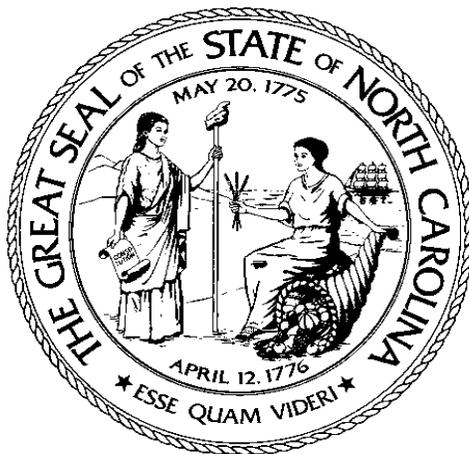


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### Application Preliminary Evaluation Packet

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

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

#### Subcommittee Members:

Joe Maimone  
Tammi Sutton  
Steven Walker  
Kenneth Tucker  
Cheryl Turner  
Amy Ruck Kagan  
Alan Hawkes  
Alex Quigley  
Lindalyn Kakadelis  
Tracy Kelley  
Glenn Allen  
Kebbler Williams  
Lynn Kroeger  
Nicole Charles  
Phyllis Gibbs  
Shannon Stein  
Sherry Reeves  
Heather Soja

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**Date of Review:**

09/27/2017

Wilmington School of the Arts - Wilmington School of the Arts will educate and inspire through a rigorous curriculum by integrating the arts, experiential learning, and critical thinking while promoting diversity and emphasizing involvement by all stakeholders.



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Wilmington School of the Arts**

**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

**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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AGREEMENT PAGE

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Total Subcommittee Votes 74

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Charter School Advisory Board Subcommittee 86

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## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Wilmington School of the Arts

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: *Wilmington School of the Arts*

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: *Barry Rice*

Title/Relationship to nonprofit: *Chair of the Board*

Mailing address: 500 Windchime Dr.  
Wilmington NC 28412

Primary telephone: 910-515-1685 Alternative telephone: 910-515-1685

E-Mail address: brfishman45@gmail.com

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

County: NEW HANOVER

LEA: 650-New Hanover County Schools

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

No:

Yes:

If so, provide the name of the third party person or group. Goodall Consulting Corporation

List the fee provided to the third party person or group. See below

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

The mission, vision, and ideas contained in the application are the board's. Goodall Consulting provided guidance, advice, resources, staff assistance, and editing for this application. Goodall Consulting will provide guidance and assistance to the board from application evaluation through the interview process and CSAB approval. Upon State Board of Education (SBE)

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approval, Goodall Consulting will help with marketing, including helping design and implement presentations for prospective parent meetings, designing and driving social media, assisting with public relations including press releases, continuing the development of employee policies and attendance at board meetings as necessary.

The fee paid to Goodall Consulting is contingent only upon the successful opening of Wilmington School of the Arts. Assistance under the contract continues through the State Board of Education approval, however it is understood that support through the school opening and its first year of operation is available on an as requested basis.

The fees for the services, \$24,000, are contingent upon the approval and successful opening of the school. Should the school not open there is no obligation by our board.

While the majority of this application's content was written by the applicant's board, there is language and terminology that Goodall Consulting assisted with and which may appear in other charter school applications. That content is therefore original source content of this applicant when provided by Goodall Consulting.

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

No:

Yes:

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

No:

Yes:

*Acceleration*

Yes:

No:

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

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

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

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership  
Verify the absence of a charter school in the proposed county of location*

Yes:

No:

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

Yes:

No:

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What is the name of the nonprofit organization that governs this charter school? Wilmington School of the Arts

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: X

Yes:

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	500
Year 4	K, 01, 02, 03, 04, 05	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.

westberg

Signature

westberg

Printed Name

Barry Rice, Chair of the Board

Title

09/22/2017

Date

Wilmington School of the Arts - Wilmington School of the Arts will educate and inspire through a rigorous curriculum by integrating the arts, experiential learning, and critical thinking while promoting diversity and emphasizing involvement by all stakeholders.

<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b><u>Reviewer</u></b>	<b><u>Page Reference</u></b>
<u>Why has he school not yet applied for non-profit status? Will this be done before approval and school opening?</u>	Nicole Charles	Cover Page
<u>Is the Goodall contract included in the budget?</u>		
<u>The applicant seems to have identified a unique school for the specific area but the year 1 projections seems lofty.</u>	Heather Soja	Grade Levels
<u>What is the demonstrated need of enrolling his many students?</u>	Tammi Sutton	Grade Levels
<u>Is the plan to grow the school through middle school in subsequent years?</u>	Nicole Charles	Grade Levels
<u>Is the a market for presumably 900 students to attend a charter in the target area?</u>		

<b><u>Reviewer</u></b>	<b><u>Score</u></b>
<u>Joe Maimone</u>	Pass
<u>Tammi Sutton</u>	Fail
<u>Steven Walker</u>	Pass
<u>Kenneth Tucker</u>	
<u>Cheryl Turner</u>	
<u>Amy Ruck Kagan</u>	Pass
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Lindalyn Kakadelis</u>	
<u>Tracy Kelley</u>	Pass
<u>Glenn Allen</u>	
<u>Kebbler Williams</u>	Pass
<u>Lynn Kroeger</u>	Pass
<u>Nicole Charles</u>	Pass
<u>Phyllis Gibbs</u>	
<u>Shannon Stein</u>	Pass
<u>Sherry Reeves</u>	Pass
<u>Heather Soja</u>	Pass

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## **II. MISSION and PURPOSES**

(No more than three total pages in this section)

### **Mission:**

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

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

Wilmington School of the Arts will educate and inspire through a rigorous curriculum by integrating the arts, experiential learning, and critical thinking while promoting diversity and emphasizing involvement by all stakeholders.

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

We are a school with a strong academic foundation. Our students will benefit from the Core Knowledge curriculum, highly qualified staff, a wide range of arts classes, experiential learning, and strong community partnerships, which will fully integrate academics and the arts into all aspects of the school culture.

### **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.*

Wilmington School of the Arts will have as its target population all students from New Hanover, Brunswick, and Pender counties who wish a choice in curriculum, instruction and school mission. The data from the surrounding counties indicates there is a strong need for a focus on academics. We believe our education plan will fulfill those needs. The location of WSA will be in Wilmington, NC. As a Charter School, enrollment is by lottery. It is clearly understood that WSA will be comprised of at least 25% of the student population at or below poverty level. Furthermore, students receiving free and reduced lunch will be 51% - 63% of our targeted population. Between 25 and 50 percent of the student population will be low socioeconomic, high risk population.

For a table of demographic data, as well as academic data which will help indicate the status of the target population, see Appendix A-1 (Evidence of Need).

- 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,*

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*only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

According to Data & Reports from the North Carolina Department of Public Instruction, the total Average Daily Memberships for all elementary schools in New Hanover County in 2016-2017 was 12,326 students. At maximum enrollment, membership across all elementary grades at WSA will total 600 students, or 4.9% of the LEA.

The total Average Daily Memberships for all middle schools in New Hanover County in 2016-2017 was 5,602 students. At maximum enrollment, membership across all middle school grades at WSA will total 300 students, or 5.4% of the LEA.

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

At this time, there are no K - 8 arts-focused schools in the area. A strong academic foundation, coupled with the infusion of the arts and community involvement will offer a personalized education and more individual attention to the student. Thus, WSA can offer a clear alternative to the existing models of education.

- A strong curriculum (Core Knowledge)
- Tiered intervention for identified students
- Infusion of the Arts into the curriculum
- Instructional techniques using Cooperative Learning and Multiple Intelligences
- "Hands on" and experiential learning
- Development of critical thinking skills
- Develop a highly trained staff
- Student, Parent, and Community involvement

*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*

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*students.*

6. *Encourage the use of different and innovative teaching methods.*

3. Provide parents and students with expanded choices in the types of educational opportunities.

Wilmington School of the Arts will create an educational environment where students are inspired to academic discovery and excellence through and emphasis on experiential learning designed to honor individuality and diversity, nurture respect for self, others, and the environment, and to foster a lifelong love of learning. We will start by getting back to the basics; a strong academic program, small class size, a strong arts-infused curriculum, strong parental support, and the exploration and use of innovative teaching methods will be hallmarks of this school.

The school will foster an environment where students, parents, staff, and the community are responsible, involved partners in the educational process and achievement of all children. It will also provide a rigorous academic program to prepare students for a competitive higher learning environment.

Students will have the opportunity to use and develop each one of the eight intelligences that every person possesses. The school will present, explain and help build these intelligences using strategies built on the multiple intelligence theories of Howard Gardner and others. WSA will also offer students the opportunity to experience what they study insofar as that is feasible. Focus will be on writing about personal experiences, using numbers in real life situations, performances, exhibits, recitals, visiting sites studied in history classes, growing plants, etc.

The school will cultivate critical thinking skills by presenting them to students, teaching them how to analyze, reason, and reach conclusions and build the ability to ask open ended questions. They will engage in meaningful discussion where they will apply their individual reasoning and critical thinking abilities.

6. Encourage the use of different and innovative teaching methods.

Wilmington School of the Arts will implement M I. theories and Cooperative Learning techniques as instructional practice. WSA will use the Core Knowledge curriculum infused with and supplemented by an arts emphasis and a cross curricular focus.

Our plan for 2019-2020 includes the following in-service training for teachers:

A ten-day summer planning institute on-site, during which a variety of qualified presenters will provide technical training and assistance in:

- Incorporating the NCSCS and CKS into team expeditions
- Development Cooperative Learning techniques
- Implementing Wilmington School of the Arts goals concerning school culture and structure

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- Aligning the infusion of the arts into the Core Knowledge Curriculum

The goal for the WSA instructional plan is to:

- Incorporate the Critical Thinking Model K-8 with appropriate on-going staff development for staff
- Incorporate the Multiple Intelligences theory into all the students' lessons with appropriate on-going staff development.
- Focus on Multiple Intelligence learning and structures.
- Incorporate Cooperative Learning techniques
- Infusion of the Arts in all grades, (Music, Dance, Theatre, Visual Art)
- Partnerships with community agencies
- Educational choices

### **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.*

Goal 1 - Measure the academic progress of the students.

Objective 1: Students will achieve proficiency on all state mandated tests.

Method 1: Utilize teacher created informal assessments to gauge growth throughout the year and implement tiered intervention for students performing below grade level with expectations of continual growth.

Method 2: Utilize school wide benchmark exams to assess student mastery levels and target deficiencies through question/answer data analysis.

Method 3: Provide students who do not meet proficiency on state mandated tests intervention in order to create growth of 20% above yearly gains in order to move them towards proficiency.

Objective 2: Students will demonstrate growth on all faculty created benchmark exams.

Method 1: Utilize question/answer data analysis through fishbowl data management by grade level.

Method 2: Utilize teacher created lessons which target low data trends to ensure growth.

Method 3: Utilize tiered intervention system to provide small group and one-on-one intervention in order to sustain growth.

Method 4: Provide parent/guardians with opportunities to attain training for home intervention assistance.

Goal 2: Meet annual enrollment projections that reflect the diverse local community.

Objective 1: Host community meet and greets to inform prospective students and parents.

Method 1: Community meet and greets will be held formally four times a year.

Method 2: A minimum of one formal meet and greet will be held annually in each respective county served by WSA.

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Method 3: Informal meet and greets will be held monthly.

Objective 2: Provide multiple opportunities for prospective students and parents to gather information about the school at local venues such as public libraries, art centers, museums, and other public and private establishments where allowed.

Method 1: Hang fliers at local venues.

Method 2: Request local venues display pamphlets regarding WSA for prospective students and parents to take.

Objective 3: Utilize technology and social media platforms to decimate information regarding the school and opportunities to prospective and current students and parents.

Method 1: Create and maintain an up to date website.

Method 2: Create and maintain an up to date Facebook account.

Objective 4: Student attrition rate will be less than 10%.

Method 1: Take bi-annual climate survey of students and parents.

Method 2: The Board of Directors will review climate survey results

Goal 3: Build a minimum cash surplus of 15% of annual revenue per year.

Objective 1: Develop and implement a conservative budget.

Method 1: An annual budget will be created each year in a collaborative effort between the Board of Directors and the Executive Director of WSA.

Method 2: The Board of Directors is responsible for final approval of the annual budget.

Method 3: The Executive Director is responsible for implementing the annual budget.

Objective 2: Clean annual audits.

Method 1: The Board of Directors will be responsible for implementing a secure third party audit each year.

Objective 3: Apply for grants

Method 1: The Board of Directors will ensure that grants are written annually in order to supplement funding.

Goal 4: Involve stakeholders in various aspects of the learning community.

Objective 1: Develop and maintain an active Parent-Teacher Organization.

Objective 2: Develop partnerships with community members who will contribute their knowledge of their arts mastery with students at least once a month.

Objective 3: Communicate with parents through emails, website, phone calls, meetings, and seminars.

Objective 4: Parent will be informed of ongoing learning through quarterly Parent Night seminars.

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

The governing board, through the methods outlined above, will monitor the progress of the school and the execution of the mission. Reports of the above goals will be shared during monthly board meetings.

Other indicators of the school's success will be strong parent and community involvement, a high number of student application, and a robust waitlist each year.

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<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
A full and detailed explanation of why the school exists and how the arts will be integrated to make the school an "arts-focused school in not evident."	Heather Soja	Mission Stat
The stated mission is predominantly focused on inputs rather than outputs and does not evidence a commitment to high academic achievement levels with an eye to preparing students to enter into high performing selective enrollment HS.	Tracy Kelley	Mission Stat
How were the percentages for target population established? How were the enrollment numbers established?	Nicole Charles	Mission Stat
The applicant does not make a researched based case for how the proposed school model will meet the educational needs of the target population or cite evidence from similar arts schools who serve similar populations. The ways applicant seeks to differentiate itself from LEA schools is not compelling or innovative; absence of an arts school does not mean that an k-8 arts school is wanted by parents or is likely to improve academic outcomes for similarly situated student populations.	Tracy Kelley	Educational
***The applicant did not demonstrate a need for this school. ***The applicant did not provide a rationale for selecting its targeted student population.	Kebbler Williams	Educational
How confident is the school that it will be able to attract more than 5% of the LEA? Are there any other art schools within the geographic area? While there may be a strong demand for academics, is there any type of demonstrated demand for an art school?	Amy Ruck Kagan	Educational
The applicant does not fully explain how its education plan will compare or differ from the LEA. It states that there is a need to focus on academics and mentions Core Knowledge and art integration but does not provide evidence of how this compares or is different to traditional schools using Common Core and the Essential standards.  Substantial need through substantial evidences is not provided.	Heather Soja	Educational
Is there documented supported for the need for arts education in 5% pf the LEAs?  Can the applicant clarify what will be provided that is not current;y embedded in the LEAs?  Can the applicant further explain how the target population aligns with the mission? Is there demonstrated wants for arts?	Nicole Charles	Educational
Is a strong art-infused curriculum and the exploration and use of innovative techniques "back to basic" or is this something the applicant can explain further to show how Wilmington School of the Arts will provide greater choice?	Nicole Charles	Purposes of
Application does not clearly describe how the arts will be infused in a way that is unique and comprehensive and how the infusion will lead to improved academic outcomes. Applicants approach does not demonstrate an understanding of the arts infused approach to teaching and learning that integrates skills and content from an art form (dance, music, theater, visual arts, creative writing) with another subject area (mathematics, science, language arts, social studies, etc.). By having instructional objectives in both areas, the goal of this blending is to deepen student understanding in the subject area as well as the art form, allowing both disciplines to mutually support and strengthen each other. This level of infusion or integration is not evident in the discussion of the laws purposes.	Tracy Kelley	Purposes of
What is the strong art infused curriculum? Why is Core Knowledge innovative compared to the SCOS, Common Core, and/or essential standards? There appears to be a great deal of jargon mentioned but no real examples of what this looks like in action that would make this school unique.	Heather Soja	Purposes of
Are the goals for staff and the board? Are there governance goals?	Nicole Charles	Goals for th

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<b>Do you want to consider stronger governance goals?</b>	<b>Shannon Stein</b>	<b>Goals for th</b>
<b>Should your goals be more measureable in terms of growth (i.e. not yes or no)?</b>		
<b>***The goals are not SMART goals and do not fully align with the mission and purposes of the school.</b>	<b>Kebbler Williams</b>	<b>Goals for th</b>
<b>The process for monitoring the progress of these goals is not clear and outlined with details.</b>	<b>Heather Soja</b>	<b>Goals for th</b>
<b>The goals are not time specific or highly focused based upon surrounding LEA data.</b>		
<b>The arts are not clearly linked to the goals presented but seems to be stated as a primary focus and reason for innovation.</b>		
<b>The goals are not SMART and the theory of action for how the board will monitor student progress.</b>	<b>Tracy Kelley</b>	<b>Goals for th</b>
<b>Does the school propose a specific percentage of students will achieve proficiency?</b>	<b>Amy Ruck Kagan</b>	<b>Goals for th</b>
<b>Are enrollment goals assumed to be 100% of enrollment targets?</b>		
<b>How realistic is 15% cash surplus per annum?</b>		
<b>Proficiency goals are not clear. explain.</b>	<b>Joe Maimone</b>	<b>Goals for th</b>

<b>Reviewer</b>	<b>Score</b>
Joe Maimone	Pass
Heather Soja	Fail
Steven Walker	Fail
Kenneth Tucker	
Cheryl Turner	
Amy Ruck Kagan	Pass
Alan Hawkes	
Alex Quigley	Fail
Lindalyn Kakadelis	
Tammi Sutton	Pass
Sherry Reeves	Fail
Shannon Stein	Pass
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Fail
Kebbler Williams	Pass
Glenn Allen	
Tracy Kelley	Fail

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### **III. EDUCATION PLAN**

(No more than ten total pages in this section)

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

#### **Instructional Program:**

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

A great education should be personalized and challenge every student to his/her personal best. Instruction based curriculum will be created and implemented using Howard Gardner's Multiple Intelligences Theory (M.I.). M.I. will develop each student's strongest intelligences and natural abilities while strengthening their overall character. The M.I. method will be used across all disciplines to enhance both our basic core curriculum and our value-added Arts focus.

Wilmington School of the Arts will do the following:

- Focus on Multiple Intelligence learning
- Incorporate Cooperative Learning techniques
- Incorporate the Critical Thinking Model
- Immediately focus on three tiered intervention in reading and math
- Infusion of the arts (Music, Dance, Theatre, Visual Art) at all grade levels
- Partnerships with community agencies
- Community resources used in new, innovative ways such as tutoring and lessons in the Arts
- Educational choices

In providing the arts through Core Knowledge, students will not focus on solely the "product." Teachers will build topic background, vocabulary, and guide students to truly understand and appreciate the process of creating art (music, dance, visual arts, etc.) versus focusing on the finished product only.

Our success will be measured not only in tiers of standardized testing, but also via a parallel assessment system defined by our school. This performance-based assessment will comprise a body of work for each student, including portfolios, short essays, reports, annual projects, performances and artwork, that will reflect the achievement of the whole child as a multi-dimensional individual with diverse ways of learning and expressing what is being learned. In addition, our success will be measured by parent, student, and teacher satisfaction. Wilmington School of the Arts will be evaluated by the willingness of families to choose our school, as well as by the open-door policy of the Board and Directors to accept and solicit input from parents and children concerning the curricula, governance, and function of our school.

Wilmington School of the Arts will meet the needs of our student population

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through:

- Pre and post assessments
- Tiered intervention
- Core Knowledge Curriculum
- Infused Arts curriculum
- Multiple Intelligences structures
- Cooperative Learning techniques
- Standardized testing
- Parental and community involvement

### **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.*

Wilmington School of the Arts will provide a classroom based learning environment. There will be 5 classes of twenty students per grade K - 8.

The Wilmington School of the Arts elementary and middle school curriculum will be supplemented by an arts-based curriculum, with oversight from the arts coordinator.

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 planned curriculum, Core Knowledge, is aligned with the Common Core and therefore, the North Carolina Standard Course of Study. This is the basis of our curriculum. Core Knowledge allows for the study of The Arts and is a cross curricular model that teams with the other disciplines Reading, Social Studies, Math, Science), in the spiraling of the curriculum.

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

The Wilmington School of the Arts instructional approach will emphasize learning by doing, with a particular focus on literacy and a strong arts program. Our definition of literacy includes not only words, but creativity, critical thinking, and community contributions across the disciplines. It is well documented that an experiential learning approach has a strong positive effect on student understanding and achievement, and the best practices of experiential learning are certainly not unique to any one model.

Therefore WSA has chosen three instructional methodologies:

- Multiple Intelligences

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- Cooperative Learning
- Critical Thinking

Studies have shown a dramatic increase in proficiency using cooperative learning techniques and M.I. structures. The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. He states that "we should place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school.

Many of these kids, in fact, end up being labeled 'learning disabled, have ADD (attention deficit disorder),' or are simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more."

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.*

WSA will use multiple strategies to ensure that each student is fully prepared to transition from grade level to grade level.

1. A comprehensive, coherent curriculum will be used with fidelity. The effective use of our 3 main instructional methodologies will allow teachers to present information through a variety of avenues, ensuring students have every opportunity to meet or exceed standards.

2. A multitude of assessment strategies will be used to gauge student learning and adjust instruction throughout the course of the year. Students will take interim assessments two or three times per year; teachers will use frequent formative assessments throughout lessons to inform instruction; and grade level teams will plan together and use common assessments, analyzing data in PLCs, to improve instruction and student learning.

3. Strategies will be in place to identify and remediate students who are struggling. Teachers will provide individualized tutoring at specified times before and after school. Parent volunteers will be used to encourage and help students by providing classroom assistance during group or center time. Students who are identified as at risk for academic failure will have a Personalized Education Plan (PEP.)

4. Students who need more extensive help will be referred to the School Support Team by teachers, parents, or other staff. The SST will work with each referred family to get help for each student in order to reach his or her potential through classroom interventions, alternate instructional strategies, referral to contracted specialists, or referral to the Exceptional Children team.

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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.*

WSA will offer a 1110 hours of instruction per school year. This is above NCDPI minimums for instruction. We believe this extra instructional time will enhance the academic opportunities of our students and also provide a cushion in case of inclement weather. The Elementary School hours will be from 8:00 am to 3:00 pm. This will ensure ample time for after school activities.

### **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.*

WSA will employ a Multi-Tiered System of Support. This model is intended to address the academic needs of students by prevention and early intervention, providing those struggling students with the support needed to meet standards. When students are identified as not making sufficient or satisfactory progress (classroom assessments, progress monitoring or interim assessments), the MTSS model provides targeted interventions.

Tier 1: All students receive high quality, researched-based core instruction. This core curriculum provides the foundation for instruction upon which all interventions are formulated and aligned. Students should meet grade level standards in Tier 1 instruction. If a review of data shows that 80% of students are not meeting grade level standards and would require Tier 2 or Tier 3 interventions, then instructional modifications must be made at Tier 1. Students who are not progressing in core level instruction and appear to be at risk should continue to receive strong core instruction and additional Tier 2 interventions.

Tier 2: Tier 2 interventions are provided to those students who are not meeting/achieving grade level standards through core instruction alone. These interventions are provided in addition to core instruction and occur outside the CI block. For example, an additional 30 minutes can be allocated for supplemental tier 2 interventions outside the 90 minute reading block. Tier 2 interventions are provided to small groups of students. Ongoing progress monitoring involves reviewing data at both Tier 1 and 2 levels. Ongoing progress monitoring should occur more frequently at a Tier 2 level (at least every 20 days). Data gathered should be used to determine whether interventions are proving effective and to determine whether any changes need to be made. Should a student continue to not meet expectations despite Tier 1 core instruction and Tier 2 additional support being implemented and monitored with fidelity, student may require Tier 3 intensive interventions.

Tier 3: Tier 3 interventions are intensive and are intended for a small percentage of students who are not responding positively to generally effective Tier 2 interventions (effective being defined as 70% of students

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receiving Tier 2 interventions are meeting or exceeding grade level expectations.) Tier 3 interventions are designed to meet individual student needs by providing instruction that is explicit and intense. These interventions are designed to meet student needs by targeting areas of deficiency. Prior to beginning Tier 3 additional targeted assessments may be required in an effort to isolate deficits and guide intervention design. The intensity of these interventions is defined by frequency, duration and group size (never to exceed 3 students.)

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.*

WSA will follow the law in identifying ELL students. Upon enrollment, a Home Language Survey will be completed for each student. Should the HLS identify a student to be language minority or a review of records indicate a student is already identified as ELL, the NCDPI HLS Process (see Appendix O) will be followed. Those that test in will be provided with a structured, documented intervention. The ELL interventionist will monitor and track the students until they test out of the program.

In an effort for all ELL students to become fluent in English and the school community, an English immersion model will be used to facilitate the English language learning of ELL students. If the ELL students need is significant enough and English immersion is not appropriate, the school will provide English as a Second Language (ESL) instruction via pull-out, tutoring and or translating. Teachers will receive Professional Developments providing them with strategies to support ELL students within the classroom.

Classroom teachers will provide additional support through the implementation of a variety of instructional strategies for ELL students. Strategies include:

- Incorporation of visuals
- Actively teach vocabulary (including charade games, visuals, word walls etc.)
- Use Rubrics (allows students to understand all components of what a "good" assignment looks like)
- Develop a classroom library with leveled readers, allowing ELL students to select books that suit their skill level.
- Model for students. Modeling a "thinking aloud" process allows ELL students to witness how to problem solve or complete an assignment.
- Use Structured Discussions, encouraging students to participate in academic conversations.
- Use organizers and frames, allowing ELL students to organize information and structure content.

Once identified as ELL, students will be assessed annually using ACCESS ELLs until meeting the exit criteria. Additionally, teachers will closely monitor the academic progress of ELL students, making sure they are meeting

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grade-level expectations.

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.*

WSAs curriculum is challenging and carefully designed to provide students with a solid foundation of the knowledge and skills necessary for future success. Though the challenging curriculum already in place will meet the needs of many gifted students, should students need a greater challenge, teachers will have the knowledge and flexibility to differentiate instruction to meet the needs of those students. Because the content and sequence of the Core Knowledge sequence is so important, even students who may be performing high above grade level will not be allowed to miss content. Instead, teachers will design lessons and assignments so that intellectually gifted students can be challenged while benefiting from the shared knowledge and experience of their peers.

All students' progress will be assessed and monitored using a variety of methods, including baseline testing, NC EOGs, and grade level common assessments. Teachers and administration will continuously monitor the academic growth and achievement of all students, including those high performing.

### **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)*

As part of the enrollment packet that every student will be required to complete, parents will have the opportunity to provide confirmation about

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their child's existing IEP or 504 plan. Additionally, EC staff will examine all records from previous schools as they are received to determine if enrolled students have existing IEPs or 504 plans. Upon identification of students with existing IEPs or 504 plans, school staff will alert the EC teacher, classroom teachers, and administrators to ensure compliance with any existing plans.

To help identify students who may be eligible for special education services, a School Support Team (SST) will be established. The SST will be made up of teachers and a representative from our contracted EC services. Students may be referred to the SST by administrators, teachers, or parents. Once referred, the SST will make a preliminary evaluation and, with the support and agreement of the parents, make recommendations for either research-based classroom interventions or further formal evaluation. The formal evaluations may be conducted by EC staff or qualified personnel contracted for such purposes. If classroom interventions put into place are found ineffective, the SST will re-evaluate and either put new interventions into place or determine if the student's needs will be best served by an IEP or other special education services.

At all stages of the process the student's parents will be informed and consulted. The SST will continue to monitor all students determined to have special needs or need special assistance until such time as they are determined to no longer need special services. All student records will be maintained with confidentiality and safety in mind. Records will be kept in secure, designated, locked records rooms, in fireproof file cabinets. Student records may be examined on site only by approved personnel and should never be taken off site. A staff member will be designated by the Executive Director to oversee the student records and ensure compliance with all applicable laws. Records will be requested from the student's previous school only after a complete enrollment packet has been received. Upon receipt, student records will be securely stored and treated with strict confidentiality.

### Exceptional Children's Education Programming

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

1. It is the goal of the Wilmington School of the Arts to provide full educational opportunity to all children with disabilities served by the charter. WSA will have available to all its children with disabilities the variety of educational programs and services available to nondisabled children in the school including: art, music, business, consumer education, and vocational education or any program or activity in which nondisabled children participate. WSA provides supplementary aids and services determined appropriate and necessary by the child's IEP Team, to ensure that children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities.

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Our goal is to have one teacher for each grade level be E.C.qualified. These grade level teams will assist students in understanding and accepting that each human being possesses his or her own unique style of learning and his or her own unique strengths and weaknesses in various intelligences. Each student will be given multiple opportunities to work with his/her strengths and weaknesses in class activities.

Faculty and staff; working closely with students and their parent/sponsor, will create a challenging and adaptive set of goals and expectations. This process will embrace the reality that we all have different levels and abilities - the target is that each student will achieve or, preferably, exceed his/her goals, reaching his/her highest potential. Additionally, it will provide how student, parent/sponsor, and teacher will regularly assess the student's progress and thus address the student's ongoing needs.

Emphasis will be on addressing the needs of all children within the whole school community, both during the regular school day and during the before and after school programs. All students will benefit from an integrated curriculum that is delivered in a multi-media, multi-sensory, active learning environment. Resources will be allotted for individual therapy and/or enrichment, as needed. The goal of the school is to work closely with the district to pool resources, saving time and money. It is our belief that this multifaceted experiential program, while addressing weaknesses and promoting strengths, will identify the needs of particularly challenged learners.

2. The EC department will take every reasonable measure to prevent denials of equal educational opportunity on the basis of physical, emotional, or mental handicap; and will assure that the rights of students with special needs and their parents or guardians are protected. The staff of WSA will be aware of students with an Individual Education Program (IEP) or a Section 504 Plan and make sure that all requirements are being met as prescribed. The IEP will be updated regularly and adjustments will be made to accommodate each student. An EC teacher, classroom teacher, parent, and administration will be given proper notification and invited to attend all meetings. There will be ongoing assessments in classrooms to identify students with special needs.

3. The students program will be described in writing in an individualized education plan, or "IEP," which will be developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The parents of the child will have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP will be revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student. IEPs will contain, at a minimum, a statement of present levels of academic achievement and functional performance, an enumeration of the annual goals established for the child, and a statement of the special education and related services that the child needs to make meaningful educational progress. WSA will invite the child to the IEP team meeting starting at age fourteen at which time a transition plan will be developed. For children aged sixteen and

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older, the IEP will include an appropriate transition plan to assist in the attainment of post-secondary objectives.

4. Related services will be designed to enable the child to participate in or access his or her program of special education. Examples of related services will include but are not limited to, speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training. The school will in a timely manner provide instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP.

WSA, in conjunction with the parents, will determine the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school will develop for that child.

### **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.*

Goal: Students will achieve proficiency on all state mandated assessments.

WSA will attain this goal by interim testing two to three times a year, grades 2-8 and ensuring progress through a report three times a year to the Academic Committee from the Executive Director. We will also be measuring fluency through DIBELS to ensure that students are able to take these tests with confidence. The Executive Director will also share the progress with the School Improvement Team. The Academic Committee and the School Improvement Team will then have the opportunity to make any recommendations to the full board on improvements. Once the board is notified, WSA will notify parents and students on the results in relation to our goal. Teachers will use individual student data from the interim assessments to modify strategies and adjust instruction to meet the needs of the students in his or her class. Teachers will use grade level data in their Professional Learning Communities (PLCs) to adjust lesson plans and instruction based on the needs of the students in each grade. The SIT will use school-wide testing results to make recommendations to the board about school-wide initiatives and programs designed to address deficiencies.

Students who meet or exceed the state standard requirements, where they exist, and have met all of the grade level requirements will automatically be promoted to the next grade. Third grade students must meet the state reading requirements and End-of-Grade assessments. If a student is at risk of being retained, the student's classroom teacher will contact the parents as soon as possible. The teacher, parents, and other necessary staff will

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formulate a personal education plan, which may include a referral to the SST. It will be the policy of the school to give each student the tools and support that he or she needs to be successful. If the interventions and support do not result in the student meeting the requirements to be promoted to the next grade, the Executive Director, with input from the teacher, parent, and other involved staff, will make the final decision on whether or not to retain the student.

If a student has either an IEP or a 504 plan, the decision to retain or promote that student will be made with the support of the EC staff and consideration will be given to the student's plan and accommodations. All of the school policies and procedures, including promotion and retention policies, will be available to parents and students in the student handbook and on the school website.

Exit standards will be based off WSA's promotion standards. In addition to meeting those requirements, students should pass to End-of-Grade assessment and meet all attendance requirements. Students who are at-risk will receive accommodations allowed lined out in their personal education plan.

### **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.*

Discipline policies at Wilmington School of the Arts will be based on a school-wide system of positive behavior support utilizing the Positive Action program. Positive Action is an evidence-based program with a comprehensive and coherent approach to improving the ABCs: Academics, Behavior, and Character.

Wilmington School of the Arts expects all members of the school community to be compassionate, honest, prepared, respectful, responsible, service oriented, and well-mannered. With these qualities in mind, the WSAs Board of Directors has established high standards for student conduct and discipline that protect the right of every student and staff member to attend school in a safe and orderly environment.

Enrollment in Wilmington School of the Arts is a voluntary choice for each student and family. Each student and legal custodial parent will be required to review the Code of Conduct along with the Student Handbook and

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sign an agreement to comply with the Code. Students at WSA who violate school rules and/or educational policies are subject to disciplinary action.

Minor infractions, such as classroom disruptions, may be handled by the classroom teacher.

More serious infractions will be referred to an administrator. A parent will be notified either by phone, email or in writing any time a disciplinary action for a student is necessary.

Unacceptable behaviors include but are not limited to the following on school grounds or at a school related activity:

- excessive aggression
- truancy
- repeated dress code violations
- bullying
- insubordination
- obscenity
- intimidation
- harassment(verbal, written, physical, phone, internet)
- profanity
- cheating

Violations and resulting disciplinary actions are determined by the school administrator. These disciplinary actions may include but are not limited to the following:

- apology (verbal and/or written)
- confiscation of items
- detention (lunch, after school, Saturday, in-school, out-of- school)
- loss of credit (assignment, test, class)
- loss of bus or school privilege
- parent must take student home to change or bring appropriate clothes to school
- referral to health department, police, Social Services, juvenile authorities
- restitution
- suspension up to 10 days
- referral to Discipline Review Committee

Even with the school-wide Positive Action program, it may sometimes be necessary to suspend or expel an individual student. The Executive Director of Wilmington School of the Arts will have authority to suspend for a period of up to ten days or less any student who willfully violates policies of conduct established by the Schools Board of Directors; provided, that a student who is suspended will be provided an opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

Examples of behaviors that could lead to suspension or expulsion include:

- arson
- assault (verbal, physical, sexual)
- vandalism, weapons (possession or threat)

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-possession or distribution of a controlled substance

In the event that a child with special needs commits any infraction, the student's IEP or 504 will be referenced to determine whether the behavior is a manifestation of the child's disability. The Executive Director will also seek the support of the EC team to help determine consequence and plan of action.

For a complete outline of Wilmington School of the Arts Conduct and Discipline plan, see Appendix O.

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<b>Section III: Education Plan Concerns and Additional Questions</b>		
The Board mentions that they will have an "open door" policy, but how will the be balanced with governance vs. operational?	Shannon Stein	Instructiona
***The applicant did not provide a clear and coherent description of the instructional methods. ***The applicant did not provide documented evidence that the proposed approach will lead to improved student performance for its targeted population.	Kebbler Williams	Instructiona
The applicant lacks coherent focus and a commitment of the true integration of the arts. The core knowledge and the arts seem to be disconnected from student learning and student outcomes.	Heather Soja	Instructiona
Although the focus on the arts and character development is admirable, how will M.I lead to better student outcomes? How will the instructional program help prepare all students for college and careers of their choice (whether it's art or STEM or something altogether different)?  What parallel assessments will be used? What will they measure and how will results of these inform the board of student progress?  Is there documentation supporting a similar instructional model as this one is not detailed enough to assess?	Nicole Charles	Instructiona
Is there any evidence that the parallel assessments have been successful in evaluating students?	Amy Ruck Kagan	Instructiona
The description of the instructional program and methods lacking in critical details as is the assessment strategies. The applicant does not provide documented evidence that the proposed approach will improve student performance for similarly situated students. The applicant uses education jargon but does not demonstrate a comprehensive plan for how to actualize the plan based on researched based models with a track record of success.	Tracy Kelley	Instructiona
***The applicant provided a curriculum outline for Core Knowledge, but did not include how the arts infusion will be a part of that. ***The applicant did not identify how the curriculum aligns with the targeted student population. ***What instructional strategies are teachers expected to master related to the multiple intelligences? ***What instructional strategies are teachers expected to master related to critical thinking? *****Has the applicant constructed its calendar based on the following definition of instructional time: "Instructional time is that time during which students are assigned to a teacher for the primary purpose of instruction. Instruction is any activity that leads toward the mastery of specific educational goals as stated in the North Carolina Standard Course of Study and local guides. Though definitely a part of school life, some activities, such as the following, are not considered to be part of instructional time: changing classes, homeroom, lunch, pep rallies, and school dances." ***The applicant did not explain how it will use the "extra" time scheduled in its calendar other than for inclement weather days. How will this "extra" time enhance the academic opportunities for students?	Kebbler Williams	Curriculum a
More details are needed in response to all of the questions in this section. The sample curriculum is not an art infused curriculum therefore it is not aligned to the stated mission. The learning environment as described does not specifically support the art infusion model. The course offerings are not aligned with art theme	Tracy Kelley	Curriculum a
Arts focus is a strong draw. Could have and better explanations of integration into the CK curriculum. elaborate?	Joe Maimone	Curriculum a
Are funds being used to support prekindergarten? If not, why is the PreK curriculum attached? Are there other plans for a PreK?  Although the applicants describes the schools curriculum as Core Knowlede, how is arts embedded? The art focus was used as rational for the targeted population and location, can the applicant share how this is actualized in the curriculum?	Nicole Charles	Curriculum a

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What specialized skills will teachers be required to demonstrate to support the M.I and arts addition?		
Arts-focused and literacy strands are not evidenced in the information provided. Many charter schools use the Core Knowledge curriculum which does not in itself denote innovation. The applicant should provide an arts-integrated curriculum to compliment the Core Knowledge to demonstrate an innovative product.	Heather Soja	Curriculum a
How will your arts integration be used to meet the needs of academically gifted students? How is the specialized curriculum used to differentiate?	Heather Soja	Special Prog
The applicant addressed a general framework for at-risk students, however, what specific interventions will an individual student who is not progressing receive?	Nicole Charles	Special Prog
Is there an AIG coordinator? How will AIG students be indentified or referred?		
***What is the applicant's plan to exit students from ESL services? ***How is the plan for gifted students different from what should be done for all students?	Kebbler Williams	Special Prog
Will Child Find be a part of the applicants EC program?	Nicole Charles	Exceptional
***How will the applicant use Child Find?	Kebbler Williams	Exceptional
***The applicant did not describe how it will ensure a full continuum of services are provided for students with disabilities.	Kebbler Williams	Exceptional
The plan for EC students is generalized and could be found in most other schools as it is specified. How does the proposed curriculum and arts integration fit into the picture of serving exceptional children? How is the plan specifically aligned with the mission and instructional methods outlined as one of the 6 purposes?	Heather Soja	Exceptional
Explain and provide examples of how students with disabilities will be given access to arts programming.	Tracy Kelley	Exceptional
***The goal provided is not a SMART goal and does not set a high standard for student performance. ***The applicant did not specify clear policies and standards for promotion from one grade level to the next nor exit standards for ALL students.	Kebbler Williams	Student Perf
Does the applicant plan on using SMART goals? What assessments will be used in grades K-2? Any assessment to help the board keep track of the art component?	Nicole Charles	Student Perf
Given the art nature, are the portfolios or projects?		
Will any tools other than DIBELS be used for assessment gathering?	Amy Ruck Kagan	Student Perf
The goals are not SMART. Indicate what specific data sources will be used by teachers in PLCs and drive instruction, modify strategies and adjust instruction when needed.	Tracy Kelley	Student Perf
The applicant does not expand on goals. The response is not clear, time specific, focused or measurable.	Heather Soja	Student Perf
Can the applicant define the infractions more clearly to help avoid implicit bias and help manage expectations?	Nicole Charles	Student Cond
The applicant does not provide sufficient detail to determine the sustainability of the plan and the plan does not align with the arts theme. It lacks intentionality and does not describe how the school will create a common language, shared values, promote equality, equity, or how it will establish traditions, establish pillars or core beliefs or celebrations, or ow it will create a community of learners.	Tracy Kelley	Student Cond
***Under what circumstances is a loss of credit (assignment, test, class) an appropriate disciplinary response for a behavior infraction? ***Other than expulsion, can students be suspended for more than 10 days? If so, under what circumstances? ***What are the due process rights of students who are suspended or expelled? ***The Schoolwide Discipline Plan included in Appendix O is from Union Day School, with no attribution given. Is this really the plan intended to be followed at Wilmington School of the Arts??	Kebbler Williams	Student Cond

Reviewer	Score
Alex Quigley	Fail
Tammi Sutton	Fail
Amy Ruck Kagan	Pass
Cheryl Turner	

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Kenneth Tucker	
Steven Walker	Pass
Heather Soja	
Joe Maimone	Pass
Sherry Reeves	Fail
Shannon Stein	Pass
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	Fail
Kebbler Williams	Fail
Glenn Allen	
Tracy Kelley	Fail
Lindalyn Kakadelis	
Alan Hawkes	

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**IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

**NOTE:** Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

**Governance:**

**Private Nonprofit Corporation:**

\*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

*Name of Private Nonprofit:* Wilmington School of the Arts

*Mailing Address:* 500 Windchime Dr.

*City/State/Zip:* Wilmington NC 28412

*Street Address:* 500 Windchime Dr.

*Phone:* 910-515-1685

*Fax:* 704-846-5098

*Name of registered agent and address:* John D. Westberg  
1911 Perry Avenue  
Wilmington, NC 28403

*FEDERAL TAX ID:* 82-2712458

**Tax-Exempt Status 501 (c)(3)**

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

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

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

**Governance and Organizational Structure of Private Non-Profit Organization:**

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

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

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

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Danielle Gagnon	Secretary	NEW HANOVER	Grant Analyst		
Jill Hatfield	Vice Chair	NEW HANOVER	Realtor		
Brennen Malpass	Member-at-Large	NEW HANOVER	Human Resources		
Thomas Martyn	Treasurer	NEW HANOVER	Retired		
Emily Orr	Member-at-Large	WAKE	Medical Lab Technician		
William B. Rice, Jr.	Board Chair	NEW HANOVER	Retired from School Administration		
John Westberg	Member-at-Large	NEW HANOVER	School Administrator		

**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.*

Governance of the school is the direct responsibility of the Wilmington School of the Arts Board of Directors, whose paramount goal is the educational success of its students.

The WSA Board will provide direction via policies to the Executive Director who will be responsible for the day-to-day operation of the school. The Board will form work committees which, in cooperation with the administration, will set policies and develop programs and procedures that are in line with the school's mission and designed to meet the school-wide performance goals. In addition to these baseline responsibilities the Board shall:

- Establish an initial budget and periodically review the financial condition of the school and adopt and carry out fiscally responsible budgets to ensure the long term financial health of the school.

- Investigate and obtain for use by the school facilities (performance venues, art galleries, etc.) and equipment sufficient for the school to carry out its mission.

- Participate, as appropriate, in hiring and retaining qualified teaching and non-teaching staff for the school.

The Board will be composed of 5 to 13 members, with a goal of one Board member being a parent or guardian of a WSA student.

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Each Board member will be expected to fully participate in the governance of WSA. Each board member will sign a conflict of interest statement and a board commitment statement. Each board member will support the school by serving on at least one board committee, participating in school events and activities, and reviewing board materials. They will receive formal training regarding North Carolina charter related statutes, the Open Meetings law, State Board policies, and Office of Charter School directives, while acting in the best interest of the students and the school.

The personnel committee will be tasked with conducting an exhaustive search for the school Executive Director. The job opening will be posted for a minimum of 30 days on such websites as the National Association of Secondary Schools, K12 Job Spot, Ed Week, School Spring, and college and university placement centers. The committee will look for a candidate who, above all, will share the mission and the vision for the school. The personnel committee will also develop an evaluation process for the Executive Director and submit to the full board for approval. Once the Board formally hires an Executive Director, the board will evaluate the Executive Director annually using the evaluation tools and processes that have been adopted by the board.

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

The board of WSA will be comprised of 5 to 13 members. There are currently 7 members. Each board member brings a unique array of skills and talents to the board. Three have worked in data analysis and grant proposals. Several have extensive experience in the classroom and administration, both in charter schools and traditional public schools. Contacts with family-oriented groups are also represented. Two of our board members volunteer in weekly civic activities and participate in family groups throughout the county. Various business contacts are also maintained by each board members, which will be of assistance when reaching out to the community to present WSA.

Most importantly, all of the board members share a passion for education, a devotion to the mission, and a common vision for Wilmington School of the Arts.

To ensure the academic and operational success of the school, the board will work together to make organizational and policy decisions. The board will be ultimately responsible for all operations of the charter school, but will delegate the day-to-day operations to the Executive Director. To ensure that the best possible decisions are made, the board will participate in continuing board development and use proven best practices.

The board will gather information from a variety of sources including the School Improvement Team, the Parent Teacher Organization, the administration, and surveys of parents, students, and staff. The board will get regular reports from the Executive Director and the board committee that will keep them informed about all areas of school performance and will be

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used to help them make decisions.

The board personnel committee will develop an evaluation process for the Executive Director that includes multiple performance indicators and is closely tied to the school's mission and goals. Based on the evaluation process, the board will formally evaluate the Executive Director each spring. The Executive Director's contract and compensation will be based at least in part on the annual evaluation.

Parents, staff, and students will have a variety of avenues to be active participants in the decision making process. There will be a public comment period at every regular board meeting and stakeholders will serve on board committees, the PTSO, and the SIT. There will be a culture of trust and transparency. Stakeholders will sense ownership in the school.

All stakeholders will be invested because they made a choice to enroll in our school. Choice inspires happiness and also a desire to make that choice look wise. We expect all the stakeholders to be inspired, to "up their game," to increase their respective individual efforts to make Wilmington School of the Arts as a whole, to be an educational and operational success.

- 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?*

After extensive dialogue about our charter school concept, John Westberg and William "Barry" Rice reached out to prospective board members based on their areas of expertise.

After the opening of the school, and periodically thereafter, the board will assess its progress and needs in terms of board expertise. As board terms expire, or as additional seats become available or are needed, the current board will solicit resumes from the community, review them, and will conduct interviews for prospective candidates. Such interviews will contain questions similar to the required board questionnaire for this charter application.

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

The board will meet monthly, ten months per year. The annual planning meeting will be in each June before the opening of school.

The board will meet at least monthly until the application is approved and then would likely meet semi-monthly during the planning year and Ready to Open process.

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

New board members will be required to participate in the board's Orientation Plan. Key points of the plan include a primer on the charter contract, charter law, SBE TCS-U policies, open meetings law, and public records law; attending at least one school community event; and observing in a classroom. Board members will be expected to participate in ongoing board development. The board may use a combination of training provided by the Office of Charter Schools, the NCPCSA, books, professional development coaches, and annual board retreats. A specific requirement for hours of board development

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for each board member will be laid out and agreed to in the Board Commitment Letter that each board member will sign.

- 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.*

Wilmington School of the Arts board members have a fiduciary responsibility to the school. They avoid or disclose conflicts of interest, and act in an ethical manner that credits the board, the school, and the staff. Each board member will be required to sign a conflict of interest statement and annually disclose any conflicts or potential conflicts of interest.

When a conflict of interest occurs or may even appear to occur, the affected board member should advise the board before any vote or even discussion of the issue. Also, other board members have the obligation to bring before the board any potential conflicts even if the issue involves another board member. If, in the board's opinion a conflict exists, then the member affected shall not participate in any discussion or vote on the matter in question.

We define a conflict of interest as a condition that exists when circumstances create, or are perceived to create, a risk that judgment or actions by a person or entity, regarding their interest in the school, will be unduly influenced by a secondary interest of that person or entity. Interests may be pecuniary, professional, personal, or any interest that affects judgment or action.

To avoid conflicts and to mitigate conflicts the board will ensure that its policies and decisions do not enhance the possibilities of conflicts. We will recognize the items in our charter contract and state law involving board relationships, nepotism, and those staffing relationships. We'll also work closely with our accountants and auditors to maintain internal controls and policies reflecting best practices in this area.

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

The WSA board will use a variety of information to aid the decision making process and policy development. New board policies, or revisions of existing policies will start in the appropriate board committee. If the policy does not originate in the governance committee, then the committee recommendation will then go to the governance committee. The governance committee will make a recommendation to the full board about whether a new policy is needed and what it should contain.

In making decisions, the board may consider recommendations from the administration, School Improvement Team, PTSO, and board committees. Because important stakeholders are involved with all of these bodies, the board will effectively be getting input from all of the stakeholders. The board may also look at data including test scores, survey results, student performance statistics, community service performed, suspension rates, and reportable incident rates.

Before being finalized and implemented, new board policies will be made public and the board will solicit input from parents and staff. The board will carefully consider any input received before voting on any new policies.

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Lastly, the board will encourage a board (and school) culture that allows for missteps. We believe that only by taking chances can one take larger and bolder strides, thus moving more efficiently. Board members will be encouraged to suggest creative ideas, vote independently, and be comfortable with board decisions that may not be unanimous or in their favor. This will make a healthier board and public charter school.

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.*

SIT: The School Improvement Team will be led by the Executive Director and include other administrators, teachers representing each grade level and department, one board member, and at least two parents. The SIT will be responsible for developing and recommending amendments to the School Improvement Plan on an ongoing basis. They will meet at least once per month. The SIT will analyze, collect data, and make recommendations to the board in all areas of instructional programs, practices, and procedures.

PTSO: The Parent/Teacher/Student Organization will operate as a separate organization sanctioned by the board. The PTSO will consist of parent officers, committee chairmen, the Executive Director, assistant Executive Director, and three teacher representatives. The PTSO will help oversee and facilitate extracurricular, recreational, social, and community service activities of the school. Both the SIT and the PTSO will work collaboratively with the Executive Director and school community and give monthly reports to the board of directors.

As needed, the board will form additional advisory bodies and committees which will help the board in the governance of the school.

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

The staff grievance process, as outlined in the staff handbook, first calls for the staff member to bring up any problems with his or her immediate supervisor. If the issue is not resolved, the staff member will then outline the problem in writing and submit it to the Executive Director. If the Executive Director does not resolve the issue to the staff member's satisfaction, an appeal can be made to the personnel committee of the board. If the staff member is not satisfied with the results of the personnel committee, he or she may request a hearing of the full board of directors.

The grievance process for parents is similar, and will be outlined in the student handbook. The parent must first take the issue to the staff member with whom the parent or student has an issue. If the issue is not resolved, a formal, written grievance may be submitted to the Executive Director. If the Executive Director is not able to resolve the issue, the parent may request a hearing before the full board of directors. At the hearing, the parent and/ or his or her representative will be given a chance to present the grievance.

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

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*parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)*

2. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).*
3. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).*
4. *A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)*

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

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

**X Not Applicable**

**Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.**

**X Not Applicable**

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

**X Not Applicable**

### **Projected Staff:**

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

Below is an outline of positions required for year one. Each year, the school's number of classroom teachers, EC teachers, teacher assistants, interventionists, and clerical staff will grow as the student population grows. These numbers are reflected in the personnel section of the budget.

Executive Director  
Operations Manager  
Clerical  
Classroom Teachers  
Curriculum Coordinator  
Arts Coordinator  
EC Teacher  
Interventionists  
TAs

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

Include the following information for the proposed charter school:

The board personnel committee will initially recruit a qualified Executive Director. As soon as an Executive Director has been identified, he or she

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will become a leader of the recruiting and hiring process.

Wilmington School of the Arts is committed to recruiting and hiring the finest teachers and staff. Federal standards for Highly Qualified teachers will be followed, as well as the standards set forth by NC Law for teachers in a NC Charter school (50% licensed in grades 6-12 in the subject areas where they are teaching) as well as those set by No Child Left Behind (NCLB) legislation, which requires teachers in core subject areas to meet Highly Qualified standards. Advertising for open positions will be done through the school website, social media, local newspapers, a variety online job banks (K12JobSpot, Teachers-Teachers, The North Carolina Association for Public Charter Schools) and college and university placement centers. WSAs teachers will be professional, high performing teachers who have a strong belief in our mission. We will have a mentoring process that will allow experienced teachers to guide and mentor new teachers. The school will offer an administrative team that supports the teacher in his or her pursuit of a safe and orderly environment. We will survey the staff at least once per year and use data from the survey to inform decisions. Teachers will be given a voice as stakeholders by having representatives on the School Improvement Team (SIT) and the Parent Teacher Student Organization (PTSO). The Executive Director and the board personnel committee will develop a clear, consistent rubric that will be used to make salary and bonus decisions and the school will have a variety of high-quality and relevant professional development opportunities.

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

The employees of the school will be employees of the board of directors. The board will hire and directly supervise the Executive Director who will, with the help of other administrators when appropriate, directly supervise the other staff members. The board will approve all hires, position changes, terminations, staff policies, and staff procedures.

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

The school will use a variety of methods to attract interested, qualified candidates; including but not limited to: open house format, word of mouth, and directly contacting distinguished teachers that would be a good fit. Once potential candidates are identified, the board personnel committee or the Executive Director will further vet the candidates and make recommendations for interviews. The board personnel committee, the Executive Director, and the Executive Director's hiring committee will all interview candidates before the Executive Director makes a recommendation to the board of directors for approval. The Executive Director's hiring committee will consist of staff members and at least one parent. Upon approval of the board of directors, new hires will undergo a criminal background check. No candidate will be offered an unconditional offer of employment without passing a criminal background check.

The Executive Director will be the direct supervisor of the staff. In that role, it will be his or her responsibility to notice any deficiencies in staff performance. Except for the most egregious offenses, the Executive Director will use available resources at his or her disposal to remediate and develop the staff member so that expectations are met. Forms of development can range from small corrections to formal action plans for

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improvement. Plans of improvement will include clear performance expectations, support that the staff member will be offered to meet those expectations, and a reasonable, definitive time frame for meeting those expectations. If, after being on a formal action plan, the employee has still not demonstrated the expected improvement in performance, the Executive Director may recommend the employee to the board for termination. The final decision to terminate an employee will belong to the board of directors. If an employee feels as though he or she has been wrongly terminated he or she may follow the formal grievance policy.

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

The school will offer a full range of benefits to full time employees, including a retirement plan, life insurance, medical, long and short term disability, and dental plans. Some of the benefits will be offered to employees at the expense of the school, while others will be offered as employee paid benefits.

Salary ranges are as follows:

Executive Director - \$65,000 - \$80,000  
Operations Manager - \$40,000 - \$55,000  
Clerical - \$28,000 - \$40,000  
Classroom Teachers - \$42,500 - \$50,000  
Curriculum Coordinator - \$42,500 - \$50,000  
Arts Coordinator - \$42,500 - \$50,000  
EC Teacher - \$42,500 - \$50,000  
Interventionists - \$38,500 - \$42,500  
Teacher Assistants - \$19,000 - \$22,000

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

The employee grievance policy will offer employees a process for resolving situations in which they feel they have been wronged, including wrongful termination. The first step in the grievance process is for the employee to speak to his or her immediate supervisor about the problem. If the issue is not resolved to the employee's satisfaction, a written grievance may be submitted to the Executive Director. If the Executive Director does not resolve the issue, the grievance will be submitted to the board personnel committee. If the committee does not resolve the issue, the employee may submit a written request for a hearing before the full Board of Directors.

The Executive Director, as the direct supervisor of the employees, will have the responsibility to evaluate and develop employees. If, after an appropriate attempt to develop the staff member, including the action plan outlined above, the Executive Director decides that the staff member is not a good fit for the school, he or she may make a recommendation to the board for termination. The final decision to terminate an employee will rest with the board.

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

As a public charter school, many staff members at the school may have dual roles and responsibilities. Some employees may be hired as part time employees and may hold positions outside of the school. Any employees with dual roles and responsibilities will be funded completely out of the general operating budget.

*8. Describe the plans to have qualified staffing adequate for the anticipated special needs*

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*population, means for providing qualified staffing for ELL and gifted students.*

The special needs population, including ELL students, has been estimated based on the experience of other similar charter schools and staffing for the anticipated EC population is provided for in the budget. Some EC services, such as speech therapy, occupational therapy, and psychological services will be contracted out to qualified professionals. The school's budget reflects estimates for those services based on the same projected 12% EC population. The process for hiring qualified EC staff is the same that will be followed for hiring other staff members.

Gifted students will be served by classroom teachers who have been trained in classroom differentiation and by a rigorous, challenging academic program.

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

**Executive Director:** The Executive Director will be responsible for overseeing the day-to-day operations of the school. He or she will implement the policies approved by the board of directors and will, at the direction of the board, supervise the school staff and ensure the school's compliance with all applicable laws, SBE policies, and testing procedures. The Executive Director must be committed to the mission of CCS and willing to work collaboratively to achieve the school-wide goals as set out in the application and the school improvement plan. Professional education experience and a master's degree in school administration is preferred.

**Operations Manager:** The Operations Manager will report to the Executive Director and perform duties delegated to him or her by the Executive Director. The assistant Executive Director will fulfill the duties of the Executive Director in his or her absence. The assistant Executive Director must be committed to the mission of the school and willing and able to work collaboratively to achieve the school-wide goals. Professional education experience and a relevant advanced degree is preferred.

**Clerical:** The clerical staff will be responsible for student data, attendance, communications, and oversight of office procedures, and will facilitate purchasing, invoicing, payroll, and inventory. Each will have a bachelor's degree and experience in management.

**Classroom Teachers:** Teachers will be responsible for teaching the subject matter, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the school's community. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Teachers must have the ability to become highly qualified in their subject area. Licensed teachers are preferred.

**Curriculum Coordinator:** The curriculum coordinator will be one of the classroom teachers. They will be responsible for supporting teachers in the implementation of Core Knowledge. He or she, with support and direction from the Executive Director, will ensure that the school's educational program is implemented with fidelity. He or she will support teachers in PLCs, serve on the board academic committee, and work with the Core Knowledge Foundation to coordinate evaluations and professional development that will support the

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school in its efforts to become an official Core Knowledge school. He or she will have a bachelor's degree, will be committed to the mission and goals of the school, and have relevant education experience. This teacher, because of their added responsibilities, will be compensated appropriately as seen in the salary range for teachers.

**Arts Coordinator:** The arts coordinator will be one of the classroom teachers. He or she will be responsible for supporting teachers in the implementation of arts into all classes. He or she, with support and direction from the Executive Director, will ensure that the school's educational program is implemented with fidelity. He or she will have a minimum of a bachelor's degree in an arts field, will be committed to the mission and goals of the school, and have relevant education experience. This teacher, because of their added responsibilities, will be compensated appropriately as seen in the salary range for teachers.

**EC Teachers:** EC Teachers will be responsible for developing and implementing IEPs, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the school's community. All EC Teachers must comply with state and federal laws. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Licensed EC Teachers are required.

**Teacher Assistants:** Teacher Assistants will help teachers prepare for lessons, and reinforce lessons, school rules and class rules. They help teachers with recordkeeping, calculating grades, and tracking attendance. TA also help to supervise students in class, between classes, during lunch, and on field trips. Minimum of a High School Diploma or GED, and previous experience. Associates Degree preferred.

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

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

The Executive Director will be ultimately responsible for maintaining teacher licensure requirements and coordinating 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.*

The Executive Director will be responsible for the professional development of all the staff, serving in effect as a mentor to all teachers and staff. Additionally, new teachers will be assigned experienced teachers to serve as mentors. Observations will be conducted in several different ways. The Executive Director (or assistant) will conduct formal classroom observations at least once per quarter. These observations will be followed up with feedback in a post-observation meeting with the administrator. Additionally, an administrator will conduct informal walk-throughs at least twice per quarter. The Executive Director will provide feedback from these informal observations in the form of a walk-through form that will be given to the teacher after the visit. For new teachers, mentors will also observe and provide feedback and support on a quarterly basis.

Retaining high quality teachers will be a priority for the administration

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and the board. Teachers will be surveyed once or twice per year. The survey results will be reported to the personnel committee and full board and will help inform the decisions that are made for the school's hiring committee, and various board committees. A teacher evaluation rubric will be developed and used for the annual teacher evaluations. Indicators will include parent surveys, NWEA scores in growth and proficiency, EOGs, NCEES data, parent satisfaction survey results, additional roles and responsibilities, and involvement with the the school's community. Scores from the rubrics will be used to determine annual raises and bonuses, if funds are available.

- 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 staff development plan consists of three distinct kinds of development:

**Formal:** The formal, staff-wide development will be delivered internally, sometimes by an administrator and sometimes by someone brought in with expertise on a specific topic. Formal development will include most of the before school professional development days and will also occur during many teacher work days and monthly staff meetings.

**Individual:** Individual professional development includes external, subject-specific training. For new teachers, mentors will provide valuable development in the form of frequent feedback and support. Instructional observations, coupled with feedback from the Executive Director and other administrators will provide further valuable professional development for the staff. The curriculum coordinator (designated and experienced core content teacher) will work with teachers individually to provide support, coaching, modeling, and other assistance.

**Small Group:** Teachers will be expected to meet in small groups weekly. These professional Learning Communities will serve as another way for teachers to evaluate their lessons, plans, and instruction. The administrators and curriculum coordinator will frequently attend these meetings and offer feedback, coaching, resources, best practices, and support with the goal of improving instruction and student learning. New teachers will also participate in new teacher training in the form of monthly small groups where they will receive training and support to help them develop and grow into effective, experienced educators.

- 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.*

The Executive Director will be responsible for planning the professional development (PD) of the staff. two full weeks of PD are scheduled before school begins and are reflected in the school calendar. Three of those days will be exclusively Core Knowledge training. The Arts Coordinator will provide PD regarding how to integrate the arts into each classroom. Interpreting NWEA results, classroom management and classroom differentiation will also be covered. Topics from the days before school starts will be revisited periodically throughout the year on teacher workdays and during monthly staff meetings.

- 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*

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*accommodate this plan.*

In addition to two full weeks of PD prior to the first day of school, there are three full days of staff development spaced throughout the year. These are separate from the teacher workdays/report card days which are also spaced evenly throughout the year.

During those staff development days, at the discretion of the Executive Director, topics from the initial pre-opening days will be revisited in more depth. Additional topics may be covered as needed. Additional professional development will also take place at monthly staff meetings and at monthly new teacher training meetings. The Executive Director will work with the assistant Executive Director (after the first year) and the curriculum coordinator to design and implement a coherent professional development plan within the framework outlined here. There are also other professional development opportunities during the school year (on teacher work days) via webinar.

**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)).*

Parent Interest Meetings: The school will hold multiple parent interest meetings from the time the school is approved through the fall of the first year. The school plans to team up with local businesses to host these public meetings. Meetings will be advertised through social media, local media outlets, flyers distributed to day care centers, houses of worship, community centers, and athletic venues. We will take every opportunity to speak at houses of worship and community meetings.

Community Events: Representatives from the school will attend community-wide events to promote the opening of the school. At these events, the board and volunteers will hand out flyers and letters of intent. This will help the school get an estimate of enrollment numbers and seek out business partners for the school. The school has been collecting the emails of interested community members, business owners, parents, and teachers to start building a communications list. This list will be used to notify those interested of upcoming events.

Advertising: The school will advertise its open enrollment period in local media, including newspapers, and online to give as many people as possible an opportunity to apply before the lottery is held.

**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.*

The school's primary means of communicating, initially, will be through our website and Facebook. The school will also hold community meetings, attend community-wide events, and speak to local clubs, churches, and other civic organizations.

As soon as the open enrollment period is over and a lottery is held, if necessary, The school will be able to engage the parents of enrolled students for the first time. Parent meetings and social events will be held; parents will be appointed to board committees; the school will assist in the formation of a PTSO with active committees that will be a significant help with the opening of the school. We intend to foster and maintain our relationships to seek new opportunities for the school to grow in the community. Students will also spend time engaging the community through our citizenship focus, seeing how they can add value and a bridge to well-being. The school will maintain an open line to parents once the school is opened. Parents will be able to access a member of the PTSO and the School Improvement Team. If a parent is unable to be heavily involved through the PTSO or the SIT, then they will have the opportunity to attend a "Curriculum Night" or "Back to School Night" to experience the school's culture.

## **Admissions Policy**

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

- 1. Tentative dates for the open enrollment application period; enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.*
- 2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
- 3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
- 4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
- 5. Clear policies and procedures for student withdraws and transfers.*

The open enrollment period will begin on the date of final approval from the SBE will run for 45 days. Before final approval, interested parents may fill out a letter of interest. Everyone who submits a letter of interest will be contacted and informed about how to apply as soon as final approval is granted. To apply to Wilmington School of the Arts, parents must fill out an application and mail it or hand deliver it to the school's temporary office. There will also be an option to fill out an online application. To be included in the lottery, applications must be in the office on a predetermined and well-publicized date preset by the board, just after charter approval is granted.

If a lottery is necessary, it will be held in a public place and announced on the school's website and Facebook page. All of the names for the lottery will be written on cards and drawn at random. After all of the names have been drawn to fill the available spots, the rest of the names will be drawn and placed on a numbered waiting list. Families need not be present at the

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lottery to accept enrollment. Families will be notified in writing whether they were drawn in the lottery and will be offered a spot for enrollment or where they were placed on the waiting list. Enrollment paperwork will be sent to students who secure a spot in the lottery process.

The school will give preference in the lottery to:

- children of full-time staff
- children of founding board members

For siblings, multiple birth and otherwise, Wilmington School of the Arts will enter one card in the lottery with the names of all of the siblings on it. If the family card is drawn in the lottery, the school will offer enrollment to all of the siblings on the card. Following that procedure should ensure that siblings will be able to stay together and all attend the school. After the first year, siblings of students who were enrolled at the school the previous year will also get enrollment preference.

If a spot opens, the first student from the waiting list will be offered the spot through the first day of the second quarter. Families will be offered information and a reasonable amount of time to make the decision to accept or decline the spot. If the family chooses to decline the offer of enrollment, the next student on the waiting list will be offered a chance to enroll. If a student wishes to withdraw from the school, they will be asked to do so in writing. The parents will fill out a form that asks them to list the reason for the withdrawal. If the reason for the withdrawal is transportation the Executive Director will ask to meet with them to formulate a personal transportation plan so that the student can remain at the school. The school will have no preference for previously enrolled students. If a student wants to transfer to another school, he or she will first have to be withdrawn from the school, using the procedure outlined above.

There will be no pre-admission activities for students or parents of the school.

Students withdrawing from the school will be asked to do so in writing. The withdrawal form will include the reason for the withdrawal and the school to which the student will be transferring.

## **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No: X

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

1. *In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*

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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.*

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**PROJECTED ENROLLMENT**

**2018-19 through 2022-2023**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 New Hanover County Schools  
 LEA #2 Brunswick County Schools  
 LEA #3 Pender County Schools

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 650	LEA 100	LEA 710	LEA 650	LEA 100	LEA 710	LEA 650	LEA 100	LEA 710	LEA 650	LEA 100	LEA 710	LEA 650	LEA 100	LEA 710
Kindergarten	80	10	10	80	10	10	80	10	10	80	10	10	80	10	10
Grade 01	80	10	10	80	10	10	80	10	10	80	10	10	80	10	10
Grade 02	80	10	10	80	10	10	80	10	10	80	10	10	80	10	10
Grade 03	0	0	0	80	10	10	80	10	10	80	10	10	80	10	10
Grade 04	0	0	0	0	0	0	80	10	10	80	10	10	80	10	10
Grade 05	0	0	0	0	0	0	0	0	0	80	10	10	80	10	10
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	80	10	10
	240	30	30	320	40	40	400	50	50	480	60	60	560	70	70
	300			400			500			600			700		

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<b>Section IV: Governance and Capacity Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Is the applicant going to apply for 501(c)3 status?	Nicole Charles	Private Non-
n/a	Nicole Charles	Tax-Exempt S
<p>Why the choice for an Executive Director rather than a principal, lead admin, or Head of School? Is there an unnamed benefit or skill in having an ED?</p> <p>Who will decide on the size of the board given the wide spread (5 to 13) in order to help set a quorum?</p> <p>Given the art mission, why are no art related board members listed?</p> <p>How will the board be evaluated?</p>	Nicole Charles	Governance a
Will the school have a policy to remove a board member prior to the expiration of his/her term?	Amy Ruck Kagan	Governance a
How does the bylaws define the size of the Board? Is the size parameters too wide? (i.e. 5-13) Who decides?	Shannon Stein	Governance a
Are there any limitations as to what can be grieved?		
Board members have diverse backgrounds	Lynn Kroeger	Governance a
<p>***The board appears to be missing a member with legal expertise.</p> <p>***What is the plan for ongoing board training and development including a timetable and specific topics to be addressed?</p> <p>***Are there any existing relationships that could pose actual or perceived conflicts of interest if the application is approved?</p> <p>***If a grievance is with the principal, what happens during the grievance process?</p> <p>***How will the governing board and individual board members be evaluated?</p> <p>***What is the missing Section 5 in Article 5 of the bylaws? What is considered to be a quorum at board meetings?</p>	Kebbler Williams	Governance a
n/a	Nicole Charles	Proposed Man
<p>***In its description of the operations manager, the applicant began describing duties of an assistant executive director. Yet, there is no mention of this position elsewhere. Please explain.</p> <p>***Is it reasonable to expect that a classroom teacher will also serve as the Arts Coordinator? Is it reasonable to expect that a classroom teacher will also serve as the Curriculum Coordinator? Why not join the Arts Coordinator and Curriculum Coordinator as one full-time position with no separate classroom duties?</p> <p>***What is the employee's course of action if the grievance is with the principal?</p> <p>***What are the roles and responsibilities, qualifications, and appropriate licenses necessary for the interventionists?</p>	Kebbler Williams	Staffing Pla
How will the Art Coord be able to teach classes and support teachers at the same time? The recruitment plan does not indicate any specific competences related to the arts program being proposed.	Tracy Kelley	Staffing Pla
<p>What is the feel of the local employment market? Often charter teacher put in longer hours than traditional school teachers; what benefits will be offered to entice quality teachers who otherwise would have the option of staying at a traditional school?</p> <p>When will the school being the recruitment process?</p> <p>How many, if any, of the key personnel have already been identified?</p>	Amy Ruck Kagan	Staffing Pla
<p>The school appears to have several dual roles, will those roles be reflected in the budget?</p> <p>Can the applicants clarify the role of the Operations Manager? Is the the Assistant ED?</p> <p>Can the applicant quantify and elaborate on the staff assessment process?</p> <p>How are teachers trained to meet the needs of AIG students?</p> <p>How is highly qualified defined with out NCLB?</p>	Nicole Charles	Staffing Pla
Who will mentor teachers during the first year?	Nicole Charles	Staff Evalua

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Is the evaluation schedule realistic given the proposed size of the school and the duties assigned to the E.D?		
Is there anything in terms of art added to the P.D or evaluation process?		
Will the executive director have any specific tools for the professional development of staff or will he/she be expected to develop his/her own?	Amy Ruck Kagan	Staff Evalua
Is the number of evaluations reasonable given the # of admin staff (i.e. 1 eval/quarter)?	Shannon Stein	Staff Evalua
Marketing plan does not include plans to reach out to art organizations in the community to recruit students who ae already involved with local arts programs, lessons, community org.	Tracy Kelley	Marketing Pl
Have previous interest meetings been held? How did the applicant gauge interest?	Nicole Charles	Marketing Pl
***What are the applicant's plans to achieve a reasonable reflection of the racial/ethnic and other demographic composition of New Hanover County Schools?	Kebbler Williams	Marketing Pl
Does the school have any existing relationships that will allow access to business, houses of worship, community centers, athletic venues, etc.? If not, what steps will need to be taken to generate those leads? If so, what are those relationships? What is the timing of the implementation of the marketing plan? Does the school have identifiable benchmarks to determine if the marketing plan is working, and if it needs to be adjusted, what other options are available?	Amy Ruck Kagan	Marketing Pl
Does the school already have a website/facebook? Does the school have requisite costs for setting up a professional website included in its startup costs?	Amy Ruck Kagan	Parent and C
***What is the plan for building engaging partnerships between the family and the school that strengthen support for student learning?	Kebbler Williams	Parent and C
How does the plan for parent involvement address need of low resourced families?	Nicole Charles	Parent and C
***Why do only founding board members' children get preference instead of all board members' children?	Kebbler Williams	Admissions P
Will new board members be able to send their children to the school?	Nicole Charles	Admissions P
How is preference given in a lottery if it is not weighted?		
Will the school have a sibling preference?	Tracy Kelley	Admissions P
N/A	Nicole Charles	Weighted Lot
Additional details about how the weighted lottery will be structured are necessary.	Tracy Kelley	Weighted Lot
***How will the applicant achieve a targeted student population that contains 51% - 63% of students receiving free and reduced lunch without a weighted lottery?	Kebbler Williams	Weighted Lot
Regarding the sibling lottery process, what would happen if a family is chosen, and one of the classes of siblings is already filled? Would the class size be increased, or would the sibling then fall on the wait list? Would said sibling receive a priority on the waitlist in front of other students who are already on it?	Amy Ruck Kagan	Weighted Lot

Reviewer	Score
Alex Quigley	Pass
Alan Hawkes	
Amy Ruck Kagan	Pass
Cheryl Turner	
Kenneth Tucker	
Steven Walker	Pass
Heather Soja	Pass
Joe Maimone	Pass
Lindalyn Kakadelis	
Tracy Kelley	Pass
Glenn Allen	
Kebbler Williams	Pass
Lynn Kroeger	Pass
Nicole Charles	Pass
Phyllis Gibbs	
Shannon Stein	Pass
Sherry Reeves	Pass

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Tammi Sutton	Fail
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## **V. OPERATIONS**

### **Transportation Plan:**

*Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.*

The NC statutes say, "The charter school shall develop a transportation plan so that transportation is not a barrier to any student who resides in the local school administrative unit in which the school is located." Accessibility may be difficult for many students. WSA will provide a bus that we anticipate being the mode of transportation for perhaps 25% (75) of our students.

To reach the students needing a school bus we have budgeted \$20,000 in year one. We have communicated with the Finance & Business Division, and the Transportation Section for assistance in safety, laws and policy, operational requirements, and purchasing.

We will contract with a provider like Eagle Bus Service, for one bus, a driver, fuel, maintenance, and managing the busing process or; we will find used buses that typically have to be retired from the state fleet at 200,000 miles and can be purchased often for under \$5,000. We project that we can provide for about 40 miles of daily bus travel for the \$20,000. We will also apply for the new transportation award grant available to NC charters with greater than 50% FRL enrollment. This grant is up to 65% of transportation expenses and might generate a \$13,000 reduction in cost. If we are able to secure this grant and we have transportation demand we will quickly try and add another bus or bus route.

Prior to the opening of the school, we will use Google mapping and specialty software to connect parents who may consider carpooling in order to have an organized as possible plan for many to carpool on day one and throughout the year. We see other benefits, including early relationship building among parents and students who might carpool and develop friendships earlier than otherwise.

Once we have a location we will devise a car traffic stacking plan and coordinate that with the city of Wilmington and DOT officials for local and state compliance, keeping the safety of our students paramount.

### **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.*

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It is the belief of the WSA board that it has a moral duty to care for and nurture the students of WSA, not just academically, but socially as well. Therefore, the board will strive to make sure all students, regardless of income, are able to have a healthy lunch at school. Students at WSA will have several options when it comes to lunch at school.

1. Students may bring lunch from home. Milk will be available for purchase or possibly free.

2. On selected days, students may purchase lunch through an outside vendor. The cost of these lunches will have a small profit built in that will be used to help pay for the lunches of the students who cannot afford to purchase one.

3. Cold lunches will be available for students who forget their lunch. A small profit will be built into the cost of these lunches that will be billed to the parents. This mark-up will be used to help pay for the lunches of the students who cannot afford to purchase one.

4. For students who qualify for free and reduced lunch, WSA will provide a lunch. On days when vendor lunches are available, WSA will provide those students on free or reduced lunch with a meal from that vendor. On days when vendor lunches are not available, WSA will provide a cold meal to students on free or reduced lunch.

We budgeted \$40,000 for meals in our opening year. In that calculation, we estimated that half the students would qualify for FRL and that half of those would take advantage of the no cost meals.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,545.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,277.00
Property Insurance	\$250,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum	\$250,000	\$250,000	\$332.00

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Amount		
Other	\$1,000,000	\$7,495.00
Total Cost		\$14,280.00

\*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.

westberg 09/20/2017

(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.*

The initial facilities will be leased with consideration of purchasing between years 3 and 10 as WSA builds a surplus to provide equity for financing. There are two ways the lease may be established; one, directly by a transaction between an owner landlord and us or a transaction including a developer such as American Charter Development, HighMark, SchoolHouse Development, or another partner. These companies assist charters in locating facilities and then purchasing them with term leases back to the charter, and in most cases, an attendant agreement that the charter will purchase the facility at a designated time with predetermined formulas for the buyout. Many of the agreements add a provision that the developer/lender will later provide a new constructed facility after the term lease of the initial facility.

The facility will be in compliance with all necessary health and safety requirements required as well as any steps necessary to obtain the Educational Certificate of Occupancy.

To date the board has identified several properties. We are looking for a space of 20,000 square feet and growing to about 50,000 at our maximum enrollment of 700.

We have been working with Intracoastal Realty Corp. in Wilmington to help find us space. We want to secure our facility as early in the application

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period and planning year as possible. We are interested in these spaces, all in Wilmington:

1. 1824 Castle Hayne Rd. 15,226 square feet and \$1,150,000. Single level.
2. 226 N. Front St. 26,754 square feet and \$1,200,000. Multi-level and limited lot size.
3. 715 & 717 Market St. 15,600 square feet and \$1,100,000. Single level but only 1 acre.

Our facilities budget of \$337,500 in lease expense was based upon 75 feet per student or 22,500 square feet at \$15 a foot.

*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.*

Most of the space we have investigated in Wilmington costs between \$45 and \$75 a square foot. We anticipate being able to negotiate a lease rate of \$15 a foot or less. These are comparable to the properties in the school location.

**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.*

While the WSA board possibly works with a commercial broker and the developers listed above, to find a suitable permanent facility, it will simultaneously be looking for contingency facilities.

The board will identify sites that can be used with limited modifications for a period of six months to two years in the event that a permanent site cannot be found in time for a 2019 opening. One of these additional sites, if needed, will allow the board additional time to locate and acquire a permanent site. Examples of a site suitable for one to two years include large churches and synagogues.

The board will also identify sites that can be used temporarily, for a period of two to eight weeks, in the event that a permanent site has been identified but is not ready in time for a 2019 opening. One of these back-up sites will allow us additional time to complete any necessary modifications to the permanent site. Examples of a suitable site for up to 8 weeks are churches, community centers, and movie theaters.

Modular classrooms ("Educational Cottages") by companies such as Mobile Modular and Vanguard have units already approved for educational use and available quickly for as little as one month.

Any modifications of the programs will depend on the site that is ultimately used. The most likely scenario is that PE will have to be modified if the contingency facility does not have a gym. The board will be looking for a

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facility with 2-3 administrative offices, outdoor play area, parking for at least 90 cars, and 13-16 classrooms.

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
How will you provide transportation to those students who have transportation as a related service on their IEP?	Glenn Allen	Transportati
How will stops be determined? How will you meet this demand if you do not get the DPI transportation grant?	Shannon Stein	Transportati
***How does the board reconcile the statement, "Accessibility may be difficult for many students." with the statement, "WSA will provide a bus that we anticipate being the mode of transportation for perhaps 25% (75) of our students."? The two seem to contradict each other. If the plan is to only provide transportation for 25% of the student population and the board believes that accessibility may be difficult for many students, why is the board stopping at 25%?	Kebbler Williams	Transportati
Is transportation a barrier if "accessibility may be difficult?"	Nicole Charles	Transportati
Is one bus enough for the anticipated target population across three LEAs?		
What is the markup for vendor and cold lunches to support free and reduced lunch students?	Nicole Charles	School Lunch
Will lunches meet nutrition standards?		
***Of what will a "cold meal" consist? ***Why is the board estimating that only half of the students who qualify for free or reduced-price lunch will actually take advantage of the free meals? This is not reasonable and may affect overall budget projections.	Kebbler Williams	School Lunch
Does market research support the facilities assumptions?	Nicole Charles	Facility and
If space costs between \$45-\$75 per square foot, why does the school estimate a \$15 cost?		
Are upfitting costs considered?		
Given the average \$/sq foot price in the area, is it reasonable to think you will get it for less than 1/2 for the school?	Shannon Stein	Facility and
Please clarify why facilities identified have a much higher cost per square foot than what was budgeted?	Lynn Kroeger	Facility and
A facility payment of \$337,500 in year one would be 7.3% of revenue. Is that a realistic expectation, and how does that fall in with other charter schools in the area? Have any of these assumptions been vetted with any of the developers mentioned?	Amy Ruck Kagan	Facility and

<b>Reviewer</b>	<b>Score</b>
Alex Quigley	Pass
Alan Hawkes	
Tammi Sutton	Pass
Sherry Reeves	Fail
Shannon Stein	Pass
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	
Kebbler Williams	Pass
Glenn Allen	

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Tracy Kelley	Pass
Lindalyn Kakadelis	
Joe Maimone	Pass
Heather Soja	Pass
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	
Amy Ruck Kagan	Pass

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## VI. FINANCIAL PLAN

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

### **Budget: Revenue Projections from each LEA 2018-19**

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p><b>State Funds:</b> Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.</p> <ul style="list-style-type: none"> <li>In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides</li> <li>In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located.</li> </ul> <p><b>Local Funds:</b> Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p><b>Federal Funds:</b> Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p><b>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</b></p>			
	<p>LEA #1 650 - New Hanover County Schools</p>			
	<b>Revenue</b>	<b>2016-2017 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2018-2019</b>
	State Funds	\$5,124.71	240	\$1,229,930.40
	Local Funds	\$2,662.00	240	\$638,880.00
	Federal EC Funds	\$4,253.55	29	\$123,352.95
	<b>Totals</b>			\$1,992,163.35
	<p>LEA #2 100 - Brunswick County Schools</p>			
	<b>Revenue</b>	<b>2016-2017 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2018-2019</b>
	State Funds	\$5,197.34	30	\$155,920.20
Local Funds	\$2,613.72	30	\$78,411.60	
Federal EC Funds	\$4,253.55	4	\$17,014.20	
<b>Totals</b>			\$251,346.00	
<p>LEA #3 710 - Pender County Schools</p>				
<b>Revenue</b>	<b>2016-2017 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2018-2019</b>	
State Funds	\$5,281.62	30	\$158,448.60	
Local Funds	\$1,509.31	30	\$45,279.30	
Federal EC Funds	\$4,253.55	4	\$17,014.20	
<b>Totals</b>			\$220,742.10	

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>-State ADM Funds</b>	\$1,544,299	\$2,054,000	\$2,567,000	\$3,080,000	\$3,604,000
<b>-Local Per Pupil Funds</b>	\$762,571	\$1,014,000	\$1,267,000	\$1,521,000	\$1,779,000
<b>-Exceptional Children Federal Funds</b>	\$157,381	\$209,000	\$261,000	\$314,000	\$367,000
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$2,464,251	\$3,277,000	\$4,095,000	\$4,915,000	\$5,750,000

**\*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.**

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### **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.*

<b>BUDGET EXPENDITURE PROJECTIONS Personnel</b>	<b>2018-2019</b>			<b>2019-2020</b>			<b>2020-2021</b>			<b>2021-2022</b>			<b>2022-2023</b>		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>									
Administrative & Support Personnel:															
Executive Director	1	\$50,000	\$50,000	1	\$55,000	\$55,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$65,000	\$65,000
Operations Manager	2	\$50,000	\$100,000	1	\$52,000	\$52,000	1	\$54,000	\$54,000	1	\$56,000	\$56,000	1	\$58,000	\$58,000
Clerical	2	\$35,000	\$70,000	2	\$36,000	\$72,000	3	\$37,000	\$111,000	3	\$38,000	\$114,000	3	\$39,000	\$117,000
<b>A - Total Admin and Support:</b>	<b>5</b>		<b>\$220,000</b>	<b>4</b>		<b>\$179,000</b>	<b>5</b>		<b>\$225,000</b>	<b>5</b>		<b>\$230,000</b>	<b>5</b>		<b>\$240,000</b>
Instructional Personnel:															
Core Content Teacher(s)	15	\$43,500	\$652,500	20	\$45,000	\$900,000	25	\$47,000	\$1,175,000	30	\$49,000	\$1,470,000	35	\$51,000	\$1,785,000
Teacher Assistants	7	\$20,000	\$140,000	7	\$21,500	\$150,500	7	\$23,000	\$161,000	7	\$25,000	\$175,000	7	\$26,500	\$185,500
Electives/Specialty Teacher(s)	2	\$43,500	\$87,000	3	\$45,000	\$135,000	4	\$47,000	\$188,000	4	\$49,000	\$196,000	4	\$51,000	\$204,000
Interventionists	1	\$40,000	\$40,000	1	\$42,000	\$42,000	2	\$44,000	\$88,000	2	\$46,000	\$92,000	2	\$48,000	\$96,000
Exceptional Children Teacher(s)	1	\$43,500	\$43,500	2	\$45,000	\$90,000	2	\$47,000	\$94,000	2	\$49,000	\$98,000	3	\$51,000	\$153,000
<b>B - Total Instructional Personnel:</b>	<b>26</b>		<b>\$963,000</b>	<b>33</b>		<b>\$1,317,500</b>	<b>40</b>		<b>\$1,706,000</b>	<b>45</b>		<b>\$2,031,000</b>	<b>51</b>		<b>\$2,423,500</b>
<b>A+B = C - Total Admin, Support and Instructional Personnel:</b>	<b>31</b>		<b>\$1,183,000</b>	<b>37</b>		<b>\$1,496,500</b>	<b>45</b>		<b>\$1,931,000</b>	<b>50</b>		<b>\$2,261,000</b>	<b>56</b>		<b>\$2,663,500</b>
Administrative & Support Benefits															

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Health Insurance	5	\$4,700	\$23,500	4	\$4,900	\$19,600	5	\$5,100	\$25,500	5	\$5,300	\$26,500	5	\$5,500	\$27,500
401k & Profit Sharing Plan	5	\$2,700	\$13,500	4	\$2,800	\$11,200	5	\$2,900	\$14,500	5	\$3,000	\$15,000	5	\$3,100	\$15,500
Life Insurance & Disability	5	\$1,500	\$7,500	4	\$1,700	\$6,800	5	\$1,850	\$9,250	5	\$1,950	\$9,750	5	\$2,100	\$10,500
Medicare & Social Security	5	\$3,366	\$16,830	4	\$3,366	\$13,464	5	\$3,366	\$16,830	5	\$3,366	\$16,830	5	\$3,366	\$16,830
D - Total Admin and Support Benefits:	20		\$61,330	16		\$51,064	20		\$66,080	20		\$68,080	20		\$70,330
Instructional Personnel Benefits:															
Health Insurance	26	\$4,700	\$122,200	33	\$4,900	\$161,700	40	\$5,100	\$204,000	45	\$5,300	\$238,500	51	\$5,500	\$280,500
401k & Profit Sharing Plan	26	\$2,700	\$70,200	33	\$2,800	\$92,400	40	\$2,900	\$116,000	45	\$3,000	\$135,000	51	\$3,100	\$158,100
Life Insurance & Disability	26	\$1,500	\$39,000	33	\$1,700	\$56,100	40	\$1,850	\$74,000	45	\$1,950	\$87,750	51	\$2,100	\$107,100
Medicare & Social Security	25	\$2,833	\$70,825	33	\$2,833	\$93,489	40	\$2,833	\$113,320	45	\$2,833	\$127,485	51	\$2,833	\$144,483
E - Total Instructional Personnel Benefits:	103		\$302,225	132		\$403,689	160		\$507,320	180		\$588,735	204		\$690,183
D+E = F - Total Personnel Benefits	123		\$363,555	148		\$454,753	180		\$573,400	200		\$656,815	224		\$760,513
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	25		\$281,330	20		\$230,064	25		\$291,080	25		\$298,080	25		\$310,330
B+E = H - Total Instructional Personnel (Salary & Benefits)	129		\$1,265,225	165		\$1,721,189	200		\$2,213,320	225		\$2,619,735	255		\$3,113,683
G+H = J - TOTAL PERSONNEL	154		\$1,546,555	185		\$1,951,253	225		\$2,504,400	250		\$2,917,815	280		\$3,424,013

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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
	Administrative & Support:					
Other	Legal Fees	\$4,500	\$5,500	\$7,000	\$8,500	\$9,000
	Advertising & Marketing	\$5,500	\$6,500	\$7,500	\$6,000	\$5,000
	Insurance	\$14,280	\$18,000	\$22,000	\$24,000	\$25,000
	Communications, Website, Administrative Software	\$32,000	\$40,000	\$46,000	\$49,000	\$51,000
	Facility Rent	\$337,500	\$430,000	\$520,000	\$550,000	\$570,000
	Facility Repairs & Maintenance	\$36,000	\$40,000	\$44,000	\$48,000	\$51,000
	Facility Utilities	\$32,000	\$40,000	\$48,000	\$56,000	\$59,000
	Office Expense, Supplies, & Postage	\$12,000	\$18,000	\$22,000	\$24,000	\$25,000
	Linq, Powerschool, & Admin Support Expenses	\$46,000	\$29,000	\$36,000	\$44,000	\$48,000
	Student Transportation - Buses Expense	\$20,000	\$30,000	\$40,000	\$46,000	\$47,000
	Student Meals	\$40,000	\$54,000	\$65,000	\$70,000	\$75,000
	Technology, Equipment, Capitalized Assets Cost	\$25,000	\$32,000	\$38,000	\$44,000	\$46,000
	Travel	\$5,000	\$6,000	\$7,000	\$8,000	\$8,500
	I T Services	\$12,000	\$24,000	\$25,000	\$26,000	\$26,500
	Non-Categorized Expenses	\$8,000	\$12,000	\$16,000	\$18,000	\$20,000
	Audit Fee Payable Year 1	\$0	\$11,500	\$11,750	\$12,000	\$12,500
		K - TOTAL Administrative & Support Operations	\$629,780	\$796,500	\$955,250	\$1,033,500
	Instructional:					
Other	Curriculum & Books	\$32,000	\$40,000	\$48,000	\$52,000	\$53,000
	Staff Development	\$25,000	\$34,000	\$40,000	\$45,000	\$46,000
	Testing & Fees	\$12,000	\$16,000	\$20,000	\$23,000	\$24,000
	Classroom Technology, Furniture, Capitalized Asset	\$60,000	\$80,000	\$105,000	\$110,000	\$120,000
	Non Categorized Expenses	\$8,000	\$12,000	\$16,000	\$18,000	\$20,000
	Substitutes	\$7,000	\$9,000	\$13,000	\$15,000	\$16,000
	E C Contracted Services	\$20,000	\$28,000	\$36,000	\$40,000	\$42,000
	E L L Contracted Services	\$16,000	\$23,000	\$32,000	\$36,000	\$38,000
	L - TOTAL Instructional Operations	\$180,000	\$242,000	\$310,000	\$339,000	\$359,000
		\$809,780	\$1,038,500	\$1,265,250	\$1,372,500	\$1,437,500

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	K+L = M - TOTAL OPERATIONS					
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**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
J - TOTAL PERSONNEL	\$1,546,555	\$1,951,253	\$2,504,400	\$2,917,815	\$3,424,013
M - TOTAL OPERATIONS	\$809,780	\$1,038,500	\$1,265,250	\$1,372,500	\$1,437,500
J+ M =N TOTAL EXPENDITURES	\$2,356,335	\$2,989,753	\$3,769,650	\$4,290,315	\$4,861,513
Z - TOTAL REVENUE	\$2,464,251	\$3,277,000	\$4,095,000	\$4,915,000	\$5,750,000
Z - N = SURPLUS / (DEFICIT)	\$107,916	\$287,247	\$325,350	\$624,685	\$888,487

**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 K-8 school enrollment in New Hanover County public schools is approximately 18,000. Our intention is to start at K-2 and add a grade level per year and 100 students per grade to achieve a student population of 900 students by the 2025-2026 school year. This would approximate 5% of the district students at today's enrollment level.

WSA will be the only program in the public school district to offer a comprehensive arts-focused curriculum. In addition, we will provide a strong core foundation with intrusive intervention to better enable students to be successful. Based on last year's data, approximately 25% of the student population at WSA will be at or below the poverty level. We also understand the student population in the area we intend to locate in has low academic performance as well.

**Breakeven:**

The breakeven point in number of students, using a traditional breakeven analysis formula, was calculated by dividing non-variable costs (fixed costs, \$367,780) by margin, or revenue (\$8,214) less variable costs (\$6,629) per student. That number was 232 students to break even.

**Caveat:** it should be noted here that the NCDPI online application may be miscalculating revenue and may have distorted the calculation above as well as the overall budget.

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

To properly avoid enrollment pressures we need to aggressively market our school, secure a known facility, and solidify the parents' commitment way before the first day of school (Events such as "Curriculum Night" and "Spirit Night", etc.). However, actual under-enrollment would be handled by:

- 1 Reducing the classes and the matching teacher positions, payroll, and benefits immediately.
- 2 Restructuring the facility lease arrangement to defer the deposit and

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renegotiate a rate.

3 Restructuring the Core Knowledge curriculum and training expense.

4 Leasing versus paying for capital equipment.

5 Renegotiating all contracts.

6 Board of Director loans.

7 Bank loans/grants/fundraisers

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

No, we are not using any unsubstantiated revenue sources in our budget.

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

20 to 1

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

The Board will outsource its LINQ Systems services but has not selected a provider. However, in the budget there is estimated \$46,000 for LINQ, PowerSchool consulting, and other administrative services. IT services may be contracted for using a company with many NC charter school clients and familiar with our challenges.

We will likely contract for EC services to complement our one full time EC teacher. ELL contracted services are included in our budget also.

Our board will set contract authorization levels, and recognize the need for conflict of interest avoidance, for itself and for the Executive Director. So all commitments exceeding predetermined amounts will require approval at different levels with the appropriate assignment of contract accountability placed also, to ensure the school receives the services and products contracted for and at the correct price.

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

We recognize that our enrollment will include a large percentage of students from households with lower incomes, aligning with our Goal 2 of meeting annual enrollment projections that reflect the diverse local community. So, our first objective is to let people know about the opportunity our free public charter school offers. Although we have budgeted \$5,500 for marketing (for 300 students) we have already begun a media campaign to become known. Articles about our school plans have been in newspapers. We plan to meet with church leaders and community leaders to get our word to those less likely to hear about us.

Secondly, these at risk students need a way to get to our school. We have budgeted \$20,000 for a contract bus service. To offer a healthy meal at cost, we have budgeted \$40,000 for student meals.

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To provide an expanded choice in the type of educational opportunities in public education, one of our purposes, we will provide a Core Knowledge curriculum using a classical education model of instruction. The cost of the curriculum and the attendant training is \$57,000, or almost \$200 per student.

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.*

One of the board's goals is the accumulation of 15% of annual revenue to be added to cash reserves or surplus. This is an extraordinarily challenging goal yet, based upon results from other schools our size, is realizable. The 15% of revenue equates to 13.9% of expenditures for comparison purposes.

That surplus is predictably more in years 2-5 than in year one. After year five our budget reflects a \$2 million cash balance.

The use of surplus will, like most newer schools, be used mostly for equity needed for purchasing or building facilities in the future, after allowing for emergency reserves.

The surplus will be developed by comparing cash in bank monthly to a line item equaling 15% of the revenue and reporting to the board that excess or the deficit in this particular stated board goal.

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

The WSA board will always make lease versus purchase decisions based upon sound economics and professional financial analysis. In the critical initial years of operation, equipment, etc. leases may be required, whereas in subsequent years the board will be able to avoid the financing costs.

The initial facilities will be leased, barring any fortuitous donation of land or facilities, with consideration of purchasing between years 3 and 10 as the school builds a surplus to provide equity for financing. There are two ways the lease may be established; one, directly by a transaction between an owner landlord and the school. Another, and more recent form of transaction in North Carolina, among new charters, is a transaction including a developer such as Funding the Gap, American Charter Development, HighMark, or other partner. These companies assist charters in locating facilities and then purchasing them and with term leases back to the charter, and in most cases, an attendant agreement that the charter will purchase the facility at a designated time with predetermined formulas for the buyout. Many of the agreements add a provision that the developer/lender will later provide a new facility after the term lease of the initial facility.

Some items such as office printers/copiers, etc. may be leased. The board will, however, have the option of deferred payments or leases of various other items in the budget but only if the enrollment targets are not met.

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

We have no resources yet. WSA will solicit donations of goods and services upon receipt of acceptance of its application in addition to an aggressive New Hanover County business fundraising campaign and grant request project.

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

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

Basics of good internal control are the foundation for the reliability of the financial statements and are needed to safeguard the resources of the school. Not only is WSA at risk of losing valuable resources with poor controls but there is more at risk. That is the potential for negative publicity associated with any event that might attract notoriety including financial theft or even financial mismanagement. This also often brings a stigma to other charter schools, or indeed to the whole North Carolina charter program and its attendant regulation.

We will contract with our CPA, Potter & Company to provide the annual audit but in addition we will request from them an initial report on our internal controls. This will include an evaluation of our controls before we open our school so that any weaknesses are discovered and corrected before the school year begins. The audit findings are due 15 months after school opens and that could be too late.

We will contract for the DPI required services of the LINQ system with a provider after receiving more quotes. Outsourcing LINQ creates another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll.

Internally, we will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures. Approval of expenditures over a recommended amount will require the signature of the Executive Director. School issued checks will be limited to a maximum of 10 per month requiring almost all transactions to flow through the LINQ reporting initially rather than after the fact.

Accounting records will be safeguarded by use of daily locked files and to the extent practical secure online records with appropriate password protections. Sensitive records will be systematically shredded as necessary. The board treasurer will provide a financial statement to include a statement of fund balances (balance sheet) and a statement of receipts and expenditures (a P&L) and a budget report at each regularly held board meeting and an explanation to board members for questions. Additionally, at least quarterly, the LINQ provider and or the auditors will be asked to attend board meetings.

As a guide, we are adopting a 6,908 word "Statement of Financial Policies" we have been allowed to use by Union Day School.

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

ATTRIBUTION: Although there have been several contributing to this application, the Goodall Consulting team members assisting have used portions of previous charter applications in this application, including

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portions from Anson Charter Academy and Monroe Charter Academy, both with permission. Other parts of this application, particularly those practices relating to the business aspects of managing a charter school, are modeled after Anson Charter Academy and Monroe Charter Academy and thus this charter application will have some of the same language.

We know of no other relationships needing clarification or attention. None of the board will have children there or have any agreement to have jobs or other contracts at the WSA.

*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.*

We have agreed to use the firm of Potter & Company. They are at 434 Copperfield Blvd. Suite A in Concord, NC. The telephone is 704-786-8189 and the facsimile number is 704-786-4447. This firm performs audits for Lake Norman Charter and Gray Stone, Fee \$11,500.

We reviewed all charter auditors on the N.C. Treasurer's website.

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<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Appendix M is not included,	Nicole Charles	Total Budget
Why are all Core Teachers ,who are proposed to be highly qualified, starting the lowest proposed salary? Is there any differentiation?  The Operations Manager position continues to be confusing, why the budget variance and number of positions over the course of the years?  Given the mission, why are there not more art centered team members?	Nicole Charles	Personnel Bu
Curriculum Coord are not included in the budget eventhough they are in the org chart.	Tracy Kelley	Personnel Bu
***Why does the budget include 2 operations managers in year 1 and 1 operations manager in years 2-5? ***This budget does not account for the extra salary that the Curriculum Coordinator and Arts Coordinator are supposed to be paid in the currently planned structure. ***If the plan is for the arts (Music, Dance, Theatre, Visual Art) to be infused in the regular classrooms, what is the role of the electives/specialty teachers? ***How did the board come to the conclusion that one interventionist is enough in year 1 and 2?	Kebbler Williams	Personnel Bu
Did you take into consideration the substantial nature of start-up costs? Specifically, what type of upfit budget do you have for the facility you identify?	Shannon Stein	Operations B
For a start-up school with no legal expertise on the board, is a \$4500 legal budget realistic?  The facilities costs were addressed elsewhere but should be explained.  Are contracted ELL and EC service allocations realistic for a school of this size?	Nicole Charles	Operations B
Facility payment as a percentage of revenue hovers around 10%, which seems to be significantly below average for a new built, or renovated construction. Have these targets been vetted against any industry professional?	Amy Ruck Kagan	Operations B
***What are the non-categorized expenses? ***Where is the contract with Goodall Consulting reflected in this budget? ***The applicant's projected expenditure for student meals may not be high enough for the population it expects to have at its school.	Kebbler Williams	Operations B
Concerned that Facility rent is 13.7% of revenues in year 1 and 10% in year 5  Why is Linq/Power school fee the highest in year 1 - Does this fee not typically increase as enrollment increases?	Lynn Kroeger	Operations B
Operating costs, net of facility payment is close to, and even in excess of 80% of revenue. Is the school concerned that such a tight budget will not allow for any fiscal projections that come in higher than targeted, specifically with a facility payment so far below average?	Amy Ruck Kagan	Total Expend
Relaying on donations and fundraising is not a sustainable financial contingency strategy to ensure financial viability.	Tracy Kelley	Budget Narra
Although the applicant was mostly consistent across the application, why does the budget not reflect more of the mission and instructional goal around art?  Could the applicant be more detailed about internal controls  Does the budget truly consider the target population?	Nicole Charles	Budget Narra
***How will the board build revenue prior to receiving its first allotment from the State and local LEA? ***What are the procedures for the selection of contractors and large purchases?	Kebbler Williams	Budget Narra
***There is a contradiction in which the applicant has stated in this section that none of the board will have children at the school, while in the Admissions Policy section,	Kebbler Williams	Financial Au

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the applicant has stated children of founding board members will get enrollment preference. Which is correct?		
Are board children eligible to enroll or not?	Nicole Charles	Financial Au
Although the applicant shared that the CPA will evaluate internal controls, what are the specifics of the internal controls and does the Operations manager handle or the ED?		
Lean on startup budgetary items.	Joe Maimone	Financial Au

<b>Reviewer</b>	<b>Score</b>
Alex Quigley	
Tammi Sutton	Fail
Shannon Stein	Pass
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Fail
Kebbler Williams	Fail
Glenn Allen	
Tracy Kelley	Pass
Lindalyn Kakadelis	
Joe Maimone	Pass
Heather Soja	Pass
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	
Amy Ruck Kagan	Pass
Alan Hawkes	
Sherry Reeves	Fail

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**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).*

westberg

Date: 09/22/2017

**Applicant Signature:**

The foregoing application is submitted on behalf of Wilmington School of the Arts (*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: westberg

Board Position: Barry Rice, Chair of the Board

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

Date: 09/22/2017

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

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

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

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## 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.

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

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.

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

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

<b><u>CSAB Votes</u></b>	
<b>No</b>	<b>Yes</b>
6	4
AQ,SR,LYNK,LK,C T,TS	SW,PG,JM,AH

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

### **Initial Screening**

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

### External Evaluator

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> How were the percentages for target population established? How were the enrollment numbers established? - nacharles</p> <p><u>Mission Statement</u> The stated mission is predominantly focused on inputs rather than outputs and does not evidence a commitment to high academic achievement levels with an eye to preparing students to enter into high performing selective enrollment HS. - kellytracy1</p> <p><u>Mission Statement</u> A full and detailed explanation of why the school exists and how the arts will be integrated to make the school an "arts-focused school in not evident." - heather_soja</p> <p><u>Educational Need and Targeted Student Population</u> ***The applicant did not demonstrate a need for this school. ***The applicant did not provide a rationale for selecting its targeted student population. - kwilliams75</p> <p><u>Educational Need and Targeted Student Population</u> Is there documented supported for the need for arts education in 5% pf the LEAs?  Can the applicant clarify what will be provided that is not current;y embedded in the LEAs?  Can the applicant further explain how the target population aligns with the mission? Is there demonstrated wants for arts? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> How confident is the school that it will be able to attract more than 5% of the LEA? Are there any other art schools within the geographic area? While there may be a strong demand for academics, is there any type of demonstrated</p>
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<p>demand for an art school? - arkagan</p> <p><u>Educational Need and Targeted Student Population</u> The applicant does not make a researched based case for how the proposed school model will meet the educational needs of the target population or cite evidence from similar arts schools who serve similar populations. The ways applicant seeks to differentiate itself from LEA schools is not compelling or innovative; absence of an arts school does not mean that an k-8 arts school is wanted by parents or is likely to improve academic outcomes for similarly situated student populations. - kellelytracy1</p> <p><u>Educational Need and Targeted Student Population</u> The applicant does not fully explain how its education plan will compare or differ from the LEA. It states that there is a need to focus on academics and mentions Core Knowledge and art integration but does not provide evidence of how this compares or is different to traditional schools using Common Core and the Essential standards.</p> <p>Substantial need through substantial evidences is not provided. - heather_soja</p> <p><u>Purposes of Proposed Charter School</u> Is a strong art-infused curriculum and the exploration and use of innovative techniques "back to basic" or is this something the applicant can explain further to show how Wilmington School of the Arts will provide greater choice? - nacharles</p> <p><u>Purposes of Proposed Charter School</u> Application does not clearly describe how the arts will be infused in a way that is unique and comprehensive and how the infusion will lead to improved academic outcomes. Applicants approach does not demonstrate an understanding of the arts infused approach to teaching and learning that integrates skills and content from an art form (dance, music, theater, visual arts, creative writing) with another subject area (mathematics, science, language arts, social studies, etc.). By having instructional objectives in both areas, the goal of this blending is to deepen student understanding in the subject area as well as the art form, allowing both disciplines to mutually support and strengthen each other. This level of infusion or integration is not evident in the discussion of the laws purposes. - kellelytracy1</p> <p><u>Purposes of Proposed Charter School</u> What is the strong art infused curriculum? Why is Core Knowledge innovative compared to the SCOS, Common Core, and/or essential standards? There appears to be a great deal of jargon mentioned but no real examples of what this looks like in action that would make this school unique. - heather_soja</p> <p><u>Goals for the Proposed Charter School</u> Do you want to consider stronger governance goals?  Should your goals be more measureable in terms of growth (i.e. not yes or no)? - shannon_stein</p> <p><u>Goals for the Proposed Charter School</u> ***The goals are not SMART goals and do not fully align with the mission and purposes of the school. - kwilliams75</p> <p><u>Goals for the Proposed Charter School</u> Are the goals for staff and the board? Are there governance goals? - nacharles</p> <p><u>Goals for the Proposed Charter School</u></p>
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	<p>Does the school propose a specific percentage of students will achieve proficiency?          Are enrollment goals assumed to be 100% of enrollment targets?          How realistic is 15% cash surplus per annum? - arkagan</p> <p><u>Goals for the Proposed Charter School</u>          The goals are not SMART and the theory of action for how the board will monitor student progress. - kellestracy1</p> <p><u>Goals for the Proposed Charter School</u>          Proficiency goals are not clear. explain. - joseph_maimone</p> <p><u>Goals for the Proposed Charter School</u>          The process for monitoring the progress of these goals is not clear and outlined with details.</p> <p>The goals are not time specific or highly focused based upon surrounding LEA data.</p> <p>The arts are not clearly linked to the goals presented but seems to be stated as a primary focus and reason for innovation. - heather_soja</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u>          The Board mentions that they will have an "open door" policy, but how will the be balanced with governance vs. operational? - shannon_stein</p> <p><u>Instructional Program</u>          ***The applicant did not provide a clear and coherent description of the instructional methods.          ***The applicant did not provide documented evidence that the proposed approach will lead to improved student performance for its targeted population. - kwilliams75</p> <p><u>Instructional Program</u>          Is there any evidence that the parallel assessments have been successful in evaluating students? - arkagan</p> <p><u>Instructional Program</u>          Although the focus on the arts and character development is admirable, how will M.I lead to better student outcomes? How will the instructional program help prepare all students for college and careers of their choice (whether it's art or STEM or something altogether different)?</p> <p>What parallel assessments will be used? What will they measure and how will results of these inform the board of student progress?</p> <p>Is there documentation supporting a similar instructional model as this one is not detailed enough to assess?          - nacharles</p> <p><u>Instructional Program</u>          The description of the instructional program and methods lacking in critical details as is the assessment strategies. The applicant does not provide documented evidence that the proposed approach will improve student performance for similarly situated students. The applicant uses education jargon but does not demonstrate a comprehensive plan for how to actualize the plan based on researched based models with a track record of success. - kellestracy1</p>

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<p><u>Instructional Program</u> The applicant lacks coherent focus and a commitment of the true integration of the arts. The core knowledge and the arts seem to be disconnected from student learning and student outcomes. - heather_soja</p> <p><u>Curriculum and Instructional Design</u> ***The applicant provided a curriculum outline for Core Knowledge, but did not include how the arts infusion will be a part of that. ***The applicant did not identify how the curriculum aligns with the targeted student population. ***What instructional strategies are teachers expected to master related to the multiple intelligences? ***What instructional strategies are teachers expected to master related to critical thinking? *****Has the applicant constructed its calendar based on the following definition of instructional time: "Instructional time is that time during which students are assigned to a teacher for the primary purpose of instruction. Instruction is any activity that leads toward the mastery of specific educational goals as stated in the North Carolina Standard Course of Study and local guides. Though definitely a part of school life, some activities, such as the following, are not considered to be part of instructional time: changing classes, homeroom, lunch, pep rallies, and school dances." ***The applicant did not explain how it will use the "extra" time scheduled in its calendar other than for inclement weather days. How will this "extra" time enhance the academic opportunities for students? - kwilliams75</p> <p><u>Curriculum and Instructional Design</u> Are funds being used to support prekindergarten? If not, why is the PreK curriculum attached? Are there other plans for a PreK?  Although the applicant describes the school's curriculum as Core Knowledge, how is arts embedded? The art focus was used as rationale for the targeted population and location, can the applicant share how this is actualized in the curriculum?  What specialized skills will teachers be required to demonstrate to support the M.I and arts addition? - nacharles</p> <p><u>Curriculum and Instructional Design</u> More details are needed in response to all of the questions in this section. The sample curriculum is not an art infused curriculum therefore it is not aligned to the stated mission. The learning environment as described does not specifically support the art infusion model. The course offerings are not aligned with art theme - kellelytracy1</p> <p><u>Curriculum and Instructional Design</u> Arts focus is a strong draw. Could have and better explanations of integration into the CK curriculum. elaborate? - joseph_maimone</p> <p><u>Curriculum and Instructional Design</u> Arts-focused and literacy strands are not evidenced in the information provided. Many charter schools use the Core Knowledge curriculum which does not in itself denote innovation. The applicant should provide an arts-integrated curriculum to compliment the Core Knowledge to demonstrate an innovative product. - heather_soja</p> <p><u>Special Programs and "At-Risk" Students</u></p>
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	<p>***What is the applicant's plan to exit students from ESL services? ***How is the plan for gifted students different from what should be done for all students? - kwilliams75</p> <p><u>Special Programs and "At-Risk" Students</u> The applicant addressed a general framework for at-risk students, however, what specific interventions will an individual student who is not progressing receive?</p> <p>Is there an AIG coordinator? How will AIG students be indentified or referred? - nacharles</p> <p><u>Special Programs and "At-Risk" Students</u> How will your arts integration be used to meet the needs of academically gifted students? How is the specialized curriculum used to differentiate? - heather_soja</p> <p><u>Exceptional Children – Identification and Records</u> ***How will the applicant use Child Find? - kwilliams75</p> <p><u>Exceptional Children – Identification and Records</u> Will Child Find be a part of the applicants EC program? - nacharles</p> <p><u>Exceptional Children – Education Programming</u> ***The applicant did not describe how it will ensure a full continuum of services are provided for students with disabilities. - kwilliams75</p> <p><u>Exceptional Children – Education Programming</u> Explain and provide examples of how students with disabilities will be given access to arts programming. - kelleltracy1</p> <p><u>Exceptional Children – Education Programming</u> The plan for EC students is generalized and could be found in most other schools as it is specified. How does the proposed curriculum and arts integration fit into the picture of serving exceptional children? How is the plan specifically aligned with the mission and instructional methods outlined as one of the 6 purposes? - heather_soja</p> <p><u>Student Performance Standards</u> ***The goal provided is not a SMART goal and does not set a high standard for student performance. ***The applicant did not specify clear policies and standards for promotion from one grade level to the next nor exit standards for ALL students. - kwilliams75</p> <p><u>Student Performance Standards</u> Will any tools other than DIBELS be used for assessment gathering? - arkagan</p> <p><u>Student Performance Standards</u> Does the applicant plan on using SMART goals? What assessments will be used in grades K-2? Any assessment to help the board keep track of the art component?</p> <p>Given the art nature, are the portfolios or projects? - nacharles</p> <p><u>Student Performance Standards</u> The goals are not SMART. Indicate what specific data sources will be used by teachers in PLCs and drive instruction, modify strategies and adjust instruction when needed. -</p>
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	<p>kellelytracy1</p> <p><u>Student Performance Standards</u> The applicant does not expand on goals. The response is not clear, time specific, focused or measurable. - heather_soja</p> <p><u>Student Conduct and Discipline</u> ***Under what circumstances is a loss of credit (assignment, test, class) an appropriate disciplinary response for a behavior infraction? ***Other than expulsion, can students be suspended for more than 10 days? If so, under what circumstances? ***What are the due process rights of students who are suspended or expelled? ***The Schoolwide Discipline Plan included in Appendix O is from Union Day School, with no attribution given. Is this really the plan intended to be followed at Wilmington School of the Arts?? - kwilliams75</p> <p><u>Student Conduct and Discipline</u> Can the applicant define the infractions more clearly to help avoid implicit bias and help manage expectations? - nacharles</p> <p><u>Student Conduct and Discipline</u> The applicant does not provide sufficient detail to determine the sustainability of the plan and the plan does not align with the arts theme. It lacks intentionality and does not describe how the school will create a common language, shared values, promote equality, equity, or how it will establish traditions, establish pillars or core beliefs or celebrations, or ow it will create a community of learners. - kellelytracy1</p>
<p><b>Governance and Capacity</b></p>	<p><u>Private Non-Profit Corporation</u> Is the applicant going to apply for 501(c)3 status? - nacharles</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> n/a - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How does the bylaws define the size of the Board? Is the size parameters too wide? (i.e. 5-13) Who decides?  Are there any limitations as to what can be grieved? - shannon_stein</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> ***The board appears to be missing a member with legal expertise. ***What is the plan for ongoing board training and development including a timetable and specific topics to be addressed? ***Are there any existing relationships that could pose actual or perceived conflicts of interest if the application is approved? ***If a grievance is with the principal, what happens during the grievance process? ***How will the governing board and individual board members be evaluated? ***What is the missing Section 5 in Article 5 of the bylaws? What is considered to be a quorum at board meetings? - kwilliams75</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Will the school have a policy to remove a board member prior to the expiration of his/her term? - arkagan</p>

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	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>  Why the choice for an Executive Director rather than a principal, lead admin, or Head of School? Is there an unnamed benefit or skill in having an ED?</p> <p>Who will decide on the size of the board given the wide spread (5 to 13) in order to help set a quorum?  Given the art mission, why are no art related board members listed?</p> <p>How will the board be evaluated? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>  Board members have diverse backgrounds - marylynn_kroeger</p> <p><u>Proposed Management Organization (EMO/CMO)</u>  n/a - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u>  ***In its description of the operations manager, the applicant began describing duties of an assistant executive director. Yet, there is no mention of this position elsewhere. Please explain.  ***Is it reasonable to expect that a classroom teacher will also serve as the Arts Coordinator? Is it reasonable to expect that a classroom teacher will also serve as the Curriculum Coordinator? Why not join the Arts Coordinator and Curriculum Coordinator as one full-time position with no separate classroom duties?  ***What is the employee's course of action if the grievance is with the principal?  ***What are the roles and responsibilities, qualifications, and appropriate licenses necessary for the interventionists? - kwilliams75</p> <p><u>Staffing Plans, Hiring, and Management</u>  What is the feel of the local employment market? Often charter teacher put in longer hours than traditional school teachers; what benefits will be offered to entice quality teachers who otherwise would have the option of staying at a traditional school?  When will the school begin the recruitment process?  How many, if any, of the key personnel have already been identified? - arkagan</p> <p><u>Staffing Plans, Hiring, and Management</u>  The school appears to have several dual roles, will those roles be reflected in the budget?</p> <p>Can the applicants clarify the role of the Operations Manager? Is the the Assistant ED?</p> <p>Can the applicant quantify and elaborate on the staff assessment process?</p> <p>How are teachers trained to meet the needs of AIG students?</p> <p>How is highly qualified defined with out NCLB? - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u>  How will the Art Coord be able to teach classes and support teachers at the same time?  The recruitment plan does not indicate any specific competences related to the arts program being proposed. - kellelytracy1</p> <p><u>Staff Evaluation and Professional Development</u>  Is the number of evaluations reasonable given the # of admin staff (i.e. 1 eval/quarter)? - shannon_stein</p>
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<p><u>Staff Evaluation and Professional Development</u> Will the executive director have any specific tools for the professional development of staff or will he/she be expected to develop his/her own? - arkagan</p> <p><u>Staff Evaluation and Professional Development</u> Who will mentor teachers during the first year?</p> <p>Is the evaluation schedule realistic given the proposed size of the school and the duties assigned to the E.D?</p> <p>Is there anything in terms of art added to the P.D or evaluation process? - nacharles</p> <p><u>Marketing Plan</u> ***What are the applicant's plans to achieve a reasonable reflection of the racial/ethnic and other demographic composition of New Hanover County Schools? - kwilliams75</p> <p><u>Marketing Plan</u> Does the school have any existing relationships that will allow access to business, houses of worship, community centers, athletic venues, etc.? If not, what steps will need to be taken to generate those leads? If so, what are those relationships? What is the timing of the implementation of the marketing plan? Does the school have identifiable benchmarks to determine if the marketing plan is working, and if it needs to be adjusted, what other options are available? - arkagan</p> <p><u>Marketing Plan</u> Have previous interest meetings been held? How did the applicant gauge interest? - nacharles</p> <p><u>Marketing Plan</u> Marketing plan does not include plans to reach out to art organizations in the community to recruit students who are already involved with local arts programs, lessons, community org. - kelleytracy1</p> <p><u>Parent and Community Involvement</u> ***What is the plan for building engaging partnerships between the family and the school that strengthen support for student learning? - kwilliams75</p> <p><u>Parent and Community Involvement</u> Does the school already have a website/facebook? Does the school have requisite costs for setting up a professional website included in its startup costs? - arkagan</p> <p><u>Parent and Community Involvement</u> How does the plan for parent involvement address need of low resourced families? - nacharles</p> <p><u>Admissions Policy</u> ***Why do only founding board members' children get preference instead of all board members' children? - kwilliams75</p> <p><u>Admissions Policy</u> Will new board members be able to send their children to the school?</p>
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	<p>How is preference given in a lottery if it is not weighted? - nacharles</p> <p><u>Admissions Policy</u> Will the school have a sibling preference? - kellestracy1</p> <p><u>Weighted Lottery</u> ***How will the applicant achieve a targeted student population that contains 51% - 63% of students receiving free and reduced lunch without a weighted lottery? - kwilliams75</p> <p><u>Weighted Lottery</u> Regarding the sibling lottery process, what would happen if a family is chosen, and one of the classes of siblings is already filled? Would the class size be increased, or would the sibling then fall on the wait list? Would said sibling receive a priority on the waitlist in front of other students who are already on it? - arkagan</p> <p><u>Weighted Lottery</u> N/A - nacharles</p> <p><u>Weighted Lottery</u> Additional details about how the weighted lottery will be structured are necessary. - kellestracy1</p>
<p><b>Operations</b></p>	<p><u>Transportation Plan</u> How will stops be determined? How will you meet this demand if you do not get the DPI transportation grant? - shannon_stein</p> <p><u>Transportation Plan</u> ***How does the board reconcile the statement, "Accessibility may be difficult for many students." with the statement, "WSA will provide a bus that we anticipate being the mode of transportation for perhaps 25% (75) of our students."? The two seem to contradict each other. If the plan is to only provide transportation for 25% of the student population and the board believes that accessibility may be difficult for many students, why is the board stopping at 25%? - kwilliams75</p> <p><u>Transportation Plan</u> How will you provide transportation to those students who have transportation as a related service on their IEP? - kevin_allen</p> <p><u>Transportation Plan</u> Is transportation a barrier if "accessibility may be difficult?"</p> <p>Is one bus enough for the anticipated target population across three LEAs?</p> <p>- nacharles</p> <p><u>School Lunch Plan</u> ***Of what will a "cold meal" consist?</p> <p>***Why is the board estimating that only half of the students who qualify for free or reduced-price lunch will actually take advantage of the free meals? This is not reasonable and may affect overall budget projections. - kwilliams75</p> <p><u>School Lunch Plan</u> What is the markup for vendor and cold lunches to support free and reduced lunch students?</p>

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	<p>Will lunches meet nutrition standards?</p> <p>- nacharles</p> <p><u>Facility and Facility Contingency Plan</u> Given the average \$/sq foot price in the area, is it reasonable to think you will get it for less than 1/2 for the school? - shannon_stein</p> <p><u>Facility and Facility Contingency Plan</u> A facility payment of \$337,500 in year one would be 7.3% of revenue. Is that a realistic expectation, and how does that fall in with other charter schools in the area? Have any of these assumptions been vetted with any of the developers mentioned? - arkagan</p> <p><u>Facility and Facility Contingency Plan</u> Does market research support the facilities assumptions?</p> <p>If space costs between \$45-\$75 per square foot, why does the school estimate a \$15 cost?</p> <p>Are upfitting costs considered? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> Please clarify why facilities identified have a much higher cost per square foot then what was budgeted? - marylynn_kroeger</p>
<p><b>Financial Plan</b></p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Appendix M is not included, - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> ***Why does the budget include 2 operations managers in year 1 and 1 operations manager in years 2-5? ***This budget does not account for the extra salary that the Curriculum Coordinator and Arts Coordinator are supposed to be paid in the currently planned structure. ***If the plan is for the arts (Music, Dance, Theatre, Visual Art) to be infused in the regular classrooms, what is the role of the electives/specialty teachers? ***How did the board come to the conclusion that one interventionist is enough in year 1 and 2? - kwilliams75</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Why are all Core Teachers ,who are proposed to be highly qualified, starting the lowest proposed salary? Is there any differentiation?</p> <p>The Operations Manager position continues to be confusing, why the budget variance and number of positions over the course of the years?</p> <p>Given the mission, why are there not more art centered team members? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Curriculum Coord are not included in the budget eventhough they are in the org chart. - kelleytracy1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Did you take into consideration the substantial nature of start-up costs? Specifically, what type of upfit budget do you have for the facility you identify? - shannon_stein</p>

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Operations Budget: Expenditures 2018-2023 (Table)

\*\*\*What are the non-categorized expenses?

\*\*\*Where is the contract with Goodall Consulting reflected in this budget?

\*\*\*The applicant's projected expenditure for student meals may not be high enough for the population it expects to have at its school. - kwilliams75

Operations Budget: Expenditures 2018-2023 (Table)

Facility payment as a percentage of revenue hovers around 10%, which seems to be significantly below average for a new built, or renovated construction. Have these targets been vetted against any industry professional? - arkagan

Operations Budget: Expenditures 2018-2023 (Table)

For a start-up school with no legal expertise on the board, is a \$4500 legal budget realistic?

The facilities costs were addressed elsewhere but should be explained.

Are contracted ELL and EC service allocations realistic for a school of this size?

- nacharles

Operations Budget: Expenditures 2018-2023 (Table)

Concerned that Facility rent is 13.7% of revenues in year 1 and 10% in year 5

Why is Linq/Power school fee the highest in year 1 - Does this fee not typically increase as enrollment increases? - marylynn\_kroeger

Total Expenditure Projections (Table)

Operating costs, net of facility payment is close to, and even in excess of 80% of revenue. Is the school concerned that such a tight budget will not allow for any fiscal projections that come in higher than targeted, specifically with a facility payment so far below average? - arkagan

Budget Narrative

\*\*\*How will the board build revenue prior to receiving its first allotment from the State and local LEA?

\*\*\*What are the procedures for the selection of contractors and large purchases? - kwilliams75

Budget Narrative

Although the applicant was mostly consistent across the application, why does the budget not reflect more of the mission and instructional goal around art?

Could the applicant be more detailed about internal controls

Does the budget truly consider the target population? - nacharles

Budget Narrative

Relaying on donations and fundraising is not a sustainable financial contingency strategy to ensure financial viability. - kelleltracy1

Financial Audits

\*\*\*There is a contradiction in which the applicant has stated in this section that none of the board will have children at the school, while in the Admissions Policy section, the

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	<p>applicant has stated children of founding board members will get enrollment preference. Which is correct? - kwilliams75</p> <p><u>Financial Audits</u> Are board children eligible to enroll or not?</p> <p>Although the applicant shared that the CPA will evaluate internal controls, what are the specifics of the internal controls and does the Operations manager handle or the ED? - nacharles</p> <p><u>Financial Audits</u> Lean on startup budgetary items. - joseph_maimone</p>
<b>OVERALL</b>	<p><u>Cover Page</u> Why has he school not yet applied for non-profit status? Will this be done before approval and school opening?</p> <p>Is the Goodall contract included in the budget? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is the plan to grow the school through middle school in subsequent years?</p> <p>Is the a market for presumably 900 students to attend a charter in the target area? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What is the demonstrated need of enrolling his many students? - tammisutton1974</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The applicant seems to have identified a unique school for the specific area but the year 1 projections seems lofty. - heather_soja</p>

<b>Charter School Advisory Board Subcommittee</b>	
<b>Mission, Purposes, and Goals</b>	<p>Mr. Maimone led the discussion and outlined question around goals as some were not smart goals. For example, the application stated that 100% of its students would be proficient. Ms. Vuncannon had questions about the arts, mission statement and curriculum. Ms. Reeves wanted to know the type of arts curriculum and its relation to the mission.</p> <p>Mr. Quigley noted that the applicant projected 50-60% of its student would be low-income. He wanted to know if the board had considered a weighted lottery to ensure its recruitment to meet that targeted number. A weighted lottery was not requested in the submitted application.</p> <p>Ms. Reeves stated that multiple intelligences was listed as key component in the mission. She was curious to know how the arts and multiple intelligences meshed. She wanted to be sure the board knew what was in its proposed application. Ms. Vuncannon wanted to know how the board would correlate benchmarks to student achievement.</p> <p>Mr. Maimone wanted to know if any of the board members would be staff members. Ms.</p>

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	<p>Reeves asked if the school would bring students from Pender County. The CSAB had questions about the number of charter school in the area. Dr. Townsend -Smith replied 6. Mr. Walker wanted to know who would conduct the schools finances. Ms. Kroeger stated the facility cost was 14% of the revenue.</p> <p>The Board replied to the CSAB questions. Of the 300 surveys sent out, the board received 80 responses and stated they were still building awareness about the school. They have started to use Facebook as a marketing tool. The board also stated this was a community that valued charter schools. The board communicated they had plans to schedule a parent / community involvement meeting and had several people volunteer to host the meetings. They added that Smart Start was interested in being involved with their school.</p> <p>Mr. Maimone questioned the detail of the survey sent to stakeholders. The board communicated that the questions asked included the age range, middle school interest, interest in attending a school with integrated arts and position in the community.</p> <p>Mr. Maimone asked for a description of integrated Arts. A board member replied she had over 20 years experience in the arts. The goal was to integrate the arts into all aspects of the school programs. They would incorporate 3 pieces: elementary (no elementary school in NC with arts), theater arts, with music, and pull out classes.</p> <p>Mr. Quigley wanted to know if the arts coordinator would be an elective teacher. The Board replied the arts coordinator would be an elective teacher and would provide support to the classroom teacher. The board stated there would be 4 Part time and 2 full time staff for the arts.</p>
<p><b>Education Plan</b></p>	<p>Mr. Quigley wanted to know if there would be individualized lessons for students. The school planned to individualize by conducting multiple intelligence testing to see how the student learned.</p> <p>Mr. Quigley asked if the school planned to purchase the Core Knowledge program because the budget did not reflect that cost. The Core Knowledge materials are at least \$3,000 per set. The board stated they would be purchasing Singapore Math. The board response detailed Cooperative Learning and Mr. Quigley asked why that component was not indicated in the application. Mr. Quigley asked the board to describe what Cooperative Learning looked like in the classroom. The Board replied students rotating from table to table and interacting with each other.</p> <p>Ms. Sutton asked the board about recent research which indicated that the multiple learning styles had no link to student achievement. A member of the board replied that based on going back to No Child Left Behind, this program would work. Board stated there were many aspects of Cooperative Learning that is effective.</p> <p>The board said there were things they could purchase to use as benchmarks. They would track students from the begin to the end. The teachers would need to be on board with the training, whether MI or Core Knowledge.</p> <p>There was a lot of training that must take place before opening the school. Mr. Maimone wanted to know where they would get the Core Knowledge Training. The board stated someone would come to their school to train the teachers.</p> <p>The CSAB provided the opportunity for the board to provide additional information about</p>

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	its lunch program. The board communicated that they realized there would be no free/reduced for the first year because of a cash flow program. To determine if a student would receive free lunch the school would most likely require the completion of a free/reduced lunch form.
<b>Governance and Capacity</b>	Mr. Quigley asked the board if they expected the school to be diverse and if so, why diversity was not reflected on the board. The board stated they expected the school to be diverse and they are working on their board diversity.
<b>Operations</b>	
<b>Financial Plan</b>	Ms. Kroeger asked the board if they had any concerns about their proposed budget. The board replied yes and they would talk to banks if a cash flow issue presented itself. She also asked the board about the square footage amount for the facility per student. The Board replied, 75 sq. ft per student; \$15.00 per sq ft. was the annual facility cost. Also, one member of the board would be employed as an Advisory Board Member. The board wanted to keep an odd number of board members.
<b>OVERALL</b>	<p>Ms. Reeves made a motion to not recommend Wilmington School of the Arts to the State Board of Education to begin Ready to Open. Ms. Sutton seconded. Mr. Maimone and Mr. Hawkes stated that the board was strong. Mr. Hawkes said the superintendent would not be happy if this group moved forward because the LEA would lose a lot of students. Mr. Maimone asked the CSAB to outline what it needed to see to move the group forward.</p> <p>Ms. Reeves stated the application included many lists (Cooperative Learning, Multiple Intelligences, and Core Knowledge) and the application was not clear as to how each of these pieces would go together.</p> <p>Mr. Quigley stated that while there are some strong board members, he was not ready to move the applicant forward to Ready to Open. There were too many questions remaining and not answered.</p> <p>Ms. Kroeger stated that the educational plan was not clear. Ms. Sutton added she had concerns about the targeted student population in the application and the board response to the weighted lottery and racial diversity was lacking. Mr. Maimone encouraged the board to reapply and to be more concrete with their application and responses. The motion passed 6 to 4 with Mr. Walker, Ms. Gibbs, Mr. Maimone and Mr. Hawkes dissenting.</p>

### Overall Summary

<b>Initial Screening</b>  <b>09/27/2017</b>	The Office of Charter Schools deemed this application complete on September 27, 2017. No further information is needed to begin the application evaluation.
<b>Application Review</b>	<p>OCS provided a brief overview of the proposed application including proposed county, proposed enrollment for the first five (5) years, and if the application had an LEA impact statement and/or due diligence.</p> <p>Performance Committee discussed the application led by Mr. Maimone. Mr. Maimone asked what is the justification to meet such a large enrollment number. Additionally, he</p>

	<p>noted that the education plan seemed to be a focal point of external evaluators and asked the committee members if there were any particular sections they should hone in on. Mrs. Kakedelis sought clarification around the parallel assessment program defined by school, how cooperative learning and multiple intelligences go into Core Knowledge and how this is all blended with an arts focus. Mrs. Kakedelis noted that in two different places the school mentioned a specific targeted population and asked whether the school will use a weighted lottery to get those populations. As a follow-up, how will the school achieve those percentages if they do not have a weighted lottery. Mrs. Reeves noted that the goals were not written in the format of a SMART goal. Additionally, the education plan had a lot of strategies listed but the application did not indicate how those come together to create a strong academics while adhering to the arts. Mrs. Kakedelis inquired on whether the applicants have visited an arts school that uses core knowledge. Mr. Quigley stated that the education plan needed some more work. Mrs. Kakedelis asked regarding the population they are trying to reach, what interventions will be utilized.</p> <p>Mr. Maimone asked the board to elaborate on the education plan, how will they market the school to be attractive to parents, and how will they address enrollment percentage (5% of LEA). The Board introduced themselves then responded that Core Knowledge and art are woven together. The arts are a part of core knowledge and the school intends to hire staff to teach specific art programs as specials classes. Core knowledge is thematic in nature.</p> <p>Mr. Maimone suggested that the board bring back as much information as possible dealing with the survey.</p> <p>Mrs. Reeves made a motion that the Performance Committee recommend to the full board to not move the school forward to interview. Tammi Sutton seconded. Mr. Maimone expressed that he would not support that motion and that they have enough information in the education plan that supports Core Knowledge and how they will do it. All in favor 3 (Mrs. Reeves, Mr. Quigley, Ms. Sutton), opposed 3 (Mr. Maimone, Mrs. Gibbs, Mrs. Kakedelis). Motion fails.</p> <p>Mr. Maimone made a motion that the Performance Committee recommend to the full board to move the school forward to interview. Mr. Quigley seconded. All in favor 6 0.</p> <p>Mr. Maimone made a motion to the full board that the Performance Committee recommends inviting the school back for full interview. Mrs. Gibbs Second. Motion passes unanimously. Mrs. Turner commented that Mr. Maimone really knows the curriculum, but she wants to hear from the board of the charter that they understand the curriculum.</p>
<p><b>Application Interview</b></p>	<p>Dr. Townsend-Smith shared an overview on the proposed LEA location, projected student enrollment and grade levels for years 1-5, no LEA impact or due diligence statements, pass/fail ratings. The board of Wilmington School of the Arts introduced themselves. Mr. Maimone led the discussion. The Board members decided to provide a brief statement about why they wanted to start the charter school. The Board believed strongly that students would do well, and we believed they would have strong community involvement.</p> <p>Mr. Hawkes questioned if members on the board were retired from New Hanover County. Two board members were retired and have a connection with New Hanover County School System.</p>

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	<p>Mr. Maimone informed the board of the interview protocol. He advised the board to take some notes and be prepared to answer those questions when prompted.</p>
<b>OVERALL</b>	<p>Ms. Reeves made a motion to not recommend Wilmington School of the Arts to the State Board of Education to begin Ready to Open. Ms. Sutton seconded. Mr. Maimone and Mr. Hawkes stated that the board was strong. Mr. Hawkes said the superintendent would not be happy if this group moved forward because the LEA would lose a lot of students. Mr. Maimone asked the CSAB to outline what it needed to see to move the group forward.</p> <p>Ms. Reeves stated the application included many lists (Cooperative Learning, Multiple Intelligences, and Core Knowledge) and the application was not clear as to how each of these pieces would go together.</p> <p>Mr. Quigley stated that while there are some strong board members, he was not ready to move the applicant forward to Ready to Open. There were too many questions remaining and not answered.</p> <p>Ms. Kroeger stated that the educational plan was not clear. Ms. Sutton added she had concerns about the targeted student population in the application and the board response to the weighted lottery and racial diversity was lacking. Mr. Maimone encouraged the board to reapply and to be more concrete with their application and responses. The motion passed 6 to 4 with Mr. Walker, Ms. Gibbs, Mr. Maimone and Mr. Hawkes dissenting.</p>