

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.

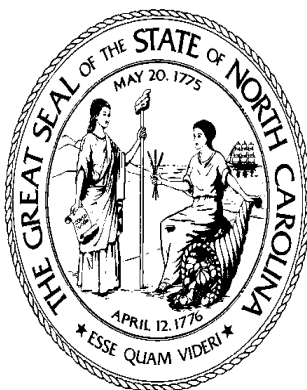
Subcommittee Members:

Steven Walker
Tammi Sutton
Kenneth Tucker
Cheryl Turner
Buffy Fowler
Alex Quigley
Alex Quigley
Alan Hawkes
Jennifer Gnann
Jonathan Bryant
Joe Maimone
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Lynn Kroeger
Phyllis Gibbs
Robert McOuat
Sherry Reeves
Stephenie Clark
Danielle Allen

Movement School East - Movement School East exists to love and nurture scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in life.

Date of Review:

09/27/2017



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Movement School East

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: *Movement School East*

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

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

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: *Tim Hurley*

Title/Relationship to nonprofit: *Executive Director of Education*

Mailing address: *8024 Calvin Hall Rd
Indian Land SC 29707*

Primary telephone: *704-245-5914* Alternative telephone: *704-266-0001*

E-Mail address: *tim.hurley@movementfoundation.org*

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

County: *MECKLENBURG*

LEA: *600-Charlotte-Mecklenburg Schools*

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

No:

Yes:

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:

If replication, please provide the name of the charter school and the state that charter school has been

*authorized to operate in. Sugar Creek Charter NC
Do you want your application to be considered for Fast Track?*

Yes:
No:

Are you a non-profit corporation board partnering to replicate an existing model operated by an EMO/CMO?

Yes:
No:

Eligibility Criteria

A non-profit corporation board that currently operates a charter school in NC is eligible to apply to replicate it currently existing model only if the non-profit corporation board's current school or schools demonstrate a consistent track record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the non-profit corporation board must meet each of the following conditions:

Each school operated by the non-profit corporation must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the non-profit corporation must meet or exceed student growth consistent with State standards, for the three years immediately preceding the application, and maintain that growth throughout the application period.

Yes:
No:

**Attach as Appendix A the educational outcomes for the replicated school for the last three academic years.*

Each school operated by the non-profit corporation must have unqualified audits for the three years immediately preceding the application and must maintain that fiscal standard throughout the application period.

Yes:
No:

Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

Yes:
No:

A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

Yes:
No:

Eligibility Criteria

Movement School East - Movement School East exists to love and nurture scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in life.

A non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:

The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC

do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

Yes:

No:

**Attach as Appendix A the educational outcomes for the replicated school for the last three academic years.*

The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.

Yes:

No:

A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

Yes:

No:

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:

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No: X

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

Yes:

No: X

What is the name of the nonprofit organization that governs this charter school? Movement School
Is this application for Virtual charter school: Yes: No: X

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: X

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02	300
Year 2	K,01,02,03	400
Year 3	K,01,02,03,04,05	500
Year 4	K,01,02,03,04,05,06	600
Year 5	K,01,02,03,04,05,06	700

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.

hurleymovement
Signature

Tim Hurley
Title

hurleymovement
Printed Name

09/21/2017
Date

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>Evidence provided indicates that the school the applicant intends to replicate did not meet student growth consistent with State standards in one out of the three years immediately preceding the application.</u>	<u>Stephenie Clark</u>	<u>Cover Page</u>
<u>Is Movement East replicating Sugar Creek or Cardinal Charter?</u>	<u>Sherry Reeves</u>	<u>Cover Page</u>
<u>Proposed enrollment may be difficult to reach in the area the school is proposing to locate.</u>	<u>Stephenie Clark</u>	<u>Grade Levels</u>
<u>What is the advantage of growing out two additional grades in Year 3, rather than one grade level at a time up through year 5?</u>		
<u>100 per grade, accelerated year, very aggressive. Can prove enrollment interest?</u>	<u>Joe Maimone</u>	<u>Grade Levels</u>
<u>Why only 40 families surveyed in this area? good documentation on location target, is facility available there?</u>		
<u>Is Year 2 to Year 3 just a 100 student increase? Appears to be a student increase of 200 according to other years?</u>	<u>Jonathan Bryant</u>	<u>Grade Levels</u>
<u>Why are you adding 200 students (in two grades) during the third year? Is this strategic or a mistake? Add 200 students the third year will be difficult.</u>	<u>Tammi Sutton</u>	<u>Grade Levels</u>
<u>Explain enrollment numbers (100 per grade level years 1 and 2 but less in years 3 and 4). Is projected enrollment feasible?</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>
<u>One hundred students per grade level the first year seems high. Is it a mistake that the 3rd year shows Movement will grow by 2 grades but only 100 kids? Would this mean taking only 50 in kindergarten and 50 5th graders?</u>	<u>Buffy Fowler</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Steven Walker</u>	
<u>Tammi Sutton</u>	<u>Pass</u>
<u>Kenneth Tucker</u>	
<u>Cheryl Turner</u>	
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Alex Quigley</u>	
<u>Alex Quigley</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Jennifer Gnann</u>	<u>Pass</u>
<u>Jonathan Bryant</u>	<u>Pass</u>
<u>Joe Maimone</u>	<u>Pass</u>
<u>Lindalyn Kakadelis</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Robert McQuat</u>	
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Stephenie Clark</u>	<u>Pass</u>
<u>Danielle Allen</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:

Movement School East exists to love and nurture scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in life.

Clearly describe the mission of the proposed charter school:

Movement School East believes that every child deserves a free, world-class education. We provide this by building schools with academic and social programs focused on culturally-relevant pedagogy, character development, and socio-emotional support. We commit to recruiting exceptional educators, using data-driven instruction, providing high-dosage tutoring, extending the school calendar and holding high expectations for ourselves and our students.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Movement School East seeks to serve students and families in east Charlotte, with a particular focus on economically disadvantaged students, students with limited English proficiency, and refugee students. Students in Movement School East's targeted geographic zone are 39% African American, 29% Latino, 26% % White, with the remaining 6% coming from a mix of various racial groups, according to the 2015 Charlotte-Mecklenburg Quality of Life Study (QOLS). The 2015 QOLS also reveals that the average household income for neighborhoods in this geography is \$36,000, 64% of the county average, and that 36% of residents in the area receive public health insurance, nearly double the county wide average of 18%. This area is also home to one of the largest refugee populations in North Carolina. For over a decade, between 600 and 1,000 refugees have settled in Charlotte annually, with many of them building communities on Charlotte's east side.

Fifteen traditional public elementary schools operate in this area of east Charlotte. The average reading and math proficiency rates for these schools is significantly below the Sugar Creek and county average. The average proficiency for economically disadvantaged students and students with limited English proficiency is significantly lower than the rates at Sugar Creek. For students with limited English proficiency, the proficiency rates

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are half those at Sugar Creek. (See Appendix A for specific figures.)

Given the concentrated and growing group of EDS and LEP students in east Charlotte and given Sugar Creek's proven strength in educating EDS and LEP students, east Charlotte is an ideal place to replicate the Sugar Creek model. There is a clear need for additional educational options that provide students and families with the resources and services to be academically successful, and we want to help provide these options.

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

In 2019, Movement School will open with 300 students in grades K-2. Based Charlotte Mecklenburg Schools 2017-18 estimated ADM for K-2 (34,133 students) this would represent .8% of the LEA's ADM. Enrollment at Movement School East will grow over the course of the next five school years by adding one grade each year to reach a total enrollment of 700 students in grades K- 6 which would represent 0.9% of the LEA's projected 79,644 students in these grades.

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

The educational plan for the Movement School East is designed to fit the unique needs of the economically disadvantaged, limited English proficiency, ethnic minority and refugee students it serves. Movement School East will follow the Common Core standards, however the delivery of the curriculum will be vastly different.

First, each teacher will be trained in the use of culturally-relevant pedagogy. This is a model based on the research of Gloria Ladson-Billings who identifies "the exemplary practices" of teachers of ethnic minority students and builds on these practices to build a model of excellent teaching. Teachers at Movement School East will be well-versed in this approach. Teachers will also be trained in Sheltered Instruction Observation Protocol (SIOP), a research-based instructional model that is effective in addressing the academic needs of students with limited English proficiency.

In addition, while using the Common Core State and NC Essential Standards, this education plan is intentional about building character development lessons as part of the instructional content. These lessons will be built across subject matter. However, there will also be opportunities for students to engage in character development through elective courses. Many of these lessons plans are publicly available through the Character Education Partnership. Students will also have community service projects and field trips that engage them around character development as well as Common Core State and NC Essential Standards.

Next, Movement School East will utilize a school social worker and additional support staff to provide the additional socio-emotional supports that students and families tell us they need. Support staff will carry caseloads of families and do referrals to outside agencies for financial assistance, counseling services, language services, out-of-school time

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programs and any other services needed by families. At the same time, support staff will implement proven models of engaging parents to help meet the students non-academic needs. Movement School East will secure translation services to ensure non-English speakers have access to the full range of school offerings. The school will also partner with agencies such as the Carolina's Refugee Resettlement Agency and Project 658 to meet the unique needs of refugee students. Movement School East will expose all children and families to a variety of college and career exploration activities.

Finally, Movement School East will have a clear accountability model built on professional learning communities' regular formative assessment, interim assessment, and summative assessment. Teachers will receive professional development on how to do formative assessment via spot checks, exit tickets and variety of other assessment techniques. Teachers will work in professional learning communities grouped at the grade and/or subject level. These teams will work together to develop lesson plans, develop assessments, review assessment data, make changes to instructional practices based on assessment data, and evaluate the effectiveness of these changes. Overall, the Movement School will be a school where, culturally-relevant pedagogy, character development, college and career persistence, and data driven decision making create exceptional outcomes for the students in our geography.

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.*

Creating new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site:

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All teachers will be a part of a professional learning community. This community will be responsible for assisting or leading the school in the areas of curriculum development, student behavior, lesson planning, student assessment, and teacher evaluation. Teachers will also participate in professional development with leading experts in evidence-based instruction such as Teach Like a Champion and the Together Teacher. Teachers will also engage in learning walks and professional rounds. School leaders will facilitate these learning communities and select the national professional development partners.

Holding schools accountable for meeting measurable student achievement results:

Student achievement and behavior data will guide instructional and leadership decisions at Movement School East. Teachers and administrators will review trends in data by classroom, grade, and school level to monitor progress, identify trends, and adjust instruction. At the start of a unit, formative assessments will be used to adjust instructional practices and create interventions that meet each student's educational needs. Interim assessments such as exit tickets will be used to monitor progress and adjust instruction throughout a unit. Finally, Movement School East embraces the existing NC Accountability Models and will create the appropriate systems and processes to ensure efficient implementation at the school level.

Providing parents and students with expanded choices in the types of educational opportunities as well as providing learning opportunities to at-risk and gifted students:

East Charlotte is one of the most ethnically diverse areas of Charlotte and is home to a large number of recent immigrants and refugees. The school will reflect this rich diversity and will use the principals of culturally-relevant pedagogy to value the unique backgrounds of our students and meet their individual needs. We will pay special attention to building strong supports for ELL students including training teachers in Sheltered Instruction Observation Protocol (SIOP) and providing translation services. Movement School East will use technology, behavioral interventions, and academic interventions for remediation and advancement of student academic and social development. Behavior counselors, mental health advisers and a school nurse will be on site to provide support to families. A robust character development program that includes field trips, community service, academic lessons, clubs and activities will help provide unique opportunities for students to grow academically and socially.

Improving student learning:

The Sugar Creek model has proven highly effective at educating economically disadvantaged students and students with limited English proficiency. Movement School East is committed to replicating and building upon this model to improve student learning for children in east Charlotte. We will pay particular attention to the key drivers of charter school quality as identified by Fryer and Dobbie at Harvard EdLabs which include: an extended school day and year, the use of data to drive instruction, devotion to high-quality human capital, a culture of high expectations, and small group tutoring. We know that that students from low-income backgrounds and ELL

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students are extraordinary and can excel given the right opportunity and support. We relish the chance to provide this to students in east Charlotte. Encourage the use of different and innovative teaching methods:

Culturally-relevant pedagogy is not a formulaic set of teaching methods, rather they are developed over time, in collaboration with other teachers, and in service to the unique students at a school. Thus the school will embrace new and innovative approaches that are relevant to the cultures of students at Movement School East. These approaches will be developed, assessed and modified as part of the ongoing collaborative work done in professional learning communities; therefore ensuring that our students get the best possible instruction. We will also supplement our own learning communities with professional development from national leaders in instructional methods.

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.*

Movement School has set performance goals and metrics to monitor internally and demonstrate externally the success of our program. These metrics are focused on every facet of school development and have been set under the guidance of each board member in accordance with their specific areas of expertise. For the first school year, the Head of School will be responsible for reporting metrics to the Board of Directors and the school on a monthly and/or quarterly basis as appropriate.

These metrics include but are not limited to:

1. Student Academic Achievement as measured by: a. Interim assessment data b. NC growth scores - Every year the goal is to meet or exceed expected growth. c. NC EOG scores - The first year of testing which will be year 2, Movement School's goal is to exceed peer group schools by 15%. By year 5, Movement Schools will meet or exceed the state average for state proficiency in grades 3-6. The overall goal for Movement Schools is to eventually be at 90% proficiency and to remain at a 90% proficiency.

2. Student Behavior as measure by: a. Student attendance rates - The goal is a minimum of 94% attendance in all years. b. Student behavioral referral rates - Years 1 & 2 are baseline years and by year 3 we want to reduce referrals by a minimum of 5% per year. c. Student suspension rates - Years 1 & 2 are baseline years and by year 3 we want to reduce suspensions by a minimum of 5% per year.

3. Teacher Satisfaction as measured by: a. Teacher satisfaction ratings (via teacher survey tool) - as measured by the North Carolina Teacher Working Conditions Survey. The goal is to meet or exceed state averages. b. Annual teacher retention rates - Retain 85% or more of high-performing teachers.

4. Parent Engagement as measured by: a. Number of regular parent contacts - The goal is to have 95% of parents to have at least 2 direct contacts throughout the school year. b. Parent satisfaction ratings (via parent survey tool) - The goal of Movement School is to have an 85% parent

satisfaction rating as measured by survey.

5. Operational Excellence as measured by: a. Parent and teacher ratings of a clean and safe school environment b. Health department rating for cafeteria - The goal is to be an A before the beginning of year 1 and to maintain that rating throughout the life of the school. c. Stakeholders ratings of facility, food service and transportation - The goal is for annual survey results to represent 85% satisfaction.

6. Governance and Finance as measured by: a. Budget surplus numbers - The goal is for the school to meet budget goals as set at the beginning of each fiscal year. b. Board meeting attendance rates - The goal is to have 100% of the board to attend meetings and committee participation as established in the board's individual goal-setting. c. Financial goals - The finances and budget will be reviewed monthly by the finance committee and at all board meetings.

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

The governing board will receive monthly reports on program metrics from the Head of School and school staff. The school mission will be highlighted at the top of every report that is presented to the governing board. At each of these meetings, the first action item will be to read the school's mission statement. It is our belief that everything should flow out of our mission statement, and all activities should be viewed from this lens.

Metrics will then be reported to the board. The Head of School and school staff will track changes in metrics over time. When negative trends are detected, the Head of School will work with schools staff, Board Members, and outside consultants as needed to identify specific causes of the trends and develop the appropriate strategies to change these outcomes.

Strategy changes will be implemented and metrics will continue to be assessed in order to determine the efficacy of the implemented strategies. In this way, the governing board will assess and ensure progress toward the stated mission by implementing a continuous improvement process.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
weighted lottery for east charlotte?	Joe Maimone	Mission Stat
What is the current demand/waiting list for Sugar Creek Charter and the original Movement School?	Tammi Sutton	Mission Stat
Why are there only 40 parent surveys?	Tammi Sutton	Educational
good map location identified, but is facility available?	Joe Maimone	Educational
Surveys did not describe the philosophy or methods that would be used in the proposed school. How do you ensure that the individuals completing the survey agree with the methods? Was there information collected from families with 3,4, and 5 year olds? This would be the age group to enroll.	Buffy Fowler	Educational
What other evidence of community support and need can be provided beyond 40 family survey responses, which would account for only 13% of your first year enrollment target of 300 students? At least two-thirds 5 mile transportation radius provided could be deemed as overlapping 5 mile radius space with neighboring charter schools already in existence. Will the school be competing for the same target students as neighboring charters, and how will this affect the projected enrollment numbers?	Stephenie Clark	Educational
Applicant provides clear and compelling rationale for why the targeted student population needs a school such as this; further, they tie the targeted population with the needs of the students in order to justify the proposed location of the school.	Danielle Allen	Educational
Is only 40 families responding enough to ensure that you will be able to enroll 300 students in year one? How else will you notify interested families outside of Project 658?	Jennifer Gnann	Educational
Applicant has clearly expressed the need for this school, especially for the targeted population. While I know that saturation is not a factor in applications, there are a number of CMS/charter schools in Meck Co - which may impact the number of students who are "available."	Jonathan Bryant	Educational
How will staff development be delivered and who in the school will be in charge of assessing the need and scheduling?	Buffy Fowler	Purposes of
Explain what is meant by interim assessment data. What assessments will be administered to students in the first two years before EOG scores are available? It is reasonable to expect suspension rates to go down as grade levels go up when suspension rates for k-3 students are typically lower than 4-8? What will be used on years when the teacher working survey conditions is not available? It is done every other year. Several of the metrics are yearly measures. What types of ongoing data will be collected to present to board during the first two years?	Buffy Fowler	Goals for th
School leaders should ensure that the goal of "at least two direct contacts" with 95% of parents is ambitious and appropriate for a student population that, the applicant has acknowledged, requires additional supports.	Danielle Allen	Goals for th
I appreciate the goal of reducing suspension rates, however maybe initial low suspension rates and continuing low rates (rather than reducing) would be better - if the goal is low rates of suspension?	Jonathan Bryant	Goals for th
In what way and how often will progress towards achieving proposed goals and performance of meeting the determined metrics be shared with stakeholders? The application includes a variety of metrics which are essentially benchmarks or measurements, what are the overarching goals the school hopes to accomplish within the first five years of operations? How will metrics that cannot be measured monthly be tracked and presented to the Board through the monthly report from the Head of School and school staff? There is an absence of specific measurements or goals that align with the portion	Stephenie Clark	Goals for th

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of the school's mission that states emphasis around "character development and preparation for success in life".		
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Reviewer	Score
Steven Walker	Pass
Danielle Allen	Pass
Kenneth Tucker	
Cheryl Turner	
Buffy Fowler	Pass
Alex Quigley	
Alex Quigley	Pass
Alan Hawkes	
Jennifer Gnann	Pass
Tammi Sutton	Pass
Stephenie Clark	Pass
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Jonathan Bryant	Pass

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

The primary philosophy behind the choice of instructional methods is to use research based strategies that have proven effective with high poverty populations and English language learners. The school will use Learning Focused as a school wide instructional framework. "The Learning-Focused Strategies Model is a continuous improvement model designed to assist in using exemplary practices to increase learning and achievement.... It is a planning model that provides frameworks and tools for organization, planning curriculum, instruction and assessment" (M. Thompson and J. Thompson, 2009).

Extensive research has identified what highly successful schools with high populations of at-risk students are doing to reach and maintain their achievement. These things are referred to as exemplary practices. Learning-Focused provides a framework for connecting exemplary practices. These strategies were selected based on meta-analysis research done by Robert Marzano, MCREL and the U.S Department of Education in 2002. A backwards planning model, similar to Understanding by Design, is used. Teachers begin planning by identifying the standards they want to teach. They then identify what they want students to know, understand and be able to do by the end of the unit. The final assessment is then designed. From there teachers develop Student Learning Maps for the unit. Individual lessons derive from the student learning maps. Every unit must include lessons that accelerate (preview), present the core content (acquisition), extend (application) and provide structured review of past concepts. Every unit has a unit essential question and every lesson has a lesson essential question which is presented at the beginning of the lesson and must be assessed in some way at the end of the lesson.

Learning Focused is the framework, but daily lessons will include instructional strategies that include whole group-teacher directed, small group-teacher directed, technology supported lessons, independent activities requiring application of concepts as well as some project based lessons.

Teachers will also use the Sheltered Instructional Observation Protocol to tailor instruction for English language learners. The eight components of the SIOP model are Lesson Preparation, Interaction, Building Background, Practice and Application, Comprehensible Input, Lesson Delivery, Strategies and Review and Assessment. These are compatible with and will be integrated into the larger Learning-Focused Framework.

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Assessment Strategies: Assessment will be continuous and on-going. Besides formative, benchmark and summative assessments, every lesson includes predetermined assessment prompts. These are questions and prompts used to check for understanding at strategic points in a lesson. They are designed to help a teacher ascertain if the students are getting the information or skills needed to be able to answer the lesson essential question. Assessments for English language learners will be tailored according to the SIOP model. Formal assessments will include teacher made assessments, School Net designed assessments as well as NWEA MAP given 3 times per year. All required state assessments will be taken.

Meeting Student Needs: Meeting the individual needs of students is central to this model. In addition to differentiation within the instruction, students will have individual learning paths based on NWEA pre- assessment. These will be used in technology centers. Small group instruction will be generated from this data and conducted by grade level interventionists. Every grade will have a 45 minute daily intervention period. This period will be used for remediation, reinforcement or extension as appropriate for each student.

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.

The basic classroom environment will be based on the structure of a balanced literacy classroom. This basic set up will be used for all core subjects. Each classroom will have a teacher directed station, a technology directed station, and an instructional assistant or independent activity station, depending on grade level.

Instruction begins with a mini-lesson that is whole group followed by students rotating through the appropriate stations. Kindergarten and first grade classrooms will be self-contained and will have a dedicated full-time assistant in each room. Second through eighth grades will be departmentalized. In second through fifth grade, one teacher will teach ELA, another math, with the third teaching science and social studies. They will function as a pod and all teachers will teach all students in the grade. Acceleration requiring regrouping will begin in 6th grade with some students taking pre-algebra. This will require an additional teacher who will teach pre-algebra as a pull-out. These students will take Math I in 7th grade and Math II in 8th grade. Consequently, the pull out model for these students will continue. Another group of students will begin pre-algebra in 7th grade, taking Math I in 8th. They will then be integrated into the pull out model. A similar structure will be used for students who will be taking English I in 8th grade. Class size in kindergarten will be 18 or 19. Class sizes in all other grades will be 25. Grade level, subject specific (if needed) interventionists will be assigned to every grade beginning in 2nd grade. Specialists will include full-time character education, physical education, technology(elementary) music or art, foreign language (middle school) and project based learning (middle school) teachers. Middle school will be a one-to-one environment with all students having access to a laptop.

Curriculum

The curriculum will be standards based and derive from the Common Core and NC Essential Standards. Every student will have instruction in character education which will utilize a proprietary curriculum developed by Sugar Creek Charter School. No specific text book or packaged program will be used. Teachers have access to a resource library that contains all the teacher materials for every core subject textbook that has been approved by DPI. They also have access to on line resources. Teachers, then select from those resources the materials that will help them teach their intended standard most effectively based on the needs of their students.

Provide a synopsis of the planned curriculum, including:

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

The curriculum itself is the Common Core and NC Essential Standards. State assessments are based on this curriculum so it is perfectly aligned to the accountability model. In addition, our target population often needs social skills and soft skill training. This instruction will be included in the required character education class. This class will include instruction on character traits, social skills, alcohol and drug prevention, skills for academic success, financial literacy, citizenship (global and community), Framework for Understanding Poverty, as well as higher education preparedness and career exploration over the course of K-8. It is a highly structured curriculum designed specifically to meet the needs of this student population.

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.*

Teachers will have to become proficient at teaching balanced literacy and using a similar model for math. This model will be used K-6. Every teacher must be proficiently using the Learning Focused Model. All teachers receive extensive training in this model during their first 2 years of employment. Refreshers are given to all staff annually and as needed as issues arise. Teachers must become expert at unpacking the standards they teach. They not only have to understand what the standard entails, but how it will be assessed and what rigor looks like for that standard. Teachers will also be trained in and expected to be building mastery in the SIOP model in order to better meet the needs of our ELL students.

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.*

Every grade level has a chart that is given to parents at the beginning of the year listing the reading and math competencies required to successfully complete the grade. Students begin with the end in mind. Parents receive notification at the end of the 2nd and 3rd quarters indicating their child's progress against the required grade level competencies. All students receive grade level instruction, but some also receive remedial support or acceleration based on their individual needs. The daily use of small group instruction and technology enhanced instruction is designed to take students from where ever they are to the grade level expectation at a minimum. Students who can exceed grade level expectations are stretched to do so. It is the goal of the school that 25% of all 8th grade graduates will graduate with 4 HS credits. Another 25% will graduate with 2 HS credits. Every 8th grader will graduate with at least 1 HS credit. In addition to academic preparation, the 8th Grade College and Career Readiness class is designed to prepare students to be successful in HS and beyond.

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

The calendar is a year round model. It provides 100 hours of more instruction than a traditional calendar, but is primarily used to meet the needs of high poverty students. Research shows that students from low income families do not generally get the same kind of academic stimulation during school breaks that their more affluent peers receive. Consequently, they often return to school with significant summer loss. The year round calendar keeps breaks to a minimum and mitigates some of the academic loss generally associated with long vacations.

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.*

As with all aspects of its educational and operational models, Movement School East is committed to implementing research-based best practices. In addition, we not only believe that all students can learn but we are committed to ensuring that all students do learn. Thus Movement School East will use the North Carolina Multi Tiered Support System (MTSS) model to ensure the continued progress and academic growth of all students.

We will implement this model with three tiers. Tier I of the model is the general education curriculum, in this case the NC Common Core Curriculum. Even within Tier I instruction, teachers will differentiate instruction to meet students' needs. As mentioned earlier teachers will conduct regular assessment to determine if students are progressing. Student assessment data are reviewed as part of teacher professional learning community meetings, ensuring mutual accountability and multiple teacher perspectives are included. Where students are performing below grade level in math, writing, or reading (and those with behavioral challenges), they will receive a

personalized education plan (PEP). The PEP contains goals for the student which are specific, measurable, attainable, realistic and time-bound (SMART) goals. These plans will be written and implemented by the classroom teacher. The development of the PEP enters students into Tier II of the model. In Tier II, the classroom teacher implements evidence-based instructional interventions for the students. These interventions must be in addition to anything else that is being provided in the classroom. The teacher also meets regularly with an intervention team. Intervention teams include: the head of school, the teacher, another teacher from the same grade level, a teacher from the grade level above, a teacher from the grade level below, a member of the administrative team, a member of the Special Education team and a member of the Climate and Culture team (e.g. Dean of Students, School Psychologist or Social Worker).

Meetings of the intervention team include reviews of student progress. If student assessments show the student has met SMART goals, the student will be exited from Tier II and re-enter Tier I. However, if the student does not meet the identified SMART goals in the PEP, the intervention team can move the student to Tier III of the intervention model.

In Tier III of the model, students received targeted interventions that are provided for the student in addition to the existing Tier I and Tier II interventions. While Movement School East is still researching the specific interventions to be used in Tier III, some of the possible interventions include: Dreambox Learning, Math Perspectives, Leveled Literacy Intervention, and Compass Learning. Students may also enter Tier III of the model for behavioral challenges. Students who enter Tier III for behavioral concerns will receive and evidence-based group mentoring and life-skills intervention and a behavioral contract. Students may all be referred to other school support staff for additional services.

If a student does not demonstrate success in Tier III of the model, the intervention team may propose different interventions or refer the student for special education testing. All teachers and administrators at Movement School East will be constantly monitoring student academic and behavioral progress to ensure growth. In addition, the school will utilize technology to implement blended learning practices at all Tiers of the MTSS mode.

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.*

As stated above, Movement School East will ensure that all students demonstrated continued progress and growth. Ensuring this is true for the many English language learners living in East Charlotte will be a particular focus of the school. Initial steps we will take to do this include:

1. Assess every student who has been identified as an English Language Learner (ELL) and all potential ELL students using the WIDA-ACCESS Placement Test (WIDA-APT). This assessment tool will provide feedback to help teachers and administrators provide placements and instructional plans for ELL

students.

2. To ensure effective instruction for these students, Movement School East will utilize a Sheltered Instruction Observation Protocol (SIOP) model. The SIOP model includes: a. Lesson preparation- that includes pre-lesson assessment and a plan for an ongoing cycle of assessment, instruction and re-teaching when needed. b. Building background- using and connecting background knowledge with the lesson in the classroom (creating relevance), making clear links to past learning, and a clear and intentional focus on key vocabulary. c. Comprehensible input- by ensuring that all instructional practices and methods can be comprehended by the student. d. Strategies- specifically, ensuring that we are teaching the types of cognitive (e.g., underlining, use of graphic organizers, re-reading) and meta-cognitive strategies (e.g., making predictions, properly using self-questions) that are commonly employed by good learning. e. Interaction- including large amounts of positive student talk and making room for student interactions with each other and the teacher. f. Practice and application- giving students the opportunities to practice and apply learned content. g. Lesson delivery- delivering instructional contact in a way that supports learning objectives and maintains student engagement. h. Review and assessment- reviewing lesson content and assessing students to determine mastery of content.

3. The SIOP model outlined above will be implemented in the context of professional learning communities at Movement School East. These models both make provision for the ongoing monitoring and assessment of students. Student assessments will include the use of various assessments (including interim and summative assessments) to determine when students can be exited from ELL services.

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.*

At Movement School East we believe that all children will learn. In addition to learning what is required to be college and career ready, our school is designed to help all students reach their greatest academic and intellectual potential. In order to do this academically and intellectually gifted (AIG) students will receive instruction in an inclusive environment. There is a great deal of research that supports the education of AIG students in heterogenous groupings. This research also suggests that teachers must have the appropriate training to make this environment beneficial to AIG students. All teachers will receive training on how to differentiate instruction in order to meet the needs of AIG students. In addition, AIG students will receive opportunities for acceleration through the use of blended-learning models in the classroom. AIG students will also have opportunities for additional learning through independent study programs and student groupings across grade levels.

Incoming students will be identified as AIG by using records from their previous school. In addition, students have opportunities to be identified as AIG at any time. Teachers and administrators will closely monitor individual level student achievement on interim and summative assessments in

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order to identify AIG students. These same assessments will be used as a means of monitoring and evaluating all students will be utilized with AIG students. Assessment scores will not only be looked at to determine proficiency but also to monitor student academic growth.

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)*

Movement School East will be in complete compliance with the Individuals with Disabilities Act (IDEA). In addition, Movement School East will be in compliance of the Child Find mandate, Section 504 of the Rehabilitation Act and, general statutes.

To ensure compliance Movement School East will hire an exceptional children specialists for whom this is the primary responsibility. The process for serving these students begins with identification. Movement School East staff will review students' records from previous schools. This review will identify existing IEPs and 504 plans. School staff will follow up with previous schools as needed to obtain the propriety records. When students are identified as having a 504 plan or IEP, the EC specialist (along with school administrators) will be responsible for reviewing, revising, and/or implementing the existing plan.

If a student is refereed for evaluation, Movement School East will utilize the services of a licensed School Psychologist. The School Psychologist will issue a written report on the evaluation. If the report indicates the need for EC services, then an IPE will be written for the student and implemented with fidelity as previously described. However, if a student is evaluated and does not qualify for EC services the student will be entered into the RtI process and referred to the intervention team.

If there is a student who has not previously been evaluated but who is believed to have an EC need, then s/he will be evaluated. The parent of the student can request, in writing, to the school that the child be evaluated. If this is done, then Movement School East staff will hold an IEP meeting

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and allow the IEP team to make a decision. Also, if the student has gone through Tier III of the RtI process and has not demonstrated the necessary progress, the student will be referred to the EC specialist for evaluation.

Parents can also request in writing to have a child receive accommodations under section 504. School staff will meet with parents to write a 504 plan if appropriate documentation of medical condition is provided.

Administrative team members and the EC specialist will be a part of each IEP and 504 meeting to ensure compliance. Staff members will also be responsible for ensuring confidentiality of all EC and 504 records. These records will be maintained in files in a locked closet to which the EC specialist and administrators have the key. Staff will also maintain a sign-in/sign-out process for all records to maintain confidentiality and the records and ensure compliance.

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.*

As described earlier, Movement School East has designed an educational plan that ensures ALL children learn. Movement School East will provide the full range of EC services as appropriate for each student. This same standard is applied to ensure that students with disabilities get a Free and Appropriate Public Education (FAPE). We believe it is important to provide students with disabilities the least restrictive environment. This is done through an inclusion model that includes differentiated instruction. Movement School East classrooms will include both EC and non-EC students. EC teachers will co-teach these classes with the other teacher in the classroom. This allows for additional individual attention and group work for EC students.

Just as with other students at the Movement School East, EC student receive culturally-relevant, data-driven, differentiated instruction in all their classrooms. Throughout the core instruction EC teachers are constantly monitoring EC students IEPs and are altering the classroom instruction and assignment in order to be in compliance with the plans.

An important part of this work is the connections between the school, the student and the parents. To ensure all parties are communicating and working together, parents will be invited to participate in quarterly meetings to ensure that all ideas and information are shared. If related services are needed then the IEP team will be convened. The referring adult will bring the appropriate documentation of the need. The team will review this documentation and IEP team will review options for the services to provide on-site. Movement School East will contract additional personnel as needed to provide the appropriate levels of service.

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.

Movement School East will aggressively pursue excellence in all areas for our students. Based on the proven results of Sugar Creek Charter School, Movement School East's performance goals dictate that students will be 15% above those in their peer group by year 2, and by year 5 will be at or above the state average for all students moving towards an ultimate goal of 90% proficiency. Movement School East will use many of the same evaluation tools as Sugar Creek Charter School in addition to all required state testing.

Curriculum facilitators and grade-level teams will work together to develop assessments in reading, mathematics, and all remaining content based on the Common Core national standards as well as North Carolina Essential Standards. These assessments will be conducted in conjunction with state and federally mandated testing in order to ensure that student progress is accurately monitored, and it will help identify students who need additional teaching and/or remediation.

Movement School East will assess multiple data points when making decisions on student promotion and retention. The focus areas for individual student decisions include: performance on state mandated testing, grades based on classroom performance, teacher recommendations, maturity and age appropriateness, and academic growth.

If promotion is in question the following process will be implemented:

- An advisory committee will be established to arbitrate matters of promotion and retention.
- Students who are behind after Q1 will be identified by grade-level teams, and students who remain behind after Q2 will be added to a working list provided to the Intervention Team.
- Progress will continue to be tracked and any students who remain behind after Q3 will be identified through an official "Promotion in Question" list provided to the Intervention Team.
- The Intervention Team will work with the student advisor to collect appropriate documentation regarding promotion/retention including: classwork, teacher observations, and assessment results in areas of deficiency.
- Though the parents of the child will be notified throughout the process, in Q4 they will have the opportunity along with a representative from the Intervention Team and the students teacher to present their situational assessment to the advisory committee.
- The advisory committee will review all appropriate documentation and peripheral circumstances and issue a decision regarding the student. This decision will be provided to the principal who has the ultimate authority to either accept or deny the committees decision.

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-If accepted, the parents will be notified within 24 hours, and if denied the principal must give written explanation as to why and notify the parents within 48 hours.

With some students there are additional requirements or special circumstances that warrant exceptions to this promotion policy which include:

- Movement School East will abide by state mandates as outlined in the Read to Achieve legislation for 3rd grade students and will retain any student who does not meet the legislation's criteria for promotion.

- Movement School East will review all IEPs for EC students to determine which students met their IEP goals. The students who achieved all IEP goals set will be promoted regardless of performance on standardized tests and grade level assignments.

-Movement School East will promote ELL students who are still below grade level due to language deficiencies who have less than 2 years of ESL instruction, unless strong case can be made for benefits of retention.

Exit Standards

-Movement School East will require that all exiting students be at or above grade level in reading and math as evidenced through state approved standardized testing. Alternative assessments as well as proficiency as demonstrated through reading and math portfolios can also fulfill the exiting requirements per the approval of the school principal.

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.*

Similar to Sugar Creek Charter School, Movement School East desires to help each student reach his or her full potential in academic achievement and moral maturity. Toward this end, staff will make every effort to keep students focused on the following ten character virtues, our Standards for Success in school, the workplace, and society at large. They include: Friendship, Responsibility, Courage, Citizenship, Respect, Kindness, Honesty/Integrity, Perseverance, Gratitude, and Self-discipline. These themes will be integrated throughout Movement School East and into the curriculum in order to consistently shift focus towards these characteristics.

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Movement School East has developed a discipline plan that rewards students for appropriate behavior and gives negative consequences for inappropriate behavior. Rules that are posted and explained to students include: Follow directions the first time given. Get attention the right way. Keep hands, feet, and mouth to yourself. Transition quickly and quietly. And, be in "Learning Position" at appropriate times. When students follow the rules they will be rewarded through programs designed to incentivize positive behavior such as student of the day, awards, and classroom positive behavior management systems.

Movement School East will also execute the Code of Conduct to ensure that students are abiding by the rules and not disrupting others. It is a top priority for every child to feel safe at Movement School East in order to create a more effective learning environment. The hierarchy for consequences and other specific disciplinary processes and appeal information can be found in the Movement School East Student Handbook's Code of Conduct. Teachers will also be trained to implement components of the Positive Behavioral Interventions and Supports (PBIS) in order to highlight and encourage the positive behaviors displayed within the student body.

Movement School East's Code of Conduct has been engineered specifically to serve students well. Much research including, but not limited to, "The Early Catastrophe" from Hart and Risley, indicate that children living in poverty receive much more negative reinforcement than their peers. Positive results from evidenced-based programming such as Triple P and others have inclined Movement School East to focus on reversing this trend through the combination of positive reinforcement and character development. However, when necessary, Movement School East teachers will follow the protocol outlined in the Movement School East's Student Handbook for handling issues of discipline and misconduct.

Section III: Education Plan Concerns and Additional Questions		
The school mission outlines academic excellence, character development, and student success in life. Assessment strategies outlined here all refer to academics- does the school plan to measure student progress in character development? Preparation for success in life?	Danielle Allen	Instructiona
Are math and English the only subjects in which a student can work at an advanced "pace?" Year round school sounds like a good solution for targeted population.	Jonathan Bryant	Curriculum a
How will the school ensure student preparation to take accelerated course accountability assessments, along with any required EOG assessments based on grade level? How will the school ensure that 5th grade students are receiving the science instruction needed to prepare for the science EOG when the teacher is split teaching two subjects (science and social studies)? Calendar provided includes 3 months that include 10 or more days off for extended breaks, how is this extending learning opportunities for targeted population of students? Curriculum outline appears to have some misalignment with NC Standard Course of Study and Common Core. One example is that 2nd graders are expected to engage with division.	Stephenie Clark	Curriculum a
How will teachers be assessed in proficiency in teaching balanced literacy, math, the Learning Focused Model, and SIOP? Is there a plan in place to remediate teachers failing to meet the standard in any of the four areas?	Danielle Allen	Curriculum a
What evidence do you have that departmentalizing for 2-5 is best practice? The budget does not show teacher assistants in the 2-8 classrooms at any time or particular subject? With the class rotation of small groups and 25 students in a class it seems necessary. Narrative states that no particular textbook or packaged program will be used but the appendix is a copy of a particular program.	Buffy Fowler	Curriculum a
Applicant specified that a target population includes refugees, but does not include methods used to service this population of students. What research was conducted to ensure school is meeting federal requirements for providing services to ELL students? Applicant provides very limited methods for providing services to AIG students. What additional training and support will the school provide teachers to ensure they can service classrooms with heterogeneous groupings?	Stephenie Clark	Special Prog
What staff will be used to support the schools AIG efforts?	Jonathan Bryant	Special Prog
In second paragraph, should "propriety" be proper or appropriate? In third paragraph, should "refereed" be referred? Also in third paragraph - should IPE be IEP? The narrative indicates that "If the report indicates the need for EC services, then an IPE will be written for the student" - shouldn't an IEP team make the eligibility decision and design the IEP? In paragraph 4, the narrative indicates the child will be referred to the EC specialist for evaluation - shouldn't the IEP team make decisions regarding evaluations? Regarding confidentiality, shouldn't you mention FERPA? I appreciate the sign in/out process to monitor the people that have accessed the child's records.	Robert McQuat	Exceptional
What is the school's process for IEP and 504 review and updates?	Stephenie Clark	Exceptional
Please explain further your understanding of the Child Find Mandate. Please explain further how the intervention team functions.	Jennifer Gnann	Exceptional
Elaborate on how Movement School East will provide services for a students on the full continuum of services.	Buffy Fowler	Exceptional
The narrative indicates "Movement School East classrooms will include both EC and non-EC students. EC teachers will co-teach these classes with the other teacher in the classroom." What if a child requires a different level of special education service delivery? Should you be prepared to provide the full continuum of service delivery?	Robert McQuat	Exceptional
Please explain the continuum of services that an EC student can receive outside of	Jennifer Gnann	Exceptional

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classroom differentiation.		
How will the school adequately provide services to students according to their IEP if there are no pull-out services?	Stephenie Clark	Exceptional
Please expand upon your goals. What instruments will be used? What tools does SCCS use? How will teachers use data to drive instruction?	Jennifer Gnann	Student Perf
Applicant provides state performance, but including current peer group performance would be helpful in determining whether or not year 2 and year 5 benchmarks are ambitious.	Danielle Allen	Student Perf
How are Sugar Creek and the Movement School progressing toward this goal: "By year 5 will be at or above the state average for all students moving towards an ultimate goal of 90% proficiency"	Tammi Sutton	Student Perf
How often and early are parents involved in potential retention conversations and the process for retaining a student? Applicant provides general areas in which they will consider as requirements for promotion or retention, what is the specific academic performance criteria for promotion? Applicant does not include how data will be used to drive instructional decisions.	Stephenie Clark	Student Perf
How does the "ultimate goal of 90% proficiency" compare to the school in which you are replicating?	Buffy Fowler	Student Perf
One of earlier goals mentioned write ups and suspension rates. Please elaborate on the use of writes ups and when suspension will be used as a consequence.	Buffy Fowler	Student Cond
A grievance policy is missing.	Tammi Sutton	Student Cond
This explanation does not appear to include students with disabilities, suspension/expulsion/due process, etc. A written code of conduct would help to clarify this.	Jonathan Bryant	Student Cond
This section lacks information on the grievance procedures and due process for suspension or expulsion. What is the process for implementing consequences when a student does not follow the code of conduct?	Stephenie Clark	Student Cond
Explain further the policies for students in need of suspension, dismissal, and expulsion.	Jennifer Gnann	Student Cond

Reviewer	Score
Alan Hawkes	
Tammi Sutton	Pass
Alex Quigley	
Buffy Fowler	Pass
Cheryl Turner	
Kenneth Tucker	
Danielle Allen	Pass
Steven Walker	Pass
Stephenie Clark	Pass
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Jonathan Bryant	Pass
Jennifer Gnann	Pass
Alex Quigley	Pass

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: Movement School

Mailing Address: 8024 Calvin Hall Rd

City/State/Zip: Indian Land SC 29707

Street Address: 8024 Calvin Hall Rd

Phone: 877-314-1499

Fax: 800-762-4084

Name of registered agent and address: Casey Crawford 8024 Calvin Hall Rd, Indian Land, SC 29707

FEDERAL TAX ID: 47-5153366

Tax-Exempt Status 501 (c)(3)

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

X Yes (copy of letter from federal government attached: Appendix D)
 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?
Casey	Chair	MECKLENBUR	CEO,		

Crawford		G	Movement Mortgage		
Brett McDonough	Vice Chair	MECKLENBURG	CIO, Movement Mortgage		
Cheryl Turner	Member	MECKLENBURG	School Director, Sugar Creek		
Garrett McNeil	Treasurer	MECKLENBURG	Director, Movement Mortgage		
Frank Martin	Member	MECKLENBURG	Real Estate Executive		

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 Movement School East board will act as the governing body for the school through various functions as outlined below. The board will be responsible for hiring the lead administrator, developing and monitoring an annual budget, procuring a building, evaluating the lead administrator and key staff positions, monitoring programs and services, and managing additions as the school grows. The board is also responsible for consulting in the general areas of staff size, strategic long-term and short term planning, professional development, key hires, and financial allocations. It is the responsibility of the board to ensure financial resources are available for the sustainability and growth of Movement School East. The board will work to make sure Movement School East remains in compliance with all federal, state, and local laws. The following positions will be held among the board: Chairman, Vice Chairman, Treasurer, and Secretary. To insist that no single person on the board is able exert too much control, these positions will rotate every 2 (two) years. Responsibilities for these roles can be found in the attached by-laws.

The board will conduct a national search to recruit and hire the lead administrator. This search will launch as soon as Movement School East receives approval from the state board of education. The board will hire a national search firm as necessary, depending on the initial size and quality of the applicant pool. The board will develop a detailed hiring rubric to guide our selection process and a strong emphasis will be placed on hiring a lead administrator who has been part of the leadership team of a school with a proven record of leading at-risk students to exceptional academic outcomes.

The board will be prepared to hire the lead administrator as soon as June 2018 in order to provide as much time as possible for this leader to build relationships in east Charlotte, recruit and hire a staff, and lead the RTO process. To facilitate internalization of the Sugar Creek model, this leader will apprentice at Sugar Creek and Movement Charter school during the 2018-

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19 academic year. The leader will also be provided a professional development and travel budget to enable her or him to visit other exemplary schools.

Through our bimonthly assessment snapshots and monthly board meetings, the board will observe and advise the lead administrator closely during the first year. This person will be subject to 2 (two) evaluations to track progress and measure performance goals.

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 governing board will be comprised of the same members as the original Movement School in west Charlotte. These members were strategically selected based on their complementary skill sets.

The Chairman will be the principal officer of the corporation. He/She will preside at all meetings of the board of directors and establish the agenda for all meetings. The Chair will also appoint all committees and other boards. Along with the Secretary or any other authorized officer, the Chair will execute any deed, mortgage, lease, bond or other instrument which the board of directors has authorized to be executed with exceptions mentioned in the by-laws.

The Vice Chairman will perform duties specified by the board or the Chair.

The Treasurer will oversee and supervise accounting practices and financial operations employees, maintain books of account, have charge over all funds and securities of the corporation and be responsible for the receipt and disbursement thereof, chair the finance committee, and present financial reports to board on timely basis.

The Secretary will record the meeting minutes, see that all notices are duly given, be a custodian of the corporate records and the seal of the corporation, chair the nominating and governance committee, and perform other assigned duties.

The Movement School East board will be in charge of developing and monitoring the budgetary considerations surrounding school operations. The board will recruit and hire the lead administrator, and it will also be involved in a consulting capacity towards strategic staffing plans. The board will also be in charge of initial marketing efforts. Long and short-term planning sessions will be conducted by the board along with the lead administrator, and the board will regularly monitor operational effectiveness and financial viability using various metrics.

Movement School East recognizes the need for strength among various skill-sets for the successful growth of the school. The areas identified as most important include but are not limited to: education, finance, operations, marketing, and real estate. Great community and local government relationships are also vitally important to the success of Movement School

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East. With the current structure, the board has representation in each of these key areas. One of our board members has experience working with Sugar Creek Charter School which Movement School East is replicating. We also have the current Sugar Creek Charter School principal occupying a board position with Movement School East to ensure integrity towards Sugar Creek's model when implementing in a new location. Other board members hold executive positions in multi-billion dollar companies focusing on lending, development, financial operations, marketing, and human resources.

One of the key elements for success in education and operations is the presence of two board members who have helped build and run an effective model at Sugar Creek Charter School. Through this expertise and the experience and knowledge of other members who have established start-up businesses with tremendous success, this board represents the best possible collective of talents to ensure educational and operational success. The current board is highly committed to establishing a productive culture, and due to this, evaluation is necessary to measure successful implementation. Lastly, the Movement School East board understands that true success is only possible through the buy-in of the greater community and parents. The board is committed to changing the educational outcomes in east Charlotte which makes it necessary to have broad representation. Movement School East seeks to be a piece of the fabric of the greater community and not as an entity set apart.

- 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?*

One of the founding board members is strongly committed to inner-city educational initiatives, and after researching effective models he discovered Sugar Creek Charter School. After investing in the local public school system and looking at other options of investing in education in Charlotte, it was determined that the most beneficial way to effect the desired change was through opening a charter school using the principles learned by Sugar Creek. After consulting with the board and administration of Sugar Creek it was determined that they supported this endeavor.

Once it was determined this was appropriate, two board members were recruited from Sugar Creek Charter School who would be able to help in the development and implementation of the programs, procedures, and culture of Sugar Creek Charter School. With experience in these areas, the board members recognized it was necessary to have financial and operational acumen as well. This led to the recruitment of two additional board members who have a background in finance and operations with large companies. Many of these members also have relationships with other large companies across the country, educational foundations, and local government.

This led to the formation of the board that successfully launched Movement School in west Charlotte in 2017. Given the success of the launch of the original Movement School, the lessons learned along the way, and the tremendous need in east Charlotte, the original board members of Movement School were eager to sign on to help launch Movement School East.

If a position is vacated, a meeting will be held to open the floor for potential replacement candidates within 2 (two) weeks of board member's departure. After recommendations are made and evaluated, the board will have

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an additional 4 (four) weeks to select a replacement. This replacement will then go through 8 (eight) hours of educational and field training before officially becoming a Movement School East board member.

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

The board of Movement School East will review the school snapshot semi-monthly as provided by the lead administrator. The board will also convene in regular monthly intervals for 2-3 hours for strategic planning and monitoring of performance goals.

5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Board members for Movement School East will receive numerous opportunities for professional development as stated below. The board development strategy is designed for individuals to understand not only the school, but also the east Charlotte community. Board members will be required to attend quarterly retreat sessions as well as at least 4 (four) professional development seminars. (Mandatory sessions include the "Bridges Out of Poverty" Seminar as well as 1 (one) school visit.)

Opportunities include:

February 2017 - Talent Recruitment 101 - Guest speaker who specializes in recruiting educational talent will give presentation around techniques for recruiting and retaining high performing principals and teachers.

April 2018 - Racial Equity Institute--Opportunity to attend an intensive workshop series designed to assist professionals, organizers and youth in understanding how racial inequities affect our community; and ways to begin eliminating disproportionality and disparities within our society.

July 2018 - Marketing 101 - Guest speaker who specializes in all forms of marketing will give presentation around digital marketing techniques, website design, and other elements directly related to Movement School East's marketing efforts.

September 2018 - Bridges Out of Poverty - A guest speaker who specializes in the Bridges Out of Poverty curriculum will meet with board members to discuss the mindset of children and families living in generational poverty.

October 2018 - School Visit - Opportunity to visit Charlotte Lab school to ask questions with key administrators and teachers and tour their facilities.

January 2019 - Opportunity to visit Renaissance West Community Initiative to ask questions with key administrators and teachers and tour their facilities.

February 2019 - Local Government - Meeting with local city council person for the site location to discuss initiatives the city is involved in along that particular area of Charlotte.

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April 2019 - Consulting - Regional consultant with CMS and the Beacon School Initiative will discuss the state of public schools and answer any questions associated with CMS and Beacon School Initiative specifically

May 2019 - School Visit - Development Brief - Guest speaker from local economic development firm will be on hand to discuss development initiatives within east Charlotte and how the local school can fit into those plans.

June 2019 - Legal Brief - Local Charter School legal expert will be on hand to discuss legal issues frequent to charter schools in North Carolina and answer any questions the board may have.

August 2017 - New Board Member orientation

As information is compiled over the course of training, a handbook will be developed for future board members. It is the responsibility of the member who is either leaving the board or recruiting a new member to provide a proper orientation as well as ensure the smooth transition of the new member. The new board member will be equipped with the handbook that is developed as well as required to attend at least 4 (four) professional development seminars throughout the year. (Bridges out of Poverty and at least 1 (one) school visit are mandatory.)

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.

Movement School East board members will be given a questionnaire at the beginning of their term asking for any potential conflict of interests.

Frequent areas of conflict will be highlighted, and the member will also have an opportunity to express any additional areas of perceived conflict. If areas of perceived conflict are deemed too excessive by the other board members or by a governing authority within the NC Office of Charter Schools, that member will be asked to immediately recuse their self from the board. An appeal can be filed by the board member within 2 (two) weeks and the issue will be resolved by a third-party arbitration panel selected pre-selected by the board, unless the recusal was requested by the NC Office of Charter Schools in which case the member would have to appeal through that entity.

Frequent conflict of interests include but are not limited to:

1. Financially beneficial relationships with vendors, out of school providers, or consultants
2. Confidential information regarding students
3. Confidential information regarding staff
4. Acceptance of gifts or favors
5. Business affiliate receiving financial benefits from Movement School East
6. Relationship with individual on staff at Movement School East
7. Parent of a child attending the school

If occasional conflict of interest occurs, the board member shall be excused from relevant decisions and voting, and excluded from quorum requirements for that meeting.

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

Movement School East policies will be measured against the appropriate laws

dictated by the North Carolina State Laws for Charter Schools. The board will seek legal counsel when drafting school policies to ensure this standard is met. The overarching operational, financial, educational and cultural policies will be set by the board. The lead administrator and key staff will be responsible for the day-to-day running of the school and will provide in-depth direct reports to the board on a monthly basis. As the overseer of day-to-day operations, it will be the responsibility of the lead administrator and key staff to develop policies for the upcoming school year based on success or failures from the current year. These policies will be voted on by the board before the beginning of the new school year and either approved or denied. The board also has the ability to add policies not addressed by the lead administrator and key staff. Typically this includes, but it not limited to, performance goals, facilities and operations, and financial policies. Once approved, the policy implementation will be the responsibility of the lead administrator and key staff

When deliberating on policies, the decision-making process at Movement School East will include

1. Gathering and distributing applicable data points for particular policy
This phase of the process involves the vetting of the policy at hand. The data must indicate what is being proposed, why it is needed, when implementation should begin, and how it will be implemented. The information should then be disseminated between the members of the board.
2. An open forum (if appropriate)- At an open forum, the lead administrator and key staff are invited to participate in the discussion with the board. At the open forum, information around the potential impact and cost of the desired policy should be discussed. It also allows the board to get direct communication with the staff involved in implementing the policy.
3. Closed Discussion - the board meets privately to discuss the data and any relevant information that was discovered in the open forum. Any potential alternatives are discussed, and the board expresses their individual opinions as they work towards a collective solution.
4. Full Agreement - After deliberating, the board must vote to either approve or deny a policy. While it does not require unanimous consent for a policy to be approved or denied, the board will work to come to full agreement on every policy. Even dissenting board members are asked to support the overall board's decision towards every policy in order create a united front in school governance.

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.

Movement School East will establish a School Advisory Council that will report directly to the head of school (see organizational chart). The School Advisory Council will be composed of 4 staff members, 4 parents, and eventually 4 students (eligible to be elected after the completion of 5th grade) that will provide broad and diverse representation of Movement School. The council will be responsible for advising the head of school on matters self-directed or as requested by the head of school and representing the interests/concerns of the greater population. The council will have no formal authority, but may request to present interests/concerns to the board of directors where applicable.

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

Any parent or staff who feel that they have been treated unjustly or

unfairly for any reason have recourse to have the issue heard. Parents and staff members should normally attempt to address concerns informally, directly, and expressly, with those immediately involved in the matter. However, if such informal attempts are unsuccessful or, in rare circumstances are not feasible, the parent or staff member should follow the formal "Problem Resolution" procedure below:

Step 1 To begin the formal Problem Resolution procedure, the parent or staff member should first discuss the issue with the Lead Teacher promptly following the event. If it is a matter not under the direct supervision of a Lead Teacher and deals with matters of operations, finance, or general concern the parent or staff member should discuss the issue with the School Business Manager promptly following the event.

Step 2 If the parent or staff member feels that (s) he has not received fair treatment, or is otherwise not satisfied with the response, they may file an official grievance with the Assistant Director.

Step 3 If the parent or staff member still feels that (s) he has not received fair treatment, or is otherwise not satisfied with the resolution of the grievance, they may continue the grievance process. The parent or staff member has ten days to submit their intent to continue the grievance process with the school director.

If no resolution can be reached, the parent or staff member must submit a written request through the head of school to the Grievance Committee of the School Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the school directors decision. All decisions of the Grievance Committee are final.

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

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.

Not Applicable

1. The proposed charter school will be governed by an existing charter school board
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

Movement School East desires to provide a quality education for economically disadvantaged students and student with limited English proficiency living in east Charlotte. Sugar Creek Charter School has been successfully serving these students for over a decade. Even with student population of 1600 students, Sugar Creek can not serve all of the students who would like to attend. Sugar Creek began the 2016-17 school year with over 150 students on their waiting list. Similarly, Movement School in west Charlotte already has a wait list of 38 students for grades K-2. Obviously, this is an instructional option that parents in Charlotte want.

Sugar Creek has been extremely successful. In the 2016 school year, 96% of Sugar Creeks students were economically disadvantaged and 60% of these economically disadvantaged students (EDS) were grade level proficient. This far exceeds the average proficiency for EDS in the state (44%)and CMS (45%). Sugar Creek has also shown a high level of success with students with limited English proficiency (LEP). At Sugar Creek, 48% of LEP students were proficient, exceeding the state average of 23% and the CMS average of 25%

Sugar Creek received a 10 year renewal in 2014. At that time, the Office of Charter Schools conducted a site visit and submitted a report to the Charter School Advisory Board and State Board of Education. A copy of that report is included in Appendix U. Sugar Creek has never been out of compliance in Governance, Title I or II, Child Nutrition, Exceptional Children or on any financial warning status.

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

Sugar Creek has more than doubled its ADM since 2009. Enrollment in 2009 was 611. The 2017-18 ADM is over 1600. Sugar Creek has exhausted its facility at the main campus and cannot grow any further in K-8. This does not provide much room for new students as the school's withdrawal rate is below 5%.

Year (ADM) 2017-18 (1607); 2016-2017 (1440); 2015-16 (1401)

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

Each of the founding board members has a history of serving underserved communities. Some in education, but others in the area of affordable housing or community services. Each of the board members not only believes, but have shown through their commitment of time and energy throughout their lives, that generational poverty can be eradicated. It is the belief of all board members that this can best be achieved through a quality education

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surrounded by support services. This is consistent with the model they have chosen for their charter school.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix N

Projected Staff:

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

During the first year of operation (enrollment of 300 students) positions at the Movement School East will include the following full-time positions:

Head of School

Dean of Students

Director of Instruction (yr 3)

Classroom Teachers (13)

Teachers Assistants (9)

Finance Officer/Registrar/Business Manager

Receptionist

Office Manager

Head Custodian/Facilities Director

Assistant Custodian (1)

Cafeteria Manager

Cafeteria Staff (1)

1 full time and 1 part time PE Teacher

Music/Art Teacher

EC Coordinator/Teacher

EC Teacher

Speech & Language Therapist (1) (contracted)

School Psychologist (contracted)

School Nurse

School Social Worker

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Movement School East is dedicated to recruiting and retaining the most effective educators and school staff. To do this we will employ the following strategies.

1.) Create detailed job descriptions for each position.

2.) Post job openings on appropriate internet sources including: multiple social media sites, teachers-teachers.com, Craigslist, the Movement School Website, LinkedIn and online job finder/recruitment sites;

3.) Advertise through a variety of other resources and partner organizations including: Teach for America's Alumni networks, New Leaders networks, local colleges and universities, education professional associations such as the NEA, and local newspapers.

4.) Participate in job fairs

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5.) Have school Board Members and leaders share jobs at national conferences and other networking opportunities

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

The Head of School will supervise teachers. The Head of School will be responsible for the recruitment, hiring, evaluation and termination of teaching staff. However, the school staff can interact with the board by attending regular board meetings.

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

Movement School conducts a national criminal background check for every hired position and education verification.

The hiring procedures are as follows:

1. Submitted resumes are reviewed by the administrative staff
2. Panel interviews are conducted
3. When appropriate Movement School requires demonstration lessons
4. The final step is reference checks for each employee before hire

To dismiss school personnel:

1. All employees are at-will employees, however every effort will be made to assist employees who are not performing adequately to improve their job performance.

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

Movement School East strongly believes in teacher retention and will invest to retain the best talent. Annually, Movement School East will budget for salary increases up to 3% depending on teacher performance as measured through student growth performance metrics, peer reviews, and teacher growth metrics. All full-time Movement School East staff will receive access to a health insurance package and retirement savings plan upon hire date.

An explanation of benefits will be provided along with the rest of their on-boarding paperwork.

- Head of School: \$75,000-\$120,000
- Director of Instruction \$40,000-\$55,000
- Dean of Students: \$40,000-\$55,000
- Receptionist: \$20,000-\$45,000
- School Business Manager: \$40,000-\$80,000
- Office Manager: \$30,000-\$50,0000
- Teacher: \$35,000-\$80,000
- Teacher Assistant: \$20,000-\$40,000
- Head Custodian/Facilities Director \$35,000-\$50,000
- Assistant Custodian: \$10,000-\$35,000
- Cafeteria Manager: \$35,000-\$50,000
- Cafeteria Staff: \$10,000-\$40,000
- EC Coordinator: \$45,000-\$90,000
- EC Teacher: \$40,000-\$80,000
- Speech Teacher: \$40,000-\$80,000
- School Social Worker: \$35,000-\$60,000
- Technology Director: \$40,000-\$80,000
- School Nurse: \$50,000-\$90,000

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

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have the issue heard. Employees should normally attempt to address concerns informally, directly, and expressly, with those immediately involved in the matter. However, if such informal attempts are unsuccessful or, in rare circumstances are not feasible, the employee should follow the formal "Problem Resolution" procedure below:

Step 1 To begin the formal Problem Resolution procedure, you should first discuss the issue with your Lead Teacher promptly following the event.

Step 2 If the employee feels that (s) he has not received fair treatment, or is otherwise not satisfied with the response, the employee may file an official grievance with the Assistant Director.

Step 3 If the employee still feels that (s) he has not received fair treatment, or is otherwise not satisfied with the resolution of the grievance, the employee may continue the grievance process. The employee has ten days to submit their intent to continue the grievance process with the school director.

If no resolution can be reached, the employee must submit to the school director a written request to the Grievance Committee of the School Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the school directors decision. All decisions of the Grievance Committee are final.

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

The following positions within Movement School East will contain dual responsibilities:

- The office manager will also be responsible for administering Power School
- The receptionist will also be responsible for processing Accounts Payable

The positions will be funded through the annual school budget as noted in the Personnel Budget through state and federally allocated monies.

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.

Movement School East is committed to hiring the appropriate staff to allow ALL students to excel, particularly those who have are ELL, special needs, or are gifted. In the hiring process, preference will be given to teachers holding a teaching certification in more than one of the certification areas, particularly ELL given Movement East's area of focus. Movement School East is also committed to providing opportunities for teachers to become dual-certified in areas the school deems the highest priority. Movement School East has allocated funds for an EC coordinator as well as an EC teacher for the specialized needs of EC students at our school.

Movement School East will also create an atmosphere with an 11:1 teacher-student ratio which will help meet the individual needs of our EC, ELL, and gifted students. We intend to grow EC staff as well as the necessary staff for identified ELL and gifted students in accordance with school growth.

9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate

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licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

Head of School: must possess an advanced degree (Masters or greater) in education or relevant field, teaching experience, previous school leadership experience, and possess or work to possess NC Principal Certification.

Responsibilities include:

- Oversee all curriculum and school programming
- Direct reporting to the board of directors
- Manage staff and the day-to-day operations of the school
- Monitor the schools financial position, student performance goals, operations, and staff satisfaction
- Implement the mission and culture desired by the board of directors
- Spokesperson for the school with local or national media engagements
- Ensure student and staff safety - Develop long/short term strategic goals annually to present to board of directors
- Recruit and retain staff who are effective and are invested in the schools mission and culture
- Comply with all NC charter and public school laws and requirements

Teachers: must possess a bachelors degree from a four year institution. Teachers fully licensed by the state of North Carolina are preferred. No fewer than 50% of the teachers employed will be certified through the state of North Carolina.

Responsibilities include:

- Create positive learning environment for students
- Meet school-wide and state mandated student performance goals
- Attend regular professional development opportunities
- Grade papers and perform other administrative duties
- Observe/evaluate student performance
- Develop curriculum collaboratively with grade-level team and director of instruction.
- Facilitate instruction for the class as a whole and with individual students when necessary
- Communicate with parents/guardians of students

Teacher's Assistant: must possess an associates degree or equivalent experience in educational or instructional setting. At least 2 years of working with children at elementary level is preferred.

Responsibilities include:

- Assist in the instruction of students as advised by teacher
- Manage daily record-keeping procedures
- Create positive learning environment for students
- Assist with all tasks as directed by teacher

Finance Officer/Business Manager: must possess a bachelors degree from a four year institution in the fields of Finance, Business, or Operational Management. Must have basic working knowledge of accounting and appropriate accounting software. Must be proficient with Microsoft Office Suite and have great written and verbal skills. Ability to create working cashflow projections throughout the school year and oversee/manage school personnel. Develop reporting systems and operational framework for various tasks and train staff to implement.

Responsibilities include:

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- Maintain financial records and work with CPA to file appropriate paperwork and answer any questions.
- Process payroll. - Create bi-monthly financial snapshots for head of school and board of directors.
- Manage Accounts Payable/Accounts Receivable, deposits, and work with appropriate vendors.
- Publish reports, records, and other data related to school's finances and operations.

Office Manager: must possess high school diploma and have secretarial experience. Candidate must also be proficient with Microsoft Office Suite and have great written and verbal skills.

Responsibilities include:

- Report directly to Business Manager and assist with any tasks assigned
- Implement Power School requirements and monitoring
- Answer phone calls and forward or take messages when appropriate - Assist with parent communication, signing students in and out, and maintain positive attitude when working with students, parents or visitors.
- Maintain inventory on necessary supplies and place orders when needed.

The cafeteria manager must possess a bachelors degree and have at least 5 years experience in a commercial kitchen or culinary degree from accredited institution. Candidate will be responsible for sourcing meals, managing cafeteria staff and maintaining clean eating environment as assessed by the local health department.

The custodial manager must possess a high school diploma and experience with custodial work in a school setting is required. Preference will be given to those with more experience.

School Nurse - must possess current license to practice professional nursing in North Carolina. A bachelors degree in nursing is required or candidate must have nursing certification and be enrolled in program to receive bachelors degree.

Responsibilities include:

- Administer medication and develop/oversee health management protocols
- Implement preventive immunization programs, early detection, surveillance and reporting of contagious disease
- provide health assessment and develop/implement health plan for school
- Develop procedures for crises intervention for acute illness, injury and emotional disturbance
- maintain and update health records
- Implement school medication policy and procedures - prepare annual budget for school health supplies and provide to

Business Manager

- Publish monthly reports to be delivered to head of school to update on condition of school health activities.

School Social Worker

- must possess a bachelors degree from a four year institution with an emphasis in social work. Preference given to candidates who have previous experience in school setting.

Responsibilities include:

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- Assess individual student need for counseling/assistance
- Communicate with parents, teachers and administrators on matters of social health.
- Maintain case files and reports to track student outcomes - Provide counseling or treatment plans for students

Receptionist: must possess high school diploma and have secretarial experience. Candidate must also be proficient with Microsoft Office Suite and have great written and verbal skills.

Responsibilities include:

- Report directly to Office Manager and assist with any tasks assigned
- Answer phone calls and forward or take messages when appropriate
- Assist with parent communication, signing students in and out, and maintain positive attitude when working with students, parents or visitors.
- Make copies, file paperwork, and maintain clean and organized office space
- Maintain inventory on necessary supplies and place orders when needed

Staff Evaluation and Professional Development

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

The Head of School will be responsible for maintaining teacher licensure requirements and providing professional development.

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

In accordance with NC State Board of Education policy ID number TCP-C-004, Movement School East teachers will participate in the North Carolina Teacher Evaluation Process to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards. This includes the teacher developing a plan for professional growth (PDP). The Head of School will conduct the evaluation process annually. Teachers will participate in one of three evaluation cycles (Comprehensive, Standard or Abbreviated) as determined by the teacher's years of teaching experience. All teachers will complete a self-assessment to rate his or her performance using the rubric approved by the NC State Board of Education for evaluating North Carolina teachers. All teachers will use this self-assessment to identify which performance standards and elements to target as professional growth areas on their professional development plan(PDP). Teachers with more than three years of successful teaching experience will participate in either the "standard" or "abbreviated" observation cycle. Teachers with more than three years of successful teaching experience and who are in their license renewal year will be required to participate in the "standard" observation cycle which includes three observations utilizing all five of the NC Professional Teaching Standards with at least one observation being a formal observation with a pre- and post conference. Teachers participating in the "Standard" observation cycle will also receive a summary rating form during a summary rating conference. All other teachers with more than three consecutive years of teaching experience will participate in a similar but "abbreviated" cycle of observation with two formal or informal observations and a summary rating form that focus only on standards one and four of the NC Professional Teaching Standards.

Teachers with less than three consecutive years of employment must be evaluated on a "comprehensive" observation cycle which includes participation in our Beginning Teacher Support Program. In accordance with NC State Board of Education policy ID number TCP-A-004, beginning teachers in their first three years of teaching will be required to participate in a three-year Beginning Teacher Support Program. During this induction period beginning teachers will have a formal orientation, mentor support by a trained mentor who is successful in their area of licensure, and both formative and summative evaluations. Additionally, beginning teachers will participate in ongoing on campus professional development provided by the Head of School, Dean of Students or other designee targeted at the specific needs of teachers in their first three years of teaching. Off campus conferences and professional development will also be considered in order to provide beginning teachers opportunities to develop effective professional strategies. Topics of professional development could include (but are not limited to): positive behavior management, the use of effective instructional strategies, the use of data to improve instruction and differentiated instruction.

Mentor teachers or teacher leaders who support the beginning teachers will be provided with professional development from the Head of School or designee, such as the Regional Education Facilitator from NCDPI. All mentoring practices will be aligned with the NC Mentoring Standards. Mentors will participate in site based teacher support activities that further the mentor's understanding of the NC Mentoring Standards. Providing beginning teachers the opportunity to learn under the direct supervision of expert teachers is a critical component of the Beginning Teacher Support Program at the Movement School East. By providing strong mentoring, which includes on-the-job observations and coaching in the classroom helps retain beginning teachers by making them feel more competent and confident.

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.

The Movement School East will implement a tiered professional development plan to meet the professional development needs of the teachers. The tiered areas include professional development targeted to: teachers new to the Movement School East (after the first year of operation), beginning teachers in their first three years of teaching, teachers targeted for specific professional development interventions based on classroom observations and walk-throughs, teacher leaders/ mentors, and uniform professional development for the entire faculty.

Utilizing a tiered system of professional development allows the Movement School East to support the effective implementation of the educational program from many angles. Internally, teachers will be able to participate in clinical walk-throughs in an effort to see the effective implementation of best practices with an opportunity for reflection. Additional internal professional development includes whole staff professional development to ensure the consistent and pervasive use of the Learning Focused instructional framework and the school wide behavior plan. Teachers who need additional support in behavior management or instructional design/delivery will be provided opportunities to participate in small group discussions and

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other targeted professional development. Teachers will be provided one on one coaching through the use of teacher leaders and mentors.

An online repository of professional development resources that includes videos, articles and links to pertinent information will be provided and teachers will be assigned different areas of focus based on need. Externally, teachers will be provided with opportunities to participate in local and regional professional development conferences presented by NCDPI, local universities and local RESA agencies.

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.*

Two weeks prior to the first day of school all staff will participate in staff development which accounts for nearly one third of the staff development hours for the entire school year. During this time teachers at the Movement School East will be provided in depth training on the following topics:

Instructional Framework: Learning Focused is the framework for instruction. This framework uses research based strategies that have proven to be effective with students from poverty. It is a continuous improvement model designed to assist teachers in using exemplary practices to increase learning and achievement. Therefore, the professional development provided during the first two weeks of school will show teachers how to use this planning model that provides a framework and tools for organization, planning curriculum, instruction and assessment. Teachers will be shown how to use the model and be given an opportunity to develop lesson plans that ensure the use of the research based strategies (advanced organizers, previewing vocabulary, assessment prompts, etc.) used in the instructional framework.

ELL Framework: Movement School East will use the Sheltered Instruction Observation Protocol as our primary framework for meeting the needs of English Language Learners. Teachers will be introduced to this model prior to the start of the school year at the initial staff training. Throughout the year, all teachers will be expected to be working towards mastery of this model.

Behavior Intervention Plan: Movement School East will adopt North Carolina's model for positive behavior support (P.B.I.S) in an effort to establish a more well-rounded approach to behavior. P.B.I.S. is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. The purpose of P.B.I.S. at the Movement School East is to promote positive behavior among students by acknowledging/rewarding positive choices while providing consequences for negative choices. Staff will receive professional development in the expectations and requirements of the P.B.I.S. system.

Ruby Payne's "A Framework for Understanding Poverty": Teachers at the Movement School East will participate in this cultural relativity training. The purpose of this professional development is to provide the teachers with a cognitive framework for understanding poverty. This framework helps the

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teachers think about class from different perspectives and equip the teachers with tools to deal with the issues that students from poverty face on a daily basis.

NC Professional Teaching Standards and the NC Teacher Evaluation Process: During the first ten days of employment beginning teachers in North Carolina must be provided with an orientation that includes the NC teacher evaluation process and the NC professional teaching standards. Teachers at Movement School East will all be given a refresher of the evaluation process which includes a self-assessment and completing the beginning of the year professional development plan.

Effective strategies and expected use of Technology: Movement School East's technology plan will be explored with the faculty. Teacher's will be provided with school adopted devices and shown ways in which to include them in their instructional framework. Teachers will collaborate and plan activities that include technology effectively.

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.*

Teachers at the Movement School East will earn up to 200 hours of professional development within a school year. Since professional development is a cornerstone of Movement School East, teachers will have many different opportunities to participate in professional development. Teachers will earn hours in general academic topics and focused topics such as literacy and specific content areas. The school calendar will contain two full weeks specifically for professional development prior to the first day of school. These professional development days will account for 70-75 hours of professional development.

Throughout the school year, the school calendar will contain two or three full day teacher workdays (approximately 16-24 hours) that will be used for professional development. Additionally, one early dismissal day will be scheduled each month (approximately 35 hours.) After dismissal on those days professional development will be provided to teachers on various topics.

Professional development will also take place each Wednesday. The staff will be required to stay an additional half hour on each Wednesday. Therefore, from 3:30-4:30 every Wednesday will be dedicated to professional development in the form of vertical planning or team planning (approximately 35 hours).

Finally, professional development will be provided through the use of individual coaching from the Head of School, Dean of Students or other designee during the teacher's planning period or after school. This time will be used for individual coaching conversations regarding the individual teacher's instruction, academic/behavioral concerns or data driven decision making.

As professional development at the Movement East School takes on many forms (individual coaching, large group presentations, online video & assignments, clinical walk-throughs, round table discussions, etc.) teachers will have varied and multiple experiences of professional development. Some of the professional development will come from the Head of School, Dean of Students or other designee. At times teachers will be participating in a self-guided

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module with a required product or will participate in a round table discussion or presentation facilitated by a teacher leader or mentor aimed at reflective practice and refining instructional techniques. External Professional development opportunities will also be made available to teachers at the Movement School East.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

Movement School East will target its marketing efforts toward the east Charlotte community. It is important to understand the target demographic to best develop adequate marketing mediums and materials. Movement School East has decided to implement a mix of relational and digital marketing geared towards east Charlotte. The timeline below details specific strategies and timeframes associated with the overall marketing plan.

January-June 2018

This timeframe is meant to serve as a period of brand building and initial community outreach.

- * Develop a unified branding strategy that incorporates the community of east Charlotte including, but not limited to colors, logos, mascot, language and style

- * Work with Movement Mortgages marketing team to develop a web presence through a new website and Facebook page; begin initial school promotion across platforms

- * Create a short film describing the schools vision and mission

- * Informally begin to promote Movement School East through the board members spheres of influence

- * Begin conversations with local leaders, government officials and others to begin promoting Movement School as well as developing strategic partnerships

July-December 2018

Now that the new school year has started, Movement School East can begin to be more present in the community, with messaging around "New to the neighborhood/Coming next school year"

- * Initiate canvassing campaign (flyers and/or door hangers) in targeted neighborhoods including Wildwoods, Idlewild, Marlwood, Hickory Ridge, Coventry Woods, Farm Pond, Mint Hill, Plaza Midwood, Eastway and others

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- * Monitor traffic and interest on Facebook to promote strengths and improve any weaknesses; reply to comments and questions as soon as possible to establish authority and ease any concerns

- * Distribute brochures, flyers and/or branded merchandise at existing community events and in high-traffic areas; have Movement School East representatives attend (as needed) to establish a presence in the community and answer questions

- * Pursue local media opportunities as necessary/appropriate (TV, radio, print publications, online outlets)

- * Host a fall festival at a local community center (or at the school site, if possible) to raise awareness of the upcoming school opening

- * Begin bimonthly email campaign to anyone who signed up via the website and/or at events; create separate biweekly email campaign to anyone who has already applied his/her child to the school

January-June 2019

The beginning of the new year brings with it a lot of emphasis on applying and enrolling new students. You'll see our most aggressive marketing push during this timeframe.

- * Hold a series of community movie nights to generate further interest in Movement School East

- * Develop another video incorporating the fall festival and any community event coverage; distribute through Facebook and established email campaigns

- * Once available, hold an open house/general tour at Movement School East to allow Founding Families and potential parents and students to tour the grounds and ask questions

- * Partner with pertinent local radio broadcaster(s) for advertising outreach; potentially advertise on city transportation in/around Movement School East community

- * Continue to distribute brochures, flyers and/or branded merchandise at existing community events and in high-traffic areas; have Movement School East representatives attend (as needed) to establish a presence in the community and answer questions

July-August 2019

As we approach the start of the school year, marketing will be focused on reaching our application/enrollment goals and any general support we can offer to launch the school year with success.

- * Hold ribbon-cutting ceremony at new facility and invite strategic partners, city and county government, local leaders, Founding Families and prospective parents and students

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the*

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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.*

Movement School East believes that the most effective education model centers around not only students, but their families as well. This begins with excellent communication between the school and families. Movement School East will engage in effective communication through the schools website, Facebook page, emails, marketing materials and interpersonal contact.

Movement School East's website will initially house basic information/background about the school, explain how charter schools work, list board members and include important announcements as well as the ability to apply to the school and sign up for emails. As time progresses, the website will become more robust and include a calendar of upcoming events along with pertinent school information about uniforms, buses and before and after school programs. As we approach the start of the school year, we will add the student handbook and academic calendar as resources for parents and students.

Movement School recognizes that parent involvement within the targeted demographic may look different than other schools given that many of our parents are likely to have multiple jobs, limited transportation and resources, and may have limited English proficiency. For this reason, Movement School will re-structure the traditional parent involvement expectations to make sure they work for our parents. Certain communication channels will only be for high-priority information. Staff and faculty will also work with parents to establish times for meetings or phone calls that are conducive to their work environments. A priority will be placed on providing all communication in multiple languages.

This extends to our email campaigns as well. For anyone who signs up for more information on the schools website, we'll send them a bimonthly email with general information about the school, its faculty and staff and any upcoming events. For parents who applied and/or enrolled their students to the school, we'll send them more pertinent school/behind-the-scenes information on a weekly basis (e.g., building updates, sneak peek/tour opportunities, pizza nights with the faculty/staff, etc.).

Prior to the beginning of the school year, all new students and parents will be invited to an orientation. This orientation will emphasize Movement School East's culture and expectations as well as provide an open forum to answer questions. It will also include an opportunity to tour the school and meet the teachers and faculty. One of the main objectives of this orientation is to outline parent involvement expectations. While Movement School East will offer traditional volunteering opportunities, the school will also highlight material that encourages parent involvement through creating space at home for productive learning.

As discussed earlier, Movement School East's priority towards parent involvement is in the home. The school will develop multiple creative strategies that allow parents to foster an environment for education success. In addition, Movement School East will hold monthly celebrations

that include food and drinks for children and their parents. This will allow for the staff, students and parents to connect outside of school and interact in an informal setting as Movement School East strives to build healthy and productive relationships. The more traditional forms of parent involvement will include opportunities for parents to be involved through representation on the School Advisory Council, PTA and classroom/event volunteerism. Movement School East recognizes that parent involvement is critical to growth and success which is why we developed an all-encompassing strategy directed towards the family unit. The more parents are involved with the school's mission and their child's education, the more success will be achieved.

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.*

Movement School East will not discriminate against any student and will not limit admission based on ethnicity, gender, religion, national origin, creed, intellectual or physical ability, measures of achievement, athletic performance, or ancestry

The Movement School East application period will run January 1-March 1 and will be available in multiple languages. Applications must be received no later than 11:59pm on March 1. They will be reviewed for completeness, checked for a valid North Carolina address and will be entered into a database. If the number of applications exceed available seats, a public lottery will be held in March, in accordance with all NC charter school laws. After the lottery is held, any applications not accepted will be placed on a waitlist based on the order pulled from the lottery. Any application submitted after March 1st will be added to the end of the waitlist according to the date/time submitted. Movement School East will admit, and/or place in the lottery, any student who completes the application before the deadline.

The process for the public lottery includes: Notification of the date, time, and location of the lottery through an announcement on the website homepage and the email distribution list. Completed applications will then be verified for a valid NC address, a unique number will be assigned, and a ticket will be published. (Applications that meet the State regulations for priority admission will be placed on the acceptance list.) Numbered tickets will be pulled at random during a recorded public lottery for the remaining seats at each grade level until all seats are filled. Remaining tickets will be drawn and placed on the waitlist for each grade in the order they are

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pulled.

Per State rules, Movement School East will give admissions preference to children of current employees and Board members and to current students' siblings. Once a student is enrolled at Movement School East, families do not have to reenroll each year; however they must submit an "Intent to Return" form so Movement School East administrators can plan accordingly. Waitlisted students from the previous year must resubmit an application and participate in the lottery again.

All students will be notified of acceptance via email, text or mailed written letter and students will be required to attend an open house session and take a placement test to finalize the registration process. This session will be for informational purposes regarding Movement School East specifically, and will allow us an opportunity to obtain information on students. Multiple sessions will be held at varying times to accommodate all parents schedules.

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

Unless new legislation dictates otherwise, a charter school may refuse admission to any student who has been expelled or suspended from the public school under G.S. 115C390.5 through G.S. 115C390.11 until the period of suspension or expulsion has expired.

Families who wish to withdraw a student must notify Movement School East in writing and are asked to complete a withdrawal survey for the school to collect and analyze data regarding withdrawals. Upon completing a required withdrawal form and receiving a transfer form from the student's new school, Movement School East will provide all relevant and required records. If the family chooses to later re-apply, they must complete a new application and participate in the process again.

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 Charlotte-Mecklenburg 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 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 01	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 02	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 03	0	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 04	0	0	0	0	0	0	100	0	0	100	0	0	100	0	0
Grade 05	0	0	0	0	0	0	0	0	0	100	0	0	100	0	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
	300			400			500			600			700		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
<p>Please explain how board members will be educated in the operation of a successful charter school outside of legal issues.</p> <p>Please explain how the board and its members will be evaluated.</p> <p>Explain how board members with various ranges of knowledge and skills will be recruited. Majority of current members appear to be in finance and real estate and work for the same company.</p>	Jennifer Gnann	Governance a
<p>Board cannot discuss school policies in closed session as development of policies is not a reason permissible under G.S. 143-318.11.</p> <p>Applicant should expound on how the board structure and composition will ensure educational and operational success, evaluation of school success, and effective representation of key stakeholders, including parents.</p> <p>The by-laws state that the minimum number of board members is seven, but application has five. How will the board ensure it is operating under full capacity?</p> <p>How does the board intend to fund the salary for the school administrator during the full planning year prior to opening in 2019?</p> <p>Applicant references a conflict of interest policy, but no policy is actually provided.</p> <p>What criteria will be used to evaluate the governing board and board members?</p>	Stephenie Clark	Governance a
<p>While there are only 5 Board members, they know Charlotte and charters well and they are replicating a school within the city.</p>	Tammi Sutton	Governance a
<p>Sugar Creek is a great choice for replication.</p>	Jonathan Bryant	Charter Scho
<p>strong</p>	Joe Maimone	Charter Scho
<p>What is Sugar Creek's current waiting list?</p>	Tammi Sutton	Charter Scho
<p>Replicating Sugar Creek who has proven track record with economically disadvantaged and EL students.</p>	Sherry Reeves	Charter Scho
<p>Applicant describes methods for staff recruitment, but a sound plan and action steps for the retention of high-performing staff members is lacking.</p> <p>Staffing proposal does not include an ELL/ESL teacher, yet the applicant proposes that one subgroup of the targeted student population will be English Language Learners.</p>	Stephenie Clark	Staffing Pla
<p>Please further explain the relationship between the HOS and the board of directors.</p> <p>Please explain further your understanding of at-will employment and teacher dismissal.</p> <p>Explain how 1 EC teacher will be enough to serve the needs of 300 students and how the listed EC Coordinator will factor into the plan for serving students.</p>	Jennifer Gnann	Staffing Pla
<p>Wide variation in salary ranges.</p>	Sherry Reeves	Staffing Pla
<p>Who will coordinate AIG? Bus drivers or transportation director? ELL?</p>	Jonathan Bryant	Staffing Pla
<p>200 hours of professional development per year is lofty.</p>	Sherry Reeves	Staff Evalua
<p>With the targeted population including ELL and Immigrant students there is no information about an ELL teacher, only mention of SIOP or (Sheltered Instruction Observation Protocol). Do you expect all of the ELL students to enter your school in the supportive level of instruction?</p>	Buffy Fowler	Staff Evalua
<p>Cultural relativity training will be especially necessary for the targeted student population at this school. Research-based evidence on the effectiveness of Payne's framework would be helpful in justifying its inclusion here, as well as assurances that the framework will not contribute to the use of stereotypes about children and families living in poverty.</p>	Danielle Allen	Staff Evalua
<p>Is a \$4000 budget sufficient for this marketing plan?</p>	Buffy Fowler	Marketing Pl

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Marketing seems organized and sufficient for the needs of Movement School.	Jonathan Bryant	Marketing PI
Why were there only 40 family surveys?	Tammi Sutton	Parent and C
May want to publicize the lottery via local media, social media and other channels - to ensure a public process/event.	Jonathan Bryant	Admissions P
Which enrollment priority will the school engage in from state statute? What percentage of the school's enrollment will employees and board members have priority enrollment preference? The school cannot require a student to take a placement test for enrollment purposes. The wording of the enrollment process does not make it clear that admission is not contingent upon completion of the placement test.	Stephenie Clark	Admissions P
Why is the school adding two grades in the 3rd year? What is Sugar Creek's waiting list in 3rd and 4th grades?	Tammi Sutton	Projected St
Will only CMS be targeted for students?	Sherry Reeves	Projected St
why only 40 surveys?	Joe Maimone	Projected St
Why not do a weighted lottery to ensure the target population has access to the school?	Tammi Sutton	Weighted Lot

Reviewer	Score
Alan Hawkes	
Alex Quigley	Pass
Alex Quigley	
Buffy Fowler	Pass
Cheryl Turner	
Kenneth Tucker	
Danielle Allen	Pass
Steven Walker	Pass
Jennifer Gnann	Pass
Jonathan Bryant	Pass
Joe Maimone	Pass
Lindalyn Kakadelis	Pass
Lynn Kroeger	Pass
Phyllis Gibbs	
Robert McQuat	
Sherry Reeves	Pass
Stephenie Clark	Pass
Tammi Sutton	Pass

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.

To better serve the east Charlotte community, Movement School East will make bus transportation available for all students who live in a five-mile radius. Movement School will either purchase buses and perform all necessary maintenance or contract with a bus company to provide equivalent service. As reflected in the preliminary budget, assumed costs for maintenance and fuel have already been accounted for and we hold that this is a viable and sustainable line item for the future based on our projections.

We will provide a transportation survey in the enrollment packet for new students, and after analyzing the results will create available options for every family to ensure no child is denied access to Movement School on the basis of transportation.

Student drop-off, pick-up and carpooling are options available for every parent. At the "Welcome Back" to school event held annually before the beginning of classes, we will create opportunities for parent interaction to develop carpooling plans if desired. Once Movement School receives transportation survey analysis data, it will develop a plan with multiple pick-up and drop-off locations in east Charlotte to ensure transportation availability for all students. The routes will be concentrated in high-density, easily accessible areas.

With the following transportation options, Movement School will create free transportation options to all students in order to best serve our target communities. In partnership with Movement Foundation, Movement School has assurances that the first 4 buses will be purchased on our behalf as evidenced in the accompanying letter from Movement Foundation.

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.

Movement School East's commitment to offering children a superior education extends to the meals that we provide for students. The School aspires to the highest possible quality in its breakfast and lunch programs, and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery. All students must submit a Free and Reduced Priced Meals Application so that payment status may be established. While these forms are being processed, all students who desire meals provided through the School will receive them.

Parents are asked to make breakfast/lunch payments by check, made payable to the School and delivered to the School office. When it is necessary for a student to pay in cash, parents are encouraged to seal the money in an

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envelope with the students name printed on the outside. The envelope should be delivered to the teacher at the beginning of the school day to reduce the risk of loss or theft.

Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction.

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		\$8,192.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$1,686.00
Property Insurance	\$1,360,000		\$1,213.00
Motor Vehicle Liability	\$1,000,000		\$192.00
Bonding Minimum/Maximum Amount	\$0	\$250,000	\$64.00
Other	\$500,000		\$12,000.00
Total Cost			\$23,347.00

*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.

hurleymovement 09/21/2017
 (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.

Movement School East has been contacted by a local foundation in Charlotte, NC who is interested in purchasing a building on behalf of the school and leasing the facility at below-market rent. Working with their team, Movement School East has identified multiple properties in the target area of east Charlotte that we have been exploring. Upon preliminary approval of the Movement School East charter, the board will execute the following plan to obtain a facility:

1. Work with a local commercial real estate firm to identify the 3 best possible options out of the identified properties considering traffic patterns, population density and demographics, scope of renovation work, and cost.
2. Assess options with building committee and begin negotiations with most appropriate facility.
3. Place property under contract before August 1, 2018.
4. Apply for appropriate permitting for renovation work no later than November 1, 2018.
5. Renovate property during ready-to-open period in order to meet all regulations set forth in Certificate of Occupancy for Educational Use.
6. Obtain Certificate of Occupancy for Educational Use prior to May 1, 2019.
7. Submit to the Office of Charter Schools prior to beginning the first day of school.

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.

Much depends on the space that will be chosen. \$100-150 psf if it is design/build on a vacant lot, and closer to \$85-110 if renovating existing building plus cost of land and existing building. Pricing is comparable to other projects in area.

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

Movement School East will discuss timeline with General Contractor with a finish date for proposed facility no later than 3 months prior to opening of school. In December 2018 the facilities committee will assess progress, and if behind schedule the following plan will be implemented:

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1. Engage the local commercial real estate firm who helped with the search of the proposed facility. They are already familiar with our needs and with other properties in the area that could be suitable. (Contingency property search will be conducted simultaneously with search for proposed facility in order to not delay if proposed facility is not ready in time. The contingency property search will only include "turn-key" buildings that would require minimal up-fit for move-in.)
2. Identify 3 properties and conduct feasibility assessments to determine most suitable option for Movement School East by January 15, 2019.
4. Enter into negotiations with contingency property no later than February 1, 2019.
5. Determine costs of renovation to comply with Certificate of Occupancy for Educational Use.
6. Apply for permitting no later than March 1, 2019.
7. Perform all necessary work and receive Certificate of Occupancy for Educational Use no later than June 1, 2019.
8. Execute a 1 (one) year lease with the contingency property along with 2 (two) renewable terms by June 15, 2019.
9. Submit to the Office of Charter Schools prior to beginning the first day of school.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
What is the rationale to only provide transportation within a 5 mile radius?	Tammi Sutton	Transportati
How will the school accommodate students enrolled that live outside of the five mile proposed bus radius that cannot arrive at school through car transportation?	Stephenie Clark	Transportati
How will students who live outside of the 5 mile radius get transportation?	Jonathan Bryant	Transportati
Will the school maintain a cafeteria or contract with a service? Would love to see some additional details in this section.	Jonathan Bryant	School Lunch
How will the school provide meals to students who do not receive free lunch and have unpaid balances?	Stephenie Clark	School Lunch
with acceleration request, should a location already be identified?	Joe Maimone	Facility and
Contingency plan contains the same details as the original plan.	Stephenie Clark	Facility and
What additional options can the school explore in the event that a primary facility cannot be secured according to the projected schedule?		
Is there a potential facility in the proposed area of location?	Sherry Reeves	Facility and
Who will own the facility?	Tammi Sutton	Facility and

Reviewer	Score
Alan Hawkes	
Alex Quigley	Pass
Tammi Sutton	Pass
Stephenie Clark	Pass
Sherry Reeves	Pass
Robert McQuat	

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Phyllis Gibbs	
Lynn Kroeger	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Jonathan Bryant	Pass
Jennifer Gnann	Pass
Steven Walker	Pass
Danielle Allen	Pass
Kenneth Tucker	
Cheryl Turner	
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 #1600 - Charlotte-Mecklenburg Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,992.65	300	\$1,497,795.00
Local Funds	\$2,526.27	300	\$757,881.00
Federal EC Funds	\$4,253.55	35	\$148,874.25
Totals			\$2,404,550.25

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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	\$1,497,795	\$1,940,888	\$2,426,110	\$2,911,332	\$3,396,554
-Local Per Pupil Funds	\$757,881	\$1,010,508	\$1,263,135	\$1,515,762	\$1,768,389
-Exceptional Children Federal Funds	\$148,874	\$163,726	\$204,657	\$245,589	\$286,520
-Other Funds*	\$2,000,000	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$4,404,550	\$3,115,122	\$3,893,902	\$4,672,683	\$5,451,463

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$80,000	\$80,000	1	\$82,400	\$82,400	1	\$84,872	\$84,872	1	\$87,418	\$87,418	1	\$90,040	\$90,040
Assistant Administrator	1	\$68,000	\$68,000	1	\$70,040	\$70,040	2	\$72,141	\$144,282	2	\$74,305	\$148,610	3	\$76,534	\$229,602
Finance Officer	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
Clerical	2	\$26,000	\$52,000	2	\$26,780	\$53,560	2	\$27,583	\$55,166	2	\$28,410	\$56,820	3	\$29,263	\$87,789
Food Service Staff	2	\$25,000	\$50,000	3	\$25,750	\$77,250	3.5	\$26,522	\$92,827	3.5	\$27,318	\$95,613	5	\$28,137	\$140,685
Custodians	1.5	\$25,000	\$37,500	2	\$25,750	\$51,500	2	\$26,522	\$53,044	2	\$27,318	\$54,636	3	\$28,137	\$84,411
Transportation Staff	5	\$15,000	\$75,000	5	\$15,450	\$77,250	6	\$15,913	\$95,478	6	\$16,390	\$98,340	8	\$16,882	\$135,056
A - Total Admin and Support:	13.5		\$402,500	15		\$453,200	17.5		\$568,105	17.5		\$585,146	24		\$812,603
Instructional Personnel:															
Core Content Teacher(s)	13	\$48,150	\$625,950	17	\$49,594	\$843,098	21	\$51,082	\$1,072,722	25	\$52,614	\$1,315,350	29	\$54,193	\$1,571,597
Electives/Specialty Teacher(s)	4	\$48,150	\$192,600	5	\$49,594	\$247,970	5	\$51,082	\$255,410	5	\$52,614	\$263,070	9	\$54,193	\$487,737
Exceptional Children Teacher(s)	2	\$51,360	\$102,720	2	\$52,900	\$105,800	3	\$54,487	\$163,461	3	\$56,122	\$168,366	4	\$57,806	\$231,224
Instructional Support	4	\$39,590	\$158,360	4	\$40,777	\$163,108	5	\$42,000	\$210,000	5	\$43,261	\$216,305	6	\$44,558	\$267,348
Teacher Assistants	9	\$20,000	\$180,000	9	\$20,600	\$185,400	9	\$21,218	\$190,962	9	\$21,854	\$196,686	9	\$22,510	\$202,590
B - Total Instructional	32		\$1,259,630	37		\$1,545,376	43		\$1,892,555	47		\$2,159,777	57		\$2,760,496

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	45.5		\$1,662,130	52		\$1,998,576	60.5		\$2,460,660	64.5		\$2,744,923	81		\$3,573,099
Administrative & Support Benefits															
Health Insurance	7	\$3,360	\$23,520	8	\$3,460	\$27,680	9	\$3,564	\$32,076	9	\$3,671	\$33,039	12	\$3,781	\$45,372
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	9	\$0	\$0	9	\$0	\$0	12	\$0	\$0
Retirement Plan--Other	7	\$750	\$5,250	8	\$772	\$6,176	9	\$795	\$7,155	9	\$819	\$7,371	12	\$844	\$10,128
Life Insurance	7	\$120	\$840	8	\$123	\$984	9	\$127	\$1,143	9	\$131	\$1,179	12	\$135	\$1,620
Disability	7	\$300	\$2,100	8	\$309	\$2,472	9	\$318	\$2,862	9	\$327	\$2,943	12	\$337	\$4,044
Medicare	13.5	\$407	\$5,495	15	\$419	\$6,285	17.5	\$431	\$7,543	17.5	\$444	\$7,770	24	\$458	\$10,992
Social Security	13.5	\$1,742	\$23,517	15	\$1,794	\$26,910	17.5	\$1,848	\$32,340	17.5	\$1,903	\$33,303	24	\$1,960	\$47,040
D - Total Admin and Support Benefits:	55		\$60,722	62		\$70,507	80		\$83,119	80		\$85,605	108		\$119,196
Instructional Personnel Benefits:															
Health Insurance	32	\$3,360	\$107,520	37	\$3,460	\$128,020	43	\$3,564	\$153,252	47	\$3,671	\$172,537	57	\$3,781	\$215,517
Retirement Plan--NC State	0	\$0	\$0	37	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	32	\$750	\$24,000	37	\$772	\$28,564	43	\$795	\$34,185	47	\$819	\$38,493	57	\$844	\$48,108
Social Security	32	\$2,331	\$74,592	37	\$2,400	\$88,800	43	\$2,472	\$106,296	47	\$2,547	\$119,709	57	\$2,623	\$149,511
Disability	32	\$300	\$9,600	37	\$309	\$11,433	43	\$318	\$13,674	47	\$327	\$15,369	57	\$337	\$19,209
Medicare	32	\$545	\$17,440	37	\$561	\$20,757	43	\$578	\$24,854	47	\$595	\$27,965	57	\$613	\$34,941
Life Insurance	32	\$120	\$3,840	37	\$123	\$4,551	43	\$127	\$5,461	47	\$131	\$6,157	57	\$135	\$7,695
E - Total Instructional Personnel Benefits:	192		\$236,992	259		\$282,125	258		\$337,722	282		\$380,230	342		\$474,981
D+E = F - Total Personnel Benefits	247		\$297,714	321		\$352,632	338		\$420,841	362		\$465,835	450		\$594,177
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	68.5		\$463,222	77		\$523,707	97.5		\$651,224	97.5		\$670,751	132		\$931,799

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B+E = H - Total Instructional Personnel (Salary & Benefits)	224		\$1,496,622	296		\$1,827,501	301		\$2,230,277	329		\$2,540,007	399		\$3,235,477
G+H = J - TOTAL PERSONNEL	292.5		\$1,959,844	373		\$2,351,208	398.5		\$2,881,501	426.5		\$3,210,758	531		\$4,167,276

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	\$4,000	\$6,000	\$8,000	\$10,000	\$12,000
	Paper	\$1,500	\$2,000	\$2,500	\$3,000	\$3,500
	Computers & Software	\$0	\$3,000	\$5,000	\$5,000	\$20,000
	Communications & Telephone	\$1,700	\$1,900	\$2,100	\$2,300	\$2,500
	Copier leases	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$5,000	\$7,000	\$9,000	\$20,000	\$15,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$20,000	\$22,000	\$24,000	\$26,000	\$28,000
	Other Professional	\$40,000	\$55,000	\$85,000	\$85,000	\$85,000
Facilities	Facility Lease/Mortgage	\$0	\$0	\$180,000	\$500,000	\$500,000
	Maintenance	\$10,000	\$10,000	\$10,000	\$10,500	\$11,000
	Custodial Supplies	\$8,500	\$9,500	\$10,000	\$10,500	\$11,000
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$23,347	\$26,849	\$30,876	\$35,507	\$40,834
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$15,000	\$17,000	\$19,000	\$50,000	\$53,000
	Gas	\$4,000	\$4,500	\$5,000	\$9,000	\$95,000
	Water/Sewer	\$10,000	\$11,000	\$12,000	\$15,000	\$16,000
	Trash	\$2,500	\$3,000	\$3,500	\$4,000	\$4,500
Transportation	Buses	\$0	\$0	\$15,000	\$0	\$30,000
	Gas	\$28,000	\$30,000	\$38,000	\$40,000	\$56,000
	Oil/Tires & Maintenance	\$25,000	\$27,000	\$33,000	\$35,000	\$47,000
Other	Marketing	\$4,000	\$4,000	\$5,500	\$5,500	\$7,000
	Child nutrition	\$45,000	\$55,000	\$65,000	\$75,000	\$80,000
	Travel	\$2,000	\$4,000	\$6,000	\$8,000	\$10,000
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$254,547	\$303,749	\$573,476	\$954,307	\$1,132,334
	Instructional:					
Instructional Contract	Staff Development	\$15,000	\$15,000	\$15,000	\$20,000	\$20,000
Classroom Technology	Software	\$45,000	\$51,000	\$57,000	\$63,000	\$78,000

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Books and Supplies	Instructional Materials	\$25,000	\$35,000	\$45,000	\$55,000	\$95,000
	Curriculum/Texts	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Copy Paper	\$9,000	\$11,000	\$13,000	\$15,000	\$17,000
	Testing Supplies	\$150	\$750	\$1,000	\$1,300	\$1,600
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$104,150	\$122,750	\$141,000	\$164,300	\$221,600
	K+L = M - TOTAL OPERATIONS	\$358,697	\$426,499	\$714,476	\$1,118,607	\$1,353,934

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,959,844	\$2,351,208	\$2,881,501	\$3,210,758	\$4,167,276
M - TOTAL OPERATIONS	\$358,697	\$426,499	\$714,476	\$1,118,607	\$1,353,934
J+ M =N TOTAL EXPENDITURES	\$2,318,541	\$2,777,707	\$3,595,977	\$4,329,365	\$5,521,210
Z - TOTAL REVENUE	\$4,404,550	\$3,115,122	\$3,893,902	\$4,672,683	\$5,451,463
Z - N = SURPLUS / (DEFICIT)	\$2,086,010	\$337,415	\$297,926	\$343,319	-\$69,747

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 primary drives of our decision to open a school in east Charlotte include: the under-performance of EDS and LEP students attending traditional public schools in east Charlotte, the over-crowding of schools in east Charlotte, expressed interest from parents and community leaders in east Charlotte, and the unique opportunity to serve the large and growing refugee population in east Charlotte.

East Charlotte is a rapidly growing community and the area school's are already far exceeding their intended capacity. The four schools closest to Movement School East's target neighborhoods are Albemarle Elementary, Idlewild , Piney Grove, and Lebanon Road. These school are operating at 143%, or 1689 students, over capacity. (See data from CMS' 2016-17 capacity utilization analysis.) More broadly, the school will draw students from 16 schools within a five-mile radius of our intended school site. These school are at 116%, or 2000 students, over capacity. As noted previously, the academic performance of EDS and LEP students at these schools significantly lag Sugar Creek. This indicates a need for additional educational capacity and options in this area.

To further explore this area, we conducted interest surveys with families in the east Charlotte community. We surveyed local families and partnered with Project 658, a non-profit that serves refugee families, to ensure that refugees were included in our sample. Of the forty families surveyed, 98% thought that east Charlotte would benefit from a charter school focused on academic and character development and 100% of those with kids would consider sending their kids to such a school. The positive response we received further evidences the need for Movement School East and the desire from the community for additional options. Furthermore, the executive director of education for the Movement Foundation spent the last nine years living, cultivating relationships, and working as an educator in the east Charlotte community and that experience also confirms the need and desire for additional options in east Charlotte.

Through this information along with informal conversations with local

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community leaders, churches, and residents we feel comfortable that we will be able to recruit the 300 students necessary for year 1 and subsequent additions in years following. Also, reviewing the map of current charters operating in Charlotte reveals that there is no charter currently located this Independence Boulevard and Central Avenue corridor of east Charlotte.

Our ability to meet our recruitment goals is further supported by our experience and success in opening the original Movement School in west Charlotte. At this school, we successfully reached our target enrollment of 300 students and are now operating with a waiting list. The same team that opened the school in west Charlotte will be opening Movement School East and will use that experience and knowledge to ensure a successful launch.

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

The Movement School East is built of actual operating numbers from our sister schools Sugar Creek Charter and Movement School. Therefore, we believe that our revenue and expense numbers are reasonable projections. However, in the case that these numbers are incorrect, Movement School East has outlined the following contingency plan based on the possibilities of budget shortfall:

1. Reduce the number of staff comparable towards each sector of budget shortfall.
2. Create more dual-role positions and eliminate replaceable staff positions.
3. Reduce spending on office/general supplies and leverage community partnerships and Classroom Central to subsidize.
4. Reduce salaries for Administrative and Support Personnel
5. Reduce the benefits package in years 1 & 2 for all full-time staff

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

Yes, as evidenced in the operational budget and accompanying letter from a local foundation, Movement School East will be supplemented in certain areas for the first few years of operation. Movement Foundation has generously offered to provide space at no charge to Movement School East for the first 2 years of operation. In years 3 and 4 that cost will be subsidized. In year 5 and beyond, Movement School East will begin paying the full designated rent amount for the space. The foundation has also agreed to furnish the space up to a limit of \$2 million inclusive of furniture, technology, buses and supplies in order to create more working capital during the first 2 years.

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

11:1 including support personnel

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.*

Movement School East intends to contract for financial accounting services, EC supplemental services, as well as some professional development. Vendors

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will be selected based on previous relationship with Sugar Creek Charter School and Movement School, in order to leverage buying power as well as: reputation, experience with charter schools, references, and a criminal background check for vendors who come in contact with students.

Typically the head of school will send RFP to bid for the proposed need unless a preexisting relationship is in place with Sugar Creek Charter School or Movement School. (In this circumstance, the board of directors will review the relationship and approve if deemed a fit for Movement School as well.)

Once bids are reviewed, head of school will approve the appropriate vendor.

Head of School must receive co-signature from School Business Manager for amounts over \$5,000 and board approval for amounts over \$20,000.

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

At Movement School East, we desire for every aspect of our budget to reflect our commitment to the school's mission. Below are some very specific ways that display our budget's alignment in the areas of mission, curricular offerings, transportation and facilities.

- When working with low-income families it is important that the children have access to the school. For this reason we will have access to 4 (four) buses starting in year one along with one bus manager as reflected in the budget. These buses will accommodate the transportation need of our students and as the school grows, so does the budgeted number of buses and drivers.

- Our target demographic will also not have the same access to food as students in a different demographic. For this reason we are including breakfast and lunch as a part of the meal plan for students to help address the issues of child hunger and subsequent learning loss. The budget is set with the assumption of reimbursements for the children qualifying for free and reduced lunch through the Child Nutrition Program.

- Movement School East has budgeted for a social worker and school nurse to help with guidance, counseling, medical needs and support for students, as their physical and mental health is a top priority. The budget reflects that Movement School East's desire to help meet the needs of low-income and ESL students extends past the classroom.

- The success of Movement School East is dependent upon the administrative staff and teachers. Movement School East will seek the most talented teachers in order to give our students the very best there is to offer. For this reason we have a competitive benefits package and a competitive starting salary for all staff positions. This is reflected by the fact that in year 1, the personnel budget represents over 85% of school's total expenditures. Movement School East has dedicated the appropriate funding towards teachers and staff to ensure a culture of excellence and to establish a solid foundation for successful outcomes.

- Multiple Teacher Assistant positions ensure a low student to faculty ratio which is important when the goal is to develop authentic relationships and

provide more individualized instruction.

- The budget also contains a spike in instructional materials and software in year 5. Movement School East recognizes the need for students to have the appropriate tools to facilitate greater learning, and understanding children in the target demographic may not have access to a home computer, Movement School East is purchasing laptops that every student will have access to at school.

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.

Movement School East's goal is to have a general fund balance of 15% of Total Expenditures by year 3. Per the overall budget assumptions outlined below, we feel this is feasible and will work to maintain this fund balance in subsequent years.

In year 1 the surplus amounts to \$86,009 which represents 3.7% of Total Expenditures. These monies will go directly to the general fund account.

In year 2 the projected surplus is \$337,415 which represents 12.1% of Total Expenditures. These monies will be added to the general fund account which will create fund balance of \$423,424 which represents a year 2 general fund amount that is 15.2% of Total Expenditures.

In year 3 the projected surplus is \$297,925 which represents 8.3% of Total Expenditures. These monies will be added to the general fund account which will create fund balance of \$721,349 which represents a year 3 general fund amount that is 20.1% of Total Expenditures.

These numbers are based on conservative budgetary assumptions and we feel confident that the general fund balance goal is attainable by the end of year 3 as long as enrollment expectations are met.

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

Per the mutually agreed upon terms with Movement Foundation, our school does not anticipate the financing of any facilities or equipment. Movement School East will be responsible for utilities, security costs, cleaning and maintenance of the facility as noted in the Operational Budget.

The lease structure as outlined in the accompanying letter will require nothing upfront and Movement Foundation has agreed not to charge the school rent for the first 2 years of operation. In years 3 and 4, Movement School East will be charged a below market rate for the facility and will pay 50% of the total lease amount. The foundation will pay the additional 50%.

In year 5 and beyond, the school will pay 100% of a below market rate for the facility. One of the goals of Movement Foundation is to provide well-below market rent facilities to non-profit tenants in order to allow them to have more working capital.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)?*

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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

Yes, Movement School East will have assets from Movement Foundation that includes facilities and a furniture, fixtures, and equipment allowance not to exceed \$2 million per the accompanying letter.

Facility - secured commitment - anticipated delivery
Furniture - secured commitment - anticipated delivery
Telephones - secured commitment - anticipated delivery
Computers - secured commitment - anticipated delivery

Curricular Offerings: - Movement School East has designated funding for one teacher to be focused on the character development initiatives that are going to be implemented throughout the student body. Character development is an integral part of the successful outcomes within the educational and social models we look to replicate at Sugar Creek Charter School.

Transportation Plan: - As mentioned previously, we have allocated in our budget the cost to provide bus transportation to 100% of Movement School East students. We believe that every child should have access to

our school and that transportation should not be a hindrance. With our target demographic Movement School East found it necessary to have transportation accessibility for all students.

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?

Movement School East is dedicated to financial integrity in all facets. The roles and responsibilities and lines of authority established between the board of directors, head of school, business manager, and outside auditing/financial services in the Governance and Staffing/Hiring section illustrate this commitment.

Movement School East has allocated monies for the position of School Business Manager who oversees all financial record-keeping and prepares semi-monthly reports for the head of school and board of directors. Movement School East has also engaged in initial conversations with two firms for audit/financial services. Both firms have a proven track record with charter schools and both also work with Sugar Creek Charter School. The two firms are Acadia Northstar and Darrell L. Keller, CPA, PA.

These firms will handle finances, payroll, auditing, annual 990 reporting, etc. and will work primarily with the School Business Manager who will report directly to the Head of School. The board of directors will review the financials monthly and the Finance Committee will receive semi-monthly snapshots for tracking and monitoring.

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

Movement School East does not have any known or anticipated related party transactions. Financial integrity is of utmost importance for Movement School East and we have established a standard of excellence in financial management through our policies and procedures as established with our board of directors, head of school, independent auditor/financial services firm, and school business manager.

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.

DLK
Darrell L. Keller, CPA, PA
CERTIFIED PUBLIC ACCOUNTANT
PO BOX 1028 KINGS MOUNTAIN, NC 28086
(O) - 704.739.0771
(F) - 704.739.6122

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
What is the evidence to suggest the school can enroll 100 students per year in the Charlotte market?	Tammi Sutton	Budget Reven
Is the \$2 million "other funds" described in the Appendix M? This letter does not indicate a dollar amount.	Jonathan Bryant	Total Budget
Personnel expenses may account for up to 75% of expected revenues each of the five years. That percentage is pretty high and leaves very little room for operational expenses.	Stephenie Clark	Personnel Bu
What is the rationale behind having two assistant administrators for grades K-5?		
Social Security and Medicare costs seems low as a percentage of total salaries.	Lynn Kroeger	Personnel Bu
What is the anticipated terms of retirement plan contribution. Employer Contribution Rate appears to be low.		
Health ins seems low. Will employees contribute to the plan?		
Seems fairly unrealistic that there will not be any computer purchases for year 1. What does the "other professional" expenditure cover?	Jonathan Bryant	Operations B
What is anticipated sq ft of proposed facility? Are utilities reasonable based upon the size? Is lease payment reasonable in year 3, 4 and 5. What is this based on?	Lynn Kroeger	Operations B
What is other professional fees of \$40,000?		
Copier lease remains the same over five years. Will the school not increase the number of machines over the course of student and staff growth?	Stephenie Clark	Operations B
How does the school project to spend only \$8,500 over the course of 9 months for custodial supplies? With an increase of 100 students a year, the budget growth for that line item should match the percentage of student population growth.		
Please explain the dramatic increase in the cost of legal counsel in year 4.	Jennifer Gnann	Operations B
Please explain the dramatic increase in utilities in years 4 and 5.		
Explain services listed as professional services for \$40k. Where are the related services such as Speech and OT located in the budget?	Buffy Fowler	Operations B
Does budget have funds for related service providers (occupational therapist, physical therapist, speech pathologist)?	Robert McOuat	Operations B
Five year budget should not end in a deficit. This would conclude that as the school continues to grow beyond year 5, the personnel and operational expenses will be above total revenues.	Stephenie Clark	Total Expend
What action will the board take in order to ensure that the school does not end the fifth year of operation with a budgeted deficit?		
It appears that the deficit in year 5 is related to a typo of \$95,000 in gas utilities exp vs a more realistic amount \$9,500	Lynn Kroeger	Total Expend
Deficit fund balance appears to be noted in year 5. Please clarify/explain.	Danielle Allen	Total Expend
Still unsure about the \$2 million year 1 additional funding.	Jonathan Bryant	Total Expend
Explain reason behind deficient in year 5 and how you ensure it will not continue beyond year 5.	Buffy Fowler	Total Expend
Explain the expenditures in year 5 that will take the school from a healthy surplus to a deficit.	Jennifer Gnann	Total Expend
Where is the additional \$2M coming from?	Tammi Sutton	Total Expend
Why were only 40 surveys collected? This references a social worker and nurse, who will extend services "beyond the classroom." What about ELL academic supports for ESL population?	Jonathan Bryant	Budget Narra

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Explain how the school will remain fiscally solvent once the school takes over full responsibility for the lease of the school building.	Jennifer Gnann	Budget Narra
Applicant does not provide a break-even number for student enrollment.	Stephenie Clark	Budget Narra
fifth year deficit needs to be corrected	Joe Maimone	Financial Au
Applicant does not provide any procedures or methods for conducting an independent financial audit.	Stephenie Clark	Financial Au
Description of internal controls is lacking. How will the school ensure that the business manager is fiscally responsible?		

Reviewer	Score
Alan Hawkes	
Tammi Sutton	Pass
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Jonathan Bryant	Pass
Jennifer Gnann	Pass
Steven Walker	Pass
Danielle Allen	Pass
Kenneth Tucker	
Cheryl Turner	
Buffy Fowler	Pass
Alex Quigley	
Alex Quigley	Pass
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).

hurleymovement

Date: 09/21/2017

Applicant Signature:

The foregoing application is submitted on behalf of Movement School East (*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: hurleymovement

Board Position: Tim Hurley

Signature: _____

Date: 09/21/2017

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

Notary Public

Official Seal

Movement School East - Movement School East exists to love and nurture scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in life.

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
	8 PG, LK, SR, JM, AQ, SW, AH, LK,

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	- craig_tucker
Education Plan	- craig_tucker
Governance and Capacity	- craig_tucker
Operations	- craig_tucker
Financial Plan	- craig_tucker
OVERALL	- dtsmith840 - craig_tucker - craig_tucker

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> weighted lottery for east charlotte? - joseph_maimone</p> <p><u>Mission Statement</u> What is the current demand/waiting list for Sugar Creek Charter and the original Movement School? - tammisutton1974</p> <p><u>Educational Need and Targeted Student Population</u> Applicant provides clear and compelling rationale for why the targeted student population needs a school such as this; further, they tie the targeted population with the needs of the students in order to justify the proposed location of the school. - daniellejallen</p> <p><u>Educational Need and Targeted Student Population</u> Is only 40 families responding enough to ensure that you will be able to enroll 300 students in year one? How else will you notify interested families outside of Project 658? - jengnann</p> <p><u>Educational Need and Targeted Student Population</u> Surveys did not describe the philosophy or methods that would be used in the proposed school. How do you ensure that the individuals completing the survey agree with the methods? Was there information collected from families with 3,4, and 5 year olds? This would be the age group to enroll. - buffy_fowler</p> <p><u>Educational Need and Targeted Student Population</u> What other evidence of community support and need can be provided beyond 40 family survey responses, which would account for only 13% of your first year enrollment target of 300 students?</p> <p>At least two-thirds 5 mile transportation radius provided could be deemed as overlapping 5 mile radius space with neighboring charter schools already in existence. Will the school be competing for the same target students as neighboring charters, and how will this affect</p>
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	<p>the projected enrollment numbers? - stephenie_clark</p> <p><u>Educational Need and Targeted Student Population</u> Applicant has clearly expressed the need for this school, especially for the targeted population. While I know that saturation is not a factor in applications, there are a number of CMS/charter schools in Meck Co - which may impact the number of students who are "available." - jonathanbryant</p> <p><u>Educational Need and Targeted Student Population</u> good map location identified, but is facility available? - joseph_maimone</p> <p><u>Educational Need and Targeted Student Population</u> Why are there only 40 parent surveys? - tammisutton1974</p> <p><u>Purposes of Proposed Charter School</u> How will staff development be delivered and who in the school will be in charge of assessing the need and scheduling? - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> School leaders should ensure that the goal of "at least two direct contacts" with 95% of parents is ambitious and appropriate for a student population that, the applicant has acknowledged, requires additional supports. - daniellejallen</p> <p><u>Goals for the Proposed Charter School</u> Explain what is meant by interim assessment data. What assessments will be administered to students in the first two years before EOG scores are available? It is reasonable to expect suspension rates to go down as grade levels go up when suspension rates for k-3 students are typically lower than 4-8? What will be used on years when the teacher working survey conditions is not available? It is done every other year. Several of the metrics are yearly measures. What types of ongoing data will be collected to present to board during the first two years? - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> In what way and how often will progress towards achieving proposed goals and performance of meeting the determined metrics be shared with stakeholders? The application includes a variety of metrics which are essentially benchmarks or measurements, what are the overarching goals the school hopes to accomplish within the first five years of operations? How will metrics that cannot be measured monthly be tracked and presented to the Board through the monthly report from the Head of School and school staff? There is an absence of specific measurements or goals that align with the portion of the school's mission that states emphasis around "character development and preparation for success in life". - stephenie_clark</p> <p><u>Goals for the Proposed Charter School</u> I appreciate the goal of reducing suspension rates, however maybe initial low suspension rates and continuing low rates (rather than reducing) would be better - if the goal is low rates of suspension? - jonathanbryant</p>
Education Plan	<u>Instructional Program</u>

	<p>The school mission outlines academic excellence, character development, and student success in life. Assessment strategies outlined here all refer to academics- does the school plan to measure student progress in character development? Preparation for success in life? - daniellejallen</p> <p><u>Curriculum and Instructional Design</u> How will teachers be assessed in proficiency in teaching balanced literacy, math, the Learning Focused Model, and SIOP? Is there a plan in place to remediate teachers failing to meet the standard in any of the four areas? - daniellejallen</p> <p><u>Curriculum and Instructional Design</u> What evidence do you have that departmentalizing for 2-5 is best practice? The budget does not show teacher assistants in the 2-8 classrooms at any time or particular subject? With the class rotation of small groups and 25 students in a class it seems necessary. Narrative states that no particular textbook or packaged program will be used but the appendix is a copy of a particular program. - buffy_fowler</p> <p><u>Curriculum and Instructional Design</u> How will the school ensure student preparation to take accelerated course accountability assessments, along with any required EOG assessments based on grade level? How will the school ensure that 5th grade students are receiving the science instruction needed to prepare for the science EOG when the teacher is split teaching two subjects (science and social studies)? Calendar provided includes 3 months that include 10 or more days off for extended breaks, how is this extending learning opportunities for targeted population of students? Curriculum outline appears to have some misalignment with NC Standard Course of Study and Common Core. One example is that 2nd graders are expected to engage with division. - stephenie_clark</p> <p><u>Curriculum and Instructional Design</u> Are math and English the only subjects in which a student can work at an advanced "pace?" Year round school sounds like a good solution for targeted population. - jonathanbryant</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant specified that a target population includes refugees, but does not include methods used to service this population of students. What research was conducted to ensure school is meeting federal requirements for providing services to ELL students? Applicant provides very limited methods for providing services to AIG students. What additional training and support will the school provide teachers to ensure they can service classrooms with heterogeneous groupings? - stephenie_clark</p> <p><u>Special Programs and "At-Risk" Students</u> What staff will be used to support the schools AIG efforts? - jonathanbryant</p> <p><u>Exceptional Children – Identification and Records</u> Please explain further your understanding of the Child Find Mandate. Please explain</p>
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	<p>further how the intervention team functions. - jengnann</p> <p><u>Exceptional Children – Identification and Records</u> In second paragraph, should "propriety" be proper or appropriate? In third paragraph, should "refereed" be referred? Also in third paragraph - should IPE be IEP? The narrative indicates that "If the report indicates the need for EC services, then an IPE will be written for the student" - shouldn't an IEP team make the eligibility decision and design the IEP? In paragraph 4, the narrative indicates the child will be referred to the EC specialist for evaluation - shouldn't the IEP team make decisions regarding evaluations? Regarding confidentiality, shouldn't you mention FERPA? I appreciate the sign in/out process to monitor the people that have accessed the child's records. - robert_mcouat1</p> <p><u>Exceptional Children – Identification and Records</u> What is the school's process for IEP and 504 review and updates? - stephenie_clark</p> <p><u>Exceptional Children – Education Programming</u> Please explain the continuum of services that an EC student can receive outside of classroom differentiation. - jengnann</p> <p><u>Exceptional Children – Education Programming</u> The narrative indicates "Movement School East classrooms will include both EC and non-EC students. EC teachers will co-teach these classes with the other teacher in the classroom." What if a child requires a different level of special education service delivery? Should you be prepared to provide the full continuum of service delivery? - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> Elaborate on how Movement School East will provide services for a students on the full continuum of services. - buffy_fowler</p> <p><u>Exceptional Children – Education Programming</u> How will the school adequately provide services to students according to their IEP if there are no pull-out services? - stephenie_clark</p> <p><u>Student Performance Standards</u> Applicant provides state performance, but including current peer group performance would be helpful in determining whether or not year 2 and year 5 benchmarks are ambitious. - daniellejallen</p> <p><u>Student Performance Standards</u> Please expand upon your goals. What instruments will be used? What tools does SCCS use? How will teachers use data to drive instruction? - jengnann</p> <p><u>Student Performance Standards</u> How does the " ultimate goal of 90% proficiency" compare to the school in which you are replicating? - buffy_fowler</p> <p><u>Student Performance Standards</u> How often and early are parents involved in potential retention conversations and the process for retaining a student?</p> <p>Applicant provides general areas in which they will consider as requirements for</p>
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	<p>promotion or retention, what is the specific academic performance criteria for promotion?</p> <p>Applicant does not include how data will be used to drive instructional decisions. - stephenie_clark</p> <p><u>Student Performance Standards</u> How are Sugar Creek and the Movement School progressing toward this goal: "By year 5 will be at or above the state average for all students moving towards an ultimate goal of 90% proficiency" - tammisutton1974</p> <p><u>Student Conduct and Discipline</u> Explain further the policies for students in need of suspension, dismissal, and expulsion. - jengnann</p> <p><u>Student Conduct and Discipline</u> One of earlier goals mentioned write ups and suspension rates. Please elaborate on the use of writes ups and when suspension will be used as a consequence. - buffy_fowler</p> <p><u>Student Conduct and Discipline</u> This section lacks information on the grievance procedures and due process for suspension or expulsion.</p> <p>What is the process for implementing consequences when a student does not follow the code of conduct? - stephenie_clark</p> <p><u>Student Conduct and Discipline</u> This explanation does not appear to include students with disabilities, suspension/expulsion/due process, etc. A written code of conduct would help to clarify this. - jonathanbryant</p> <p><u>Student Conduct and Discipline</u> A grievance policy is missing. - tammisutton1974</p>
<p>Governance and Capacity</p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Please explain how board members will be educated in the operation of a successful charter school outside of legal issues.</p> <p>Please explain how the board and its members will be evaluated.</p> <p>Explain how board members with various ranges of knowledge and skills will be recruited. Majority of current members appear to be in finance and real estate and work for the same company. - jengnann</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Board cannot discuss school policies in closed session as development of policies is not a reason permissible under G.S. 143-318.11.</p> <p>Applicant should expound on how the board structure and composition will ensure educational and operational success, evaluation of school success, and effective representation of key stakeholders, including parents.</p> <p>The by-laws state that the minimum number of board members is seven, but application has five. How will the board ensure it is operating under full capacity?</p>

	<p>How does the board intend to fund the salary for the school administrator during the full planning year prior to opening in 2019?</p> <p>Applicant references a conflict of interest policy, but no policy is actually provided.</p> <p>What criteria will be used to evaluate the governing board and board members? - stephenie_clark</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> While there are only 5 Board members, they know Charlotte and charters well and they are replicating a school within the city. - tammisutton1974</p> <p><u>Charter School Replication</u> Sugar Creek is a great choice for replication. - jonathanbryant</p> <p><u>Charter School Replication</u> strong - joseph_maimone</p> <p><u>Charter School Replication</u> What is Sugar Creek's current waiting list? - tammisutton1974</p> <p><u>Charter School Replication</u> Replicating Sugar Creek who has proven track record with economically disadvantaged and EL students. - sherryreeves</p> <p><u>Staffing Plans, Hiring, and Management</u> Please further explain the relationship between the HOS and the board of directors.</p> <p>Please explain further your understanding of at-will employment and teacher dismissal.</p> <p>Explain how 1 EC teacher will be enough to serve the needs of 300 students and how the listed EC Coordinator will factor into the plan for serving students. - jengnann</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant describes methods for staff recruitment, but a sound plan and action steps for the retention of high-performing staff members is lacking.</p> <p>Staffing proposal does not include an ELL/ESL teacher, yet the applicant proposes that one subgroup of the targeted student population will be English Language Learners. - stephenie_clark</p> <p><u>Staffing Plans, Hiring, and Management</u> Who will coordinate AIG? Bus drivers or transportation director? ELL? - jonathanbryant</p> <p><u>Staffing Plans, Hiring, and Management</u> Wide variation in salary ranges. - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> Cultural relativity training will be especially necessary for the targeted student population at this school. Research-based evidence on the effectiveness of Payne's framework would be helpful in justifying its inclusion here, as well as assurances that the framework will not contribute to the use of stereotypes about children and families living in poverty. - daniellejallen</p>
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	<p><u>Staff Evaluation and Professional Development</u> With the targeted population including ELL and Immigrant students there is no information about an ELL teacher, only mention of SIOP or (Sheltered Instruction Observation Protocol). Do you expect all of the ELL students to enter your school in the supportive level of instruction? - buffy_fowler</p> <p><u>Staff Evaluation and Professional Development</u> 200 hours of professional development per year is lofty. - sherryreeves</p> <p><u>Marketing Plan</u> Is a \$4000 budget sufficient for this marketing plan? - buffy_fowler</p> <p><u>Marketing Plan</u> Marketing seems organized and sufficient for the needs of Movement School. - jonathanbryant</p> <p><u>Parent and Community Involvement</u> Why were there only 40 family surveys? - tammisutton1974</p> <p><u>Admissions Policy</u> Which enrollment priority will the school engage in from state statute? What percentage of the school's enrollment will employees and board members have priority enrollment preference? The school cannot require a student to take a placement test for enrollment purposes. The wording of the enrollment process does not make it clear that admission is not contingent upon completion of the placement test. - stephenie_clark</p> <p><u>Admissions Policy</u> May want to publicize the lottery via local media, social media and other channels - to ensure a public process/event. - jonathanbryant</p> <p><u>Projected Student Enrollment (Table)</u> why only 40 surveys? - joseph_maimone</p> <p><u>Projected Student Enrollment (Table)</u> Why is the school adding two grades in the 3rd year? What is Sugar Creek's waiting list in 3rd and 4th grades? - tammisutton1974</p> <p><u>Projected Student Enrollment (Table)</u> Will only CMS be targeted for students? - sherryreeves</p> <p><u>Weighted Lottery</u> Why not do a weighted lottery to ensure the target population has access to the school? - tammisutton1974</p>
<p>Operations</p>	<p><u>Transportation Plan</u> How will the school accommodate students enrolled that live outside of the five mile proposed bus radius that cannot arrive at school through car transportation? - stephenie_clark</p> <p><u>Transportation Plan</u> How will students who live outside of the 5 mile radius get transportation? - jonathanbryant</p>

	<p><u>Transportation Plan</u> What is the rationale to only provide transportation within a 5 mile radius? - tammisutton1974</p> <p><u>School Lunch Plan</u> How will the school provide meals to students who do not receive free lunch and have unpaid balances? - stephenie_clark</p> <p><u>School Lunch Plan</u> Will the school maintain a cafeteria or contract with a service? Would love to see some additional details in this section. - jonathanbryant</p> <p><u>Facility and Facility Contingency Plan</u> Contingency plan contains the same details as the original plan. What additional options can the school explore in the event that a primary facility cannot be secured according to the projected schedule? - stephenie_clark</p> <p><u>Facility and Facility Contingency Plan</u> with acceleration request, should a location already be identified? - joseph_maimone</p> <p><u>Facility and Facility Contingency Plan</u> Who will own the facility? - tammisutton1974</p> <p><u>Facility and Facility Contingency Plan</u> Is there a potential facility in the proposed area of location? - sherryreeves</p>
<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> What is the evidence to suggest the school can enroll 100 students per year in the Charlotte market? - tammisutton1974</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Is the \$2 million "other funds" described in the Appendix M? This letter does not indicate a dollar amount. - jonathanbryant</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Personnel expenses may account for up to 75% of expected revenues each of the five years. That percentage is pretty high and leaves very little room for operational expenses. What is the rationale behind having two assistant administrators for grades K-5? - stephenie_clark</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Social Security and Medicare costs seems low as a percentage of total salaries. What is the anticipated terms of retirement plan contribution. Employer Contribution Rate appears to be low. Health ins seems low. Will employees contribute to the plan? - marylynn_kroeger</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Please explain the dramatic increase in the cost of legal counsel in year 4. Please explain the dramatic increase in utilities in years 4 and 5. - jengnann</p>

<p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Does budget have funds for related service providers (occupational therapist, physical therapist, speech pathologist)? - robert_mcouat1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Explain services listed as professional services for \$40k. Where are the related services such as Speech and OT located in the budget? - buffy_fowler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Copier lease remains the same over five years. Will the school not increase the number of machines over the course of student and staff growth?</p> <p>How does the school project to spend only \$8,500 over the course of 9 months for custodial supplies? With an increase of 100 students a year, the budget growth for that line item should match the percentage of student population growth. - stephenie_clark</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Seems fairly unrealistic that there will not be any computer purchases for year 1. What does the "other professional" expenditure cover? - jonathanbryant</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is anticipated sq ft of proposed facility? Are utilities reasonable based upon the size? Is lease payment reasonable in year 3, 4 and 5. What is this based on?</p> <p>What is other professional fees of \$40,000? - marylynn_kroeger</p> <p><u>Total Expenditure Projections (Table)</u> Deficit fund balance appears to be noted in year 5. Please clarify/explain. - daniellejallen</p> <p><u>Total Expenditure Projections (Table)</u> Explain the expenditures in year 5 that will take the school from a healthy surplus to a deficit. - jengnann</p> <p><u>Total Expenditure Projections (Table)</u> Explain reason behind deficient in year 5 and how you ensure it will not continue beyond year 5. - buffy_fowler</p> <p><u>Total Expenditure Projections (Table)</u> Five year budget should not end in a deficit. This would conclude that as the school continues to grow beyond year 5, the personnel and operational expenses will be above total revenues.</p> <p>What action will the board take in order to ensure that the school does not end the fifth year of operation with a budgeted deficit? - stephenie_clark</p> <p><u>Total Expenditure Projections (Table)</u> Still unsure about the \$2 million year 1 additional funding. - jonathanbryant</p> <p><u>Total Expenditure Projections (Table)</u> Where is the additional \$2M coming from? - tammisutton1974</p> <p><u>Total Expenditure Projections (Table)</u> It appears that the deficit in year 5 is related to a typo of \$95,000 in gas utilities exp vs a more realistic amount \$9,500 - marylynn_kroeger</p>

	<p><u>Budget Narrative</u> Explain how the school will remain fiscally solvent once the school takes over full responsibility for the lease of the school building. - jengnann</p> <p><u>Budget Narrative</u> Applicant does not provide a break-even number for student enrollment. - stephenie_clark</p> <p><u>Budget Narrative</u> Why were only 40 surveys collected? This references a social worker and nurse, who will extend services "beyond the classroom." What about ELL academic supports for ESL population? - jonathanbryant</p> <p><u>Financial Audits</u> Applicant does not provide any procedures or methods for conducting an independent financial audit.</p> <p>Description of internal controls is lacking. How will the school ensure that the business manager is fiscally responsible? - stephenie_clark</p> <p><u>Financial Audits</u> fifth year deficit needs to be corrected - joseph_maimone</p>
OVERALL	<p><u>Cover Page</u> Evidence provided indicates that the school the applicant intends to replicate did not meet student growth consistent with State standards in one out of the three years immediately preceding the application. - stephenie_clark</p> <p><u>Cover Page</u> Is Movement East replicating Sugar Creek or Cardinal Charter? - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> One hundred students per grade level the first year seems high. Is it a mistake that the 3rd year shows Movement will grow by 2 grades but only 100 kids? Would this mean taking only 50 in kindergarten and 50 5th graders? - buffy_fowler</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Proposed enrollment may be difficult to reach in the area the school is proposing to locate.</p> <p>What is the advantage of growing out two additional grades in Year 3, rather than one grade level at a time up through year 5? - stephenie_clark</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is Year 2 to Year 3 just a 100 student increase? Appears to be a student increase of 200 according to other years? - jonathanbryant</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> 100 per grade, accelerated year, very aggressive. Can prove enrollment interest?</p> <p>Why only 40 families surveyed in this area? good documentation on location target, is facility available there? - joseph_maimone</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Why are you adding 200 students (in two grades) during the third year? Is this strategic or a mistake? Add 200 students the third year will be difficult. - tammisutton1974</p>

	<p><u>Grade Levels Served and Total Student Enrollment:</u> Explain enrollment numbers (100 per grade level years 1 and 2 but less in years 3 and 4). Is projected enrollment feasible? - sherryreeves</p>
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<u>Charter School Advisory Board Subcommittee</u>	
Mission, Purposes, and Goals	<p>Mr. Maimone led the interview and reviewed each section of the application. Mr. Maimone wanted to know why the school is applying now and if it is too soon considering the recently opened movement school. A board member explained that the school is pursuing a second charter because of the success they've experienced in the past year. Mr. Maimone wanted to know how close the movement schools would be to each other. A board member explained that the schools would be 8 miles apart. Ms. Reeves wanted clarification on how the school would serve English Language Learners (ELL) students. A board member explained the school's emphasis on SIOP and reaching a diverse refugee population in the Charlotte area.</p>
Education Plan	<p>Ms. Reeves wanted clarification on how the school will serve all students and the proposed refugee population the school plans to serve. Mr. Walker expressed his concern about the due process policy related to student discipline. A board member explained that the school has different layers for due process. Mr. Maimone wanted to know why the school decided on the 90% proficiency rate. Ms. Reeves wanted more information on the learning focused model. Mr. Quigley wanted more information on how the school is thinking about scale and applying best practices to the proposed school. A board member explained that participating in PD delivered by successful schools will help the school scale quickly.</p>
Governance and Capacity	<p>Mr. Walker wanted the board to explain its closed session policy in the bylaws. Mr. Walker wanted clarification on the due process for students and parents. A board member explained that the layers of the due process are outlined in the student/parent handbook. Ms. Kakadelis expressed her appreciation for the board's commitment to innovation.</p>
Operations	<p>Ms. Reeves expressed concern about the school listing 200 hours of in-service training. A board member explained that the current movement school was able to complete 100 hours of training at the beginning of school. Ms. Reeves wanted clarification on the school lunch plan. A board member explained that the board researched a variety of food providers and identified a local provider that would work well for the school. A board member explained that the school anticipates the need to cover the cost of the school lunches until such a time that they can start receiving reimbursements as part of the federal lunch program.</p> <p>Related to transportation, the recently open movement school contracts with a transportation company and has a lot of interest in the transportation.</p>
Financial Plan	<p>Ms. Reeves wanted to know what the break even point is. Mr. Maimone expressed his delight to see the projected surplus for the recently approved movement school. A board member discussed some of the lessons learned related to budgeting from the opening of the other movement school. Mr. Maimone sought more information on the financial support letter provided by the Movement Foundation. A board member explained that the foundation would provide some of the soft costs for the school (furniture, equipment, etc.).</p>

OVERALL	Ms. Reeves made a motion to recommend the school to the SBE for Ready to Open. Ms. Kakadelis seconded. Mr. Hawkes is troubled by the lack of a track record, but finds some comfort in the funds available to the school. Mr. Maimone felt that the school was strategic in partnering with Sugar Creek Charter School. Ms. Kakadelis stated that she is familiar with the area and there is a tremendous need in the area. The motion passed unanimously with Ms. Turner recusing.
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Overall Summary	
Initial Screening 09/27/2017	The Office of Charter Schools deemed this application complete on September 27, 2017. No further information is needed to begin the application evaluation. Note: A negative fund balance is indicated in year 5 in the overall budget.
Application Review	<p>OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.</p> <p>Mr. Maimone led the discussion and members of the Performance Committee asked specific questions on items needing clarification. Ms. Turner recused herself from the discussion and vote on this application. Mr. Maimone wanted reassurance on the school's ability to recruit the proposed student enrollment and wanted clarification on the facility. A board member explained that the school is confident that they can meet the proposed student enrollment based on the wait lists in area schools, including Sugar Creek Charter School. The school wants to focus on working with refugee and immigrant populations and have reached out to a number of community organizations to measure interest and found that there is interest in the proposed school. Mr. Maimone said that the enrollment concern is not as immediate since the school is not requesting acceleration.</p> <p>Mr. Maimone wanted clarification on the facility plans and the proximity to other charter schools. A board member said that the school would locate in the eastern side of Mecklenburg county and is planning to provide transportation. There are other charter schools around 4-5 miles away from the proposed site.</p> <p>Mr. Maimone asked about the school's interest in using a weighted lottery considering the focus on refugees and immigrant students. A board member stated that the school did consider it and ultimately wanted to reach those students using targeted marketing and recruitment.</p> <p>Mr. Maimone wanted clarification on the facility costs reflected in the application. A board member explained that the school had secured financial support from the Movement Foundation that will assist the school with startup costs, including purchasing and renovating a school facility. Ms. Gibbs wanted confirmation that the financial support would be in writing. A board member explained that the support is in writing.</p> <p>Mr. Quigley stated that he wants more information but the questions would be better aligned with the interview process. Ms. Reeves sought clarification on the size of the board. A board member stated that the proposed school currently has 5 board members, but, if approved, they plan to add additional members, specifically members who have</p>

	<p>financial and instructional expertise. The board member stated that the school's bylaws allow up to seven board members. Ms. Reeves wanted clarification on whether the board for the proposed school is also the board for the existing Movement School. A board member stated that the board for the proposed school is the same board for the existing Movement School and that the board has two members that also serve on the board for Sugar Creek Charter School.</p> <p>Ms. Reeves made a committee motion to allow an interview for Movement School East. Ms. Kakadelis seconded. The motion passed unanimously.</p> <p>Mr. Maimone made a motion to the full CSAB to allow an interview for Movement School East. Mr. Walker seconded. The motion passed unanimously with Ms. Turner recusing.</p>
<p>Application Interview</p>	<p>The Office of Charter Schools provided a brief update on the proposed school. X proposed board members and the proposed Lead Administrator members introduced themselves to the CSAB and provided a brief professional history and explained their respective role for Movement School East.</p>
<p>OVERALL</p>	<p>Ms. Reeves made a motion to recommend the school to the SBE for Ready to Open. Ms. Kakadelis seconded. Mr. Hawkes is troubled by the lack of a track record, but finds some comfort in the funds available to the school. Mr. Maimone felt that the school was strategic in partnering with Sugar Creek Charter School. Ms. Kakadelis stated that she is familiar with the area and there is a tremendous need in the area. The motion passed unanimously with Ms. Turner recusing.</p>