free and reduced lunch rate.</p> <p>What time would your teachers start each day? Would your teachers be expected to work at least a 9 hour Monday-Thursday with kids and then stay after on Friday for staff development?</p> <p>Have you ever tried staff development on Fridays with tired teachers? Is this realistic and would this burn teachers out quickly? - buffy_fowler</p> <p><u>Purposes of Proposed Charter School</u></p> <p>How will the school support parents who may be unable to pick up students on Fridays for early dismissal? - jonathanbryant</p> <p><u>Purposes of Proposed Charter School</u></p> <p>Will your families be able to deal with a schedule that is earlier on most days than the LEA and with early release days? Will the early release mean your families may have to secure childcare, and would that be prohibitive to the students you are trying to attract? - deborahbrownnc</p> <p><u>Purposes of Proposed Charter School</u></p> <p>EA does not provide an adequate response regarding how it will hold it self accountable for meeting measurable student achievement results. There is no mention of how leaders, board or teachers will be evaluated and how the evaluation will be linked to student outcomes.</p> <p>The explanation regarding the offering of expanded choices focuses on inputs rather than outputs and therefore is not compelling in keeping with the laws purposes.</p> <p>Its not clear why EA would want to collaborate with the LEA since EA makes it clear that the LEA is failing to education students and not living up to its stated mission. The 2 purposes identified are not aligned to mission which focuses on holistic pursuits, confidence, and - kellestracy1</p> <p><u>Purposes of Proposed Charter School</u></p> <p>Will the hours of operations prove to be a barrier to entry for respective families?</p> <p>What offerings will be available to working families on early release Fridays? - stephenie_clark</p> <p><u>Goals for the Proposed Charter School</u></p> <p>Some goals seem unrealistic.</p> <p>2019-2020: 90% of all scholars will earn a rating of proficient or greater on the North Carolina End of Course and End of Grades tests at the end of the school year.</p> <p>Is 90% the first year realistic when students are coming from less than 40% and you are starting with older students that may have larger gaps.</p> <p>2022-2024: 100% of all scholars will have at least one parent or family member to volunteer at the school, serve on a committee, or otherwise lend support to the school annually.</p> <p>This goal does not seem realistic for any school. - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u></p> <p>What provisions can be made for families for whom volunteering is a hardship? Are your growth targets realistic, given the stated current achievement levels of your target</p>

	<p>population? - deborahbrownnc</p> <p><u>Goals for the Proposed Charter School</u> Growth measures on NWEA are reasonably sound albeit not realistic but the EOG goals where 90% will be proficiency or better is not realistic considering the baseline as discussed in the previous section. These goals evidence a fundamental lack of understanding for how students several grade levels behind improve and a school measures its progress. - kellestracy1</p> <p><u>Goals for the Proposed Charter School</u> The applicant does not address how often, who, and when the information will be communicated to the governing board and other stakeholders.</p> <p>Academic goals are very aggressive. How will the school essentially grow student grade level proficiency from 34% to 90% in one year span? - stephenie_clark</p> <p><u>Goals for the Proposed Charter School</u> These goals are very lofty considering the enrollment structure and the testing of 3rd graders in their first year at the school. I'm not sure we have a school in the state with 95% GLP. - dswalker</p> <p><u>Goals for the Proposed Charter School</u> Looking at the current performance of Duplin County - How are you going to enrich the academics to 90% proficient in one year? I like these aggressive goals - just not sure they are realistic starting at 3rd grade - what interventions will you implement for students already performing below grade level? - kakadelis1</p> <p><u>Goals for the Proposed Charter School</u> if 70%+ come to them below prof, how do they plan to get to 90% in 2 years? - joseph_maimone</p> <p><u>Goals for the Proposed Charter School</u> Financial goal of \$600,000 surplus not evidenced in the budget? 80% of board to contribute funds? - marylynn_kroeger</p> <p><u>Goals for the Proposed Charter School</u> If the LEA is performing at 41.6%, 90% proficiency on all EOG's seems to be unattainable in the first year. - heather_soja</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Describe in more detail what a visitor would see walking into a classroom? What do the method models described look like in action? What makes them attractive to you for your school? - buffy_fowler</p> <p><u>Instructional Program</u> What methods will be used to "monitor and track scholar progress"? - deborahbrownnc</p> <p><u>Instructional Program</u> The instructional program and methods are unclear. Models and authors are named but details are not provided.</p> <p>Without specifying methods, it is difficult to understand whether the assessment plan aligns with the instructional program. - heather_soja</p>

Curriculum and Instructional Design

Start and release times are slightly different in 3 different locations of the application.

What are the correct start and ending times?

7:15 or 7:30 and end times 3:30 or 4:00 and Friday dismissal at 11:45 or 12:00?

Appendix B is just a cut and paste of a textbook scope and sequence. How will teaching math look in this school? - buffy_fowler

Curriculum and Instructional Design

Have you explored recent research that calls into question the concepts of "learning styles"? - deborahbrownnc

Curriculum and Instructional Design

Who will manage POLs and how will this expectation be shared with teachers as the end of the year can be a very busy time with testing and final grades?

What are the advantages to having a teacher instruct both Science and Math or both ELA and Social Studies? What support will those teachers receive to avoid the burn out?

What are the official hours of operation for the school? There are varying times throughout the application. Will school begin at 7:15 am or 7:30 am and will it end at 3:30 pm or 4:00 pm?

Will students be provided the opportunity to eat lunch on Fridays? If so, the instructional hours should reflect less than 4.5. If students are not having lunch on Friday, what resources will the school provide families that may have a need for student nutrition as school meals is often a major source of food for students in need?

Course scope and sequence is simply an outline of math units for each grade level. Can more in depth information be provided? - stephenie_clark

Curriculum and Instructional Design

clarify instructional hours - marylynn_kroeger

Curriculum and Instructional Design

A full range of programs and services suggests that special populations has been provided to allow for assessment of the whole program being delivered to a diverse population. - heather_soja

Special Programs and "At-Risk" Students

What types of strategies will be put into place for at-risk students?

- buffy_fowler

Special Programs and "At-Risk" Students

Who monitors the POL? - jonathanbryant

Special Programs and "At-Risk" Students

who will be responsible for creating and monitoring the POL?

How will instructional practice be different for IG students once they are identified? - deborahbrownnc

Special Programs and "At-Risk" Students

why do POL plans start at 6th grade? Why don't students start planning for college earlier?

<p>- kelleytracy1</p> <p><u>Special Programs and "At-Risk" Students</u> What ELL services are offered by the school beyond in class teacher support?</p> <p>While an outline of the MTSS tiers is provided, applicant does not provide the different strategies and services that will be utilized to support at-risk students. - stephenie_clark</p> <p><u>Special Programs and "At-Risk" Students</u> Did not see the school's IG coordinator in budget. Is this the EC Instructor? - kakadelis1</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant should provide more details of what supports AIG students will receive including specific training for teachers. - heather_soja</p> <p><u>Exceptional Children – Identification and Records</u> Application stated that the school "will send state/federally mandated forms home for the scholars parents to sign." Which forms are you referring to? - buffy_fowler</p> <p><u>Exceptional Children – Education Programming</u> The budget only allows for 1 EC teacher the 1st year. How do you foresee 1 teacher will write, implement and serve students across 5 grade levels?</p> <p>Applicant did not address students in a resource or self contained setting. - buffy_fowler</p> <p><u>Exceptional Children – Education Programming</u> Once students are identified and staff is trained, what services will be provided to EC students? What is the plan for providing services if you receive students who require very specific support (vision or hearing issues, for example) - deborahbrownnc</p> <p><u>Exceptional Children – Education Programming</u> What services will be provided beyond push-in and contracted services such as OT/Speech? How will the school accommodate a student in need of self-contained instruction? - stephenie_clark</p> <p><u>Exceptional Children – Education Programming</u> Interesting - thinking of contracting with LEA for EC services? Why do they believe they can work with Duplin schools EC department? - kakadelis1</p> <p><u>Exceptional Children – Education Programming</u> Applicant should provide details related to the instructional methods that will be utilized to meet the unique needs of exceptional children including those generally served in a self-contained classroom. - heather_soja</p> <p><u>Student Performance Standards</u> Explain the RIT scoring system. How will you evaluate "personal best" - buffy_fowler</p> <p><u>Student Performance Standards</u></p>

<p>How will you model, teach and measure whether or not students are giving their personal best? - deborahbrownnc</p> <p><u>Student Performance Standards</u> How does Eminence define "personal best?" - jonathanbryant</p> <p><u>Student Performance Standards</u> The applicant does not articulate a plan of prevention, such a plan would evidence a proactive rather a purely reactive approach which is what is presently describe in the application. The EA team does not provide SMART goals and does not articulate a system where NWEA data will be used to monitor student progress and at the same time evaluate the efficacy of the curriculum and inform organizational learning especially as it pertains to the quality of teaching and learning. There are no specific criteria provided for the promotion and exit standards. - kellestracy1</p> <p><u>Student Performance Standards</u> How will promotion and retention decisions be communicated if the school does not receive official EOG/EOC scores until the summer?</p> <p>How will the school measure if scholars are exemplifying the B.E.S.T. values? - stephenie_clark</p> <p><u>Student Performance Standards</u> The use of NWEA MAP is a plus. - dswalker</p> <p><u>Student Performance Standards</u> 50 hours of community service - is that summative over the 8 years or annual expectation? - kakadelis1</p> <p><u>Student Performance Standards</u> Attaining 100% proficiency for all scholars seems to be a very lofty goal. It is a noble pledge but the LEA has a composite score of 41.6 according to referenced data. - heather_soja</p> <p><u>Student Conduct and Discipline</u> Explain more about the day to day discipline methods and philosophy beyond uniforms. Describe what the intentional focus on positive behavior will look like at Eminence. - buffy_fowler</p> <p><u>Student Conduct and Discipline</u> What are the parameters for behaviors that do not follow this general model (chewing gum, dress code violation, etc.)? - jonathanbryant</p> <p><u>Student Conduct and Discipline</u> How will behavior expectations be communicated to students and applied with equity? - deborahbrownnc</p> <p><u>Student Conduct and Discipline</u> Please note that in addition to completing a manifestation determination, any child with a disability should also receive services for any days that exceed 10 in any circumstance. - kevin_allen</p> <p><u>Student Conduct and Discipline</u> The discipline plan as described does not denote an approach developmentally and linguistically aligned with the proposed grade structures; especially middles school. The</p>

	<p>plan also lacks the necessary intentionality to make it sustainable. - kellelytracy1</p> <p><u>Student Conduct and Discipline</u> What will student discipline look like on a day to day basis?</p> <p>What system(s) will the school have in place to ensure that each classroom is enforcing and following student conduct equally? - stephenie_clark</p> <p><u>Student Conduct and Discipline</u> Unless I am not remembering correctly, I believe a long-term suspension that triggers due process rights is 10 days, not 15. - dswalker</p> <p><u>Student Conduct and Discipline</u> Want more detail to specifically what curricula material will be used. - kakadelis1</p> <p><u>Student Conduct and Discipline</u> what is the differentiation in ed plan? - joseph_maimone</p>
<p>Governance and Capacity</p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How has the Board taken action to prevent a conflict of interest with the Chairman planning to step into the role of President or lead administrator? How did the board decide the salary schedule and the level of support for the president?</p> <p>The range of 3-13 members is broad and does not follow the recommendations of the office of charter schools. Please elaborate rationale for as few as 3 being sufficient.</p> <p>Organizational is somewhat confusing when relating the titles to the budget. It is understood that teachers may serve dual roles. Budget provides for 1 supplement for dual role but it appears there are more than one associate provost. Explain evaluation of lead administrator. - buffy_fowler</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> what will be your process for replacing a board member, if needed? - deborahbrownnc</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Potential conflict with a planned board member that will transition to President. How has the existing board identified that there are no current conflicts of interest? Does that mean there are no reported conflicts of interest or has there been a survey or audit of some sort? Application says 5 board members minimum, bylaws say 3. If there are only 3, how will 4 officer spots be filled? - jonathanbryant</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> EA does not provide details on how the president will be evaluated including criteria, tool, and how student data will be incorporated into the President evaluation. There is no delineation of the the governance structure, board roles and responsibilities. There are no details as to professional development and board training for board members and removal and term limits or details for how the board will evaluate it self that includes student academic performance measure which is keeping with best practices. EA team should be asked to identify areas of expertise still needed ont he board and how they plan on recruiting for expertise in finance/CFO level, CBO experience, fundraising, real estate, human resources/personnel policies. - kellelytracy1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p>

	<p>Are there any limits on the number of terms a board member may serve?</p> <p>What is the rationale behind having a minimum of three (3) board members and how does the board plan to effectively govern if it should reach that minimum?</p> <p>Will the principal ("President") role be up for external candidates to ensure the board has conducted a comprehensive search for a qualified candidate?</p> <p>The organization chart several layers of leadership for only 360 students. Are all of those levels necessary for such a small student population? - stephenie_clark</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Background checks are not sufficient in that they do not show offenses on most records. Only 2 of the five board members are in Duplin County. - dswalker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Diversify board by including legal, HR and financial backgrounds - marylynn_kroeger</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - deborahbrownnc</p> <p><u>Staffing Plans, Hiring, and Management</u> Recruiting strategies seem to focus only on colleges. What is your plan to recruit experienced teachers that would be beneficial for students coming from an environment where only 40% is proficient.</p> <p>Retirement benefits are not mentioned in this section. - buffy_fowler</p> <p><u>Staffing Plans, Hiring, and Management</u> "A high-achieving school will have few issues with recruiting and attaining high-quality teachers" - how will initial recruitment go? Could use some additional recruitment strategies. Does the proposed background check mirror that of the corresponding LEA? \$90,000 is a fairly high salary level for administration. Re: benefits - retirement? Are there qualifications for transportation and other support staff? - jonathanbryant</p> <p><u>Staffing Plans, Hiring, and Management</u> Describe the roles and responsibilities of President, Vice Provost, Ex VP and Provost, Associate Vice Provost and how the Executive Vice Provost will interact with the Vice Provost. With regard to retention strategies, how will retain highly effective teachers while removing ineffective teachers and how will teachers and leaders be held accountable for student academic performance. The org chart is top heavy with redundancies in some positions i.e. Executive Provost and Associate Provost. At the role of the President is not clear, besides development what else will Mr Love be doing? - kellelytracy1</p> <p><u>Staffing Plans, Hiring, and Management</u> How will the school effectively market prior to reaching the high-achieving scores that result in "having few issues recruiting and attaining high-quality teachers?"</p> <p>How does the school justify the pay scale for leadership and how will experience factor into that high pay scale?</p> <p>How will individuals taking on dual roles be compensated?</p> <p>- stephenie_clark</p>
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<p><u>Staffing Plans, Hiring, and Management</u> EC teachers must be licensed and certified (not working towards license). - heather_soja</p> <p><u>Staffing Plans, Hiring, and Management</u> Do you plan to have teacher contracts? Employees cannot be "at-will" if there is a teacher contract in place.</p> <p>"Part-time employees can apply for benefits at end of 5th year" - Explain - marylynn_kroeger</p> <p><u>Staff Evaluation and Professional Development</u> What research led you to the significant increase in PD hours? How will you measure whether or not you are getting "bang for your buck" with four hours every Friday? Does your target population have the means to arrange transportation and childcare during these early release days each Friday? - deborahbrownnc</p> <p><u>Staff Evaluation and Professional Development</u> Is the goal for Eminence to have 100% of teachers licensed? If Eminence does not have 100% of teachers licensed, what will lateral entry or non-licensed teachers do for PD/BT Program (they are not mentioned)? If initial staff does not have many SP2 teachers, what will be done to facilitate PD? Also, is leading PD an expectation for all SP2 teachers? Will Eminence use a specific tool for informal teacher observations? - jonathanbryant</p> <p><u>Staff Evaluation and Professional Development</u> The school evaluation process and tool is no specifically innovative. How will student achievement levels be integrated and inform into PD decisions? - kellelytracy1</p> <p><u>Marketing Plan</u> Where will you host your events? How will you recruit your initial cadre of 75 volunteers? - deborahbrownnc</p> <p><u>Marketing Plan</u> How will the fundraising be handled for the marketing supplies/promotional materials? - jonathanbryant</p> <p><u>Marketing Plan</u> The paln to raise money to support marketing is not an effective strategy. - kellelytracy1</p> <p><u>Marketing Plan</u> Given that the grade levels initially offered are not a traditional school opening track, what specific strategies will the school use to attract families that have 3rd graders and older? - stephenie_clark</p> <p><u>Parent and Community Involvement</u> Do you have a contingency in case a family cannot meet the 25 hours expectation? - deborahbrownnc</p> <p><u>Parent and Community Involvement</u> Please explain the learn grow lead pledge. - kellelytracy1</p> <p><u>Parent and Community Involvement</u> How will the school monitor and measure parent completion of the 25 hours of support? What will happen if a parent does not complete 25 hours? - stephenie_clark</p> <p><u>Admissions Policy</u></p>

	<p>What is the rationale for starting with grades 3-7? - deborahbrownnc</p> <p><u>Admissions Policy</u> The first week in April is later than most other lotteries and deadlines for many private schools - is Eminence worried about losing students who may have already committed somewhere else? Still not sure why they are starting with grades 3-7. - jonathanbryant</p> <p><u>Projected Student Enrollment (Table)</u> No other counties will be represented? Still very unsure that this school, based on the overall population of the region, will have the interest needed. - jonathanbryant</p> <p><u>Projected Student Enrollment (Table)</u> The enrollment chart is not realistic in terms of year 1; the applicant group lacks the ability to operationalize the large ES and MS structure proposed. - kellelytracy1</p> <p><u>Projected Student Enrollment (Table)</u> What marketing techniques will the school use each of the five years to fill those 40 seats in 3rd grade? It will not be until year 6 where the school will reach an enrollment point where each grade level is promoting students up to the following grade. - stephenie_clark</p> <p><u>Projected Student Enrollment (Table)</u> third grade start needs convincing - joseph_maimone</p> <p><u>Weighted Lottery</u> What research underlies the procedure you are requesting? - deborahbrownnc</p>
Operations	<p><u>Transportation Plan</u> Have you considering having staff or adult volunteers as bus monitors to relieve concerns about k-8 riding together? - deborahbrownnc</p> <p><u>Transportation Plan</u> Buses within a 20 mile radius. - dswalker</p> <p><u>School Lunch Plan</u> Have conversations occurred with the local LEA about a lunch partnership? - jonathanbryant</p> <p><u>School Lunch Plan</u> FRL plan. - dswalker</p> <p><u>Facility and Facility Contingency Plan</u> where would your leased land be located? What are some of the other creative options you mention? - deborahbrownnc</p> <p><u>Facility and Facility Contingency Plan</u> Concerned with lack of specifics for this section. - jonathanbryant</p>
Financial Plan	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Some portions of the application list fundraising, this should be reflected here as "other funds," I believe. - jonathanbryant</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> May want to look at a higher teacher salary on this budget, especially since application</p>

states that teacher salaries will be higher than the traditional LEA. \$39,000/year represents a teacher with approx. 8 years experience and no National Boards, Masters, etc. - and this does not include a supplement (which the application states is included in the statement about higher salaries). Only one elective teacher is budgeted, is this sufficient? Only one TA/Teacher Aide is budgeted, is this sufficient? Have not seen details for the retirement plan - these numbers seem low. - jonathanbryant

Personnel Budget: Expenditures 2018-2023 (Table)

It will be very difficult for only 1 EC teacher to provide both elementary and middle school support. - kevin_allen

Personnel Budget: Expenditures 2018-2023 (Table)

The projected budget does not align with org chart; the budget lists 2.75 leadership positions--Provost and President and a supplement for Associate Vice Provost and the the Provost/Vice Provost are listed as .75 but the org chart lists a President, Executive Vice President and 2 Vice Provosts along with Associate Vice Provost. Please explain the discrepancies between the org chart and the budget and the narrative. - kellelytracy1

Personnel Budget: Expenditures 2018-2023 (Table)

What is the rationale behind having only 1 EC teacher and 1 Electives teacher for the beginning 3 years of the school?

- stephenie_clark

Personnel Budget: Expenditures 2018-2023 (Table)

Health insurance costs seem low. - dswalker

Personnel Budget: Expenditures 2018-2023 (Table)

IS there an IT person budgeted to manage the 50 chromebooks? - marylynn_kroeger

Operations Budget: Expenditures 2018-2023 (Table)

Ec related services seems low. - buffy_fowler

Operations Budget: Expenditures 2018-2023 (Table)

What does "other professional" include? - jonathanbryant

Operations Budget: Expenditures 2018-2023 (Table)

You have a very small budget to provide the provision of related services to so many students and grade levels. - kevin_allen

Operations Budget: Expenditures 2018-2023 (Table)

Explain further the variances in the transportation budget line for buses. - stephenie_clark

Operations Budget: Expenditures 2018-2023 (Table)

Financial line is too low if that also includes the audit cost. Instructional materials and electric also seem low. - dswalker

Operations Budget: Expenditures 2018-2023 (Table)

Review technology budget for computers and smartboards. Does not appear to be adequate. - marylynn_kroeger

Budget Narrative

Break-even point is very close to actual budgeted number of first year population. Travel is listed as a "non-essential" service for potential budget cuts if enrollment does not meet projections? Application makes a strong case that travel will be an essential offering for

	<p>Eminence. Will Eminence hire teachers with more than 5 years experience? Salary projections seem low. Purchasing 50+ Chromebooks and charging carts could cost approximately \$17,000 (the budgeted number, which is fairly accurate), however this does not include any allocation for teacher devices. This page of the application mentions purchasing 3 busses; the transportation section mentions purchasing 2. - jonathanbryant</p> <p><u>Budget Narrative</u> Applicant reliance on fund raising is not sustainable, unpredictable and not aligned to best practices. Explain the rational behind the search for a financier; why would this be necessary? - kellelytracy1</p> <p><u>Budget Narrative</u> Given that personnel is always a major portion of any school's budget, that should be an item the school considers in the event a need arises to implement the financial contingency plan. As stated in a prior section, the org chart for the school is pretty top heavy for a school that will only have 360 students.</p> <p>The break-even numbers for student enrollment are very close to the actual enrollment numbers projected. - stephenie_clark</p> <p><u>Budget Narrative</u> The break even number is tight at 188 in year 1, only 12 students off of max enrollment. - dswalker</p> <p><u>Financial Audits</u> Would like to see additional details, especially regarding internal controls. - jonathanbryant</p> <p><u>Financial Audits</u> What are the procedures and methods for conducting an independent financial audit? What are the expectations of members of the board and the firm conducting the audit on an annual basis? - stephenie_clark</p> <p><u>Financial Audits</u> breakeven number is only 12 - very tight! Explain the role of the - kakadelis1</p> <p><u>Financial Audits</u> Internal controls are not described thoroughly. Separation of duties in imperative even when staff is limited. A \$7,000 threshold for expenditures needing board approval is high given the limited budget in the first year. - heather_soja</p> <p><u>Financial Audits</u> Internal controls need to be more elaborate. - marylynn_kroeger</p>
<p>OVERALL</p>	<p><u>Grade Levels Served and Total Student Enrollment:</u> Please explain the thinking behind starting at grade 3 and working down. It will take longer to show data from students that have attended your school solely. - buffy_fowler</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Confusing why starting in 3rd grade is a good idea - this will cause significant issues</p>

	<p>(families often choose schools at typical entry points [K, 6, 9], this makes tracking students more challenging, etc.). - jonathanbryant</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What is the rationale for opening with that grade configuration and adding lower grades later on? - deborahbrownnc</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The year 1 grade structure is overly ambitious and unlikely to result in improved outcomes for students because it requires the school to invest in 2 curricula for middle and elementary school. - kellestracy1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Provide the rationale for opening the school with grades 3-7.</p> <p>How will the school recruit a new class of third graders to attend each year until you fill out K-2 to promote that 2nd grade class up to 3rd grade? - stephenie_clark</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> It is very interesting to start with testing grades only right off the bat. I would be interested to know the idea behind structuring the grades in this way. You will be testing a new batch of 3rd graders for the first five years. - dswalker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> need to have good explanation of 3rd grade start? needed if they can make it work - joseph_maimone</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The initial grade levels are a concern. The school will be tested immediately without developing a culture of expectations. I feel this could be a failure before having time to learn and grow the school's culture. - kakadelis1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Interesting approach to start five grades and in 3rd grade. Applicant should provide reasoning for doing so. - heather_soja</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	<p>Mr. Quigley led the application discussion. Ms. Turner noted issues with the goals, due to the given grade structure (given the current performance of the students in the county) the goals were not realistic. Ms. Reeves noted that although it was noble, the 8.5 hours in the day may not be suitable for the proposed student population as stamina was a concern. Additionally, the teacher salary was not aggressive, but then they are expected to teach a longer day. Mr. Maimone sought clarification on holistic excellence and how this related to their goals.</p> <p>Mr. Quigley was interested in hearing about the schools education plan with regards to the curriculum they choose. Mr. Maimone sought further information on how this sets them apart from other schools. Ms. Reeves noted that Duplin county had a large ELL population and questioned whether the push in model would be sufficient if they had many students at the emerging level.</p>

	<p>Ms. Reeves sought clarification around the board positions in the application (President, Provost, several Vice Provost). The school was also top heavy and she wanted clarification on the roles and what the roles looked like if they were dual roles.</p> <p>Mr. Hawkes commented on the mission statement. Specifically, how was the mission different and what was the meaning of holistic excellence.</p> <p>Mr. Quigley asked the board to expound upon holistic excellence. The board responded that the term was chosen due to the population of the students they would serve, which required character development, the whole child, and beyond the academics. Holistic meant to raise a person to love his country and his fellow man.</p> <p>Mr. Quigley asked for clarification around what character education component would look like in practice. The board responded that there will be 30-minute block at the end of each day where teachers will use pre-planned lesson plans (measured on list of viewable behavior and actions).</p> <p>Ms. Reeves specifically asked how one would measure those values. The board provided an example of stewardship being measured by community service. There would also be opportunities through the school day and after school. The excellence measurement would be tied to student conduct and behavior. The school would develop a specific rubric with actions and behaviors to track progress.</p> <p>Mr. Quigley asked for clarification around the 95% goals. If approved, how would the school move forward? The board responded they have identified what they know for sure would be the catalyst for educational change. The one thing they had pinpointed would be changing the thinking of the students, parents, teachers, and the school. They will change how education was viewed in the county through mindset. The board would make no excuse for their lofty goals. The board believed the goals realistic and that they would implement instructional strategies to reach each outlined goal.</p> <p>Mr. Walker commented "I dont fault you for having lofty goals" one thing we talk about goals is that they are SMART goals; this goal is not realistic. No school in the state, Charter or Traditional Public Schools, has 95% proficiency. Ms. Turner commented particularly in their first year of operation. 95% in year one when you are testing was not realistic. Mr. Hawkes stated that even the iconic Greensboro Academy was only around 87%. However, he applauded the board for being ambitious.</p>
<p>Education Plan</p>	<p>Mr. Quigley asked questions about the school time. 7:15 am was an early start. The board responded that school would be 7:30 am 4:00 pm. The data showed that parents supported a longer school day because it reduced the need for extended day care. Mr. Quigley asked a follow up question on the school day (would instruction start at 7:30 am or door opens at 7:30 am). The board was focused on parent needs. Ms. Turner communicated the board would need to extend that rationale to the staff they intended to hire (at the proposed salary, there arent many teachers who would be willing to arrive at 6:45 in the morning).</p> <p>Mr. Quigley wanted to know the curriculum for the proposed school. The board responded they were looking through a variety of curriculum. They recognized that the simple out of the box curriculum may not work for the students they would serve.</p> <p>Mr. Quigley asked about the teacher to student structure (20 students to 1 teacher), two</p>

	<p>teachers per grade level. Described as roughly the same ratio in middle school would the school have dually certified Math/Science and an ELA/SS teacher. The board would have more vertical planning: ELA/SS and Math/Science. The board believed they would be able to meet that goal of dual certification. In the long range the board plans to invest in their teachers over time.</p> <p>Mr. Maimone wanted to know if the board vetted their proposed plan with prospective teachers. The board responded that they have not solicited teacher feedback. Any teachers that have reached out have done so through the website or at open house.</p> <p>Mr. Maimone stated it would be troubling for a perspective teacher to hear there is not a curriculum chosen for the proposed school. The Board stated they understood and they were trying to work on a map to build on these things as they go through the ready to open process. They also understand that they were looking for teachers that have skills, rather than just a core curriculum from a box, as many teachers needed to understand the standards that they are teaching.</p> <p>Mr. Maimone stated that the proposed boards enthusiasm was infectious. He also asked why the school submitted an alternate response for the interview. The board responded that they respected and internalized that feedback and adjusted accordingly.</p> <p>Mr. Quigley asked for clarification around ELL learners and what percentage did the board expect to receive. The board responded they are projecting 20-30%. Mr. Quigley wanted to know the schools plan to develop those students. The board planned to use the "Emerging Readers" plan, which may be the same strategies that can be applied to struggling readers. They would have intervention periods (30 minutes every day specific for reading intervention) driven by weekly data, along with small group instruction. Ms. Reeves asked for clarification around the students who were 8th grade and does not speak English, push in was not going to work for that child.</p>
<p>Governance and Capacity</p>	<p>Mr. Walker wanted to know the reason for one of the proposed applicants board member resignation. The board responded that the member resigned for personal and professional reasons. The board accepted the resignation. Mr. Walker asked for further clarification on whether this was a friendly split as this brings some concerns forward. The board responded that were some connections that may have caused a conflict of interest. The board member thought she would lose her job. While parents were excited, the members of the community may not all be friendly and proactive.</p> <p>Mr. Quigley asked for additional clarification around the board roles. The board provided some comparison titles. They selected the board member titles because they related to a college or university. All board members were first generation college students. They were preparing students for language students would find in a college/university (Principal/Provost academic affairs, Vice Provost/Assistant Provost). The dual teacher roles were developed intentionally for teachers to gain experience. The board believed the terms correlated to realistic roles. Mr. Quigley provided feedback that the board titles were confusing to the public and parents and the board may want to evaluate the pros and cons (trade off) but nonetheless innovative, the CSAB had not seen this before.</p> <p>Mr. Quigley stated that the budget could possibly work with such a small school and across several grade levels. It would be expensive to get economies of scale.</p> <p>Ms. Reeves asked the board to speak about its facility and location (Kenansville/Warsaw).</p>

	<p>The board responded that land is cheap in Duplin county, and they had conversations with several landlords and real estate representatives to discuss land options. They were confident they would not have difficulty identifying a facility over the summer, permitting that they are approved to the Ready to Open Process. Additionally, they had options for church facilities. Once they received the ready to open approval and backing they would have a lot of support.</p>
<p>Operations</p>	
<p>Financial Plan</p>	<p>Ms. Reeves wondered if two buses would be sufficient. She also wanted more information about the facility plans/contingencies. Mr. Maimone wanted to know if there was enough budgeted for teachers/TAs and salary-wise \$39,000 they may be okay. He asked for clarification on their projection on the number of teachers or number of additional positions needed (assistants, specials teachers, etc).</p> <p>Mr. Kroeger commented that the benefits were budgeted low. They report a 5-year surplus of \$600,000, but that was not presented in the budget. Also, the board needed to strengthen internal controls since budgeting and accounting will be "in house." Ms. Reeves stated that the operational budget was low. Specifically, copy paper and curriculum text received the same \$5,000 budgeted amount. Breakeven number was significantly close to the projected enrollment.</p>
<p>OVERALL</p>	<p>The CSAB deliberated. Ms. Reeves knew the area needed a charter school but based on the original application this was not ready. Mr. Walker stated the application needed another year to fully develop the plan. Ms. Vuncannon communicated that backward mapping was very important when building out a charter school, and was uneasy that they have not solidified many components. The enthusiasm was infectious, and more planning was needed.</p> <p>Mr. Walker could not think of a school that had been approved when they did not have a curriculum picked out by the time of the interview. Mr. Hawkes commented that no one can argue with the enthusiasm and the need for this school, but the proficiency goals can really lead to problems with teacher expectations and parent expectations. Also, he noted that there were too many threads going off in many directions, the application needs to be refined, honed, and expert advice, and come back with a much tighter application so the CSAB can give an enthusiastic thumb up for Duplin County.</p> <p>Mr. Maimone concurred that this application as written was not ready for recommendation to the State Board, with revisions and an accelerated type of opening they could possibly still open in 2019. Ms. Reeves commented that the proposed board already started to address some of the things brought up in the clarification interview through the submitted response and requested amendments, but now, the CSAB cannot take that response into consideration during this time as they need to focus on the original charter application. Ms. Turner noted that the biggest issue for acceleration will be that they must identify a facility (as this is a requirement), but if they spend this next year planning like they are ready to open, then they could realistically be ready to open within the same time.</p> <p>Mr. Walker moved that they do not recommend Eminence Academy to the State Board of Education for Ready to Open status. Ms. Reeves seconded. Motion passes unanimously (9 0).</p>

Overall Summary

Initial Screening 09/26/2017	The Office of Charter Schools deemed this application complete on September 26, 2017. No further information is needed to begin the application evaluation.
Application Review	<p>Mr. Walker led the Policy Committee in a review of the application. Mr. Walker commented that right off the bat the school will be testing a new group of 3rd graders each year.</p> <p>Mr. Walker asked why the board chose the grade structure as presented in the application. The Board responded that it is a very innovative approach. They mentioned that they have spoken to and met with over 300 and they felt the need is to create change as soon as possible in tested grades. The Board believed that with the extended learning day and extended learning year, they can impact change now. Additionally, by focusing on tested subjects right off the bat the school can affect the achievement immediately. Mr. Walker commented that he could not argue with the braveness of the board. Additionally, he stated if the school started with K-4, they are still meeting the immediate need as presented. The grade span chosen is very odd and will make it very, very difficult for the school to be successful.</p> <p>Ms. Turner mentioned that the problem with the proposed plan is that if the school is not successful, the students will have you for five (5) years and then youre gone. The Board responded that the grade spans chosen were based on the needs of the community and expressed interest in moving the students already in those tested levels forward.</p> <p>Mr. Walker stated that when it comes to the goals, more specifically the academic goals, given some of the data on the highest performing charter schools currently in existence, there is no evidence that we currently have a school that can accomplish what the applicant is projecting to do after 1 to 5 years of operation.</p> <p>Mr. Quigley asked a clarification on why the board decided to go with all of the grades if they wanted to replicate best practices shown for closing the achievement gap and also cited that the schools listed in their application as model schools actually started with lower grades. He commented that it is urgency bordering on recklessness. He asked the board why they would not just start with one or two grades. The Board responded that they had an extensive conversation around the decision for grade levels. Ultimately, the board looked at the ADM of the LEA, and due to the geographical location of the proposed school the sought to not take too much of the ADM. In addition, they paid close attention to those numbers and projecting how to be financially solvent. The Board expressed difficulties in reaching enrollment numbers with only having one or two grade offerings and the need to have more students in those few grades. Since the application has been submitted, the board is working to start a partnership with the local community college. Moreover, they felt the grade span chosen would be best operationally.</p> <p>Mr. Walker clarified the acceleration process and notified the applicant that they would need to have a facility secured and make corrections within the application of some of the unrealistic goals and structure, and notified the board that they could still aim to open in the same time frame compared to if the CSAB approved the school right now. The Board replied that they had an update to share with the CSAB. There have been some changes in the educational landscape with Duplin County and they are confident that they would have access to a facility. Additionally, the board would be amenable to making some of</p>

	<p>the suggested changes from the CSAB.</p> <p>Ms. Turner made a motion for the Policy Committee to recommend to the full board to move Eminence forward to full interview. Mrs. Kroeger seconded. The motion passed unanimously in the Policy Committee.</p> <p>Mr. Walker made a motion on behalf of Policy Committee to the full board to recommend that they move Eminence Academy forward to full interview. Mrs. Gibbs seconded. The motion passed unanimously.</p>
<p>Application Interview</p>	<p>Dr. Townsend-Smith provided an update of the applicant information including proposed location, projected enrollment, whether there was an LEA impact or due diligence, and the pass/fail ratings for each section. Applicant submitted new information for review. The applicant received assistance by NC Public Charter Accelerator, but no fee was paid to the third party for that service.</p> <p>The Eminence Academy board introduced themselves to the CSAB. Mr. Quigley led the interview and reviewed each section of the application. Mr. Quigley discussed the additional submission to the application. After the clarification interview, the CSAB had many things that prompted concerns, but wanted to interview them to hear more about the strengths and weaknesses in the application with the strong likelihood that the group would not move forward, but provide an opportunity to take provided feedback and make application adjustments for submission next application round. Specifically, material changes to a submitted charter in the review process is not something the CSAB has allowed or approved. Ms. Turner noted the CSAB has never allowed prior applicants to make even small changes to the application. Mr. Walker stated he did not know if the group misinterpreted the message. Additionally, if the school wanted to amend its charter to only serve grades 3-8 it would need a new application. The CSAB sought clarification around why the school would open with grades 3-8 when you must bring in new tested grades (do you understand what you are about to get yourself into). Ms. Reeves reiterated for the CSAB (for the record) comments and ratings on the original application.</p>
<p>OVERALL</p>	<p>The CSAB deliberated. Ms. Reeves knew the area needed a charter school but based on the original application this was not ready. Mr. Walker stated the application needed another year to fully develop the plan. Ms. Vuncannon communicated that backward mapping was very important when building out a charter school, and was uneasy that they have not solidified many components. The enthusiasm was infectious, and more planning was needed.</p> <p>Mr. Walker could not think of a school that had been approved when they did not have a curriculum picked out by the time of the interview. Mr. Hawkes commented that no one can argue with the enthusiasm and the need for this school, but the proficiency goals can really lead to problems with teacher expectations and parent expectations. Also, he noted that there were too many threads going off in many directions, the application needs to be refined, honed, and expert advice, and come back with a much tighter application so the CSAB can give an enthusiastic thumb up for Duplin County.</p> <p>Mr. Maimone concurred that this application as written was not ready for recommendation to the State Board, with revisions and an accelerated type of opening they could possibly still open in 2019. Ms. Reeves commented that the proposed board already started to address some of the things brought up in the clarification interview through the submitted response and requested amendments, but now, the CSAB cannot take that response into consideration during this time as they need to focus on the original</p>

charter application. Ms. Turner noted that the biggest issue for acceleration will be that they must identify a facility (as this is a requirement), but if they spend this next year planning like they are ready to open, then they could realistically be ready to open within the same time.

Mr. Walker moved that they do not recommend Eminence Academy to the State Board of Education for Ready to Open status. Ms. Reeves seconded. Motion passes unanimously (9 0).