



**PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education | Department of Public Instruction

## North Carolina Charter School Application

Davis Academy Chadbourn

Opening in the 2020-2021 School Year

## Table of Contents

Application Contact Information	5
Certify	8
Charter Application Special Requests	9
Acceleration	9
Section 1 Mission, Purposes, and Goals	14
1.1 Mission and Vision.	14
1.2 Purposes of the Proposed Charter School	22
1.3 Goals for the Proposed Charter School	23
Section 2 Education Plan	26
2.1 Instructional Program	26
Curriculum and Instructional Design	27
High School Graduation and Postsecondary Readiness (High Schools Only)	37
2.2 Special Populations and “At-Risk” Students	38
2.3 Exceptional Children	41
Identification and Records	42
Exceptional Children’s Programming	41
2.4 Student Performance Standards	44
2.5 School Culture and Discipline	46
Certify	48
Section 3 Governance and Capacity	49
3.1 School Governing Body	49
3.2 Governance	49
3.4 Staffing Plans, Hiring, and Management	61
Projected Staff	61
Staffing Plans, Hiring, and Management	62
3.5 Staff Evaluations and Professional Development	67
3.6 Marketing, Recruitment, and Enrollment	70
Marketing Plan	70

3.7 Parent and Community Involvement	72
3.8 Admissions Policy	74
Weighted Lottery	78
Certify	79
Section 4 Operations	80
4.1 Transportation Plan	80
4.2 School Lunch Plan	81
4.3 Civil Liability and Insurance	82
4.4 Health and Safety Requirements	83
Start-Up Plan	83
4.5 Facility	85
Certify	88
Section 5 Financial Plan	89
5.1 Charter School Budget	89
5.2 Budget Narrative	89
5.3 Financial Compliance	94
Certify	95
Application Fee	96
Signature Page	97
Appendices	98
Appendix A1 – Acceleration Evidences	99
Appendix A – Evidence of Parent/Community Support*	161
Appendix B – Curriculum Outline for Each Grade Band the School Will Ultimately Serve*	226
Appendix D – Yearly Academic Calendar*	238
Appendix E – Daily and Weekly Schedule for Each Grade Band the School Will Ultimately Serve*	241
Appendix G – Organizational Chart*	245
Appendix H – Charter School Board Member Response and Resume*	247
Appendix I – Board Member Background Certification Statement and Completed Background Check*	281

Appendix J – Proposed By-Laws of the School’s Board of Directors*	307
Appendix K – Articles of Incorporation or Municipal Charter*	330
Appendix L – Insurance Quotes*	336
Appendix N – Proposed School Budget for Year 1 through Year 5*	339
Appendix O – Additional Appendices Provided by Applicant	348
Appendix P – Required Signed and Notarized Documents*	355

## Application Contact Information

1. Name of Proposed Charter School: Davis Academy Chadbourn
2. Organization Type:  Municipality  Nonprofit Corporation
3. Name of non-profit organization under which charter will be organized or operated: Davis Academy, Inc.
4. Has the organization applied for 501(c)(3) non-profit status?  Yes  No  N/A (Municipal)
5. Provide the name of the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of Contact Person: Yolanda N. Davis

Title/Relationship to Non-Profit: Board Chair

Mailing Address: PO Box 31274

City/State/Zip: Charlotte, NC 28231

Primary Telephone: 984-212-7011

Alternate Telephone: 855-994-7687 ext. 930

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

Geographic County: Columbus

LEA/District Name: Columbus County Schools

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

Yes

No

Give the name of the third-party person or group: Leaders Building Leaders

Fees provided to the third-party person or group? \$7,000.00

8. 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.

Leaders Building Leaders gathered specific data, resources, and board input through conference calls to develop an application personalized to the school's targeted population, mission and purposes, goals, governance, and operations. The organization shared responsibility with the board for writing the content for the application and input all application information with the online application system. The contracted support from Leaders Building Leaders will end once the application has been submitted and a mock interview has been conducted with the Davis Academy Chadbourn board in preparation with their interview with the CSAB.

5

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [danielle.allen@dpi.nc.gov](mailto:danielle.allen@dpi.nc.gov).

9. Is this application a conversion from a traditional public school or private school?

Yes. Complete the Conversion Special Request Section.

No.

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

Yes. Complete the Replication Special Request Section.

No.

Do you want your replication application to be considered for Fast-Track?

Yes. Complete the Fast-Track Special Request Section.

No

11. Do you want your application to be considered for acceleration?

Yes. Complete the Acceleration Special Request Section.

No.

12. Do you want your application to be considered for an Alternative Charter School?

Yes. Complete the Alternative Charter School Special Request Section.

No.

13. Grade Levels Served and Total Student Enrollment

Projected School Opening Year: 2020                      Month: August

14. Will this school operate on a year-round schedule?  Yes                       No

15. Enrollment Summary. Complete the following table, graying out (or leaving blank) any rows for grades the school will not serve.

Number of Students						
Grade Level	Year 1 2020-2021	Year 2	Year 3	Year 4	Year 5	At Capacity 2027-2028
K					60	60
1					60	60
2				60	60	60
3				60	60	60
4			60	60	60	60
5		60	60	60	60	60
6	60	60	60	60	60	60
7	60	60	60	60	60	60

<b>8</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>
<b>9</b>						
<b>10</b>						
<b>11</b>						
<b>12</b>						
<b>Totals</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>420</b>	<b>540</b>	<b>540</b>

16. Complete the following table, providing projected enrollment for each of the following demographic groups.

<b>Anticipated Racial/Ethnic Demographics (%)</b>	<b>% of Economically Disadvantaged Students</b>	<b>% of Students with Disabilities</b>	<b>% of English Language Learners</b>
<ul style="list-style-type: none"> <li>● 73.3% African American</li> <li>● 16.8% White</li> <li>● 7.9 % Hispanic</li> <li>● 2% Two or More Races</li> </ul>	97%	13.5%	2.8%

Note: This mirrors the demographics of the middle school formerly housed at Davis Academy’s projected location and the LEA.

17. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

The board’s first option for facility originally housed one of the LEA’s middle schools, grades 6 through 8. LEA closed the middle school at the beginning of the 2018-2019 school year and transferred those students to a community in Evergreen, NC. It is our immediate goal to provide the children who transferred viable school choice in their community. Therefore, we are starting with grades 6 through 8.

When the middle school closed at the beginning of the 2018-2019 school year, the enrollment was 101, the lowest that it had been in the school’s history due to a new district release policy. The release policy gave some students the choice of different educational opportunities at other schools, leaving behind a majority minority population with no true school choice. The parents of the majority of those students have indicated that they would like to return to school in their community as evidenced by over 60 responses to our survey with many of the parents stating they would send their children to the school if it were to re-open as a charter school.

At the school’s peak, it had an enrollment of 413 students. In addition, we are targeting other neighboring communities within the county within 15 miles who have alarming disparities in academic success between our target population and their counterparts. Oftentimes, our target population attends schools with low NC Report Card grades. For example, Evergreen Elementary has a school report card grade of D, and Tabor City Middle School has a grade of F. The low

performance of African American, Hispanic, economically disadvantaged, and exceptional students indicates an opportunity to offer parents a new school choice. We would like to give the students all students a viable school choice to attend school within their community.

Certify

18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.  I certify  I do not certify

Explanation (optional):

Click or tap here to enter text.



## Charter Application Special Requests

### Acceleration

Do you want your application to be considered for acceleration?

Yes. Answer questions A1-5.

No. Stop. Do not complete this section.

A. Per State Board of Education policy CHTR-013, the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

1. Demonstrate a clear and compelling need for the accelerated planning year.

Davis Academy Chadbourn chose its home in Columbus County, and more specifically Chadbourn, NC, due to the urgent need in this rural community to empower its citizens with strong public education options. In the county, the majority of students are at risk of academic failure. The chronic achievement gap present within Columbus County Schools and Whiteville City Schools indicates that programmatic changes are required to meet the needs of marginalized students. Davis Academy Chadbourn offers an educational experience that is tailored to the marginalized with a particular emphasis on students of color and students who are economically disadvantaged. Davis Academy Chadbourn's instructional model is grounded in brain-based pedagogy and utilizes culturally responsive learning tools to encourage learning. In addition, all operational and programmatic features are designed with the brain in mind to ensure that the academic, social, emotional, and physiological needs of students are met to promote learning. Students who attend Davis Academy Chadbourn will benefit from research-based strategies and tools that not only foster learning but expedite learning as well.

We are applying for an accelerated planning year in order to open this school to satisfy the immediate demand by parents and the community due to the closure of Chadbourn Middle School by a vote of the Columbus County School Board on August 6, 2018.

In spite of the town council signing a resolution against the closure of Chadbourn Middle School and the parental opposition of the plan due to the added travel time to the new school and the general disdain for the closure of their local school, the school board voted in favor of closing Chadbourn Middle School. The board's decision further marginalized a community and sent students from a school that Met Growth and earned a C on its report card to a school that also Met Growth but earned a D on its report card.

The reason that the board gave for the school closure was that maintenance costs were too high for a school that only served 98 students. With their school system in debt, the Columbus County School Board was seeking ways to reduce costs; however, there is more to the story. The closure is part of a larger merger plan that includes a new middle school to be constructed in Cerro Gordo, which while it is only eleven miles away from Chadbourn Middle School is still outside of the Chadbourn community. In the interim, the merger plan forces students to be bussed to Evergreen

Elementary, where minority, economically disadvantaged, and students with disabilities demonstrate minimal proficiency in all subject areas.

Evergreen Elementary  
Percentage of Students Performing Below Grade Level

<b>Subgroup</b>	<b>Math</b>	<b>English</b>	<b>Science</b>
Black	75.4%	64.4%	45.4%
White	56.5%	46.7%	32.0%
Economically Disadvantaged	74.8%	66.3%	39.1%
Students w/ Disabilities	95.0%	95.0%	Not Provided

To ensure that we provide an education where all children will not only be proficient but will become socially competent and confident community members, we have selected a Principal who is a 14-year veteran educator who has a proven history of success in assisting low-performing schools and districts within marginalized communities attain dramatic improvements in climate and culture as well as student achievement. She specializes in whole-school reform; schoolwide and classroom-based climate and culture; teacher and school leadership development; systems thinking; restorative disciplinary practices; and culturally responsive teaching and learning. She has nine years of administrative experience, having served as a Special Assistant of Student Supports, Principal, Climate and Culture Specialist, and Department Chairperson.

As an administrator, Ms. Davis has worked with, coached, and trained educators and has been instrumental in promoting significant growth and sustained change at both the school and district levels. A large portion of her work has consisted of developing support structures within school communities for students with low attendance, poor grades, and thick disciplinary records. Support structures included professional development opportunities for teachers and administrators in the areas of identifying their own personal implicit biases and embedding both brain-based and culturally responsive pedagogical practices into the teaching and learning experience.

She is a former principal who served at both the secondary and elementary levels. As a high school principal of one of the lowest performing schools in New Jersey, she implemented a rigorous instructional program and effective school support structures that led to a significant increase in the graduation and college acceptance rates. Within a year and a half of her appointment, the school received recognition for attaining the highest gains in the state of New Jersey on the High School Proficiency Assessment (HSPA) (14.2% in ELA and 19.7% gains in Mathematics). As a principal of an elementary school, she established various community partnerships that supported the school and its neighboring community. She managed 6 million dollars in grant funding to supplement learning and within a year of her appointment, student performance on the New

Jersey Assessment of Skills and Knowledge (NJASK) increased between about 5 and 37 percentage points in 9 out of 12 indicators.

In addition to the experience that our Head of School brings, Davis Academy Chadbourn has a board with a tremendous amount of experience in education and business. We have momentum and community resources that we want to optimize for a community that is currently without school choice.

2. Demonstrate an exceptional need for the charter school in the proposed location.

In addition to the need for a community school, there is a dire need for opportunity in Columbus County as a whole. Since the 1990s, industrial jobs have evaporated from Columbus County after many of the county's manufacturing plants closed their doors. Columbus County has lost approximately 2,000 manufacturing jobs since 1999. Anvil Knitwear, Whiteville Apparel, and Haworth Inc. each cut more than 300 jobs between 1999 and 2002. The Georgia Pacific plant outside of town was idled in 2008, laying off about 400 workers. Other industries have been impacted too. In 1997, Columbus County had 498 full-time farmers, but by 2012, that number had decreased by 29 percent. The resulting impact has been dramatic. With a state average rate of poverty at 16.8 percent in 2014, Columbus County had 24.5 percent poverty. In addition to poverty, Columbus County also ranks as the unhealthiest of North Carolina's 100 counties. Minorities have been the most impacted, and education is a tool to wield against the heavy weight of poverty.

The population by minimum level of education is as follows: 21% no degree, 34% high school, 34% some college, 8% bachelor's, and 4% post-grad.

We have an opportunity to provide families in Columbus County, but more specifically the Chadbourn community, a school of choice committed to the education of its students. The location is also only 14 miles to Tabor City Middle School whose NC School Report Card indicates a grade of F, and minority, EDS, and SWD populations demonstrate low proficiency in every subject.

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

Yes

No

4. Is a facility identified by the applicant that is feasible for opening on an accelerated schedule?

Yes

No

5. Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

We have identified two locations for possible opening on an accelerated schedule. The first is the property formerly known as Chadbourn Middle School; it is owned by the LEA. The school was closed just before the 2018-2019 school year began and has remained unoccupied. Davis Academy Chadbourn requested the lease of the building on June 10, 2019, and the LEA has stated that they have 90 days to respond by law. We have yet to hear a final answer to our request to lease the building.

The School Board has indicated that the county no longer needs or wants the building on two occasions. After the school's closure, the LEA offered to sell the property to the Columbus County Commissioners who declined. The LEA then offered the property to the Town of Chadbourn. While the Town Manager has communicated to the Davis Academy Chadbourn's Board Chair that she'd verbally spoken to the LEA's Board Attorney and let him know that the Town did not want the building, when the Board Chair asked the LEA's Superintendent about the availability of the building, the Superintendent indicated that the school board needed the Town's response in writing before they would be willing to move forward with the school.

The Davis Academy Chadbourn Board has requested that the Town give their response to their request to lease or purchase the building in writing. The Town responded by stating they would hold a closed meeting and vote. Two council members called a special meeting in an effort to get a response before Davis Academy Chadbourn's accelerated application was due. On the day of the special called meeting, only two council members and the mayor attended the meeting. Without a quorum, no vote could take place.

We intend to continue the conversation with the LEA and have attached all of our correspondence with in Appendix A1.

As a second option, the board has secured a Memorandum of Understanding with an owner of a former private school. The identified property at 1449 Joe Brown Hwy, Chadbourn, NC, is only 3.1 miles from the Chadbourn Middle School location and would be suitable for our first three years of operation. The property has been on the market for two years because the owners would like it to remain utilized as a school. There is one building on the property with six rooms, 4 restrooms, and a kitchen. We would be able to remain at that property through year three with the addition of a modular with classrooms. We've received quotes for the installation and lease of modular units (Appendix A1). We have also attached the MOU from the owners of this property stating that they would be willing to enter into a sales agreement with Davis Academy Chadbourn for the property at \$150,000 (Appendix A1).

Should we open our doors with the second option, we've also identified thirty-three acres of land five miles from the property at Joe Brown for \$49,900 (Appendix A1). This property could be purchased and utilized for expanded growth in years to come.

Attach Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

B. Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- 1) Unique mission and educational program.
- 2) Local, state, and national nonprofit partnerships committed to assisting the school.

- 3) Potential for economic and educational development of the region.
- 4) Mentoring by a successful organization that has experience in creating public schools.
- 5) Obstacles to educational reform efforts that leave chartering as an available option.
- 6) Commitment to work with a successful charter school board as a guiding mentor.
- 7) The length of time the board of directors has existed.
- 8) Whether the proposed board has previously operated or currently operates a successful public charter school.

C. The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

## Section 1 Mission, Purposes, and Goals

1.1 Mission and Vision. State the mission and vision of the proposed charter school. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The vision statement outlines how the school will operate and what it will achieve in the long term. The vision statement should describe what the school will look like when it is achieving its mission. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

1. The mission statement of the proposed charter school is as follows (35 words or less):

Davis Academy Chadbourn's mission is to foster culturally aware agents of change who actively uplift themselves, their community and the world at large through school P.R.I.D.E. (Positivity, Resilience, Innovation, Discipline, Education/Entrepreneurship).

2. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Davis Academy Chadbourn's vision is to promote equity and to close the achievement gap present within the public educational system by operating a high performing public community school in a rural location that supports marginalized communities through the use of evidence-based research and culturally responsive instruction that cultivates learning and supports students in identifying the interconnectedness between home, school, community, and global society through the lenses of identity, diversity, citizenship, justice, and activism. As a result, the school will nurture students who are culturally aware, possess the skills and confidence needed to address issues of social injustice, and operate with the mindset needed to invoke change by empowering themselves and their community.

Educational Need and Targeted Student Population of the Proposed Charter School

3. 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. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e).

Columbus County is composed of two school districts: Columbus County Schools and Whiteville City Schools. There are 5,598 students in Columbus County Schools district of which 53% of students are White/Caucasian; 29% are Black/African American; 10% are Hispanic; 5% are American Indian; and 2% are other races. According to DPI's Accountability Division, 60% of the entire student body in Columbus County Schools is EDS, 14% of students in Columbus County Schools have an IEP, and 3% are English Learners. The National Center for

Education Statistics reports that 31% of families receive either Food Stamps or SNAP Benefits and that 47% of households within this district are single-parent homes.

Whiteville City Schools is comprised of 2,215 students. 56% of students within this district are White/Caucasian, 34% are Black/African American, 6% are Hispanic, 1% are Asian, 2% are American Indian and about 1% are deemed “other races.” According to DPI’s Accountability Division, 65% of the entire student body in Whiteville City Schools is economically disadvantaged, 11% of students in Whiteville City Schools have an IEP, and 4% are English Learners. The National Center for Education Statistics reports that 31% of families receive either Food Stamps or SNAP Benefits and that 46% of households within this school district are single-parent households.

Davis Academy Chadbourn will be located in the former Chadbourn Middle School at 801 W. Smith Street in Chadbourn, NC. This location is convenient and accessible to students and families within both Columbus County Schools and Whiteville City Schools. Serving students from marginalized communities within both of these LEAs is a primary goal of Davis Academy Chadbourn.

Prior to the school’s closure, Chadbourn Middle School was comprised of a student population that was 73% Black/African America, 8% Hispanic, 17% White/Caucasian and 2% two or more races. 97% of the students at Chadbourn Middle School were eligible for free lunch. In its final year of operation, Chadbourn Middle School earned an overall School Performance Grade of “C”. 58.1% of students performed below grade level in Mathematics, 45.7% of students performed below grade level in English Language Arts/Reading and 66.6% of students performed below grade level in Science. The academic performance of all subgroups Chadbourn Middle School is below the state average, and the Davis Academy Chadbourn board knows that we can serve our students better.

Chadbourn Middle School  
Percentage of Students Performing Below Grade Level

	Mathematics	ELA/Reading	Science
Black/African American	61.3	49.3	69.2
White/Caucasian	60.9	39.1	Data Unavailable
Economically Disadvantaged	70.0	47.1	77.3
Students with Disabilities	77.8	77.8	Data Unavailable

Davis Academy Chadbourn will develop a school environment that is reflective of the needs of the community, which will result in a school serving primarily economically disadvantaged

and/or Black/African American students. Our school will offer a high-quality and equitable educational experience that meets the academic, social, emotional and physical needs of students. The Davis Academy Chadbourn board believes that all children have the capacity to learn and that their success is contingent upon our ability to create the proper conditions for learning. At Davis Academy Chadbourn, learning is cultivated through a “whole child” approach to education which includes addressing the varied needs of students as well as the social and economic needs of the community.

4. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Columbus County – Enrollment and Academic Trends

There are 18 schools in the Columbus County Schools district which have a combined population of 5,598 students. On average, there are approximately 269 students enrolled in each elementary school; 160 in each middle school; 481 in each high school; and 420 in each K-8 school. In spite of the low enrollment numbers, students are not performing well academically.

School Performance Grade breakdown for Columbus County Schools:

A	B	C	D	F
0.00%	11.11% (2 schools)	66.66% (12 schools)	11.11% (2 schools)	11.11% (2 schools)

According to the data, 88.89% of schools within the Columbus County Schools district received a performance grade, indicating less than 70% proficiency.

Whiteville City Schools – Enrollment and Academic Trends

There are 5 schools in the Whiteville City Schools district which have a combined population of 2,215 students. On average, there are approximately 518 students enrolled in each elementary school, 475 in each middle school, 675 in each high school, and 30 students in each 6-12 school. In Whiteville City Schools, 20% of schools (1 school) received a performance grade of “B” indicating that 70-84 of the points demonstrating academic proficiency and growth were earned. 60% of schools (3 schools) received a “C”, indicating less than 70% proficiency.



Subgroup data trends for Columbus County Schools

Columbus County Schools  
Percentage of Students Performing Below Grade Level

	Math	ELA	Science
American Indian	51	42	29
Black/African American	64	60	49
Hispanic	52	52	42
2 or more races	57	58	59
White/Caucasian	41	37	26
Economically Disadvantaged	61	57	48
ELL	60	64	54
Foster Care	67	52	Unavailable
Students w/Disabilities	81	84	74

In Columbus County Schools, more than 50% of Black/African American, Hispanic, students who are 2 or more races, EDS, ELL, students in foster care, and EC students are performing below grade level in both English and Mathematics.

Subgroup data trends for Whiteville City Schools

Whiteville City Schools  
Percentage of Students Performing Below Grade Level

	Math	ELA	Science
American Indian	50	50	
Black/African American	49	52	42
Hispanic	35	45	13

2 or more races	39	47	10
White/Caucasian	26	24	7
Economically Disadvantaged	47	48	30
ELL	42	54	27
Students w/Disabilities	73	73	47

In Whiteville City Schools, White/Caucasian students are disproportionately outperforming all other subgroups. Marginalized students are performing below grade level at alarming rates.

For all middle schools in Columbus County including both Columbus County Schools and Whiteville City Schools, the data is as follows:

Reading Proficiency  
Percentage of Students Performing Below Grade Level in Neighboring Schools  
 (By Subgroup)

	ACME-DELCO	HALLSBORO	NAKINA	TABOR CITY	CENTRAL
<b>Black/African American</b>	68.2	43.0	58.6	80.5	51.8
<b>Hispanic</b>	76.0	42.3	51.1	50.0	40.4
<b>White/Caucasian</b>	42.6	23.3	23.6	48.6	20.0
<b>American Indian</b>	-	36.9	-	-	-
<b>2 or More Races</b>	-	58.3	-	-	47.1
<b>Economically Disadvantaged</b>	61.9	44.2	54.4	73.9	45.4
<b>English Learners</b>	84.2	64.3	66.7	-	48.5
<b>Students w/</b>	77.8	92.3	92.3	92.6	73.5

<b>Disabilities</b>					
---------------------	--	--	--	--	--

Mathematics Proficiency  
Percentage of Students Performing Below Grade Level in Neighboring Schools  
 (By Subgroup)

	<b>ACME- DELCO</b>	<b>HALLSBORO</b>	<b>NAKINA</b>	<b>TABOR CITY</b>	<b>CENTRAL</b>
<b>Black/African American</b>	<b>84.1</b>	<b>66.1</b>	<b>65.5</b>	<b>85.5</b>	<b>49.2</b>
<b>Hispanic</b>	<b>87.5</b>	<b>69.3</b>	<b>68.9</b>	<b>60.0</b>	<b>34.0</b>
<b>White/ Caucasian</b>	<b>63.8</b>	<b>46.6</b>	<b>37.8</b>	<b>66.2</b>	<b>29.6</b>
<b>American Indian</b>	-	<b>50.9</b>	-	-	-
<b>2 or More Races</b>	-	<b>75.0</b>	-	-	<b>50.0</b>
<b>Economically Disadvantaged</b>	<b>87.0</b>	<b>63.2</b>	<b>70.6</b>	<b>82.6</b>	<b>48.7</b>
<b>English Learners</b>	<b>88.8</b>	<b>78.6</b>	<b>77.8</b>	-	<b>39.4</b>
<b>Students w/ Disabilities</b>	<b>92.6</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>79.2</b>

State and local data indicate that students from marginalized communities perform disproportionately lower than other students. The disparities in achievement reflect the need for both structural and programmatic changes at both the district and local levels. Davis Academy Chadborn offers an educational experience tailored specifically for those who are marginalized. Our instructional methodology is grounded in brain-based learning and culturally responsive pedagogy. The strategies we use are research and evidenced based and have proven to encourage and/or accelerate learning for marginalized students.

At Davis Academy Chadborn, we value community and understand the importance of relationship and learning through the use of culturally relevant tools. Children learn best when they feel connected to people they trust and are taught concepts that relate to their lens of the world. Our school community will engage in both formal and informal processes that foster trust, understanding, shared values, and common behaviors. Davis Academy Chadborn will

provide students and families an expanded choices in the type of educational opportunities that are available within the public school system.

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

In its first year, the projected enrollment for Davis Academy Chadbourn is 180 students, serving grades 6 through 8. The goal is to expand each year by adding an additional grade level of 60 students until the school reaches 60 students in each grade K – 8.

There are currently 5,598 students in Columbus County Schools and 2,215 students in Whiteville City Schools. In its initial year, Davis Academy Chadbourn's projected enrollment accounts for 3.2% of Columbus County Schools' total student population and 8.1% of Whiteville City Schools' total student population, accounting for 2.3% of the combined student population of both LEAs.

6. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

Davis Academy Chadbourn will differ from the schools that are now serving the targeted population because the entire school model has been designed in alignment with the needs of the brain and the manner in which learning occurs best for marginalized students. Brain-based instructional strategies as well as Culturally Responsive Teaching (CRT) will be implemented to both encourage and expedite learning. A comprehensive and Multi-tiered System of Supports (MTSS) framework will be implemented which includes both academic and behavioral interventions. The MTSS framework is composed of a social and emotional curriculum that is integrated into the academic curriculum, Restorative Practices, PBIS, and interventions that incorporate mindfulness practices such as meditation. In addition, students receive instruction on effectively managing emotions, priming the brain for learning, and incorporating strategies that promote well-being into daily lifestyle.

7. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results.

The school's proposed facility has a rich history of within the African American community, with the establishment of the first school dating back to the 1920s. At one time, the facility was named Westside High School, and although its last graduating class was the Class of 1969, the National Westside Alumni Association is still active. The association voiced opposition to the school's closure and were disappointed when the school board voted to close the school last year.

In May of 2019, Crystal Frink coordinated a community think tank on behalf of Davis Academy Chadbourn. With fourteen community leaders and representatives in attendance, the attendees included five deacons from community churches, two parents, several retired teachers and administrators, and other community stakeholders. The purpose of the meeting was to introduce Davis Academy Chadbourn to community leaders representing different segments of the community, to hear their thoughts and concerns, and to field any questions that the community had about Davis Academy Chadbourn. All of the attendees expressed gratitude and excitement for the potential of the charter existing in the facility and took the idea back to their respective parts of the community.

From attendees of the May 2019 think tank, Davis Academy Chadbourn created a Community Advisory Committee that consists of Crystal Frink, a Westside High School alumna and retired Columbus County School Teacher; Doris Dees, a retired Westside High School teacher and community leader; and Colene Kelly, the daughter of two Westside High School alumni and a Chadbourn Town Council Member. The Community Advisory Committee meets with Davis Academy Chadbourn's Board Chair and Head of School bi-weekly via a conference call and weekly via email. The committee acts as a liaison between Davis Academy Chadbourn and the community, giving the community a voice. The Community Advisory Committee's chair, Crystal Frink, is also a member of the Davis Academy Chadbourn's Board of Directors.

In June of 2019, Davis Academy Chadbourn started a closed group within its Facebook page for the Chadbourn community. As of submission of the application, there were 95 members in the group. Within the group, a poll was created and continues to exist in the announcements. The poll asks "How would you like to see the Chadbourn Middle School facility utilized?" and provides the following responses: Charter School, Community Center, or Business Incubator. Of the 53 responses, approximately 77% (or 41 individuals) responded they would like to see the facility utilized as a charter school.

On July 18th, The News Reporter, the county's only newspaper, published a front-page article about our proposed charter school (Appendix A). The article garnered the project additional support in the form of donations, offers to volunteers, and inquiries about enrollment.

In July, the organization ran a PSA on two local radio stations, inviting listeners to attend a meet and greet on July 20th where the board hosted an information session at the Chadbourn Depot Museum. Approximately 75 community members attended and completed a survey (Appendix A), regarding their interest in the school. Over 60 surveys were completed electronically and hardcopy with all but 6 respondents stating that they are "very likely" to send their child to Davis Academy Chadbourn and the other 6 stating that they are "likely" to send their child to Davis Academy Chadbourn. No respondents replied "not likely" or "not very likely."

Davis Academy Chadbourn also collaborated with a local nonprofit, H.E.A.R.T.S. Foundation, by adding 288 packs of crayons to its book bag drive to occur August 3, 2019. It is an annual drive held in Chadbourn, NC that donates 500 + book bags and school supplies. The foundation partners with the foster care unit within the county's social service entity. Davis Academy Chadbourn will have a table with information and will continue to survey parents.

Davis Academy Chadbourn has also partnered with and solicited support from other organizations, such as the Columbus County Dream Center, Columbus County Education Foundation, HEARTS Foundation, SEH Tabitha Foundation, and individuals, including Andrew Lakis, Executive Director of Teach for America-Eastern North Carolina. We have also had conversations with UNC-Pembroke regarding the potential of providing a teacher pipeline and had talks with G&G Healthcare to provide physicals to our students and nutritional screenings to our school families.

Finally, we've been fortunate to have received letters of support from people who serve our target population within currently operating successful charter schools or nonprofits within the community (Appendix A).

Attach Appendix A: Evidence of Community/Parent Support. Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. 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).

## 1.2 Purposes of the Proposed Charter School

The Six Legislative Purposes of a Charter School are:

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
  2. Hold schools accountable for meeting measurable student achievement results.
  3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
  4. Improving student learning.
  5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
  6. Encourage the use of different and innovative teaching methods.
1. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.

### Provide parents and students with expanded choices:

According to county-wide student performance data, the needs of students from marginalized communities are not being met. Students of color (Black, Latino, and American Indian) and students who are economically disadvantaged perform disproportionately lower on state mandated standardized assessments and are disproportionately suspended at alarmingly higher rates than other students. Davis Academy Chadbourn offers a high quality and equitable educational experience that is designed to support underserved students from low-income

communities. Our educational program is culturally responsive, trauma informed, and includes wrap-around services for families and other members in the community.

Currently, the Columbus County School's release policy states that students who ask to attend a different district than the one where they live but that is still within Columbus County Schools will receive unlimited release. However, Chadbourn Middle School students were only given the option to attend Evergreen Elementary at the closing of the school. In addition, the county currently has two charter schools, Columbus Charter School and Thomas Academy. Columbus Charter is 9 miles (15 minutes) away from the former Chadbourn Middle School location and in its first eight years, did not provide transportation to its students. The makeup of the school is almost opposite of the makeup of the former Chadbourn Middle School with only 5% American Indian, 5% Asian, 22% Black, 5% Hispanic, 5% Pacific Islander, 5% Two or More Races, and 65% White. Only 44% is economically disadvantaged, 5% English Learners, and 11% of students with disabilities. In addition to being underrepresented, minority students demonstrate disparities in their proficiency. For example in Math, 68% of African American students, 54% economically disadvantaged students, and 88% of students with disabilities are performing below grade level; meanwhile, their only 37% of their white peers are performing below grade level.

Thomas Academy is located in Lake Waccamaw, North Carolina on the campus of the Boys and Girls Homes of North Carolina. It is 21 miles (23 minutes) away from the former Chadbourn Middle School location and primarily serves students who are in foster care. Since its inception has received a school performance grade of D or F each year.

One private school exists, Columbus Christian Academy. While the tuition would be a barrier for some, the location being located 11 miles away from Chadbourn is another barrier.

#### Improve student learning:

The chronic achievement gap present within Columbus County Schools and Whiteville City Schools indicates that programmatic changes are required to meet the needs of marginalized students. Davis Academy Chadbourn offers an educational experience that is tailored to the marginalized with a particular emphasis on students of color and students who are economically disadvantaged. Davis Academy Chadbourn's instructional model is grounded in brain-based pedagogy and utilizes culturally responsive learning tools to encourage learning. In addition, all operational and programmatic features are designed with the brain in mind to ensure that the academic, social, emotional, and physiological needs of students are met to promote learning. Students who attend Davis Academy Chadbourn will benefit from research-based strategies and tools that not only foster learning but expedite learning as well.

#### 1.3 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.

### Academic Goals

Goal 1: By 2025, the percentage of marginalized students in 6<sup>th</sup> – 8<sup>th</sup> grade deemed college and/or career ready (according to NC Ready standards) will exceed the district’s average for respective subgroup populations by at least 10%.

Goal 2: After Year 1, Davis Academy Chadbourn will earn a School Performance Grade of “B” or higher.

Goal 3: Each year of operation, the percentage of students performing at or above grade level on the NC EOG Test will increase by at least 10%.

### Operational Goals

Goal 1: Each year of operation, 95% or more of Davis Academy Chadbourn’s stakeholders (students, staff, parents and community members) will express satisfaction with overall school operations.

Goal 2: Each year of operation, English and Mathematics teaching positions as well as leadership positions will be filled by highly qualified educators.

### Financial Goals

Goal 1: All years following year 1, Davis Academy Chadbourn will decrease expenditures and/or increase revenue to ensure at least a 3% surplus for long-term educational goals.

### Governance Goals

Goal 1: Each year of operation, Davis Academy Chadbourn’s school board will receive a minimum of 10 hours of training in effectively managing academic, fiscal and operational duties.

Action plans composed of goals, action steps, due dates and parties responsible will be created for all academic, operational, financial, and governance goals. Each goal will be monitored by the board chair who will monitor and manage progress towards goals. Academic goals and progress towards goals will be reviewed with school-based staff monthly. Such goals will consist of formative and summative assessment data will be shared with students and parents in an on-going manner. They will be shared with school board members on a monthly basis. In addition, progress towards financial will be reviewed with the school board on a monthly basis as well. A strategic calendar will be created for the operational and governance goals to be reviewed on a regular basis.

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

Davis Academy Chadbourn’s school board will play a primary role in developing and implementing a strategic plan to ensure that Davis Academy Chadbourn is working towards attaining its mission. This plan will include academic, operational, financial, and governance goals that will be systematically aligned to support student achievement and operational efficiency. These goals will be reviewed at monthly board meetings and progress towards goals



will be monitored to ensure that Davis Academy Chadbourn is completing all tasks outlined in the strategic plan in a timely and efficient manner. The school board will receive ongoing training to ensure effective management of Davis Academy Chadbourn. In addition, an outside organization will be hired to audit and assess academic, operational, financial, and governance structures annual to ensure efficiency.

## Section 2 Education Plan

### 2.1 Instructional Program

1. 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.

In Columbus County Schools and Whiteville City Schools, 42%-84% of Black/African American students, Hispanic students, economically disadvantaged students, English language learners and students with disabilities are performing significantly below grade level in reading as measured by the North Carolina End of Grade (NCEOG) assessment. Due to the correlations that exists between literacy and overall academic performance, between literacy and poverty, and between literacy and imprisonment rates, Davis Academy Chadbourn's instructional program is literacy-centered. Research indicates that on average, students who enter Kindergarten from low income families have a listening vocabulary that is approximately one seventh of the vocabulary of students who come from middle income families. Thus, 180 minutes of daily literacy instruction which totals 900 minutes of weekly literacy instruction have been allotted to support K-2 students acquire strong foundational skills in both reading and writing.

In grades 3-8, students will participate in an elongated literacy block consisting of 80 minutes of standards-based instruction as well as an additional 40 minutes of remediation to accelerate learning, totaling 120 minutes of literacy instruction daily and 600 minutes of literacy instruction weekly. In addition, Davis Academy Chadbourn will implement literacy instruction across the curriculum through the use of common instructional strategies which include homogenous student reading groups and leveled texts in core subject areas. For example, Science and Social Studies instruction will supplement literacy instruction through the use of common close reading strategies and common analytical strategies designed to support students in synthesizing information from informational texts that are aligned to their reading levels.

Davis Academy Chadbourn will implement a standards and skills-based instructional framework that is aligned to the North Carolina Standard Course of Study to promote grade level proficiency as measured by North Carolina End of Grade tests (NCEOG). In this framework, core-content subject areas will be integrated through thematic project and problem-based units of study, resulting in a student-centered learning environment in which students explore real-life experiences and every-day problems by investigating the interconnectedness between school, home, community and global society through the lenses of identity, diversity, citizenship, justice and activism. For example, students may investigate the correlation between local literacy rates and local unemployment rates by conducting both self- and group-directed research and responding to inquiry-based learning prompts through an interdisciplinary project in which core content requirements are met and through which students demonstrate mastery of grade level content and skills.

A computer-based program, iReady, will be used to conduct diagnostic testing in both reading and mathematics to determine the performance levels of all students. Students will be

heterogeneously grouped into core subject area classes; however, core subject area teachers will utilize benchmark assessment data to inform instructional practices and establish task specific student groups. To encourage reading proficiency, leveled texts that are consistent with students' reading levels and aligned to thematic units of study will be used throughout core disciplines (ELA, Social Studies, Science and Math). Project and problem-based performance assessments will be used to determine mastery of content, skills, and standards outlined by each thematic unit.

In addition, standards-based benchmark assessments will be administered to monitor content and skill acquisition as well as to adjust curricula. Each week, students will be required to complete interdisciplinary "Exploratory Tasks" in core subject areas that are aligned to thematic units of study as well as respective project and/or problem-based performance assessments. Weekly Exploratory Tasks along with daily assignments designed to check for understanding will serve as formative assessments used to measure students' understanding, identify misconceptions, gauge students' progress towards instructional objectives and inform instructional decisions in core content areas. Formative and summative assessment will be implemented regularly and according to a school-wide calendar.

At Davis Academy Chadbourn, academic and SEL programming unite through a Multi-tiered System of Supports (MTSS) framework that is designed to meet the academic, social, and emotional needs of students in order to assist them in reaching grade level proficiency as measured by the NCEOG tests. This framework integrates brain-based and culturally responsive pedagogy with SEL through both academic and behavioral instruction that is woven into thematic interdisciplinary units of study and implemented via the core instructional framework. It also includes tiered academic and behavioral interventions. There is a substantial body of research indicating that academic performance and social and emotional factors are interconnected. "A rigorous study estimating the influence of 30 different categories of educational, psychological and social variables on learning found social and emotional variables to exert the greatest influence on academic performance" (Devaney, 2006). In addition, the largest-ever quantitative analysis which was composed of more than 300 research studies indicated that "social and emotional learning programs significantly improve academic performance...and an average student enrolled in a social and emotional learning program ranks at least 10 percentile points higher on achievement tests than students who do not participate in such programs" (Devaney, 2006). As a result, SEL programming is an integral part of Davis Academy Chadbourn's instructional framework and works alongside pedagogical practices to support the academic, behavioral and emotional needs of marginalized students.

#### Curriculum and Instructional Design

2. 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.

In its first year of operation, the projected enrollment for Davis Academy Chadbourn is 180 students in grades 6 through 8. There will be two sections of students per grade level composed of 22-23 students each. In the first year of operation, the class size ratio of teachers to students is projected to be 1:20. At capacity, Davis Academy Chadbourn will serve about 540 students across 9 grade levels that will be composed of three sections of students per grade. With the addition of

Kindergarten Teacher Assistants, the teacher to student ratio is projected to be 1:18 in the 2027-2028 school year and beyond.

At Davis Academy Chadbourn, varied learning environments will be used to promote learning, including whole group instruction, cooperative learning tasks, and independent study/research. Small group instruction and differentiated centers will also be adopted in all classrooms to construct smaller and more personalized learning environments.

The physical environment of a school significantly impacts learning. According to neuroscience, “physical environments influence how we feel, hear and see which, in turn, influence cognitive and affective performance” (Jensen, 2005). As a result, Davis Academy Chadbourn’s physical environment will be designed with learning in mind. Due to the impact physical conditions have on learning, aesthetic design, seating, temperature, lighting, and sound will be prioritized.

School-wide and classroom aesthetics and symbols send nonverbal messages to students about affirmation and validation in the school community (Hammond, 2015). As a result, students unconsciously pick up clues about who and what are valued (Hammond, 2015). In order to promote school-wide values and ideals and to create a personalized environment in which students feel safe, welcomed, and a sense of belonging, Davis Academy Chadbourn will be thoughtful and intentional about the hall and wall displays presented throughout the school. Davis Academy Chadbourn will develop a physical environment in which signs and symbols promote individual, school, and community pride. In addition, hall and wall displays will include student work that celebrate progress, success and creativity; word walls that reinforce vocabulary; anchor charts that reinforce learning processes; expectations that reinforce academic and behavioral responsibility; and motivational and inspirational quotes that encourage mindset.

According to research, the actual chair students sit in, the amount of time they remain seated, and the location of their seat affect student success. Thus, flexible seating will be implemented to accommodate instructional delivery, learning style and instructional activities. Flexible seating will include the style of chairs used in classroom environments as well as seating arrangements used during learning activities. Research indicates that “chairs that don’t provide good support hamper blood supply to the nervous system and the disks in the vertebral area, causing fatigue and eventually back pain and discomfort, both which impede cognition” (Jensen, 2005). Thus, desks and chairs that support posture and blood flow will be strategically selected for classroom environments. Seating arrangements that are developmentally appropriate and aligned to instructional delivery strategies (i.e. rugs for Morning Circle and whole group instruction at the elementary level and tables for center work and collaborative activities) will be implemented to support direct whole group instruction, collaboration and independent learning.

The human brain is extremely temperature sensitive and studies reveal that temperature significantly affects cognitive abilities. Research from the University of Wisconsin-Madison reveals that when room temperatures rise above 74 degrees Fahrenheit, reading comprehension declines and when temperatures rise above 77 degrees Fahrenheit, math skills decline (Jenson, 2005). A cooler environment relaxes the brain and enables it to be more focused and cognitively sharp. Thus, the temperature of learning environments at Davis Academy Chadbourn will be set to 70

degrees Fahrenheit, which is optimal to promote focus and concentration for reading and mathematics tasks.

Vitamin D is a critical nutrient needed by the body for proper functioning. Foods cannot give the body the proper amounts of vitamin D. Thus, vitamin D consumption must occur through exposure to direct sunlight or dietary supplements. A study conducted in 1999 involving 21,000 students revealed that students who had the most sunlight in their classrooms progressed 20% faster on mathematics assessments and 26% faster on reading assessments compared to students who were exposed to the least amount of lighting (Jensen, 2005). Due to the role sunlight plays in promoting cognitive function, Davis Academy Chadbourn will create learning opportunities in which students are exposed to sunlight in safe ways as often as possible. In addition, classroom environments will be designed to allow for natural lighting in alignment with fiscal feasibility.

The human brain is sensitive to sound and processes 20,000 bits of auditory stimuli every second. "The most significant variable in predicting reading performance (even greater than being identified as a gifted student) comes from the loud "ballast hum" from fluorescent lighting which has a -19% influence compared to a +16% effect of being a gifted student" (Jensen, 2005). Due to the sensitivity the brain has for sound and the impact sounds have on reading performance, Davis Academy Chadbourn will consider carpeted floors and acoustical ceilings to reduce reverberation. Davis Academy Chadbourn will also consult with an acoustical engineer to determine the best way to reduce/eliminate acoustical distractions. In addition, soothing "white noise" and/or music (i.e. fish tanks, desktop waterfalls, and classical, jazz, or environmental music) will be used to support learning.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.

Davis Academy Chadbourn will follow in the footsteps of the schools that participated in an 8 Year Study sponsored by the Progressive Education Association (PEA) which explored the effects of curricular programming on college readiness. In this study, schools integrated separated academic subjects in thematic units that explored problems relevant to students' lives. and taught those units according to what was known about how students learn best. The students who graduated from the schools involved in the 8 Year Study were tracked in college and careful study revealed that "these individuals performed as well as members of a comparison group in every measure of scholastic competence...and the farther a school departed from a traditional college preparatory program, the better the record of the graduates" (Ritchie, 1971). The study also found that the programs developed by the schools in the 8 Year Study "were better for young people, for their success in college, for success in life, and for the future of society" (Ritchie, 1971). Thus, the 8 Year Study proved that college readiness can be acquired through curricular innovation.

Davis Academy Chadbourn will teach with curricular innovation by encouraging learning across integrated units of study in which day-to-day problems related to students' lives will be explored in a similar manner as the schools in the 8 Year Study. "The tendency in traditional educational practice is to fail to recognize that skills, concepts, and patterns of thinking are developed

concomitantly as children seek to enlarge and deepen their comprehension of the environment” (Tanner and Tanner, 2007). Integrating subject areas and teaching through the lens of life problems makes learning relevant by creating a learning environment that mimics real-life and causes the maximum amount of transfer. Davis Academy Chadbourn believes that learning is contingent upon the conditions educators create to promote learning. Thus, alignment between pedagogy and the manner in which learning occurs will breed positive results in achievement.

The North Carolina Standard Course of Study (NCSOS) will be utilized by the school leader and all teacher teams to identify progressive skills and key concepts across grade levels. Thematic and interdisciplinary units of study composed of identified skills and concepts will be created and learning objectives will be developed to target the manner in which daily instruction will guide knowledge acquisition across standards and grade levels. Thematic units will work in alignment with all adopted curricular resources which include research and evidence-based curricular frameworks that are also aligned to the NCSOS and have a proven history in encouraging and accelerating learning for marginalized students.

In Mathematics, Curriculum Associates’ Ready North Carolina Mathematics curriculum will be implemented for all grade levels (K-8) to support students in developing problem-solving and critical thinking skills. This core curriculum is standards-based and designed to cultivate student learning by building on prior knowledge through classroom experiences that encourage independent and collaborative thinking and reasoning using real-world scenarios. Ready North Carolina Mathematics will be supplemented with iReady which is a digital criterion-based and adaptive platform that is aligned to NCSOS. Studies show that students who participate in Ready Mathematics perform 6-12 percentile points higher on PARCC than students in comparable groups.

Instruction in Science will occur through the Carolina Smithsonian STC (for elementary students) and STCMS (for middle school students) inquiry based programs which are aligned to the NCSOS as well as the Next Generation Science Standards. These programs encourage integrated scientific thinking through the exploration of scientific phenomena and the application of concepts and skills to real-life situations. Science instruction will supplement literacy instruction through the use of common reading and writing strategies as well as a leveled STC Literacy series.

At Davis Academy Chadbourn, literacy will be taught through a balanced approach in which phonemic awareness, phonics, vocab, fluency and comprehension will be learned and reinforced through whole group, small group and one-on-one instruction in reading, writing, speaking and listening. Reading and writing workshops will be used to teach and reinforce skills. Reading Street Common Core will be adopted as the K-5 curriculum. Literacy in grades 6-8 will be implemented through thematic units created at the school level and aligned to NCSOS grade level standards. Since relevance is a primary driver of learning, culturally responsive texts that reflect student interests, lives and experiences as well as leveled texts that are aligned to students’ reading levels will be used to teach and reinforce literary concepts and skills. In addition, literacy instruction will be supplemented with the digital criterion-based adaptive iReady Reading program.

Social Studies will be taught through a social justice lens based on five domains: Identity, Diversity, Citizenship, Justice, and Activism. All skills taught throughout each of the domains will be aligned to NCSOS grade level standards as well as thematic units of study. Instruction in Social Studies will

supplement literacy instruction through the use of common reading and writing strategies as well as the use of leveled texts to support developing learners.

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.

At Davis Academy Chadbourn, brain-based and culturally responsive pedagogy will encourage learning through thematic units in which strategy instruction and skills are developed and taught within context to promote engagement as well as critical thinking and problem-solving capacity. Brain-based pedagogy refers to encouraging knowledge acquisition through the use of the brain as a natural learning apparatus and culturally responsive pedagogy refers to utilizing a student's innate schema, or mental model, which is rooted in cultural knowledge and understanding of how the world works, as a scaffold to learning in order to promote information processing (Hammond, 2015). Brain-based and culturally responsive pedagogy will be integrated through a 4 dimensional approach to teaching and learning which include the following:

1. A brain-based instructional delivery model;
2. A comprehensive framework for literacy;
3. Leveraging the student-teacher partnership as a primary tool to encourage learning; and
4. Utilizing data to drive instructional decisions.

A brain-based instructional delivery model will be used to construct all lessons in all classes.

Since learning is dependent upon emotional state of being, prior to participating in learning activities, teachers will engage students in brain-priming activities that will assist in relaxing the mind to get it into a state of calm in preparation for learning. Such activities will occur upon entering the class in a circle-like configuration and will include, rapid breathing, stretching, affirmations, meditation, journal writing, and/or group rituals.

Relevance is a critical component of learning because relevance is necessary for grasping and holding attention. Learning cannot occur without students' attention. Thus, teachers will begin instruction through the use of a hook that gets students emotionally invested in learning and positions content as both relevant and important in the real experiences of students. The hook will set up the daily lesson which will occur through the lens of students and relate school to home, community and global society. Hooks will include the use of media, storytelling, questions to prompt inquiry, surveys, challenges, skits, etc.

Research indicates that instructional approaches that do not include students' culture create student resistance (Tatum, 2005). Typically, for marginalized students, resistance manifests as poor school attendance, low engagement and poor performance. Culture guides how information is processed because it is the basis of all prior knowledge. Learning happens through a mutually-reinforcing relationship between students' prior knowledge and new information. At Davis Academy Chadbourn, teachers will implement a gradual release model in which direct instruction, guided practice and independent practice occur through the incorporation of Culturally Responsive Teaching (CRT) strategies. CRT will be implemented as the primary instructional strategy because it requires teachers to "identify cultural displays of learning and

meaning-making and to respond with teaching moves that use cultural knowledge as a scaffold to connect what students know to new concepts and content in order to promote effective information processing” (Hammond, 2015). Most marginalized students come from communal orientations in which meaning-making occurs through oral tradition which relies on the brain’s memory and engagement systems to process new information (Hammond, 2015). Thus, cultural learning tools which include music, storytelling, art, and repetition will be used to leverage students’ natural neural pathways to build new information.

Professor John Hattie conducted over 1,600 meta-analyses of over 95,000 studies consisting of over 300 million students. He found that in order to get one year’s growth in one year’s time, an instructional strategy must have an effect size of 0.4. He also found that in order to expedite learning, strategies must have an effect size of at least 1.0. Through the use of cultural learning tools such as music, storytelling, art and repetition, Davis Academy Chadbourn will engage students through instructional strategies that utilize memorization, word play and perspectives which have the following effect sizes respectively: 0.67, 0.82 and 0.85. Davis Academy Chadbourn’s most effective instructional strategy will be collective teacher efficacy which can be defined as the collective belief of teachers in their ability to positively impact students. Collective teacher efficacy has an effect size of 1.57 on John Hattie’s Visual Learning Effect Size Scale, which indicates that it has the potential to considerably accelerate student achievement.

All stages of the learning process (direct instruction, guided practice and independent practice) will be differentiated (for content, process and product). Throughout all lessons, teachers will periodically check for understanding and address misconceptions. Each day, students will be required to complete a Demonstration of Learning (DOL), such as an “exit ticket” in which they demonstrate mastery of concepts or skills. Teachers will use DOLs to guide planning and instructional moves.

A comprehensive literacy framework will be employed by all teachers at Davis Academy Chadbourn. This framework will serve as the primary strategy for teaching reading, writing, speaking and listening. In this framework, teachers across disciplines will equip students with common literary skills and strategies and will superimpose the transformative ways such strategies can empower students’ lives. Literacy development will be reconceptualized to promote 4 goals:

1. Academic excellence.
2. Cultural, social and emotional development.
3. Authentic discussion related to identity and purpose.
4. Ways to overcome obstacles (Tatum, 2005).

Since relevance captures attention, text selection is critical to learning and achievement. Too often, classroom texts do not typically reflect the lived experiences and perspectives of marginalized students. Due to the correlation between relevance and achievement, at Davis Academy Chadbourn, all classes will be required to include "Must Read" texts that reflect the perspectives, experiences and achievements of the marginalized. These texts will explore issues of race, class and gender and will position reality as something to be both questioned and analyzed and will be guided by a vision of economic, political, and social justice (Tatum, 2005). “Must Read” texts along with all other curricular texts will be used at Davis Academy Chadbourn to teach skills



and concepts in meaningful contexts; however, “Must Read” texts will be used as drivers to engage students in discussion about problems they, their families, and their communities face (Tatum, 2005) while offering examples of triumph, mental models of resilience, and strategies for overcoming obstacles. In this way, word study and the overall curriculum will be transformed into levers of support in assisting students overcome both arrested development and social conditioning. In addition to utilizing “Must Read” texts across all subject areas, all teachers will be required to implement common literacy strategies (i.e. close reading, self-questioning, semantic mapping, etc.) so that skills and techniques are consistently reinforced.

At Davis Academy Chadbourn, student-teacher relationships are a key factor in promoting both learning and achievement. Too often marginalized youth are subjected to stressors and trauma-inducing experiences that are directly linked to community and societal conditions. Stress hormones such as cortisol inhibit learning by shutting down the brain’s ability to think critically and problem-solve. Only exercise and the bonding hormone, oxytocin, which is released in the brain which people feel connected to someone they trust, aid in cortisol reduction. As a result, at Davis Academy Chadbourn, authentic care and nurturing relationships will be prioritized to make students feel safe and to prime the brain for learning. In addition, teachers will utilize the student-teacher relationship as a main instructional strategy to give students the push that is needed to step outside of their comfort zones to learn.

Davis Academy Chadbourn implements on-going monitoring of student progress through the regular use of formative and summative assessments. Frequent progress monitoring is utilized to provide consistent feedback to both students and teachers. Such feedback is used for reflection and to inform instructional decision-making.

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.

Each year, Davis Academy Chadbourn will evaluate the school's requirements for promotion evaluated by each grade level and the Head of School to create a culture in which students’ academic and socio-emotional needs are being met. As changes are made, Davis Academy Chadbourn will communicate any changes to processes and procedures to both students and parents throughout the academic year as the changes are implemented.

Teachers will create assessment tools, such as exit tickets and formative assessments that will provide insight into any areas that need to be retaught or extended. In addition to the regular formative assessments, teachers will conduct summative testing 3 times per year using iReady to provide skill-based progress updates as well as information regarding the concepts and skills that need to be retaught. The data derived from these assessments will be used to update the school’s pacing guide to ensure that all standards are taught completely and effectively. In addition, the data will be used to guide conversations with children and families regarding the student's strengths, challenges, and the levels of mastery required for promotion. Our instructional program is designed to provide a free and appropriate education designed to meet the academic needs of children of all learning capacities.

Davis Academy Chadbourn exists to meet a need for a challenging school of choice that will not only provide the rigorous education that all students deserve but will also provide a school environment that is welcoming to everyone. The instructional plan, teaching strategies, and support systems work in tandem to support students as they transition from grade to grade. While the curricula and the instructional strategies provide the relevant knowledge and skills, the SEL programming and multiple opportunities for community engagement and leadership provide the chance for students to develop leadership skills, to sharpen their strengths, and to develop their weaknesses so that they become confident lifelong learners and efficacious community members.

Professional development for our teachers will focus on the implementation of research-based best practices. Because there are so many facets of our program, we have developed a professional development plan that will provide a scaffolded path to mastery of all essential skills for all subjects, technology tools, and teaching strategies. Professional development involves a three-year series of workshops and continuous monitoring/feedback sessions to ensure targeted implementation that maximizes the student benefit from our programs.

For students who fail to master the standards during the regular school year, we will also offer summer programming that includes explicit and skills-based remediation.

6. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Davis Academy Chadbourn's calendar consists of 188 school days and includes 1,327.25 instructional hours in K-2 and 1,312.44 hours in grades 3-8. In addition, our 7 hour and 25 minute K-2 school day and our 7 hour and 20 minute school day for grades 3-8 will allow for 430-435 instructional minutes per day plus 20 hours of instructional time added on to the start of the year which is about 124.75 hours more for K-2 and 109.94 hours more for grades 3-5 than the local public school district. These additional instructional hours will allow us to create the educational environment that will ensure that we meet our mission by providing more than sufficient time for academic as well as SEL instruction, practice, and implementation.

We have set aside 152 work hours for our teachers and staff for a variety of purposes, including finalizing grades, lesson planning, and professional development workshops. Davis Academy Chadbourn will provide professional development for each of our curricula, our technology tools, and the SEL practices that will be implemented schoolwide, including in our MTSS program, classroom practices, and disciplinary responses. These professional development offerings will be provided by in-house subject matter experts as well as outside experts who will provide instruction either at the school or at conferences and other workshops. The goal for the professional development opportunities will be to build teachers' knowledge and capacity so all instructional and programmatic features of Davis Academy Chadbourn's school model can be implemented with fidelity to fully support the academic, social and emotional needs of students.

Throughout the year, teachers are given regular time for team planning, for observing one another, for providing feedback to one another, and for conferencing with parents about their growth during the school year to ensure that teachers have time to plan together and grow together, and to also thoughtfully provide feedback to parents on their children's progress.

To reduce the chance for teacher burnout, we have created a calendar that is responsive to the times in the school year in which negative student behavior may occur, including fatigue after a long stretch without a break and the weeks prior to a holiday where excitement is high and focus is low. In response, we have created a calendar that provides work days and days off of work as much as possible during those times that students are distracted from their education. This increases the amount of time on task, thereby promoting increased growth in academics and SEL skills.

7. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

Increased time on task has been proven to promote student performance and achievement. As a result, Davis Academy Chadbourn implements an extended learning schedule to increase time on task in both English Language Arts (ELA) and Mathematics classes. ELA and Mathematics periods are three times as long as other classes in K-2 and twice as long as all other classes in grades 3-8. Instruction in those subjects extends beyond those classes as additional instruction occurs during intervention periods. The school day is composed of 7 hours and 25 minutes in K-2 and 7 hours and 20 minutes in grades 3-8. It begins at 8:15am for K-2 and 8:30am for grades 3-8. Both grade bands end each day at 4:30pm. At Davis Academy Chadbourn, literacy instruction is implemented through 80 to 150 minute ELA periods in which grade level standards are taught as well as 30 to 40 minute intervention periods in which differentiated, explicit and targeted skills-based instruction is provided as a means of remediation. Thus, literacy instruction ranges from 120 to 180 minutes daily and 600 to 900 minutes weekly, depending on grade level.

Students will also receive 80-100 minutes of core mathematics instruction as well as 40 min of explicit and targeted skills-based instruction in Mathematics via intervention classes (for grades 3-8). As a result, students in K-2 receive 100 minutes of Mathematics instruction daily and 500 minutes of Mathematics instruction weekly. Students in grades 3-8 receive 120 minutes of Mathematics instruction daily and 600 minutes of Mathematics instruction weekly.

Since literacy is at the foundation of learning in all other areas, Davis Academy Chadbourn will emphasize literacy proficiency across all grade levels. Science and Social Studies instruction will be implemented twice per week for a total of 100 minutes per subject in K-2. In grades 3 through 8, 40 minutes of science and social studies instruction will occur three times per week totaling 120 minutes of instruction per subject weekly. Science and social studies instruction will supplement literacy instruction through the use of common pedagogical strategies which include close reading and analysis of informational texts.

8. Describe a typical day for a teacher and a student in the school's first year of operation.

When students arrive at Davis Academy Chadbourn, they are met by teachers and other school staff with kindness. They are seen as individuals and their unique attributes are acknowledged (i.e. beautiful smile, positive attitude, caring nature, etc.) as they are greeted each morning. Students are excited about entering the doors of Davis Academy Chadbourn because they know

that a world of wonder awaits. Upon arrival, students are organized by "house" and participate in a school-wide convocation in which the entire Davis Academy Chadbourn family communes in an advisory session through academic or SEL activities (i.e. restorative circles, song, dance, music, mindfulness practices, sport/exercise, team-building tasks, friendly team-based competitions and exploratory tasks) that are aligned to thematic units of study which reinforce school-wide values, focus daily efforts and set a tone of positivity for the day. Twice each week, students meet in convocations during advisory time. Convocations are a time of community building and serve as the collective space in which student and staff recognition as well as school-wide celebrations occur. Towards the end of convocation, students at each grade level are provided an interdisciplinary "exploratory" assignment that is completed throughout the course of the week.

The exploratory assignment is aligned to daily "investigatory" tasks that are subject specific and completed in content area classes during the week. All exploratory and investigatory tasks stem from thematic units of study.

All classes begin in a 7-10 minute classroom circle in which the instructional hook is delivered and the "investigatory" activity is "unpacked." Throughout each learning period, teachers enthusiastically engage students in student-centered active learning processes, through the use of research-based culturally responsive tools, that build on students' prior knowledge in meaningful ways through the solving of everyday real-life problems and situations. Share language and pedagogical strategies are implemented across all classrooms to promote consistency and to support learning. Teachers engage in both horizontally and vertically aligned common planning periods in which they review formative and summative assessment data to plan and map instructional moves. Such time is also used for coaching, mentoring, modeling, and researching best practices.

A culture of growth and support will be experienced by teachers throughout the day. Teachers will engage in classroom walkthroughs and feedback sessions with school leaders as well as peer observations with colleagues to gain feedback for the purpose of reflection. Lead teachers will model best practices in classroom settings to support other teachers in growth and development. Teachers will also collaborate to build units of study as well as daily lessons.

During lunch, students and staff build rapport by eating whole and nutrient-dense foods together and engaging in interest-based "club-like" enrichment activities during recess (i.e. cheerleading, chess, art, dance, book clubs, etc.). Science classes for each grade level are replaced one time per week by a hands-on agronomy curriculum in which students learn how to grow and care for the fruits and vegetables growing at Davis Academy Chadbourn's on-site community garden.

In physical education/health classes, students learn about how best to support the body and engage in high-intensity exercise to promote optimal brain-functioning. High intensity team-based sports are also implemented during physical education classes to promote team-building, leadership and collaboration.

Fine and practical arts classes are utilized as opportunities to teach life-skills and self-expression. In addition, they are used to support students in applying the knowledge and information they learn via thematic units of study.

Technology and entrepreneurship classes work hand-in-hand at Davis Academy Chadbourn as technology instruction is used to support students in applying acquired knowledge from thematic units of study in a manner that can theoretically be monetized to support school and or community endeavors. Towards the end of each school day, students who are reading below grade level and performing below grade level in mathematics attend intervention sessions (from 4pm-5pm) in which they engage in computer based intervention programs that are differentiated to meet individualized needs ( iReady). Teachers also support students in intervention sessions by utilizing diagnostic data and formative data to tailor skill-based lessons to support individualized needs.

#### High School Graduation and Postsecondary Readiness (High Schools Only)

9. Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.

N/A because Davis Academy Chadbourn will serve students in grades K-8 when it reaches full enrollment.

10. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

N/A because Davis Academy Chadbourn will serve students in grades K-8 when it reaches full enrollment.

11. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

N/A because Davis Academy Chadbourn will serve students in grades K-8 when it reaches full enrollment.

**Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).** One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

**Attach Appendix C: 9-12 Core Content Electives.** Provide a visual description of what courses (both 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.

**Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)**

**Attach Appendix E: Daily and Weekly Schedule** Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

## 2.2 Special Populations and “At-Risk” Students

1. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

Upon enrolling at Davis Academy Chadbourn, students deemed “at-risk” are identified through incoming student performance indicators such as standardized test score data, grades, attendance patterns, and discipline data. Mathematics and reading diagnostic assessments will be used at the start of the school year to identify “at-risk” students who are in need of immediate intervention. In addition, Davis Academy Chadbourn implements a Multi-tiered System of Supports (MTSS) framework to meet the academic, social and emotional needs of students.

The MTSS framework is composed of 3 tiers of support and each tier includes both academic and SEL interventions. Tier 1 of Davis Academy Chadbourn’s MTSS framework consists of a high-quality core instructional program in which interdisciplinary theme-based units of study are delivered in 5 week spans through brain-based and culturally responsive pedagogy. Tier 1 also consists of school-wide behavioral expectations and brain-based support structures (i.e. meditation, mindfulness practices, exercise programming, etc.) that are implemented and reinforced in school-wide convocations, student advisories, grade-level/team meetings and individual classrooms. In addition, a culturally responsive SEL curriculum that encourages both advocacy and activism by requiring students to investigate and respond to the real-life situations related to the needs of their school and/or community will be taught through project and inquiry-based learning tasks which are organized around social justice themes and aligned to the academic units of study.

The academic and SEL interventions of Tier 2 include targeted skill-based academic and behavioral support for students in need. Such support includes small-group learning as well as Restorative Learning Plans for academic and behavioral deficiencies. In this tier, brain-based and culturally responsive intervention strategies will be provided to students via classroom-based groups and small group pull-out sessions. Students in need of Tier 2 services will be identified through diagnostic assessments, teacher referrals, formative assessments, interim skill-based benchmark assessments and discipline/office referrals.

Tier 3 consists of individualized supports for students whose needs are greater than the services offered in Tiers 1 and 2. Individualized supports consist of 30 to 45 day Pupil Action Plans with biweekly monitoring of academic and behavioral goals as well as referrals to outside community-based programs. Students in need of Tier 3 services will be identified through diagnostic assessments, teacher referrals, formative assessments, interim skill-based benchmark assessments and discipline/office referrals.

2. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have

experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Davis Academy Chadbourn's board members have worked with special populations in the following ways:

- Shonda Davis, has spent almost 15 years serving students from special populations. Her entire career has been dedicated to supporting marginalized youth in schools. She led two of the lowest performing schools in New Jersey in achieving significant and sustained growth, one of which was a high school with an EC population of about 30% and an English language learner population of about 19%. Shonda also served as principal of an alternative high school in which 100% of students were deemed "at-risk" due to two or more factors.
- Chet Davis, currently serves as lead teacher of languages at an inner-city high school composed of marginalized students. He earned the Teacher of the Year award in his county for his ability to engage and connect with his students.
- Michael Baldwin has a Teacher of Disabilities certification and has serviced schools within marginalized communities as a special education teacher for over 20 years.
- Attorney Jon Powell serves as Director of the Restorative Justice Clinic at Campbell Law School where he supports schools within marginalized communities adopt restorative justice practices. He also supports youth in the juvenile justice system.

3. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:

- a. Methods for identifying EL students (and avoiding misidentification).
- b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
- c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
- d. Means for providing qualified staffing for EL students.

When parents inform the school that English is an additional language in the home, or when they indicate that another language is the primary language on the Home Language Survey, then a student will be referred to the EL liaison for testing. If this is the first time that the student has been identified as EL, the school will administer the WIDA Access Placement Test (W-APT). If academic records show a student's previous EL identification, the instructional team will prepare adequate instructional plans based on proficiency level.

Our teaching team will then determine the appropriate instructional strategies, modifications, and/or accommodations for ELs based on the student's academic records, EL placement test results, parent input, student input and observations, and other relevant data. We will ensure that EL students meet the same challenging English proficiency objectives and standards required of all other students.

Teachers will provide individualized lesson plans for the EL students that are also aligned with the school's curricula. The school will ensure that curricular and supplemental resources that support EL instruction will be readily available in the classroom to which an EL student is assigned to ensure that they gain English proficiency.

For our EL students, we will supplement the curriculum with web-based programs with supporting tools, such as bilingual dictionaries, grammar tools, audio support, and supplementary print coursework.

We will incorporate Total Physical Response techniques into lessons with EL students because they have been found to benefit EL students' and their understanding of new ideas and their acquisition of new skills. Incorporating hand signals is one way to include movement during a lesson, which will increase understanding for all students, including EL students.

We will train teachers in the four-hour EL model, an English language immersion program consisting of instruction through speaking, reading, writing, grammar, and vocabulary. EL students can be placed with fellow EL students or they can be placed with other EL students or within a mainstream classroom for which the instructional program has been outlined in an ILLP (Individualized Language Learning Plan).

Davis Academy Chadbourn will ensure that they are in compliance with all state and federal guidelines for teaching EL students by creating clear lines of communication between the EL teaching staff and parents. Ideally, communication will be sent in the language of the student's home. As required by regulations, students who are determined to be fully English proficient will be monitored for a period of two years. Throughout the process, from enrollment in to departure from the program, parents will be notified of their child's progress and how the school is teaching and monitoring the student's progress.

To ensure that educators are implementing the ELL strategies and procedures properly, the Head of School will incorporate EL strategies and best practices into their observation and feedback conversations with teachers.

English Learners will be able to fully participate in learning the school's chosen curricula and all of its engaging content. Using an amended curriculum guide, teachers will give EL students the same content framed appropriately for their language level.

4. Explain how the school will identify and meet the needs of gifted students, including the following:
  - a. Specific research-based 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 gifted students; and means for providing qualified staffing for gifted students.

Davis Academy Chadbourn recognizes that this is a range of learning needs present at every school, and it is of vital importance that a school meet the needs of all children no matter where they fall in their learning abilities, including intellectually gifted students. In grades Kindergarten through grade 5, the classroom teachers will be responsible for teaching all standards included in



the North Carolina State Standards while, at the same time, creating extension exercises specifically designed to increase the learning opportunities for gifted students.

Through the use of individualization and differentiation, gifted students will learn the grade-based content at their instructional level. Teachers will differentiate their lessons according to the needs and abilities of the students and implement the lesson accordingly.

At Davis Academy Chadbourn, we expect gifted students to not only learn the State standards but to also create and evaluate ideas for any given subject or content that has been presented to master. In addition, they will be given opportunities to analyze ideas and create projects for which they synthesize the information to demonstrate their understanding which will ideally present the creation of a new idea.

For Kindergarten students, Davis Academy Chadbourn will collect data from each student through the Wechsler-Intelligence Scale for Children-III (WISC-III). Continuing through grade two, students will be assessed for the possession of qualifying gifted abilities. For those students displaying above grade-level skills, the school will provide continuous challenge beyond grade level expectations. Starting with the beginning of third grade, students will be evaluated to determine eligibility as academically/intellectually gifted students. In order to qualify, students must meet the criteria in one of the following Pathways:

- Pathway 1: Score in the 98th percentile for age range on the WISC-IV.
- Pathway 2: Meet three of the following four criteria areas.
  - Area A: Score in the 93rd percentile for age range on the WISC-IV.
  - Area B: Score in the 90th percentile for age range on the WISC-IV in math content or reading content.
  - Area C: Score in the 85th percentile for age on the Woodcock Johnson assessment in Math or Reading.
  - Area D: Reading and math classroom grade averages are A's and a teacher gives a recommendation letter describing classroom evidence that shows signs of Intellectual Giftedness.

Each year, the parents will receive notification of the services for which their student qualifies and will receive. Each child who is Intellectually Gifted will be placed on a Personalized Education Plan (PEP), which will include academic goals and a time frame to meet the goals. When the PEP is created, the student and parent will develop the goals with the assistance of the teacher to guide the goal, thereby making it realistic and in correspondence to the North Carolina Standard Course of Study.

Progress of students who qualify as gifted students will be measured through data that comes as a result of formative assessments, portfolio work, and anecdotal evidence.

### 2.3 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 education teachers 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.

Upon enrollment at Davis Academy Chadbourn, all students' records will be reviewed by EC staff and classroom teachers for previously diagnosed disabilities, eligibility under Section 504 and/or Individual Education Plans. To identify those students who have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act, the IEP team will contact the previous school in writing and by telephone to request the current IEP and pertinent student information. We will either speak or meet with the previous special education staff regarding special accommodations and follow through with previously written plans until such time that we are able to conduct our own evaluation, adopt the most current IEP, or develop a new IEP.

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. Include how the school will avoid misidentification of special education students.

We will equip teachers, parents, and staff members with the appropriate resources for identifying children with special needs, including brochures, posters, and letters found on the Public Schools of North Carolina Department of Public Instruction Project Child Find website. In a coordinated effort with the Exceptional Children's teacher, the education team, which will consist of an LEA representative, the parent of a child with a disability, the regular education teacher of the child, and an individual who can interpret the instructional implications of evaluation, will use a problem-solving approach and implement progress monitoring when addressing academic, behavioral, and/or developmental concerns regarding students. Team members will document the data collected, monitor the results of scientifically research-based interventions and make data-based decisions. The school will utilize the North Carolina Department of Public Instruction's online forms to document the evaluation and IEP. Additionally, parents can refer their child for testing at any time by providing a written request to the school.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- a. Requesting Records from previous schools
- b. Record Confidentiality (on site)
- c. Record Compliance (on site)

In compliance with confidentiality requirements for student records, all confidential records shall be kept in a locked file cabinet in a room accessible only to pertinent school personnel. Written documentation will be required to remove any records from the records room. Only those staff members directly assigned to teach the students will have access to the student files.

Davis Academy Chadbourn will provide special education and related services according to the federal mandates of the Individuals with Disabilities Education Act and the regulations of the North Carolina Public School Law, Article 9. To ensure record compliance is consistently maintained, our school will develop and implement a record compliance monitoring system. The IEP team will complete a compliance checklist for all records of students with disabilities. Each record will be reviewed, and if any noncompliance is found, a corrective action of noncompliance will take place immediately. Verification of correction will be the final action to ensure the noncompliance was corrected. The 504 Coordinator at our school will monitor the 504 Accommodation plans compliance as required by Section 504 of the Rehabilitation Act of 1973. We will have EC staff and will contract with outside service providers for psychological testing and services, speech, occupational therapy, and physical therapy.

#### Exceptional Children's Programming

4. Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

As appropriate, Davis Academy Chadbourn will provide educational opportunities to students with mild, moderate, and severe disabilities in the least restrictive environment with the full continuum of alternative placements. Given the current statistics in Columbus County and Whiteville City Schools, we anticipate that at least 13% of our school population will require EC services, and we have planned our education, staff, and budget plans accordingly. Depending on enrollment, Davis Academy Chadbourn will employ an Exceptional Children's Director, and once numbers and/or needs rise to necessitate, we will hire the necessary number of EC teachers. They will be responsible for implementing IEPs and monitoring scholars' progress. The school will contract with Occupational Therapists, Physical Therapists, Speech Therapists, and psychologists in Columbus County and surrounding areas who can provide testing, reporting, and therapeutic services for Davis Academy Chadbourn students.

5. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

The classrooms at Davis Academy Chadbourn will be equipped with all necessary materials to ensure that all students have access to the curriculum. Quarterly, the EC teacher will meet with students' classroom teacher(s) to discuss progress and determine if a meeting with parents is necessary to ensure that the student will continue to make progress. On an annual basis, parents, the EC teacher, one regular education teacher, a school administrator, and an individual who can interpret any evaluation data will meet to review the student's IEP and to make any necessary changes or recommendations. We consider parents to be experts in their child's needs, and they may request an IEP meeting at any time.

6. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Davis Academy Chadbourn will ensure that all exceptional children have access to a free and appropriate public education. With a focus on their special education goals and outlined related services, we will ensure that they acquire a challenging education and are well prepared for the next steps in their education, employment, and adult life. We will be sure to implement and abide by all federal and state laws and regulations relating to the education of scholars with disabilities. All teachers and staff members will be educated about these laws and how they relate to their job and the students for whom they are responsible.

The school will grant students due process rights, which includes the opportunity for a hearing before the Board, in accordance with the state law, in the event that a suspension or expulsion is being considered. While a suspension or expulsion might be deemed necessary for students with disabilities, before those students will be suspended for more than 10 school days in a given school year, the IEP team will hold a manifestation determination meeting to decide if the student's disability caused the misbehavior. The outcome of the manifestation determination may impact any further disciplinary action taken related to the student in an effort to ensure that the student will not be denied FAPE per federal law.

7. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

The monitoring of the implementation of all IEPs will be conducted by the Exceptional Children's Director. Students with IEPs will receive quarterly progress reports and an annual review meeting. Further meetings will be scheduled by the school or the parent as a student's needs change. At the time that a student is identified for the EC program, the school will host a transition meeting to ensure that all accommodations are communicated to the relevant teachers.

8. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

To ensure a robust program, we will partner with local related service providers after conducting an interview with no fewer than three services providers for each category of service. The interview would include their service protocols, purpose and goals for operations, availability, and pricing as well as a list of school and parent references to whom we could contact to ask specific questions about the quality of service provided and whether or not that school or parent would recommend that service provider. To ensure the safety of students with IEPs and all students enrolled at Davis Academy Chadbourn, we would apply for DPI's School Resource Officer (SRO) matching grant to ensure that we have a person dedicated to the school's security when the school is operational.

## 2.4 Student Performance Standards

1. Describe the student performance standards for the school as a whole.

Davis Academy Chadbourn's goal is to earn a B or better on its NC Report Card. To achieve this, the school's goals for achievement will be to maintain a proficiency level of 70% or higher and

will meet or exceed academic growth annually. Davis Academy Chadbourn strives to become the public school of choice for Columbus County and Whiteville City and outperform the local LEA average proficiency by a minimum of 15 proficiency points. We are aiming high with a goal of 85% percent of graduating eighth grade scholars being proficient and prepared to enter high school in both math and reading.

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.

iReady is the tool that Davis Academy Chadbourn will use to monitor the progress of our students. Data from the iReady assessments will provide each teacher the insight needed to create lessons, develop small groups, and address gaps in every student's education. The MTSS process will be implemented based on this data, anecdotal evidence, and parent insight. A student's progress according to iReady and individualized goals will drive the content of parent-teacher conferences.

Students who are found to be at-risk or exceptional will also have individualized goals and plans that shall be met to be promoted to the next grade. Social promotion will not be allowed with the possible exception being a child who has homeschooled and the grade for which the student is applying is not appropriate. In that event, the Head of School will request that the student is given assessments to ensure the child is placed in the most appropriate grade level at Davis Academy Chadbourn.

We will train educators on how to unpack the data from iReady assessments to determine which students are at risk. They will learn how to create a rank order list to identify the bottom 15% to 25%, and ensure that the state standards that these students are missing are included in lesson planning.

Through the use of the MTSS model, students will be grouped according to level of support. Students in Tier III will receive small group and one-on-one instruction. Teachers will undergo training and receive support on the process for developing small groups within a regular classroom and creating developmental groups among grade levels using data gathered from iReady. This will include the use of visual aids and manipulatives along with the use of modeling, call/recall, and repetition techniques.

To ensure that teachers are ready for students, including students receiving Tier II and Tier III support, we will provide scheduled time for them to plan, including common planning time with grade-level and/or subject-specific peers to give teachers time to collaborate, analyze data, create common assessments, and create lesson plans that target specific standards and skills. We believe that common assessments are an essential part of the planning process and are a powerful method by which to ensure that the grade level is teaching the curriculum with fidelity.

Through a student support process, the Head of School will lead the decision-making process to promote or retain a student. There are many factors considered when deciding to promote or retain a student, including growth according to iReady data, attainment of IEP goals, teacher recommendations, and attendance.

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.

The Head of School makes the final decision about promotion or retention, and the criteria for promotion will be communicated to parents at the start of the year. In the event that a student is not making adequate progress or showing other signs that he or she is at risk for retention, the school will communicate this to his or her parents or guardians at the earliest opportunity but no later than at the beginning of fourth quarter and a plan will be implemented to provide additional support and instruction in an effort to provide what an individual student needs in order to be successful.

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 students at risk of dropping out.

The Head of School will ensure that all teachers are teaching with effective teaching strategies and classroom management procedures by including these in informal and formal observations and in debriefing sessions will provide strategies and set goals for improvement for individual teachers as needed. Additional professional development will be provided if the iReady data or observations don't indicate that improvements are being made. provide professional development and goal setting when a deficit in the teacher is noted. Eighth grade is the last grade served, and Davis Academy Chadbourn will ensure readiness to matriculate to ninth grade by ensuring that students demonstrate a minimum of 50% proficiency in NC Standards for both math and ELA as demonstrated in iReady assessments. Davis Academy Chadbourn will develop an "Indicators of Dropping Out" as a monitoring tool used by all teachers to identify and respond to those students who are at risk of dropping out to ensure that the student can create a plan in partnership with the students' parents that will result in the student completing the school year and continuing into the next grade.

## 2.5 School Culture and Discipline

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Communities of color typically derive from the collectivist archetype in which relationships are valued and the community thrives because the individual contributions of all members of the community are honored, respected and needed for the survival of the group (Hammond, 2015). Due to the correlation between esteem, efficacy and student productivity as well as the value collectivist communities place in community membership, Davis Academy Chadbourn is committed to the development of a school environment in which connection and a strong sense of belonging are felt by its students. A culture of authentic care and concern are at the heart of Davis Academy Chadbourn's culture and our inclusive school environment goes beyond just race and gender. Davis Academy Chadbourn's supportive culture creates a "home away from home" where every child feels safe and confident in stepping outside of their comfort zones to learn.

To support Davis Academy Chadbourn's entire community in fostering a culture of care, our MTSS framework is fueled by a SEL curriculum designed to build and support relationships through SEL

challenges/tasks that foster cultural and self-awareness as well as unification through team-building strategies. Both the SEL curriculum and the academic curriculum involve teaching the school's core values which are represented through the P.R.I.D.E. acronym and include the following: Positivity, Resilience, Innovation, Discipline and Education/Entrepreneurship. In doing so, Davis Academy Chadbourn will accomplish its mission of fostering culturally aware school and community-based agents of change who actively uplift themselves, their community and the world at large through increased leadership capacity as well as the confidence needed to serve and uphold P.R.I.D.E. in school, at home and in the outside world.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

School P.R.I.D.E. (Positivity, Resilience, Innovation, Discipline and Education/Entrepreneurship) will be implemented through the explicit teaching and reinforcement of academic and behavioral expectations that are aligned to each P.R.I.D.E. value. These expectations will identify specific and desired outcomes and will be taught at the beginning of the school year and consistently reinforced throughout the year. Expectations will be normalized throughout the school environment through the posting of behavior-specific and location-specific expectations in halls, classrooms and common places. Both school-wide values and expectations will be reviewed, practiced and reinforced in school-wide convocations, advisory and classroom settings. Students will be celebrated for embracing school-wide values and expectations through Davis Academy Chadbourn's school-wide recognition system and through individual teacher management and recognition systems.

3. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

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

Davis Academy Chadbourn's goal is to foster an environment of care, value, and mutual respect through a progressive and restorative approach to discipline in which alternatives to suspension such as corrective instruction, corrective action, intervention, support and restoration are used to assist students in understanding how their behaviors impact themselves, others and their school community. Davis Academy Chadbourn's progressive discipline policy functions as a part of its MTSS framework and includes interventions and progressive responses to misconduct. Such responses include Restorative Practices which are formal and informal processes (i.e. circles, restorative conferences and restorative behavioral plans) that proactively promote relationship,

positive rapport and community through the nurturing of trust, understanding, shared values and common behaviors.

Davis Academy Chadbourn has a responsibility to uphold a safe environment for all students. The judgment of the school leader will be used to determine if a short term suspension is needed or if recommendations for a more serious consequence is warranted (such as a long term suspension or expulsion). If a student with a disability violates the school's code of conduct in a manner that warrants suspension, all procedures will be followed according to the law. The student's parent/guardian and the school's IEP team will be contacted. Before such students are suspended for more than 10 days in a given year the IEP team will conduct a Manifestation Determination hearing to determine if the students' misconduct was a manifestation of their disability. The outcome of the hearing may impact any further disciplinary action taken related to the student in an effort to ensure that the student will not be denied FAPE per federal law.

A Parent's Rights Handbook will be given to parents on the day a suspension or expulsion is recommended (for both classified and general education students in grades 3-8) and parents will be informed of their right to file a grievance with the board if they are in disagreement with the decision to remove their child. Suspensions may be considered for the following reasons: weapon possession; pulling fire boxes; extortion; physical attack on staff; excessive fighting; possession and/or use of biohazard materials; bomb threat; possession, use or distribution of explosives; possession/use/transfer of dangerous weapons; assault and battery; arson; possession, use, distribution of alcohol, marijuana, prescription drugs, controlled dangerous/illegal substances; use of cellular phone to facilitate the commission of a crime or to inflict injury or harm to persons or property; terroristic threats; sexual assault; continued harassment, intimidation and bullying (including cyber bullying); reckless endangerment; unauthorized possession, use or distribution of medication; trespassing; false alarm; vandalism/destruction of property >\$500; and actions related to gang affiliation.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.  Yes  No

Explanation (optional): Click or tap here to enter text.



## Section 3 Governance and Capacity

### 3.1 School Governing Body

#### 1. Private Non-profit Corporation (NCGS 115C-218.1)

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

Name of Private Non-profit: Davis Academy, Inc.

Mailing Address: PO Box 31274

Street Address: 201 N. McDowell St. Unit 31274

City/State/Zip: Charlotte

Phone (xxx-xxx-xxxx): 855-994-7687 ext. 930

Fax: (xxx-xxx-xxxx): 855-994-7687

Name of Registered Agent and Address: Yolanda N. Davis

Federal Tax ID: 82-0963789

#### 2. Federal Tax-Exempt Status (NCGS 115C-218.15)

If the non-profit organization has yet to obtain 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.

The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

Yes. **Attach Appendix F Federal Documentation of Tax-Exempt Status**

No.

N/A. The applicant is a tax-exempt municipality.

### 3.2 Governance

The private nonprofit corporation or municipality 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.

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

Board Member Name	Board Title	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Yolanda Davis	Chair	Mecklenburg	Attorney	-NC Real Estate License -SC Real Estate License -NC Bar License	No
Shonda Davis	Head of School	Essex	Education Consultant	-NJ Principal Certificate of Eligibility -NJ Supervisory Standard Certificate -NC Teacher of Biological Science Standard Certificate	No
Jon Powell	Director	Wake	Clinical Professor / Director Restorative Justice Clinic	-NC Bar License	No
Denise Corbett	Director	Wake	Executive Director, Education Program Implementation	N/A	N/A
Michael Baldwin	Director	Essex	Athletic Director	-NJ Teachers License -NJ Supervisor Certification	No
Latoya Beatty	Secretary	Columbus	Scribe/Physician Assistant Pediatrics	N/A	N/A
Crystal Frink	Treasurer	Columbus	Retired Teacher	-NC Teaching Certification	No

2. Describe 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.

Per NC GS 115C-218, the board will consist of a minimum of five members and a maximum of eleven members. Executive positions include a chairperson, a vice chairperson, a secretary, and a treasurer. Each remaining position will be at-large, voting positions.

Board members will be responsible for governance of the school while the administration will be responsible for the day-to-day operations of the school. The board's primary responsibilities are to effectively communicate and measure the school's success in reaching key objectives. These include:

1. Ensuring the success and effectiveness of the school's academic program.
2. Make certain that the school is in compliance with all statutory and regulatory requirements, and at the same time, is working within the bounds of its charter and taking regular strides in meeting the school's mission.
3. Continually make sure that the school is financially healthy, is appropriately staffed, and is regularly meeting or exceeding goals set by the board.

The board has recruited a school leader who has the qualities necessary to bring our mission to fruition. Shonda Davis is an educator with almost 15 years of experience and a proven history of success in assisting low-performing schools and districts within marginalized communities attain dramatic improvements in climate and culture as well as student achievement.

A strong relationship between the Board of Directors and the school leader is key to the success of the school and to the regular monitoring and supervision of the school leader to keep the board both informed and empowered to make decisions on a regular basis. The board will collect data from the school leader on a consistent basis in the following areas: Academic Achievement, School Climate and Culture, and Human Capital.

3. Describe the size, current and desired composition, powers, and duties of the governing board.

Per the charter school manual, the board will strive to build a board of a minimum of nine members and will always be comprised of a minimum of five members and a maximum of eleven members. Each board member will serve on a board committee that will include other board members and could include members of the staff or members of the community. This will serve as a vetting process for community members who demonstrate interest in serving on the Board of Directors.

Currently, the board has seven board members, and throughout the coming year, we will add additional members to ensure that our board reflects the county's demographic and that our board has the requisite skill sets to ensure proper oversight of a public charter school.

The skills on the current board members include the following: legal, accounting/finance, real estate, education, business, management, restorative practices, and medical/health. We will engage these skills regularly when we develop and consistently implement processes and procedures to govern the school. This includes developing goals in addition to the goals included in this application for which the school's administrative team will develop and present evidence that the school is steadily working toward achieving each stated goal.

The school leader and each committee will be responsible for collecting, analyzing, and developing action steps for specific data, and they will report their findings to the board based on the board's strategic calendar.

After receiving feedback and guidance from the Board of Directors, the Head of School will create a plan that responds to the successes and challenges indicated in the data. In addition to this regular data analysis throughout the school year, the board will gather for an annual retreat in which they will participate in board trainings, data analysis, program evaluations, and goal setting to ensure that adequate progress is continually being made.

The evidence provided will serve as the basis for the Head of School's annual evaluation. This includes Academic Achievement, School Climate and Culture, and Human Capital. In addition, the board will measure the Head of School's success in making progress toward the board's defined goals, managing the school's budget, developing and navigating the organization, progressing towards a successful charter renewal, and remaining in good standing with the authorizer and community. Effectively, the board will determine the impact that that Head of School's leadership has had on the success of the school. This evaluation will occur formally every school year by the Governance Committee and will be shared with the full board prior to discussing the findings with the Head of School.

The board will be composed of members who represent the demographics of our community and by people who are leaders in both for- and non-profit arenas. This will be our continual goal as founding members cycle off the board and new members cycle onto the board. Furthermore, we will seek input from parents, staff members, and community members when conducting fundraising efforts or engaging in strategic planning.

4. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

The board includes following the individuals:

- Yolanda Davis: As an Associate Attorney with a mid-size regional law firm's Corporate and Tax Practice Group, Yolanda supports corporate clients in transactional matters including corporate governance, compliance, entity structure and formation, and commercial agreements with emphasis on small business and nonprofit and exempt organizations. Prior to being admitted into the North Carolina Bar, Yolanda spent more than a decade in the accounting and nonprofit industries as a consultant, and real estate industry as a

Realtor/Broker licensed in North and South Carolina. As an education advocate, she serves as a volunteer facilitator and trainer for Campbell Law's Restorative Justice Clinic in Wake County Schools. During law school, she worked as a legal and policy extern for both the North Carolina School Boards Association and North Carolina General Assembly's Legislative Analysis Division with focus in the Education Section. She also served as law student representative on the North Carolina Bar Association's Education Law Section Council and continues to serve on the Council as the Young Lawyers Division (YLD) liaison.

- Shonda Davis: With almost 15 years of experience in education, Shonda has nine years of administrative experience having served as a Special Assistant of Student Supports, Principal, Climate and Culture Specialist, and Department Chairperson. As an administrator, she has worked with, coached, and trained educators and has been instrumental in promoting significant growth and sustained change at both the school and district levels.
- Michael Baldwin: Currently a high school athletic director, he has 25 years experience in special education and sports. In addition to his role as the athletic director, he heads the physical education department at his high school.
- Latoya Beatty: Born and raised in Columbus County, she is a product of the local public schools, has worked as a Health Educator at a local county health department, and has served as a coordinator for a grant for young moms aged 13 - 24 and their children. As a policy fellow at NC Child, a state-wide non-profit agency focused on child advocacy, she completed a one-year research study. Other positions have included tutoring and substitute teaching. She holds a Master of Public Health and a Doctorate of Medicine with focus in pediatrics.
- Denise Corbett: An Executive Director of Program Implementation with a nonprofit organization whose mission is to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. She has nearly 20 years of experience working in both a large urban public school system and within an organization solely focused on education reform efforts. Corbett has over 10 years of experience leading recruitment and selection, assessment, instructional design, and program delivery work in the field of education with an emphasis on improving efficiency, organizational consistency, and alignment with the programmatic vision. She holds a Bachelor of Science in Human Development and Psychoeducational Studies with a concentration in Early Childhood Education and a minor in Business Administration.
- Crystal Frink: A retired teacher from Columbus County, she also brings to the board her experience as a bookkeeper. As an educator, she has attended a myriad of workshops and has gained a wealth of knowledge regarding pedagogy, implementation, and assessment of effective practices during her 25-year tenure. She has chaired and served on a variety of school committees, served as sponsor for academic clubs, and provided mentorship to many novice teachers and youth.
- Jon Powell: As the director of the Restorative Justice Clinic at Campbell Law School, Attorney Powell manages the receipt and response to referrals from the juvenile justice system, juvenile court, Wake County Schools, and the Capital Area Teen Court program. Goals of the project are to give juveniles the opportunity to take responsibility for and become accountable for their actions; give victims the opportunity to learn about and be

intimately involved in the outcome of their case; give all parties the opportunity to create an agreement that will address and resolve the harm caused by criminal activity.

5. 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.

While we prepare for school opening during the Ready to Open process, the board will complete all tasks both required and necessary to ensure that the doors to Davis Academy Chadbourn open in August 2020. The board has already identified a highly qualified school leader; we will continue to host community events and connecting with community members through mailers, social media posts, and speaking events; recruiting founding families; and ensuring that we have a safe, secure, and compliant school building that supports our innovative programming.

We will build upon the partnerships we currently have in place, which include tutoring, Boy Scouts/Girl Scouts, and parenting empowerment classes provided by the Columbus County Dream Center; sponsoring supplies at the HEARTS Foundation back to school drive; access to Teach for America alumni teachers to develop our pipeline via our relationship with Andrew Lakis, Executive Director, Teach for America-Eastern North Carolina; and conversations with organizations such as G&G Healthcare, SEH Tabitha Foundation, and UNC-Pembroke regarding general physical examinations and nutritional screenings for our student body, grant opportunities, and building teacher pipeline, respectively.

The ideal partner is one whose work is in alignment with the mission and vision of Davis Academy Chadbourn. The partnerships will not only serve as sources for monetary and in-kind donations but will also serve as a marketing source during this RTO period and a volunteer source once we are operational. The board will delineate processes and procedures for our standing committees and take all necessary steps to provide financial oversight, which is the fiduciary responsibility of the board to the school.

The board recognizes that these operational tasks will shift to the administrative team once the school opens; at that point, the board of directors will transition to a governing board at a pace that enables true viability of the school and its programs in service to students, their families, and the larger community.

The Board of Directors is legally responsible for all transactions of the charter school. This encompasses all aspects of the school, including all student outcomes; school policies and procedures; developing, approving, and implementing an annual Head of School evaluation; approval of all contracts, including those for hiring and firing of staff and for agreements with third parties; setting the school's goals; evaluating, monitoring, and making necessary changes to the school's plan; developing, implementing, and modifying a governance model that recruits and retains effective board members; and oversees and manages the school's finances to ensure a smooth trajectory toward growth for the school.

Members of the board have fiduciary duties to the organization that include duties of care, loyalty and obedience. The duty of care includes exercising prudent judgment in all decisions related to

the school and its stakeholders. The duty of loyalty requires board members to act in good faith and in the best interest of the school at all times, and the duty of obedience dictates that board members must adhere to all policies, laws, and regulations while governing the charter school. Care, loyalty, and obedience are lived out through our committed actions in managing finances, attending board members, communicating with the public about the school, setting policy, and participating in board retreats and board trainings.

The board will collect the data for academic achievement that demonstrates whether or not students are making progress toward attaining the highest levels of academic achievement and that the programming and services reflect the mission of the school. This would be seen in ELA and Math progress monitoring results and action and annual proficiency; retention rates; and alumni achievements.

For school climate and culture, we will collect data that demonstrates whether or not our organization has established a powerful climate and culture in which students can thrive. This would be seen in daily attendance, on-time arrivals, parent satisfaction surveys, suspensions, and evidence of the school's values.

Teachers and staff are key to our success, so it is vital for the board to monitor their impact on the school. We will measure success in human capital through analyzing the recruitment, development and retention of exceptional staff. Teacher retention, satisfaction, and turnover rates will serve as evidence for measuring the success of human capital.

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

The founding board members of Davis Academy, Inc. were recruited and selected by the founder, Yolanda Davis, based on their strong commitment to education and their professional experience. At the organization's inception in 2017, the organization consulted educational institutions in the areas of restorative practices and whole-school reform. The founding members decided to take the organization's initial mission a step further and work towards a school. In doing so, those members recruited and selected the current board members based on their dedication to serving the community's youth, their skill sets, and their passion for the school's mission.

The board has conducted several meetings to introduce the school, gauge interest, and interview board candidates to ensure that the board is comprised of a diverse group of individuals who are willing and able to work together to open and support a public charter school. After those meetings, the founder reached out to those who were found to meet the criteria of services, skills, and passion and invited them to consider joining the Davis Academy Chadbourn board. To ensure that the school has the necessary expertise, specific individuals were recruited on the basis of their skills.

Davis Academy Chadbourn held its first meeting on Saturday, July 1, 2017. It's first meeting since the expansion of its mission to include a school was in January of 2019, and since that time, the board has worked diligently to raise awareness about the school within the community, to secure

a facility, and to get feedback from the community about the programming they desire for their students.

The board recruitment will continue, and we will develop a succession plan in which each member is tasked with replacing not only him- or herself but also recruiting one or two additional board members. Individuals selected to serve the board will be invited to serve on one of Davis Academy Chadbourn's committees as a trial period for both the board and the individual him- or herself. When a board seat becomes available, these committee members, if they are willing and interested, would be invited to join the board.

In the event that a board position becomes available, new members may be elected onto the board within three months of the vacancy, depending on the needs of the current board. Otherwise, they will be elected on the board at the board's annual meeting. The Nominating Committee would determine whether the needs of the school were such that electing new members during the school year was helpful and necessary.

7. Describe the group's ties to and/or knowledge of the target community.

Three of the board members are from Columbus County and two others have grandparents from the County:

- Yolanda Davis was born and raised in Whiteville, NC, the county seat. She attended Whiteville City Schools for grades K-10 and Columbus County Schools for grades 10 -12. Both of Yolanda's grandmothers still reside in the county, and her mother has worked in Whiteville for over 20 years.
- Latoya Beatty was born and raised in Bolton, NC, on the east side of the county. She attended Columbus County Schools K-12. She currently resides in the county.
- Crystal Frink was born and raised in Chadbourn, NC, on the west side of the county. Before integration, she attended Westside High School and graduated from Columbus County Schools. She is also a retired teacher of 25 years in the Columbus County School system who still continues to serve as a substitute teacher. She currently resides in Chadbourn.
- Shonda Davis and Michael Baldwin have grandparents from Columbus County with a lot of other family members still residing within the county.

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

Monthly, the board will hold regular meetings during which time the board will follow a strategic calendar to ensure that the board is providing the appropriate oversight to all aspects of operating a public charter school. Committees will meet at designated times between the regular monthly board meetings to conduct thorough analysis, discussion, and decisions to be recommended to the full board during the regular meetings to ensure that all aspects of the charter school continues to develop toward reaching the school's stated mission.

9. 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.

Orienting new board members to the roles and responsibilities of board membership is critical to the success of the organization. When new board members are elected to the board, they will be assigned a mentor who is currently serving the board or who has rotated off the board within the previous two year. The mentor will serve as a resource for answering simple logistical questions and for understanding more complex issues, such as fiduciary duties and the separation of governance and operational duties.

The board will share directions with new board members on how to access the policy manual, the charter application, the board's bylaws, a board calendar, access to Open Meeting Law, board roles and responsibilities, and the conflict of interest form. with which all new board members will be required to familiarize themselves.

The board will conduct governance training each year during our annual retreat, and board members are required to attend. Board members will be encouraged to avail themselves of additional board trainings made available during sessions led by the Office of Charter Schools or the Department of Public Instruction that could involve pertinent topics, such as strategic planning, charter-related legal considerations, and nonprofit best practices.

These practices will not only prepare new and current board members, it will provide clarity about their roles, resulting in higher engagement and focus in their work for the school.

We plan to have an attorney on retainer who is familiar with public charter school law and will be able to consult the board on legal matters relevant to operating a public charter school, including Open Meeting law, public records requests, Exceptional Children programming, and other legal matters that could arise from time to time.

Training topics will include the following list of topics along with other topics that are relevant to matters that arise during the course of regular public charter school operation:

- A. Finance Training: Focused on teaching participants how to create, present, monitor, and implement a sound financial plan that includes an approved budget. Participants will understand viability as it relates to the organization's finances; they will understand financial planning as it relates to getting a return on an investment; and they will understand enrollment projection as it relates to revenue growth. These are all key indicators of charter school success and failure, and board members will be trained how to recognize both the red flags and the signs of success.
- B. Roles and Responsibilities Training: Annually, the board will participate in training that clarifies the fiduciary duties of all board members and the difference between governance and operations to ensure that the board develops goals and supports programming that meets the needs of everyone involved, including students, staff, and stakeholders.
- C. Legal Compliance Training: In this training, the board will review, clarify, and assess for implementation of the school's mission statement, bylaws, policies, and federal, statutory, and regulatory requirements.

10. 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.

North Carolina General Statute § 55A-8-31 defines a Director Conflict of Interest, and the Davis Academy board shall comply with voting and disclosure provisions of that statute. Our bylaws and policies will detail the procedure for identifying and addressing conflicts. The proposed bylaws can be found in the appendices of this application.

**Board Action Steps:**

Involved Parties: This board policy is relevant to Board Directors and offices and all other employees who are in a position to influence the decisions and/or actions of the school or the board or those people who can make commitments on behalf of the school. Specifically, this includes individuals who make purchasing decisions, administrative personnel, and anyone who has information that would be considered proprietary information about the school.

Expectation to Disclose: All board members are expected and obligated to fully disclose any relationships that exist for the governing board, charter school employees, or potential contract awardees. Contracts will be vetted openly to in open session of the board.

The board has developed the following procedures that are in compliance with the statute and will apply to board members and school employees alike.

- A. Disclosure will be made as soon as the individual is aware of potential conflict of interest.
- B. When an individual discloses a possible conflict of interest, the Board will determine whether a conflict actually exists and whether it is material.
- C. Where a material conflict exists, the Board will determine whether the recommended transaction or other conflicting involvement may be authorized as just, fair, and reasonable to the school.

As appropriate, the decisions of the Board will be guided by independent counsel, and the integrity and best interests of the school and the advancement of its purposes will guide every decision.

When a conflict of interest exists, the board will follow these procedures:

- A. Any Board member having a possible conflict of interest on any matter will not vote or join the discussion so that his or her ideas influence the board's decision-making on the matter. The board member will be recused from final discussion and voting after answering all Board questions related to the conflict and fully informing the Board of all pertinent details.
- B. In the event that a conflict has influenced the decision of the board, the Board Chair will appoint a neutral third party or designate a committee to investigate alternatives to the

proposed transaction. Once due diligence has taken place, the Board will determine whether the school shall proceed with the vote on the contract.

- C. The Minutes of the board will reflect all conflicts of interest disclosures, abstentions from voting, and the existence of a quorum.

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

The primary decision-making process that the Board will use involves the use of deliberate actions of the board or board committees. This action will be informed by research, analysis, legal counsel recommendations, and board and committee member experience during board and committee meetings as they related to school governance and compliance.

This deliberate action will dictate the organization of discussion during board members, including how board members will debate and discuss topics and resolve conflicts as they arise.

The board will seek insight from key stakeholders, which include students, parents, community members, and the lead administrator when implementing new programs or policies to ensure that all perspectives are appropriately considered. Furthermore, the board will utilize the network of charter schools in North Carolina, especially the high performing schools with a similar demographic to learn best practices that could inform our decision-making processes for the school.

The policies designed by the board will be in full compliance of all legal, regulatory, and statutory requirements, and they will ensure that the school operates in a manner that will lead to the successful attainment of our school mission.

All policies will be adopted by a vote of the majority of the board and will then be put into practice through procedures as developed by the Head of School. When developing policies for the school, the board will seek input from all stakeholders, determine that it will result in the desired out, and ensure that they are in compliance with the law.

The process for policy development will follow these steps:

- A. A need is identified.
- B. The relevant committee collects data to determine if a need exists and if so, seek possible solutions.
- C. The relevant committee makes recommendations.
- D. The relevant committee drafts the policy.
- E. The policy is shared with stakeholders for input.
- F. The policy is presented to the board for discussion.
- G. In the next month's meeting, the policy is presented again for final questions and will then be voted upon.
- H. The policy is included in the school's policy manual, shared with stakeholders, and made available in online and paper copies.
- I. The policy is reviewed annually as deemed necessary.

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

The board will form advisory groups to advise the board in four important areas of the board's oversight duties: governance, academics, finances, and development. The board recognizes that it has the sole authority to make decisions and take action in these four areas; however, the board understand the importance of collaboration and partnering with stakeholders. The board will regularly seek and consider input from these advisory boards:

- A. Parent Teacher Organization: This organization exists to support the teachers and staff in their mission. They will be their own entity and report directly to the Head of School.
- B. Community Advisory Committee: This committee will consist of three to five members consisting of community and board members. They will report directly to the board.
- C. The Nominating Committee: This committee will consist of members of the board who are tasked with recruiting and nominating new members to the board. They report directly to the board.
- D. Academic Committee: This committee will consist of board members, the Head of School, community members and teacher leaders, and its task is to ensure that the curriculum and teaching strategies to ensure that the school is able to reach its mission, serve its students, and ensure academic achievement for all students as measured by the North Carolina End of Grade and End of Course tests. They will regularly analyze test data, conduct site observations, and collect input from members of the school community. They report directly to the board.
- E. The Finance Committee: This committee will consist of board and community members. The members of this committee should possess a strong financial background. In their role as committee members, they will regularly create the annual budget; review it against actuals, and make recommendations and adjustments to the budgets to ensure financial viability. This committee will also be responsible for making recommendations to the board regarding major financial decisions. They will report directly to the board.
- F. The Personnel Committee: This committee will consist of board members and, in collaboration with the Head of School, will address personnel matters as they arise. The Head of School will recommend the hiring of and the salaries for staff and teachers. The final hiring and firing decisions rest with the board. This committee will also work in collaboration with the Finance Committee regarding employee compensation and benefits.

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

The board seeks to create, sustain, and continually develop a positive learning environment for all stakeholders, and it encourages open dialogue among employees, administrators, board members, parents, and students. There might be instances where concerns or questions that arise among members of the school community that isn't readily answered in the employee or family handbooks or on the school website.

If a parent has a grievance related to a teacher or other employee, he or she is to take the following steps in a good faith effort to resolve the grievance:

- A. Immediately, determine a mutually agreeable time to meet and discuss the grievance with the teacher or other employee related to the grievance.
- B. If this initial meeting does not result in a resolution to the concern, the parent is to communicate the concern to the Head of School in written format; electronic or paper are both acceptable forms of communication. The Head of School may choose to assemble and lead a meeting with the members of the initial party. As an employee of the board, when appropriate, the Head of School would then reach out to the board chair to both alert him or her of the concern and to seek advice regarding the grievance.
- C. If there is no resolution to the issue following the meeting with the Head of School, the parent may file a grievance by following the board's policy and grievance process.
- D. The board or appointed committee will receive the grievance and determine the next steps, including contacting the school's attorney for legal advice if deemed necessary.

If an employee has a grievance, then the employee is to take the steps outlined below:

- A. Grievances should be communicated to the Head of School. As an employee of the board, when appropriate, the Head of School would then reach out to the board chair to both alert him or her of the concern and to seek advice regarding the grievance.
- B. If the matter concerns the Head of School or if the matter remains unresolved after the meeting with the Head of School, then the employee may follow the board's policy and grievance process, which includes communicating in writing with the Chair of the board's Governance committee appointed specifically to respond to grievances. This committee will contact the school's attorney for insight and guidance regarding the grievance if deemed necessary. Ultimately, the board makes the final decision regarding any response to the grievance or action steps required because of the grievance.

**\*Attach Appendix G Organizational Chart**

A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

**\*Attach Appendix H Charter School Board Member Information Form and Resume**

A **one-page** resume from each founding board member and responses to the questions found on the Charter School Board Member Form

**\*Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member**

**\*Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality**

The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meeting Law.

**\*Attach Appendix K Articles of Incorporation or Municipal Charter**

If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.

If the applicant is a municipality, attach a copy of the municipal charter.

**3.4 Staffing Plans, Hiring, and Management**

**Projected Staff**

- Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

<b>Position</b>	<b>Year 0</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Head of School/School Leader	0	1	1	1	1	1
Assistant Head of School	0	0	0	1	1	1
Dean(s)	0	0	0	0	0	0
Additional School Leadership	0	0	0	0	0	0
Core Classroom Teachers	0	9	13	16	22	27
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	4	7	9	13	17
Student Support Positions (e.g. social workers, psychologists, etc.)	0	0	0	0	0	0
Student Support Positions	0	0	0	0	0	0
Specialized School Staff	0	0	0	0	0	0
Teaching Aides or Assistants	0	0	0	0	0	3
School Operations Support Staff	0	4.5	7	7.5	9	9.5

**Staffing Plans, Hiring, and Management**

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

The organization’s survey that began collecting data from the community in July has received several responses from current and retired educators. Many of those educators have offered their support. On July 20th at the meet and greet, several current and retired educators attended many expressing interest in joining the staff upon approval of the charter. In addition, the board has been in conversations with both Andrew Lakis, Executive Director, Teach for America-Eastern North Carolina and UNC-Pembroke. Through the relationship with Andrew Lakis of Teach for America-Eastern North Carolina, Davis Academy will have access to its alumni pool in order to engage and recruit teachers. UNC-Pembroke is currently in conversations with the organization regarding creating a teacher pipeline for the charter and county at large.

- If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

Shonda Davis is an educator with almost 15 years of experience and a proven history of success in assisting low-performing schools and districts within marginalized communities attain dramatic improvements in climate and culture as well as student achievement. She specializes in whole-school reform, school-wide and classroom-based climate and culture, teacher and school leadership development, systems thinking, restorative disciplinary practices and culturally responsive teaching and learning. She has nine years of administrative experience having served as a Special Assistant of Student Supports, Principal, Climate and Culture Specialist, and Department Chairperson. As an administrator, she has worked with, coached, and trained educators and has been instrumental in promoting significant growth and sustained change at both the school and district levels.

Early in Davis' career, she noticed the dysfunction that often exists within and between schools and district offices in urban areas. She observed educators at every level of the hierarchical system of education carrying the burden of "transforming" school environments that were impacted by the interplay of poverty, managerial failure, systemic imbalance, personal and interpersonal dysfunction, as well as the varied sociopolitical factors framing education.

Over the last two years, Davis trained and coached principals and leadership teams in the development of school-wide systems and norms which have promoted teaching, learning, and the social and emotional well-being of all stakeholder groups within the school community. A large portion of her work consisted of developing support structures within school communities for students who struggled as evidenced by attendance, grades and disciplinary records. Support structures included professional development opportunities for teachers and administrators in the areas of identifying their own personal implicit biases and imbedding both brain-based and culturally responsive pedagogical practices into the teaching and learning experience.

Davis' love of community, extensive knowledge of how the brain functions, and unique ability to identify the interconnectedness of academic and operational systems have enabled her to create schools with caring, respectful, and achieving cultures. Her efforts as a school reform agent have led to significant and unprecedented improvements in both student achievement and school-wide climate and culture within the schools she led and districts she serviced.

**Attach in Appendix O the School Leader's Resume. If school leader has been identified, include the school leader's one-page resume in Appendix O.**

- Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The Board has identified the Head of School. The relationship between the board and Head of School will be one of trust and accountability. The Head of School will hire and evaluate the employees. The Head of School will share data and recommendations for hiring, renewals, terminations, and raises to the Board for discussion and approval. It is anticipated that the board chair or a designee will be in communication with the Head of School to stay abreast of any needed information as it relates to employees. All employees will direct their communications to the Head of School, and the board will communicate to the employees through the Head of School.

Based on enrollment and revenues, a salary schedule and bonus plan will be developed to help retain high performing teachers. The Board's responsibility is to provide governance and leadership that attracts high-quality staff and to provide the support and resources the Head of School needs to build instructional capacity to improve student learning. The hiring of all employees must align with the mission.

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

The Davis Academy Chadbourn board will appoint a committee specifically for hiring the best person for the role of Head of School, and the board will review and ultimately approve the recommendation. The Head of School will recommend the hiring and dismissal of the teachers and staff, and the board will approve the Head of School's recommendations.

The hiring process will include practices that will help us assess each candidates' abilities in communication, relationship building, collaboration, and a deep belief in the school's mission. We will hire teachers who are coachable, hungry to learn, and team players. It is critical that they demonstrate a dedication to our community, our mission, and our vision.

Candidates will submit applications for employment that include the following:

- A sealed college/university transcript, indicating a cumulative GPA of 3.0 or higher;
- A National Criminal Background Investigation Check free from any offenses except for minor traffic infractions;
- Three letters of reference that provide evidence of leadership and community service;
- A sample teaching video;
- A writing sample that demonstrates superior writing skills; and
- A teaching portfolio with sample units.

Our hiring process will include:

1. Initial screening interview.
2. Sample teaching session in which the Head of School will observe for clear objectives, classroom management skills, and effective communication.
3. Formal interview.
4. Participation in a school events to observe how the candidate interacts with stakeholders.

From time to time, the board may need to approve dismissal of staff members based on the Head of School's recommendation. The Head of School will be responsible for creating an evaluation



and accountability tool, providing effective feedback and monitoring, and making professional development opportunities available to provide necessary instruction. If progress is not noted, the Head of School may place the employee on an action plan prior to his or her recommendation to the board for dismissal; however, the overall culture of the school supersedes the need of an individual. When necessary, the board may choose to take steps to verify that the Head of School followed these processes with fidelity through an internal committee or external reviewer.

- Outline the school's proposed salary range and employment benefits for all levels of employment.
  
- Lead Administrator: \$75,000 - \$80,000
- Assistant Administrator: \$50,000 - \$60,000
- Full Time Core Teachers: \$35,000 - \$50,000
- Elective/Specialty Teachers: \$35,000 - \$50,000
- Administrative Assistant: \$25,000 - \$32,000
- Teacher Assistant: \$15,000 - \$25,000
- Exceptional Children's Teacher: \$35,000 - \$50,000

While Davis Academy Chadbourn will not participate in the state retirement plan, the school will offer a 403(b) program with matching contributions up to 3%, the option to enroll in the State's health care program, and the option to purchase life insurance to all full time employees. We will not offer retirement, health insurance, or life insurance to part-time employees.

- Provide the procedures for handling employee grievances and/or termination.

The Head of School of Davis Academy Chadbourn retains the discretion at all times to recommend termination employment and/or to decide what type of response, if any, is warranted in the event that a grievance is filed against an employee. All Davis Academy Chadbourn employees are at will employees, and employment can be terminated at any time. There is no guarantee of implementing any disciplinary action prior to termination. While Davis Academy Chadbourn is not required to use any of the following steps of discipline or to apply them in a particular order, the school retains the discretion at all times to determine the nature and severity of discipline and/or termination. In the event that it becomes necessary to discipline an employee, in its discretion given a particular circumstance, Davis Academy Chadbourn will determine the appropriate action, including the following:

1. Verbal Warning
2. Written Warning
3. Suspension, with or without pay
4. Final Warning and/or Probation
5. Termination

The Davis Academy Chadbourn board retains the discretion to determine if the circumstances of a particular case warrant the Head of School's recommendation for termination for the first offense, or whether one of the other four forms of discipline listed above is warranted. Further, if an

employee's conduct, performance, work habits, or attitude becomes unsatisfactory or unacceptable in the judgement of the Head of School, including based on violations of any school policies, rules, guidelines, regulations, or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

Grievances shall follow this process:

1. The employee meets with the Head of School to discuss the grievance in an attempt to reach a resolution and/or to enact any necessary disciplinary actions.
  2. If a satisfactory resolution is not reached, then the employee will submit a formal grievance in writing to the Board Chair or designee.
  3. The chair or designee will convene an ad hoc board subcommittee to investigate the grievance, whose investigation includes interviews with all involved parties as appropriate. The subcommittee will recommend a resolution within 30 days of receipt of the written grievance.
- Identify any positions that will have dual responsibilities and the funding source for each position.

Most of Davis Academy Chadbourn employees will have dual positions in our first three-five years of operation. We anticipate our funding for our positions to be from State Funding, Local Funding, State, and Federal EC Funding, and other Federal funding.

Positions potentially impacted include:

- EC Director could serve as sole EC Teacher;
  - Office Manager could serve as PowerSchool Manager, Financial Services support, and McKinney Vento contact;
  - PE Teacher could also serve as Athletic Director;
  - Content Teacher could serve as Testing Coordinator and MTSS Coordinator.
- Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

Davis Academy Chadbourn will hire only properly licensed and experienced teacher for our special needs, EL, and gifted student populations. If deemed necessary, Davis Academy Chadbourn will hire and make adjustments to the budget for an experienced part-time EL teacher to assist with any child that is an English Learner. Davis Academy Chadbourn will also provide all full- and part-time teachers with the proper training and staff development to provide the appropriate education for both EL and gifted students.

- Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

Davis Academy Chadbourn's staff will be held to high quality standards by ensuring that steps are taken each day to meet and exceed the Davis Academy Chadbourn mission every day. All staff members are expected to communicate clear expectations and goals to students and parents;

uphold all legal, professional, and ethical requirements of the profession; and create an environment conducive to learning and supportive of students' socio-emotional development. Detailed expectations for each role are outlined below:

- Core, EL, EC, Physical Education and Elective Teachers:
  - Hold a bachelor's degree or equivalent education experience.
  - Teach the curricula in alignment with the NC Essential Standards.
  - Create a classroom climate that is conducive to learning.
  - Create and maintain open lines of communication with parents.
  - Offer tutoring and enrichment activities to students as needs arise.
  - Communicate clear expectations, goals, and grading requirements to both parents and students.
  - Differentiate lesson plans to fit the needs of individual scholars.
  - Maintain and keep current records on all students, including portfolio work and grades.
- Head of School:
  - Hold a Master's Degree in Administration or equivalent education and experience and must have five years of administrative experience.
  - Ensure that the curricula is taught in alignment with the NC Essential Standards on a daily basis.
  - Supervise and manage the staff and report on the school's overall operation to the board of directors every month.
  - Responsible for handling student and staff conduct in accordance with student and staff handbooks.
  - Active in coordinating the professional development plan.
  - Oversee the creation and implementation of the school's marketing plan.
  - Ensure that the school operates within the budget and be responsible for all fiduciary requirements.
- Office Manager:
  - Hold an Associate's degree or equivalent experience.
  - Have at least two years experience as an administrative assistant.
  - Coordinate and run the school's front office and complete all necessary duties.
  - Coordinate school volunteers.
  - Assist the assistant administrator and the lead administrator as the need arises.
- Assistant Administrator:
  - Have a bachelor's degree.
  - Coordinate and maintain the teacher licensure program.
  - Have two years or more of administrative experience.
  - Assist in coordinating the professional development plan.
  - The lead person to whom all contract positions report; this includes being the point of contact for the PowerSchool administrator.
  - Report to the Head of School.
  - Assist in marketing.
- Assistant Teacher:
  - Preferably hold a Bachelor's degree.
  - Preferably hold a teacher licensure or be working towards it.

- Work with "At-Risk" students both in small groups and one-on-one.
- Support classroom teachers through tutoring, small group instruction and any other needs that may arise.
- Be trained in the school's curricula.

### 3.5 Staff Evaluations and Professional Development

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

The Head of School will be responsible for ensuring that there are systems and procedures for the potential teacher licensure renewal opportunities. The Head of School will appoint a teacher to drive the renewal process, to track teachers' licenses to ensure that the school has an accurate record of all teachers' licenses, and to provide appropriate notification that will allow teachers to secure the appropriate training prior to the expiration of their license. However, it is the duty of each teacher to monitor their licensure status and ensure that the school has a correct accounting of their license.

2. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Davis Academy Chadbourn endeavors to create an organization that will allow us to recruit, hire, and retain teachers who are skilled to deliver our instructional strategies and inspired to bring our mission to life. Beginning staff and teachers will be assigned a mentor who will work closely to develop initiatives, plan engaging lessons, and develop their classroom management strategies. The mentor teachers will also observe and provide feedback to assigned developing teachers at a minimum of four times each school year. This mentoring program will provide teachers the support that they need, resulting in higher teacher retention and satisfaction ratings.

With the input of teachers, Davis Academy Chadbourn will develop a teacher evaluation instrument that will evaluate a teacher's ability to implement the curricula with fidelity. By inviting teacher input, Davis Academy Chadbourn endeavors to create solution-oriented teachers who will proactively seek mission-aligned solutions when problems arise. These are attributes of teacher leadership that we will promote and use as indicators of who would make good candidates for leadership roles as they become available.

Davis Academy Chadbourn leadership and staff will work closely with NCDPI to ensure that our teachers meet the teacher licensure renewal criteria. When hired, teachers will be required to provide their teacher's license from NCDPI. Each teacher is responsible for keeping their licensure and certifications up to date so that they meet the requirements for teaching at their level as defined by NCDPI and the SBE policies. In compliance with state law and policy, at least 50% of Davis Academy Chadbourn's teachers will hold a current teacher certification.

Beginning teachers at Davis Academy Chadbourn will follow the school's approved Beginning Teacher Plan. It includes the following: a teacher self-assessment; a professional development plan; a pre-observation conference; three formal observations with post-conferences; a peer observation with post-conference; summative evaluation conference; and a summary rating form. For administrative and support staff, the Head of School will evaluate them a minimum of once a year with the goal of completing an evaluation twice a year, using a rubric developed by the staff in alignment with their job description.

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.

At Davis Academy Chadbourn, professional development will occur during full in-service days, once per week after early dismissal and during both grade level and content meetings between teachers. Professional development will support effective implementation of the educational program because it will support both teachers and school leaders in developing the skills needed to meet the ever-changing needs of the student population,

Internal professional development will be conducted by the school-based leadership team which will be composed of school administrators and teacher leaders. The focus of all internal professional development will be on the development of rigorous thematic units and the implementation of student-centered instructional strategies that promote both high levels of engagement and achievement. Such strategies will include common school-wide strategies to promote literacy, Culturally Responsive Teaching (CRT), asking effective questions, lesson planning, developing and implementing effective formative assessments, utilizing data to drive instruction, trauma-informed instruction, developing and implementing effective classroom management systems (inclusive of reward systems), reinforcing expectations, relationship building, creating and implementing academic and behavioral interventions, progressive discipline and MTSS. In addition to internal professional development, teachers will benefit from support via curriculum vendors who will provide external professional development to coach and guide teachers in using their products and services to support learning.

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.

Prior to the opening of school, teachers will engage in a 5-day induction program in which they will be introduced to the school's model and method of excellence. In year 1, all teachers will participate in the induction program; in subsequent years, only new teachers would participate in

the induction program. Returning teachers will also participate in a 5-day professional development sessions that are based on their needs and the school's programming.

The comprehensive induction program will provide teachers with the knowledge and tools needed to start school effectively. Through a collaborative workshop setting, teachers will build upon the skills they already have, address misconceptions, and gain a concrete understanding of Davis Academy Chadbourn's expectations.

On Day 1 of the induction program, teachers will be introduced to the members of the school board and to the school leader, they will come to understand the school's mission, vision, core beliefs and overall educational model. School-wide policies and procedures will be reviewed, and the role of the school board will be clarified. In addition, school safety procedures will be addressed.

Day 2 will consist of an introduction to the curricular framework. A curriculum map of thematic units will be shared and teachers will be trained in effective lesson planning.

Day 3 will consist of training all teachers in Davis Academy Chadbourn's comprehensive literacy framework. Break-out sessions will occur in which Carolina Smithsonian will train Science teachers in the use of the Science curriculum and respective Science kits. In addition, Curriculum Associates will train Mathematics teachers in the implementation of Ready North Carolina Mathematics.

On Day 4, teachers will be trained on utilizing data from formative assessments to drive instruction. Vendors from the virtual and adaptive iReady program will train teachers on utilizing this program to monitor and respond to student progress.

Day 5 will consist of training in Davis Academy Chadbourn's MTSS structure which includes progressive discipline and a school-wide recognition system. The following week, students will attend school on a half day schedule from (8am-12pm). Teachers will spend the remaining time setting up their classrooms (2hrs) and attending professional development sessions via grade level and content meetings (2 hrs).

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

The school year has been designed to include 185 school days for students. Due to an extended learning schedule, 1,356 hours have been allotted for the school year for students. Teachers are required to attend a 5-day induction program prior to the start of school, 4 half-days of training and 4 professional development days throughout the year (1 per marking cycle). In addition, school dismisses two hours early once per week for students; on those days, staff engage in professional development for 2 hours. As a result, teachers work 1,508 hours during the school year. Thus, teachers receive 152 hours of professional development for the year (5 days/40 hours of the induction program, 4 half-days/20 hours of training, 60 hours of weekly training and 4 days/32 hours of full-day training during the course of the year).

### 3.6 Marketing, Recruitment, and Enrollment

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 115C-218.45 carefully.

#### Marketing Plan

1. 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)).

In order to be successful, we must meet our enrollment targets. This will be accomplished through the collaboration of the board, Head of School, and community advisory committee. We will continue to develop our digital imprint through our social media platforms which include Facebook, Instagram, and Twitter, and through our website. Each of those platforms will be used to engage the community and inform/educate stakeholders as it relates to our mission, vision, and goals for the school. In the last 30 days, our website has had 967 page views, and our Facebook page has had 202 page views and 71 likes. The Facebook page also has over 700 followers.

In addition we will participate in community events and continue to hold community meet and greets in locations that are in the same neighborhood or in close proximity to our target population. Each meeting will be advertised in the local newspapers, flyer distribution, social media, text, and email.

2. Describe how parents and other members of the community will be informed about the school.

The Davis Academy Chadbourn board will inform parents and other members of the community about the school by targeting churches, businesses, and events where families with middle school children will gather. This includes going to churches to talk with families in fellowship halls and to have flyers available to hand out ourselves and for church deacons to hand out as well. On June 10th, the Community Advisory Board hosted a community breakfast meeting for people who would like to learn about the school and how it will serve their families and the local community. On July 20th, the Davis Academy Chadbourn board held a Meet and Greet for the community at the Chadbourn Depot Museum, and approximately 75 members of the community attended. Members of the board and the school leader engaged the community and families informally introducing themselves, fielding questions, and getting to the members of the community. The day include a cookout with bouncy house and t-shirt giveaways for those who completed the survey. We will continue to host face-to-face community events.

In addition to these face-to-face efforts, the board will run public service announcements on the local radio stations WVOE and WENC, and those PSA's will run three times per day. The radio

station believes in our mission and vision and is running these PSA's at no cost to the board. The Board Chair and Head of School will also do a 30-minute segment on WENC at no cost through a donation from a segment host.

3. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Our marketing plan has and will include the following:

- Charter Application Phase, April 2019 - August 2019:
  - Goal: Gather additional information regarding the need or interest for a public charter school from families; recruit additional board and committee members; and add potential community partnerships.
  - Action Step: Hold community information sessions and meet and greets. Engage a public relations firm to publicize the school to the community at large so that interested parties will be aware of the school's upcoming application submission. Strengthen the social media presence, email blasts, and communication with local community regarding application submission dates and processes. Receive surveys and letters of support from parents.
- Ready to Open Period, September 2019 - January 2020:
  - Goal: Obtain 150 Letters of Intent (LOI) and educate parents as to what Letters of Intent are, how they can be utilized, and how they differ from applications for enrollment.
  - Action Step: Collect contact information utilizing LOI format and recruit prospective volunteers, board, and committee members. We will utilize our best marketing tools, our committed families, and host community meet and greets, and employment fairs. Members of the board of directors and community advisory committee will visit local preschools, day cares, churches, other child related organizations, and community organizations to distribute information. We will also participate in community events such as the HEARTS Foundation and Farmer's Market back to school drives.
- Open Enrollment and final RTO Period, January 2020-July 2020:
  - Goal: Secure 200 applications for enrollment.
  - Action Step: Send direct mailing to households in specific zip codes. We will continue to host community meet and greets and employment fairs, if necessary.
- First 20 Days of School, August 2020:
  - Goal: Build and sustain waitlist that is 25% above capacity per grade.
  - Action Step: After testing marketing strategies that worked best over the past 18 months, we will focus our attention on the top three strategies and continue to promote in the community.

4. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students,



students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

In addition to students who previously attended Chadbourn Middle School, we are targeting other neighboring communities in the county within 15 miles whose students demonstrate low academic achievement, especially in the EDS, African American, EL, EC subgroups, or whose schools have low report card grades. Evergreen Elementary has a school report card grade of D, Tabor City Middle School has a grade of F. Davis Academy Chadbourn, with its programming specifically designed for the Chadbourn community, will have students who achieve consistently at higher rates.

5. What established community organizations would you target for marketing and recruitment?

Multiple community organizations have expressed their interest and their intent to partner with Davis Academy. In addition to the organizations identified previously, we are targeting the following organizations for strategic partnerships: Columbus County Parks and Recreation, Southeastern Community College, Brunswick Community College, UNC Wilmington, Let's Read Columbus, Columbus County Youth and Families Association, Southern Education Foundation, Columbus Chapter of the NC Reading Association, Columbus County Literacy Council, and others.

### 3.7 Parent and Community Involvement

1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

We will communicate with parents and community members from the time that the school is approved through opening in the following ways:

- Email blasts and phone calls using email addresses and phone numbers collected through our survey, website and social media outlets;
- Social media posts which include page, group and event posts;
- Flyer distribution utilizing volunteers, churches, and community organizations;
- Articles and public service announcements in the local newspaper and media outlets (i.e. new stations and radio programs);
- Community meet and greets in each part of the county (i.e. west, south, east, and north) with special attention to the western part of the county;
- Attending events held in the community;
- Engaging religious institutions; and
- Word of mouth.

The board's Community Advisory Committee will continue to serve as the first point of contact for the community and families to the governing board. The school leader will continue to make themselves available to the community, potential parents and students via social media, phone, and in-person meetings to answer any questions or address any concerns.

Before opening the board will work diligently to create handbooks that address school communication upon opening (i.e. how parents can reach school personnel and what communication parents can expect to receive from the school). Once opened, we will follow the guidelines in the handbook and continue to engage parents and the community in our board meetings and through our meeting minutes.

The school also intends to engage local business owners and entrepreneurs to speak to our students, offer on-site tours at their facilities, and give to our school in other meaningful ways.

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.

Upon opening, we will encourage our parents and teachers in creating and maintaining the Parent Teacher Organization. We will utilize parents and community members through both the Parent Teacher Organization and the Community Advisory Committee by offering opportunities to serve the school community. Opportunities will include, but are not limited to, volunteering as chaperones for field trips, donating time as proctors for testing, leading fundraisers, serving as tutors, promoting the school through outreach and grassroots efforts, and engaging with our students through their businesses and/or employers.

In the inaugural year, we plan to hold a minimum of two “Town Hall” meetings in which the Head of School, Board Chair, Community Advisory Committee chair, Parent Teacher Organization representatives, and available members of the governing board will attend. The meetings will be open to members of the student body, their families, and school community volunteers. The agenda of these meetings will include an overview of the school’s progress, information on available services and opportunities to serve. We will take public comment and field any questions pertaining to the school.

Davis Academy Chadbourn will develop a strong Parent Teacher Organization for parents and teachers to work closely together as advocates for Davis Academy Chadbourn students to carry out the mission of the school. The board will encourage open and transparent communication with parents and encourage parents to become an essential partner for Davis Academy Chadbourn. Leadership will write monthly newsletters to provide the state of the charter and new happenings. At the end of the year, the leadership team will collect a summary of events led by both the PTO and the Community Advisory Committee to develop an end of year summary of all events, especially as they relate to the board’s goals for the school and the school’s mission. This document will be utilized to write grants and request outside funding to further support the school's needs.

Spending time on campus demonstrates to all students that being at school matters, so we encourage parents to come on campus to have lunch with their child or to pick up a volunteer task from an index box in the office that contains different at-home tasks parents can do to support teachers.

We understand that parents have preferences in how they would like to receive information; for that reason, we will make parents aware of volunteer opportunities by email, social media, and newsletters, and they can sign up via an online form or a call to the office.

3. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

We have an MOU with Columbus County Dream Center to provide parenting empowerment classes. The Dream Center provides these classes through the Strengthening Families Program, a nationally recognized parenting and family strengthening program for high-risk and general population families. This program focuses on enhancing communication skills between family members and helping families to increase their ability for expressing their feelings and concerns to one another. The goal is to help families with children who may be at risk for substance use problems, depression, violence, delinquency, and school failure. An overview of the agenda includes family dinner (provided free of charge), break out sessions (parenting skills group and kids social skills group), and a family skills group.

In addition, on a continual basis we will inform parents of programming that the Dream Center offers through Southeastern Community College, including the following:

- Basic Skills/High School Equivalency Diploma: prepares participants for the high school equivalency diploma test(s) and helps them to improve reading, writing and math skills and increase their chances of getting a better job.
- Computer Basics for Job Seekers: provides employability skills training for unemployed and underemployed adults. The content focuses on computer skills as it relates to developing basic keyboarding and word processing skills.

Such supports assist our students, their families, and our overall community in adopting lifestyle practices that promote social and emotional well-being.

### 3.8 Admissions Policy

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

- a. 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.
- b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
- c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
- e. Clear policies and procedures for student withdrawals and transfers.

## ENROLLMENT

Admission and enrollment of students shall be determined as defined by the Charter School Act.

Lottery policy shall follow the Priority Lottery Guidelines as outlined in this guiding document. Lottery priorities will include priority in the following order:

- Children of full-time employees
- Siblings of current students
- Board members
- Educationally disadvantaged students.

## LOTTERY POLICY

Lottery Selection: As required by G.S. 115C-218.45(h): During each period of enrollment, the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If there are more applications than spaces, the available spaces will be awarded by public lottery. Once enrolled, students are not required to reapply in subsequent enrollment periods; however, students who are placed on the waiting list must reapply for the lottery in subsequent school years.

Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C 390.11 until the period of suspension or expulsion has expired.

Enrollment Application Time Period: Requested applications for the upcoming school are available will be readily available, and can be mailed or electronically sent upon request, beginning in January through the time the lottery enrollment closes the first Friday of April of the preceding school year. Any applications received after the close of business on the first Friday in April will be placed on the waiting list in order of receipt.

Lottery Process: Applications for enrollment will be made available from January through March. All applications must be received by the last Friday in March in order to be considered for the school's lottery. The lottery is conducted on the first Friday of April. The date and location are made public so that anyone may attend. The lottery is conducted by an impartial third party in accordance with state standards and school priorities. Following the lottery, parents are notified of their child's or children's acceptance. Upon filling all the available positions, the lottery continues through the entire pool of applicants to establish a waiting list.

Any student receiving a seat either through the initial lottery or through the waitlist will have a limited time to accept or decline the seat and, if offered the seat prior to the first day of school, must be present beginning the first day of school. The school will make reasonable efforts to contact students' families who are not in school at the start of the school day on the first day of school via phone and email. If after 24 hours, the family does not respond or the child does not attend, then the seat may be offered to the next student on the waitlist.

Should a parent decline a spot, the open position will then be offered to the next chronological applicant on the waiting list, and these guidelines will apply.

Outlined below are the time limitations to accept or decline a seat:

- From date of posting lottery results until June 1: Families will have one (1) week to accept or decline a seat for the next school year.

- From June 2 to the first day of the new school year: Families will have forty-eight (48) hours to accept or decline a seat for the upcoming school year.
- After the first day of a school year: Families will have forty-eight hours to accept or decline a seat for the current school year.

Lottery Preference: The charter school shall not discriminate against any student on the basis of race, ethnicity, religion, sexual identity, gender, gender identity or expression, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Siblings of already enrolled students, children of all full-time employees, children of the school's board of Directors, and applicants who are Economically Disadvantaged will receive priority enrollment as described in the Lottery Priorities section.

Lottery Priorities: Children of current staff and siblings are given priority over children of board members and students who are considered Educationally Disadvantaged. Should a full-time staff member be hired after the annual lottery has occurred, space will be made available for said staff member's children for the upcoming school year. Children of board members are given the next preference followed by students who qualify as and whose families have agreed to be identified as Educationally Disadvantaged in one or more of the following categories:

- Economically disadvantaged as determined by F/RL status.
- Homeless or unaccompanied youth as determined by McKinney Vento determination.
- English learners as determined by ELL status.
- Students with disabilities as determined by EC status.

If there are more applicants than spaces, the available spaces will be awarded by public lottery with priority in the following order:

1. Children of current eligible staff.
2. Siblings of currently enrolled students.
3. Children of current board members.
4. Children whose families are considered Educationally Disadvantaged.
5. All other applicants.

Siblings: Davis Academy Chadbourn intends to support whole families in an effort to create and sustain a healthy school community. All families with siblings of currently enrolled students must submit an application. Siblings of enrolled students will receive priority for admission during the lottery process if their applications are received by the designated deadline.

- If siblings apply for admission to a charter school for the upcoming school year and a lottery is needed under G.S. 115C-238.29F(g)(6), the charter school will enter one surname into the lottery to represent all of the siblings applying at the same time. If the surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity. Should the sibling's requested grade level be full, the sibling's name will receive priority status on the waiting list.

- If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115C-238.29F(g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If the surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.
- North Carolina defines a sibling to include “half siblings, stepsiblings, and children residing in a family foster home.” Cousins, nieces, nephews, and unrelated children sharing an address with the applicant are not considered siblings.

Employees and Board of Directors: Davis Academy Chadbourn will limit priority admission to children of full-time employees and the charter school’s Board of Directors to no more than 15% of the school’s total enrollment.

**Weighted Lottery**

\*Does your school plan to use a weighted lottery?  Yes. Complete the following section.

No.

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

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).
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.

Davis Academy Chadbourn’s mission is to foster culturally aware school and community-based agents of change who actively uplift themselves, their community and the world at large through school P.R.I.D.E. (Positivity, Resilience, Innovation, Discipline, Education/Entrepreneurship). It is our assumption that upon entering Davis Academy Chadbourn students will not have developed cultural awareness and how that can guide them to become agents of change. The first step in

serving our students is to provide the opportunity to enroll in our school and to give Educationally Disadvantaged students priority access to enrollment over better resourced students. This is indicative of our belief in P.R.I.D.E. and how the Davis Academy Chadbourn board utilizes current laws and regulations to offer advantages to all of our students, especially those from ED homes. By living our beliefs in both developing this school, its unique mission, and a weighted lottery process, we are modeling for our students how to be change agents within the community we live in addition to providing fair access to school choice in a prioritized manner.

2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

Davis Academy Chadbourn will institute a weighted lottery for remaining available seats in order to achieve parity with the LEA or to exceed the percentage of ED students being served at Davis Academy Chadbourn by the 2024-2025 school year. We will achieve this by meeting the following interim goals:

<b>Academic Year</b>	<b>Target ED %</b>
2020-2021	60%
2021-2022	65%
2022-2023	70%
2023-2024	75%
2024-2025	80%

With each lottery, the Head of School will work to identify the number of EDS seats to make available per grade level in order to balance students admitted across grade levels, total seats available, school resources, and planned annual target.

Families will have the opportunity to complete an optional form, separate from their lottery application, where they can offer family and student information in order to determine if they are eligible for the purposes of the priority lottery. This supplemental form will ask applicants to consent to verify the status of eligibility in the identified category by Davis Academy Chadbourn staff and will state that no specific information will be obtained beyond eligibility status and that the information will not be retained.

3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

Researchers have found that even if schools conduct significant recruiting in areas where

Educationally Disadvantaged students reside, work, and live, better resourced parents are still at an advantage in navigating the application and enrollment process (Potter, 2019). The Davis Academy Chadbourn board believes that having a weighted lottery that gives EDS families an advantage over better resourced families is a way to provide balance and fairness to the opportunity of attending a public charter school.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.  Yes  No

## Section 4 Operations

### 4.1 Transportation Plan

1. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following:

- a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
- b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
- c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.

In order to ensure that all Davis Academy Chadbourn students have viable options for transportation to and from the school, our transportation plan will include a number of choices from which families may choose.

Based on the proximity of our targeted location to the majority of our student population, we estimate that over half of our students will be transported to school in a family vehicle driven by a family member or as part of a carpool organized through the school's use of an online application, such as <https://www.carpooltoschool.com/>, to assist parents in locating a nearby Davis Academy Chadbourn family.

We will implement a plan of cluster stops of which families may choose the one most convenient for them. For those cluster stops, we will provide transportation in a school bus that will either be purchased and driven by a school employee or a bus and driver whose services will be provided through a contractual agreement. Approximately 100 students will utilize the bus system when we are at full enrollment. To determine the location of the cluster bus stops, we will upload family addresses and utilize an online mapping program that will allow us to determine which parts of Columbus and Whiteville will best serve as cluster bus stop locations for our students.



During the planning year, the board will determine how students will qualify for bus transportation through the school. The factors that are being considered include Meeting FAPE for all students include the distance a student's home is from the school, a family's economic status, and special circumstances, such as being at risk from homelessness or having McKinney Vento status. Davis Academy Chadbourn will ensure that transportation is not a barrier for any student.

In addition to arriving to school in a family vehicle or a school bus, Davis Academy Chadbourn will also fund support initiatives within our operating budget to provide gas cards to families who qualify for Free or Reduced Priced Lunch and request assistance. We will also budget for emergency circumstances that could necessitate the use of Uber, Lyft, taxi, or other transportation services on a short term basis until such time that a carpool or bus service can be provided.

Part of our long term plan is to purchase new school buses to replace the original buses with a higher quality model in an effort to reduce maintenance costs and the risk of breakdowns and disruption to the transportation offerings.

In the event that one of our enrolled students has an IEP that indicates that related services include transportation to school, the school will ensure that appropriate transportation is provided to this student. In an effort to serve this child appropriately, the school will pay for private transportation; the school will either include these costs in the school's operating budget or through monies obtained through a request for funding through the State's reserve funds.

Our budget for transportation includes:

- \$30,000 to purchase used buses.
- \$20,000 for gas for cluster stops up to 25 miles.
- \$12,000 Oil, Tires, and Maintenance.
- \$5,000 for emergency transportation.

#### 4.2 School Lunch Plan

1. 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.

If the school intends to participate in the National School Lunch Program, include the following components in the response:

- a. How the school will comply with applicable local, state, and federal guidelines and regulations;
- b. Any plans to meet the needs of low-income students; and
- c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Davis Academy Chadbourn will ensure that not only will no child go hungry during the school day, but every child will be provided a nutrient dense meal that will nourish their bodies and enable

their minds. Whether a child has a financial need or if a child has forgotten his or her lunch, the school will ensure that every child will be provided a meal who needs one.

Students may either bring their lunch from home, or they may purchase their lunch from the school's catered meal service provider. Every month, the breakfast and lunch menus will be provided on the school's website.

For students unable to pay for the full-priced meals and qualifies for either Free or Reduced Priced Lunch, the school will pay for the cost of the student's meals and will set aside money in the operating budget for these purposes. Parents will complete the annual Free or Reduced Priced Lunch qualifying form provided by the school.

Teachers and Teacher Assistants will be present during meal times and will be responsible for monitoring students during lunch in an effort to identify students who are in need of meals but have not yet been formally identified. The school will begin providing meals once the need is identified and will cover the cost of these meals.

In the first year, the school will provide \$50,000 in the operating budget for the cost of meals to low-income students. As the school increases its enrollment, this line item will grow proportionately along with the enrollment numbers.

For those instances when the number of extra meals is insufficient for the number of students who forgot or weren't provided a meal, the school will discretely share foods with these students that the school has pulled from the food pantry that the school will maintain at all times for these purposes. This will serve as an emergency, not a regular, resource. Ultimately, all students who need access to Free or Reduced Priced meals will be identified and will be provided meals in a way that doesn't identify them publicly.

#### 4.3 Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law.

1. Complete the table below, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
---------------------------	-----------------------------	--------------

Comprehensive General Liability	\$1,000,000.00/occurrence	\$1,247
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$3,057
Property Insurance		\$1,150
Automobile Liability	\$1,000,000.00/occurrence	\$2,300
Crime Coverage Minimum/Maximum Amount	\$250,000.00   \$250,000.00	\$332
Worker's Compensation	\$500,000	\$4,239
Other Coverage	\$1,000,000	\$2,469
Total Cost		<b>\$14,794</b>

**\*Attach Appendix L: Insurance Quotes**

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.

**4.4 Health and Safety Requirements**

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

We, the Board members at **Davis Academy, Inc.** 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.

*Yolanda N. Davis*

July 29, 2019

Board Chair Signature

Date

**Start-Up Plan**

1. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

The following timeline does not include the Facility timeline which is included in 4.5.

**2nd Quarter 2019 (April - June)**

- Board of Directors
  - Engage the community through a community leader think tank and social media platforms including a Facebook page and Facebook community group.
  - Build a community advisory committee of three to five community members and at least one board member.
  - Present a building proposal to the Columbus County School board for the abandoned Chadbourn Middle School facility.
  - Find other available properties, solicit information from owners and solidify alternative building plans (including modular quotes).
- Community Advisory Committee

- Engage the community through grassroots efforts.
- Provide flyers and brochures to the community and religious institutions with general information about Davis Academy and events.
- Host small group meetings.
- Attend Columbus County School board meetings and events on behalf of Davis Academy.

#### 3rd Quarter 2019 (July - September):

- Board of Directors:
  - Continue to engage the community by hosting a community meet and greet.
  - Meet with the new superintendent of Columbus County Schools.
  - Develop a brochure.
- Community Advisory Committee:
- Continue to engage the community through grassroots efforts and by attending community back to school events and sponsoring supplies.
- Engage Religious Institutions.

#### 4th Quarter 2019 (October - December):

- Board of Directors:
  - Continue to engage the community by hosting another meet and greet.
  - Create a “docket” system to manage deadlines and charter requirements.
  - Develop a student application form and packet (including establishing an application deadline for student lottery); and a system for organizing.
  - Apply for 501(c)(3) status.
  - Identify new legal counsel.
- Community Advisory Committee:
  - Continue to engage the community by attending community events and other grassroots efforts.
  - Develop and solidify marketing strategies for 2020 for review by the board.
  - Research grant opportunities and apply (with review by the board)

#### 1st Quarter 2020 (January - March)

- Board of Directors:
  - Open student application.
  - Support the Community Advisory Committee.
  - Execute items in the facility timeline.
- Community Advisory Committee:
  - Continue to engage the community through grassroots efforts with emphasis on getting students to apply.
  - Implement marketing plan.
  - Continue to research grant opportunities and applying (with review by the board).

#### 2nd Quarter 2020 (April - June)

- Board:

- Conduct lottery
- Establish job descriptions in conjunction with head of school
- Establish policies and employee handbook and hiring process
- Establish employee benefits
- Select vendors (including transportation and lunch vendors)
- Establish fiscal and internal control policies that ensure board oversight over financial management
- Head of School
  - Hold job fair in conjunction with the board
  - Develop student handbook for review by the board
  - Setup inventory management system
  - Select samples of textbooks to review
  - Develop a list of needs/wants for each classroom
  - Develop safety plan and emergency procedures for review by the board
  - Get approval by the board to place orders for necessary items
  - Draft teacher contracts in conjunction with the board
- Community Advisory Committee:
  - Continue to engage the community through grassroots efforts and implementing the marketing plan
  - Plan back to school “block party”
  - Identify opportunities to partner with other community organizations
  - Continue to research grant opportunities and apply (with review by the board).

### 3rd Quarter 2020 (July - September)

- Board:
  - Finalize any contracts
  - Support both the Head of School and Community Advisory Committee as needed
- Head of School
  - Hire staff in accordance with the staffing application plan
  - Develop Day One Procedures for approval by the board
  - Finalize preparation of school in conjunction with the board
  - Hold staff orientation and professional develop
- Community Advisory Committee:
  - Continue to engage the community through grassroots efforts and implementing the marketing plan
  - Host back to school block party
  - Help establish the Parent Teacher Organization
  - Work with the Parent Teacher Organization to identify opportunities to volunteer and fundraise in the upcoming school year
- All: Welcome our Inaugural Class (Aug 2020)!

2. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

The board anticipates our challenge will be partnering with the Columbus County School board. As previously mentioned, we have identified two locations for possible opening on an accelerated schedule with our first option being the abandoned Chadbourn Middle School owned by Columbus County Schools. The Columbus County School board is currently awaiting a response from the Town of Chadbourn as to whether they would like to purchase the property. The Town Manager verbally told Davis Academy Chadbourn's Board Chair that she'd verbally spoken to the LEA's Board Attorney and let him know that the Town did not want the building. Davis Academy Chadbourn's Board Chair followed up with the LEA's Superintendent who informed her that they needed the Town's response in writing before they would be willing to move forward with the school. Davis Academy Chadbourn requested the lease of the building on June 10th and the LEA has stated that they have 90 days to respond by law. We intend to continue the conversation with the LEA and have attached all of our correspondence with them as Appendices A1. We have addressed the potential facility challenge by identifying another feasible option (Appendix A1).

#### 4.5 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.

1. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

As previously stated in the Acceleration section (#5), we have identified two feasible locations for an accelerated opening. The timeline for occupation is as follows:

3rd Quarter 2019 (July - September):

- Continue to engage the Columbus County School board regarding the building proposal and potential partnership through the 90-days allowed before response is required on September 10th (appeal the decision, if necessary to the Columbus County Commissioners as provided under NC G.S. 115C-218.35).
- Research and discuss financing options for Facility Option 2.

4th Quarter 2019 (October - December):

- If facility option 1 has not been solidified, begin the process of purchasing the properties for option 2 including due diligence period.

1st Quarter 2020 (January – March)

- Facility Option 1:
  - January
    - hire contractor for inspection of all buildings with emphasis on the pod that would be used in the first year;
    - get a list of all needed repairs;
    - solicit quotes and develop a timeline for repairs prioritizing the buildings that will be used in the first year;
  - February
    - choose a contractor and begin and repairs
  - March
    - finalize repairs
- Facility Option 2:
  - January
    - clean main building and purchase any needed supplies;
    - move property fence to enclose the entire property
    - choose which modular option and begin the process of leasing and installation
  - February - March
    - modular installation and outfit process

#### 2nd Quarter 2020 (April - June)

- Facility Option 1
  - outfit interior
- Facility Option 2
  - finalize modular installation and outfit process, inspections, certificate of occupancy

2. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

With Facility Option 1, the abandoned Chadbourn Middle School facility owned by the LEA, there is enough classroom space for our enrollment at capacity. It includes three buildings: main building, a pod with approximately 4-6 classrooms, and a gymnasium. The main building includes a number of classrooms, library, and cafeteria with full kitchen. Therefore, the school's facility needs as described below would be met. Some repairs would need to be made; therefore, the budget includes a line item for maintenance.

The school's facility needs based on the educational program are as follows:

In addition to general classroom time, students will engage in five 50 minute elective classes each week in which they explore the following 4 subjects/focus areas: computers, library, art and interest-based creative exploration; as well as physical education.

If Facility Option 2 were to be executed, all activities can be done in a general classroom in either the main building or modular with no special requirements. Physical education will occur outside,

weather permitting. When whether doesn't permit, indoor activities will occur in the general classrooms.

The current building and the one modular discussed in the timeline would be adequate for years 1 and 2. There are 6 rooms and 4 bathrooms with a full kitchen and office space in the main building. With the main building and a modular there is approximately 9,000sq ft (or 50 sq ft per child). After year 2, board would have to use the land identified to expand with an additional modular.

For either facility, the number of classrooms needed is as follows: Year 1, 8 classrooms; Year 2, 11 classrooms; Year 3, 14 classrooms; Year 4, 19 classrooms; and Year 5, 24 classrooms (at capacity).

3. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.

Please find our response to this question in Question #2 above.

4. 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.

For Facility Option 1: There is no cost per square foot as the proposed lease is \$1.

For Facility Option 2: The cost per square foot is approximately \$35.46 per square foot. This includes both properties and cost of a modular. Because the owners of Facility Option 2 believe in the mission of the school and would like to see the property continue as a school, they are offering the property for \$10,000 below the price they purchased it for over 15 years ago. The additional land that would be used for expansion has also been significantly reduced since it has been on the market.

5. 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.

Please find our full discussion about our facility contingency plan in Questions #1 and #2 in this section.

6. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The board chair has been a North Carolina licensed real estate agent since 2010. As an accounting consultant, she has assisted two clients with their leasing of commercial space (dance studio) and a purchase of a new facility (church through bond financing). She was also on a board for another



charter school that just purchased its building through bond financing. In addition, as an attorney, she helps represent lenders on SBA and USDA guaranteed financing.

**Certify**

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.  Yes  No

Explanation (optional): Click or tap here to enter text.

## Section 5 Financial Plan

### 1.1 Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. 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.

#### **\*Attach Appendix M: Revenue Assurances**

Assurances are needed to confirm the commitment of any additional sources of revenue.

#### **\*Attach Appendix N: Proposed Budget for Year 1 through Year 5**

Budget template can be located on the Office of Charter Schools Application website.

### 5.2 Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

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

The board's first option for the facility would be one of the LEA's middle schools. When the middle school closed at the beginning of the 2018-2019 school year, the enrollment was 101, the lowest that it had been in the school's history due to a new district release policy. The release policy gave some students the choice of different educational opportunities at other schools, leaving behind a majority minority population with no true school choice. The majority of those students would like to return to a school in their community. At the school's peak, it had an enrollment of 413 students. In addition, we are targeting other neighboring communities within the county within 15 miles who have huge disparities in academic success between our target population and their counterparts and/or low report card grades. Evergreen Elementary has a school report card grade of D, Tabor City Middle School has a grade of F. The low performance of African American, EL, ED, and EC students indicates that parents might be looking for a new school choice. In total, there are approximately 7 schools in the area that serve K-8. Our enrollment at capacity is approximately 10% of the LEA. We would like to give the students left behind and even those who were released to attend other schools in neighboring towns/cities viable school choice within their community.

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

School Choice: Within 25 miles, there are only two public charter schools that serve middle school students.

Innovative Education Plan: Students will be taught with programming designed to meet their academic, socio-emotional, and cultural needs. Based on best practices, research, and success

stories with the same targeted audience, our academic and SES programming will address gaps, promote giftedness, and inspire success. Our program promotes equity in education by building a base of knowledge that will prepare every student for the marketplace and for life.

Population: With over 2,000 6-8 grade students in the two closest LEA's and nearby charter schools, there would be a significant number (ratio) of middle school students available for our school for each seat we offer in our first year.

Options for Innovative Programming are Limited: Discuss the programming currently offered in the district public schools.

Board of Directors: Our Board of Directors is comprised of community leaders, educators, business leaders, and community partnerships that will lead to successful governance and oversight for the operation of a public charter school.

Balanced Budget: The Davis Academy Chadbourn budget was developed based solely upon Federal, State, and Local funding; anticipated revenue sources that have not been included: EC Risk Pool/Special State Reserve, Title II, and any funds raised by the school prior school opening and when it is operational.

3. Provide the break-even point of student enrollment.

The school's break-even point of student enrollment in Year 1 is 159 students. Without the 21 students projected, the school will not have its projected fund balance of \$155,955.77.

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

Davis Academy Chadbourn will establish a contingency plan to ensure that the school meets any unexpected shortfall in revenues, including:

- Operating from a cash flow projection.
- Understanding that year one charters do not typically meet enrollment projections, which negatively impacts budget.
- If the school is short enrollment, reducing personnel and cutting organizational purchases.
- Partnering with trusted vendors who understand the limitations of initial charter cash flow.

In addition, the school will not rely on fundraising activities for the school's operating budget. Our goal for start-up costs, with the exception of permanent facility needs, instructional materials, supplies, and school furniture, may be requested via grants available for public charter schools. We will utilize surplus for furniture to reduce initial costs and focus on the bottom line to ensure the bulk of the funds in our operating budget are spent on programming and other costs that directly impact the students.

5. 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. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Davis Academy Chadbourn's current operating budget does not rely on any revenue sources other than state, county, and federal funds.

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

The student to teacher ratio that the budget is built on is an average ratio over the five-year life of the charter, and it is 19 students : 1 teacher.

7. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

The Board Chair, Yolanda Davis, holds a Masters in Accountancy from Wake Forest University. After obtaining her masters, she worked for a "Big 4" public accounting firm as a Fortune 500 Business Assurance and Advisory Services professional. She has spent more than a decade in the accounting industry as a consultant advising a diverse group of nonprofits and small businesses in business financial management.

Board member, Denise Corbett, as an executive director of program implementation, in partnership with external relations and finance teams, annually analyzes cost models and price points to ensure programs are strategically priced.

Board member, Crystal Frink, has experience as an elementary school bookkeeper maintaining ledgers for accounts payable and receivable, performing reconciliations, preparing for audits, and acting as school treasurer.

8. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

In the event that one or more high needs students enroll at Davis Academy Chadbourn, the school will immediately apply for Special State Reserve Funds and reevaluate the budget to ensure that every staff member and support are in place on Day 1 of that child's enrollment to ensure that we provide a free and appropriate public education to the enrolling student.

9. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance. Click or tap here to enter text.

Davis Academy Chadbourn will contract with an outside service provider for the following services:

- Cash Management
- Payroll
- Budgeting and Forecasting
- Financial Reporting

For any outside services, the board will rely on their expertise to seek the best service providers available. Ideally, the board will be presented with three vendors from which to choose; however, that might not always be possible given the school's location Columbus County. The vetting process may include forming a committee consisting of the Head of School and board members to seek and vet vendors. The committee or team will make a recommendation to the board for a vote. Annually, the board will evaluate all third party contracts to ensure that the school is still receiving a strong return on investment.

10. 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.

Davis Academy Chadbourn will contract for services in the following areas:

- Powerschool and Student Accounting
- Financial Services
- Audit Preparation
- Exceptional Children Instructional Support
- Custodial

For any outside services, the board will rely on their expertise to seek the best service providers available. Ideally, the board will be presented with three vendors from which to choose; however, that might not always be possible given the school's location Columbus County. The vetting process may include forming a committee consisting of the Head of School and board members to seek and vet vendors. The committee or team will make a recommendation to the board for a vote. Annually, the board will evaluate all third party contracts to ensure that the school is still receiving a strong return on investment.

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

The budget aligns to our mission; over 75% of our funding is going directly to benefit the school's academic programming, personnel, school culture, academic resources, and professional development. Being in a rural community, we have invested heavily in providing transportation and meals to meet our anticipated student population's needs. Based on the county population and location of the school, we anticipate close to one-third of our population needing transportation to ensure their daily attendance. We are budgeting over \$30,000 to cover the costs of used buses, staffing, maintenance and gas to cover this cost in year one.

While we anticipate paying a low lease rate, we have budgeted heavily to account for the required maintenance that is associated with operating an older facility. Based on our research, we anticipate paying \$50,000 the first year, \$35,000 the second year, and 25,000 in the third, fourth, and fifth years in maintenance costs.

12. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Davis Academy Chadbourn endeavors to leverage community partnerships and apply for grants focused on the arts, socio-emotional supports, and professional develop; therefore, we have set a goal to have an \$750,000 reserve fund by year five. The budget projects a reserve fund in excess of \$600,000. If we do not meet this goal, we will adjust the next year's budget to cover the funding gap. The Head of School and the finance committee will be responsible for analyzing spending by conducting an analysis on a quarterly basis to be sure that we are tracking toward building our projected reserves.

We are meeting that annual \$100,000 goal in five of the five years based on the current projected budget that does not include any special state reserve, raised funds, donations, or grants.

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

Our budget reflects the outright purchase of most of the capital type items needed by the school. In "Office," we include a "Copier Lease" for \$10,000 and "Communications and Telephone" for \$12,000. "Classroom Technology" for \$55,500, which approximates 5% of revenue. Many of these capital purchases may be provided by loaned funds through Self Help; the remaining needs could be leased.

In addition, we have not included any E-rate reimbursement as a reduction in technology costs but do intend to apply for E-rate reimbursements. We plan to purchase a blend of new and used furniture and fixtures and will attempt to avoid leasing or financing. The State surplus auctions and storefront in Raleigh will serve as a source for tables and chairs, kitchen equipment, and office furniture at severely discounted rates.

Facility leasing is based upon conversations that we have had with the outgoing and incoming Superintendents of Columbus County. The subject of leasing the former Chadbourn Middle School building to Davis Academy will be on the Columbus County School Board agenda within the next two months. We are encouraged about the possibility of this \$1/year lease rate due to the support we have received from school board members, community members, and the fact that the school board has offered to sell the building to the county commissioners, who have declined to purchase the building. We have proposed a 20-year lease agreement to the county with the goal of making the county building Davis Academy Chadbourn's permanent home.

14. 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.

Davis Academy Chadbourn will not have assets from other sources.

### 5.3 Financial Compliance

1. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping? Click or tap here to enter text. The Finance Committee of the Davis Academy Chadbourn Board and the school leadership will board maintain a number of internal financial controls and bookkeeping practices that not only provide fiscal control and accounting procedures, but they are also conducted in accordance with Generally Accepted Accounting Principles (GAAP).

The Office Manager will act as the finance and student accounting officer providing oversight of the school's administrative team, which consists of the Head of School and the office manager. Together, they will provide timely and accurate information and reporting to the school's Finance Committee and Board.

The Board will develop and approve a finance policy manual prior to the school's opening for which the members of the Finance Committee will write specific processes based on these set policies which include actions, such as multiple check signers, clear guidelines on expenditure approval limits (expenditures over \$5,000 need board approval), steps to safeguard assets, policy that a high level criminal background check must be conducted for anyone with bank access, and the steps for processing invoices.

Davis Academy Chadbourn will strive to maintain accurate records and limit risk to ensure diligence when it comes to public tax dollars and a clean audit.

The board will receive a monthly financial report from the Finance Committee that will consist of the following:

- Income statement (revenue and expenses) with budget comparison.
- Bank Statement.
- Report of payments to each vendor.
- General ledger summary report with detail available.
- Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards.

In addition, we will develop an internal control checklist that includes the following questions:

- Are accounting records kept up-to-date and balanced monthly?
- Is the school using a standard chart of accounts with descriptive titles?
- For Monthly financial statements, is the school preparing reports that are adequate, timely, and insure control of operations?
- Are personal expenses kept separate from business expenses?
- Does the administrative team review monthly bank reconciliations?
- Are there any separation of duties?

- Is the school meeting governmental reporting requirements in a compliant and timely manner?
- Does the school carry and maintain sufficient insurance maintained, and is the coverage reviewed periodically by a person qualified to conduct a thorough review?
- Is there adequate access to cash?

In addition, the members of the board on the Finance Committee will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash, and credit card usage. Our vendors and all third party contracts will be evaluated annually to ensure they we are receiving the best return on our investment and being responsible stewards of taxpayer dollars. The Finance Committee members will also provide any known or possible related party transactions (i.e., through a defined relationship, a description of the transaction, and the estimated dollars involved).

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

There are no known possible related party transactions.

3. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

Firm Name: John W. Spann Jr. CPA

Address: 11448 Mangla Dr, Charlotte, NC 28214

Mailing Address: PO Box 16880, Charlotte, NC 28297

Phone: 704-577-7341

Email Address: [cams@cpa4church.com](mailto:cams@cpa4church.com)

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.  Yes  No

Explanation (optional): Click or tap here to enter text.



## Application Fee

Pursuant to G.S. 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 **July 29, 2019 at 5:00 pm EST** for Fast Track and Accelerated applications, and **August 26, 2019 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

**\*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 29, 2019 at 5:00 pm EST for Fast Track and Accelerated applicants, and August 26, 2019 at 5:00 pm EST for traditional timeline applicants.** 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

6307 Mail Service Center

Raleigh, NC 27699-6307

Signature Page

The foregoing application is submitted on behalf of the Board of Directors of Davis Academy, Inc. 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 "Planning Year for New and Preliminary Charter Schools – CHTR 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: \_\_\_\_\_

Board Position: \_\_\_\_\_

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

Date: \_\_\_\_\_

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

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

Official Seal:

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