



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

**Public charter schools opening the fall of 2014**

See **Resource Manual** for Assistance  
(Available late November 2012)

**Due by 12:00 noon, March 1, 2013**

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
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**CHARTER SCHOOL  
2013 Application Process  
To open a charter school in the 2014-2015 school year**

**APPLICATION DUE DATE/TIME**

- January 4, 2013** A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon.** If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- March 1, 2013** A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon.**
- March 8, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

**APPLICATION SPECIFICATIONS**

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of **ALL** pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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**I. APPLICATION CONTACT INFORMATION**

**Name of proposed charter school:** Wilson Preparatory Academy

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

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

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

**Name of contact person:** Daryl M. Woodard

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

**Mailing address:** P.O. Box 233, Wilson, North Carolina 27893

**Primary telephone:** 252.245.4888      **Alternative telephone:** 252.243.2900

**E-Mail address:** daryl.woodard@aol.com

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

**County:** Wilson

**LEA:** 980

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

No:

Yes:  If so, Public  or Private:

If yes, please provide the current school or organization web site address: N/A

If a private school, give the name of the private school being converted: N/A

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted: - -

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

No:

Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. N/A

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

**Wilson Preparatory Academy, Inc.**

**Grade Levels Served and Total Student Enrollment:**Projected School Opening: Year **2014** Month **August**

Will this school operate on a year round schedule?

No: Yes: 

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K-8	360
Second Year	K-9	400
Third Year	K-10	440
Fourth Year	K-11	480
Fifth Year	K-12	520
Sixth Year	K-12	560
Seventh Year	K-12	600
Eighth Year	K-12	640
Ninth Year	K-12	680
Tenth Year	K-12	720

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

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

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*Signature*


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*Title*


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*Printed Name*


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*Date*

## **II.MISSION and PURPOSES (No more than three total pages in this section)**

### **Mission:**

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

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

Wilson Preparatory Academy will provide every student with a quality and relevant education that will prepare them to progress in a rapidly evolving global society. An integrated and comprehensive curriculum will be tailored to every student regardless of background, learning style, career or college pathway.

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

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

Wilson Preparatory Academy's (WPA) target population will mirror the socioeconomic and racial makeup of Wilson County. We seek to educate any community students desirous of a K-12 blended common core education focused on the rigorous and relevant application of acquired knowledge and supplemental academic instruction, which prepares them for college and career pathways. Wilson County ranks in the top 25% of counties with the highest unemployment rates in the state of North Carolina. Wilson Preparatory Academy will serve to successfully prepare graduates with the translatable knowledge base and applied skill set that will better equip them for their post-secondary future in our competitive global economy.

- 2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?**

WPA's project enrollment: 720 at year 10 (2024)

WPA's ADM at start of year 10 (2024) represents:

5.75% of Wilson County's **2012** ADM (12,510 students)

WPA's ADM (360) at start of year 1(**2014**) represents 2.87% of Wilson's **2012** ADM

WPA's ADM (520) at start of year 5(**2018**) represents 4.15% of Wilson's **2012** ADM

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

Wilson Preparatory Academy will have a direct impact on local LEA 980, Wilson County Schools. WPA will afford the community a needed choice in education by facilitating an alternative blended model of learning which ensures vertical alignment of a curriculum and instructional methodology as well as an applied knowledge core element as an integral component of its educational plan for all grades K-12. Although Wilson County Schools do have an early college academy through which students engaged in post-secondary course work while completing their high school education, WPA provides curriculum relevancy elements throughout its grade levels in addition to its career and college pathways and applied learning opportunities. WPA's small-scale instructional model enables exploration of

applied pathways without the detrimental academic tracking of students in school and job trending post-graduation. This is due in no small part to the fully integrated K-12 application of programs and the personalized education that results from the individual focus students are able to receive at WPA.

- 4. In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).**

**Purposes of the Proposed Charter School:** In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

The Six Legislative Purposes of a Charter School are:

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

- SEE FOLLOWING PAGE 8 FOR RESPONSE TO LEGISLATIVE PURPOSES #s 2&3—  
Content speaking to Legislative goals 1, 3, 4, 5, 6 to be found within responses in Education Plan

## **Purposes of the Proposed Charter School – Legislative Purposes:**

### **2. Hold schools accountable for meeting measurable student achievement results.**

Wilson Preparatory Academy will meet all NC DPI, state and federal compliance requirements. WPA will meet or exceed all North Carolina public school accountability standards as set forth by NC Board of Education, federal guidelines and No Child Left Behind/Race to the Top requirements.

Additionally, all students in grades 3-8 will have their academic progress assessed at the start of each school year using Success Maker, with their continued academic progress monitored monthly for effective curriculum and EOG/EOC pacing as well as Expanded Learning Opportunities (ELO) as necessary for students to achieve content mastery.

Grades 6-12 will use NovaNet Courseware (Grad point) in support of appropriate content mastery progression. Students not on track for course proficiency will engage in ELO support and the NovaNet course recovery applications available to secondary school students.

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

As a North Carolina charter public school, Wilson Preparatory Academy is a school of choice for those families specifically interested in the educational focus, learning environment and commitment to values, which are the foundation of WPA. As such, students and their parents will have the opportunity for immersion in a school community whose culture is defined by active and meaningful engagement of all stakeholders and the effective, data-driven instructional delivery models of a blended Common Core curriculum.

Each family considering WPA as their school of choice will participate in a discovery opportunity such as an annual open house where they will learn of WPA's academic, instructional and cultural commitments prior to enrollment. Families will also learn of WPA's three founding pillars; 1-rigorous and relevant academics, 2-application of translatable knowledge and skills, and 3-meaningful parental involvement and community partnerships with character education alignment.

Parents of each student enrolled at Wilson Preparatory Academy will be invited to establish their shared commitment to these values and be asked to sign a Statement of Support of their student's educational partnership with WPA.

WPA will empower parents and families to provide meaningful engagement with their student's education and the school community through myriad service opportunities. Each family will be asked to commit to one or more volunteer committee capacities made available. In addition to involvement in a minimum of one school related activity, parents will be encouraged to take advantage of one or more of the following activities:

- Instructional programs of interest designed to address needs identified by parents
- Computer applications at school, home and work
- Parental engagement in student home assignments and school-based academic activities

Students would have an opportunity to participate in but not limited to the following:

- Job shadowing opportunities
- Internships
- Advanced Placement and Honors courses
- Expanded course offerings
- Academic recovery programs
- Community service or research projects



### **Goals for the Proposed Charter School:**

- 1. How will the governing BOARD know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?**

#### **WPA MISSION:**

Wilson Preparatory Academy will provide every student with a quality and relevant education that will prepare them to progress in a rapidly evolving global society. An integrated and comprehensive curriculum will be tailored to every student regardless of background, learning style, career or college pathway.

The Board of Directors will assess all proposed curriculum and programs specifically for quality and alignment with WPA's established educational focus on a blended Common Core and Essential Standards curriculum prior to adoption. This process will be facilitated through input from senior administration, to include a curriculum specialist.

Unless otherwise indicated, board members will review curriculum and program reports annually for:

- effectiveness as determined by established mid and semester end assessments; and
- curriculum translation to applied learning opportunities such as college and career pathway experiences, effectiveness of ELOs as assessed by program evaluation reports.
- level and rate of academic achievement across all AYP student groups. Periodically program and curriculum review for effectiveness as it supports achievement of identified WPA student goals will occur as follows:

Grades K- 5: Twice annual benchmark assessments and end of year grades

Grades 6 - 8: Mid-semester benchmark assessments and end of course grades

Grades 9-12: Mid-semester benchmark assessments, end of semester grades and ACT results

Administration will provide board proposed changes or strategies to address areas below minimum stated WPA achievement or efficacy goals for review and action.

- 2. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.**

#### **Goal 1 – Improved Student Learning**

- (a) 90% or more of WPA students will pass EOGs and EOCs annually.
- (b) All students will make one year of academic growth or more in each academic year. Students performing below grade level will perform on grade level within three (3) years of participating in the Wilson Preparatory Academy program.

#### **Measurable Performance Objectives/Strategies**

- A. WPA will integrate the Pearson Educational (assessment) curriculum in grades K-12 as support to the Common Core curriculum.
- B. All students identified by previous year's EOG/EOC assessment as entering WPA below grade level will have a Student Success Plan (SSP) developed for the purpose of increasing student's achievement to assigned

grade level proficiency within three (3) years of participation in WPA program. SSP will include mandatory student participation in expanded learning opportunities as identified in plan.

- C. WPA will utilize the Envision Math program as the primary math instructional model in grades K-6.
- D. WPA will utilize the Reading Street program as the selected instructional model in grades K-8.
- E. WPA will integrate supplemental instructional models such as Waterford Early Reading, Math & Science program for grades K-2 and Success Maker for grades 3-8 as appropriate.
- F. Digital and internet courseware programs, such as but not limited to, NovaNet will be utilized by students in grade 9-12.

- Assessments:**
- 1- Progress Reports
  - 2- Semester Benchmark assessments
  - 3- End of Grade and End of Course assessments
  - 4- Pearson Educational Curriculum & end of grade/course pass rates
  - 5- Rigor/Relevancy Framework assessment
  - 6- ACT benchmarks
  - 7- WorkKeys

### **Goal 2 – Improved Learning Opportunities for All Students**

WPA will employ varied learning strategies, regardless of learning strengths, to effectively teach and challenge all students for the achievement of improved student learning and optimal growth including:

- (a) classroom differentiation
- (b) academic remediation
- (c) curriculum acceleration
- (d) expanded learning opportunities

### **Measurable Performance Objectives/Strategies**

- A. Students will be immersed in multiple modalities of learning as provided through differentiated classroom instruction and acceleration, to include but not limited to, digital and internet-based instruction.
- B. All students will have access to and incorporate into their instructional experience, Expanded Learning Opportunities (ELO) to include but not limited to one-on-one tutoring during and after school hours; peer mentorship; internships and project learning.
- C. Students and school community will have regularly scheduled access to the media center during extended afternoon hours.

- Assessments:**
- 1- Universal Design of Learning (UDL)
  - 2- Responsiveness to Learning (RtL)
  - 3- Monthly grade-level lesson plan reviews
  - 4- Expanded Learning Opportunities (ELO) evaluations
  - 5- Publication of facility access hours

### **Goal 3 – Critical Thinking Competency**

In a constantly evolving global environment, students will be required to utilize effective critical thinking skills that enable them to extrapolate mastered content and acquired knowledge as needed for new applications and problem solving.

**Measurable Performance Objectives/ Strategies**

- A. Students will be immersed in critical thinking competency standards as determined by lesson plans, student products, classroom observations and applied learning opportunities.
- B. Students will produce products such as portfolios, projects and presentations encompassing critical thinking outcomes
- C. Students will produce community partnership-based projects integrated with curriculum content demonstrating applied use of acquired knowledge and critical thinking skills as determined by pathway curriculum and lesson plans.
- D. Students will engage in blended arts curriculum as outlined in the NC Common Core and Essential Standards and NC FALCON

**Assessments:** 1- Outcome-based and master rubrics

2- Formative Assessments as prescribed by NC Department of Public Instruction; Accountability Services Division

3- Curriculum mastery assessments as reported through local standards (i.e. report cards and progress reports)

**Goal 4 – Student Technological Competency**

All students will utilize technology to access and demonstrate new knowledge and skills needed as a life-long learner to be competitive in a constantly changing international environment.

**Measurable Performance Objectives/ Strategies**

- A. Students will produce an EOG/EOC appropriate product utilizing integrated technology and measured by established rubrics
- B. Students will engage in differentiated learning with relevant technology as determined by lesson plans and student displays/presentations.
- C. Students will utilize technology in demonstrated application of critical thinking skills
- D. Students will master software competencies as defined by Common Core curriculum and outlined by NC FALCON

**Assessments:** 1- Formative Assessments as prescribed by NC Department of Public Instruction; Accountability Services Division

2- Established project and outcome-based rubrics

**Goal 5– Student Applied Learning Experiences:**

Students will experience expanded learning opportunities for the purposes of acquiring:

- (a) understanding of academic relevancy and practical application
- (b) understanding requirements of post-secondary pathways
- (c) an appreciation of the arts

**Measurable Performance Objectives/ Strategies**

- A. Students will experience a blended classroom curriculum integrated with community partnership-based projects demonstrating applied use of acquired knowledge and critical thinking skills.
- B. Students will develop products such as portfolios, projects and presentations encompassing critical thinking outcomes as demonstration of curriculum mastery. These will be assessed using outcome-based and master rubrics.
- C. Students will participate in regularly scheduled blended curriculum encompassing music and the arts as outlined by the NC Common Core and Essential Standards; NC SCOS and NC FALCON

- D. Students will participate in a unique student government structure that enables them to apply democratic, self-governing principles learned through the curriculum as well as values and traits taught through character education programs and strands.
- E. Students will engage in WPA facilitated career job shadowing and internship partnerships with community businesses and professions that integrate with high school career and college pathways. Each high school student will complete a minimum of one (1) shadowing/internship partnership between grades 9-12 culminating in a partnership evaluation.
- F. Students assessed below grade level will participate in individualized Expanded Learning Opportunities (ELO) focused on eliminating academic deficiency

- Assessments:**
- 1- Established master and outcome rubrics
  - 2- Academic benchmarks and assessments
  - 3- Annual job shadowing and internship evaluations
  - 4- Regularly scheduled student performances and exhibitions

### **Goal 6– Value and Ethics-Based Character Education**

Within an orderly, safe and healthy learning environment, all students will develop understanding of:

- (a) professionalism and serious study
- (b) healthy lifestyles
- (c) inclusive and tolerant communities
- (d) the needs of others
- (e) respect for oneself, others and property

### **Measurable Performance Objectives/ Strategies**

- A. All grade levels will utilize a moral-focus curriculum.
- B. WPA students will engage in organized, thematic character education, which emphasizes embraced values and traits and will be integrated across all curriculum areas.
- C. WPA students will participate in regularly scheduled workshops, assemblies and student/parent meetings on such topics but not limited to, inclusion and tolerance; nutrition; physical fitness responsibility; safety and character education.
- D. Students will participate in community and school-wide service projects, facilitated by WPA throughout the year, which highlights a character education trait or value &/or provides service to WPA or the greater community.

- Assessments:**
- 1- Classroom, grade level and school-wide recognition events
  - 2- Participation in scheduled school-wide service projects
  - 3- WorkKeys evaluation/comparison of community service projects
  - 4- Health/Physical Education mastery assessments based on NC SCOS, Common Core and Essential Standards

### **III. EDUCATION PLAN (No more than ten total pages in this section)**

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

#### **Instructional Program:**

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

#### **Overall Instructional Program**

Wilson Preparatory Academy will effectively teach and challenge all students regardless of proficiency level, exceptionality or learning strength. WPA will improve the ability of each student to think logically, present thoughts persuasively and translate mastery of curriculum content to applied post-secondary pathways. Through the blended Common Core Curriculum and Essential Standards, supportive Pearson Educational Curriculum, integrated character education and WPA's Expanded Learning Opportunities (ELO), student learning will be improved by leveraging student's natural intellectual development with digital teaching and learning tools and innovative, accountable, data-driven instructional models.

#### **Instructional Methods**

Students' educational development will progress as they are moved through a direct instructional model into the dialectic, Socratic stage, which emphasizes the student's ability to engage in discursive reasoning, stressing logic to learn cause and effect, steps of reasoning and how to make proper decisions.

All WPA students will experience the gains of integrated ELO immersion regardless of level of proficiency, exceptionality or learning strength. ELOs are a broad variety of instructional delivery opportunities such as college and career pathway experiences in job shadowing and internships and a student government structure that enables them to apply democratic, self-governing principles learned through the curriculum as well as values and traits taught through character education programs and strands.

The following ELO instructional practices, in addition to those cited above will routinely be implemented to provide enriched learning opportunities that would address the needs not only of grade-level students, but also those at-risk and academically gifted students.

- Academic remediation
- Curriculum acceleration
- Applied learning opportunities
- Project Learning
- One-on-one teacher/parent academic planning
- One-on-one tutoring conducted during and after school, will be coordinated with academic instructor and individualized to student's learning strengths and need for remediation or acceleration
- Peer, secondary and post-secondary school mentorship
- Extended access to media center resources

At WPA, blended curriculum will be provided through integrated delivery models. Multiple intelligences learning strategies, use of multiple representations to explore similar concepts and

project-based learning models will be established for the achievement of improved student learning and optimal growth.

Wilson Preparatory Academy will use best teaching practices along with research-based curriculum. These practices, which include Universal Design Learning (UDL), will be incorporated into daily lesson plans across and vertically aligned with curriculums and consistent with the principles of child and adolescent growth and development.

### **Assessment**

Additionally, Wilson Preparatory Academy will fully integrate The Pearson Educational Curriculum sequence as a research-based program for improved student performance as measured by standardized tests. Supplemental tools, such as Waterford Early Reading, Math & Science Program for K-2, Success Maker for grades 3-8 and NovaNet Courseware for 9-12, will support WPA's focus on timely progress assessment for purposes of strategic student intervention measures to provide for curriculum mastery and optimum learning success.

### **K-8 Curriculum and Instructional Design:**

**Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.**

Wilson Prep Academy will provide small class size learning environment with differentiation, academic remediation, curriculum acceleration and applied learning opportunities. Classroom design will focus on project learning, on-on-one teacher/parent planning, peer secondary mentorship program and digital technology for each high school student to include iPads for each student's access to text-based material as well as internet-based relevance.

**Provide a synopsis of the planned curriculum, including:**

- 1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.**

Wilson Prep Academy will implement the NC Common Core Curriculum for students in grades K-8 to include Mathematics, English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.

**- SEE APPENDIX B for Language Arts scope/sequence sample -**

- 2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.**

Through the blended Common Core Curriculum and Essential Standards, supportive Pearson Educational Curriculum and WPA's Expanded Learning Opportunities (ELO), student learning will be improved by leveraging student's natural intellectual development with digital teaching and learning tools and innovative, accountable, data-driven instructional models. Thus, WPA students will graduate prepared to successfully pursue either career or college pathways within a globally competitive environment.

- 3. 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.**

Primary instructional strategies WPA teachers will be required to master include:

- Universal Design of Instruction (UDL)
- Multiple modality and differentiated instruction
- Designed instruction that systemically engages students in the practice of internalizing and applying mastered concepts (Project Based Learning)
- NC FALCON

These instructional strategies have demonstrated improved mastery of material, being founded on established brain-based learning strategies. Further, they specifically allow for application to all learners regardless of strengths, exceptionality or proficiency level.

**4. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.**

**2014-15 School Calendar (K – 12)**  
**[SEE APPENDIX R1 for calendar graphic]**

01 August	Friday	First day of school
01 September	Monday	Labor Day (no school)
08 September	Monday	Progress reports
24 September	Wednesday	Staff development (no school for students)
07 October	Tuesday	Q1 ends (45 days)
08 October	Wednesday	Teacher workday (no school for students)
13 October	Monday	Report cards
11 November	Tuesday	Veteran's Day (no school)
20 November	Tuesday	Progress reports
26-28 November		Thanksgiving Holiday (no school)
15 December	Monday	Q2 ends (45 days)
16 December	Tuesday	Teacher workday (no school for students)
18 December	Thursday	Report cards
22 December-02 January		Winter Break (no school)
13 January	Tuesday	Progress reports
19 January	Monday	Martin Luther King Day (no school)
03 March	Friday	Q3 ends (46 days)
28 January	Wednesday	Staff Development (no school for students)
11 March	Wednesday	Teacher workday (no school for students)
13 March	Wednesday	Report cards
06-10 April		Spring Break (no school)
29 April	Wednesday	Progress reports
22 May	Friday	Final Report cards – Last day of school for students Q4 ends (49 days)
25 May	Monday	Memorial Day
26-28 May		Teacher workdays
29 May	Friday	Staff development

The Wilson Preparatory Academy school calendar will provide 185 days of instruction. The calendar provides an earlier start date to provide in depth staff development for teachers prior to the start of school. Further, the calendar provides for designated staff development days in the school year in addition to teacher workdays with a focus on student assessment.

The early start/early finish model allows families to have time for summer enrichment but also allow for development and participation in summer school, remediation, acceleration, applied learning and expanded learning opportunities.

**High School Curriculum and Instructional Design:**

**Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.**

Wilson Preparatory Academy will provide small class size learning environment with differentiation, academic remediation, curriculum acceleration and applied learning opportunities. Classroom design will focus on project learning, on-on-one teacher/parent planning, peer secondary mentorship program and digital technology for each high school student to include iPads for each student's access to text-based material as well as internet-based relevance.

**Provide a synopsis of the planned curriculum, including:**

- 1. One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B1).**

Wilson Prep Academy will implement the NC Common Core Curriculum for students in grades K-8 to include Mathematics, English Language Arts and Literacy in History/Social Studies, Science and Career Technical Education Clusters.

**- SEE APPENDIX B1 for English scope/sequence sample -**

- 2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.**
- 3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.**

WPA will leverage the momentum of all students' natural cognitive development in grades 9-12 with the benefits the blended Common Core Curriculum and Essential Standards affords when integrated with WPA's ELOs and applied learning opportunities. Developmentally, students of this age range will experience an accelerated understanding of relevance and application of mastered content comparatively, thereby making significant advances on career &/or college preparedness as stated in the WPA Mission.

Students will participate in regularly scheduled blended curriculum encompassing music and the arts as outlined by the NC Common Core and Essential Standards, NC SCOS and NC FALCON

Students will engage in WPA facilitated career job shadowing and internship partnerships with community businesses and professions that integrate with high school career and college pathways. Each high school student will complete a minimum of one (1) shadowing/internship partnership between grades 9-12 culminating in a partnership evaluation.

- 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.**

WPA teachers will master and implement the following teaching strategies in order to successfully instruct all students regardless of their academic proficiency, exceptionalities and strengths or post-secondary pathway, in the blended Common Core and Essential Standards curriculum:

- ◆ Universal Design of Learning (UDL)
- ◆ Classroom Differentiation
- ◆ Multiple Modalities of Instruction
- ◆ Project Based Learning (PBL)
- ◆ Pearson Educational curriculum in grades K-12 as support to the Common Core curriculum.
- ◆ Envision Math program as the primary math instructional model in grades K-6.
- ◆ Reading Street program as the selected instructional model in grades K-8.
- ◆ Waterford Early Reading, Math & Science program for grades K-2 and Success Maker for grades 3-8 as appropriate.
- ◆ All students identified by previous year's EOG/EOC assessment as entering WPA below grade level will have a Student Success Plan (SSP) developed for the purpose of increasing student's achievement to assigned grade level proficiency within three (3) years of participation in WPA program. SSP will include mandatory student participation in expanded learning opportunities as identified in plan.

- 5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).**

All WPA high school students will participate in at least one Applied Learning Opportunity APL via either of WPA's College or Career Pathways (to include A- Future Ready Core Pathway or B-Future Ready Occupational Pathway). WPA will provide business partners as gateways to the APO experience. WPA will also work with the Career Technology Clusters to coordinate APLs. In addition, WPA will establish high school ELOs to include the following:



- Project Learning
  - One-on-one teacher/parent academic planning
  - During and after school one on one tutoring with academic instructor and student to provide remediation and acceleration
  - Peer, secondary and post-secondary school mentorship.
  - Extended access to media center resources.
- 6. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.**

The Wilson Preparatory Academy school calendar will provide 185 days of instruction. The calendar provides an earlier start date to provide in depth staff development for teachers prior to the start of school. Further, the calendar provides for designated staff development days in the school year in addition to teacher workdays with a focus on student assessment.

The early start/early finish model allows families to have time for summer enrichment but also allow for development and participation in summer school, remediation, acceleration, applied learning and expanded learning opportunities.[SEE APPENDIX M for calendar graphic]

### **Special Programs and “At-Risk” Students**

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

WPA will effectively teach and challenge all students, regardless of learning strengths and levels of proficiency, through a blended Common Core and Essential Standards curriculum integrated with multiple intelligences learning strategies, use of multiple representations to explore similar concepts and Project Based Learning (PBL) models established for the achievement of improved student learning and optimal growth as targeted by WPA’s stated goals.

Additionally, WPA will fully integrate The Pearson Educational Curriculum sequence as a research-based program for improved student performance as measured by standardized assessments implemented throughout the academic year thereby enabling teachers to address student needs relative to the time of primary content instruction. Supplemental tools, such as Waterford Early Reading, Math & Science Program for K-2, Success Maker for grades 3-8 and NovaNet Courseware for 9-12, will support WPA’s focus on timely progress assessment for purposes of strategic student intervention measures to provide for curriculum mastery and optimum learning success.

- 2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:**
- a) Methods for identifying ELL students.**

WPA will utilize the North Carolina English Language Learners program to provide a systemic approach to assess and support students using the five standards to promote social, instructional and academic language students need to engage peers, educators and the Common Core Curriculum.

- b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.**

Wilson Preparatory Academy will employ the NC World-Class Instructional Design and Assessment (WIDA) program for academic success and equal access to curriculum for ELL students grades K-12.

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

WPA will align ELL services and instruction with student identification, assessment of progress and program exit standards as identified by WIDA assessment tools and standards.

**3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:**

**a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**

WPA will develop and submit an AIG plan to be approved by DPI. The plan will be based on the six standards established by the approved AIG plan. Those standards are:

- Student Identification
- Differentiated Curriculum Instruction
- Personnel & Professional Development
- Partnerships
- Program Accountability
- Standard Four (comprehensive programming within a total school community)

All six standards will be integrated with the WPA curriculum.

**b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.**

WPA will utilize regularly implemented assessment tools to assess AIG students' progress throughout the school year. These assessments will include but be limited to the Pearson Curriculum assessment suite and NC FALCON.

**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)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

**Identification and Records**

**1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.**

As part of the registration process after acceptance, WPA will provide a parent assessment for submission to the admissions office. As children's first and best teachers, parents will be asked to self-identify student needs as known to them and existing program identifications such as Exceptional Children, Occupational Services, Speech/Language, Medical and English Language Learner. Further, the admissions team will follow established WPA process for requesting records from student's previous school. In the request for records, WPA will include request for email confirmation of student's eligibility for special education services or protection under Section 504 of the Rehabilitation Act. The admissions team consisting of NC Wise coordinator, Guidance Counselor and EC Coordinator will review with grade level teachers all incoming records and applications for completeness, accuracy and proper identification.

**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.**

Classroom teacher will implement the NC Response to Intervention (NCRtI) Model as well as other assessment tools provided by Pearson models to identify student strengths.

NCRtI employs a team approach to guide educational practices using a problem-solving model based on data, to address student needs and maximize growth for all. Additionally, Wilson Preparatory Academy will fully integrate The Pearson Educational Curriculum sequence as a research-based program for improved student performance as measured by standardized tests. Supplemental tools, such as Waterford Early Reading, Math & Science Program for K-2, Success Maker for grades 3-8 and NovaNet Courseware for 9-12, will support WPA's focus on timely progress assessment for purposes of strategic student intervention measures to provide for curriculum mastery and optimum learning success. In addition, WPA will establish a Student Services Team (SST) to review student achievement and provide an intervention plan to begin the RtI or EC identification process as appropriate. WPA will comply with all IDEA legislation, regulations and guidelines as well as North Carolina Policies Governing Services for Children with Disabilities as mandated by North Carolina General Statutes.

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

**a) Requesting Records from previous schools**

The WPA records manager or admissions team designee will request records from sending school. All student records to include those for students with disabilities and 504 accommodation will be secured in a locked records container such as file cabinet, and further secured within a locked room that affords limited access to only designated staff. This room will not be left either unattended or unsecured in the absence of an authorized staff member. Upon receipt of records the admissions team will be notified and will review records.

**b) Record Confidentiality (on site)**

All EC files will be stored separately in secured fireproof file cabinet. Only authorized personnel will be allowed to review records. The records manager will maintain a log and a posted list of all authorized employees.

**c) Record Compliance (on site)**

Records will be reviewed annually by the EC Coordinator and records' manager and part of the annual audit.

**Exceptional Children's Education Programming**

**1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.**

WPA will hire special education teachers as needed to work both as inclusion teachers in the classroom setting and consultants to classroom teachers to help them best meet the needs of exceptional students. We will provide educational testing and will meet other therapeutic needs through outsource contracts or through hiring of staff as necessary. All regular classroom teachers will participate in training to help them better meet the needs of exceptional students in their classrooms. We believe that the instructional model we use for all students is well suited to exceptional students. Individualized and differentiated instruction focuses on the individual child, their strengths and needs.

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

Planning for the needs of a variety of learning styles in the classroom will also facilitate meeting the needs of our exceptional students while still giving them the many advantages of being in mainstream classroom settings. WPA will hire an Exceptional Children Coordinator who will be licensed in special education for grades K-12. They will consult with schools, daycares and churches on the topic of incorporating all children into the regular education setting

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

The IEP will be utilized to provide services addressing the individual needs of exceptional students. Those who qualify for exceptional student services will be placed in various programs according to their needs. Parent input and consent will be included throughout the IEP process. To ensure all students have access to the general curriculum, WPA will provide specialized materials and equipment as specified in the IEP. All programs for exceptional children will be regularly evaluated to determine effectiveness in supporting each student's achievement as well as compliance with identified IEP strategies.

**4. Describe the proposed plan for providing related services.**

WPA will contract to provide related services ranging from deaf-blind, traumatic brain injury, visual impairments, adapted physical education, assistive technology and occupational therapy. WPA will work closely with the Exceptional Children's Division to develop community resources and implementation of needed services.

**Student Performance Standards**

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

WPA's student performance standards are described in the achievement goals stated below:

- 90% or more of WPA students will pass EOGs and EOCs assessments demonstrating content mastery annually.
- All students will make one year of academic growth or more in each academic year. Students performing below grade level will perform on grade level within three (3) years of participating in the Wilson Preparatory Academy program

**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.**

All students identified by previous year's EOG/EOC assessment as entering WPA below grade level will have a Student Success Plan (SSP) developed for the purpose of increasing student's achievement to assigned grade level proficiency within three (3) years of participation in WPA program. Further, a SSP will be designed to support any WPA student who is evaluated below proficiency on benchmark assessments. The SSP will include mandatory student participation in expanded learning opportunities as identified in plan.

WPA will integrate the Pearson Educational (assessment) curriculum in grades K-12 as support to the Common Core curriculum.

- WPA will utilize the Envision Math program as the primary math instructional model in grades K-6.
- WPA will utilize the Reading Street program as the selected instructional model in grades K-8
- WPA will integrate supplemental instructional models such as Waterford Early Reading, Math & Science program for grades K-2 and Success Maker for grades 3-8 as appropriate.
- Digital and internet courseware programs, such as but not limited to, NovaNet will be utilized by students in grade 9-12.

**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.**

**PROMOTION/RETENTION REQUIREMENTS**—All students must be evaluated as completely as possible before a decision on promotion or retention is reached. The primary information used will include:

- ◆ Achievement levels
- ◆ Grades
- ◆ Subjects mastered
- ◆ Rate of absenteeism
- ◆ Traits of exceptionality
- ◆ Standardized test scores; (State Mandated, Psychological Tests, etc.)
- ◆ Ability
- ◆ Maturity (social, emotional, and physical)
- ◆ Reading level completed
- ◆ Home environment
- ◆ Observations by trained personnel, etc.

The WPA Board will implement an appellate process for students with passing grades and who have met local promotional standards, but did not score at a level of Proficiency or above on the End-of-Grade Reading and Mathematics assessments.

**4. Provide the public charter school’s exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.**

Graduating students must meet WPA standards for graduations as stated in high school graduation requirements for North Carolina public schools based on the new Future Ready requirements.

### **High School Graduation Requirements**

**1. If implemented, 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.**

WPA will follow the NC Future Ready Core pathways of two courses of study leading to one diploma. All course description numbers will match course numbers in the NC Wise system. All earned credit hours, calculation of GPA and transcript information will reflect the North Carolina standard transcript specifications. Upon award of its charter in the 2013 cycle, WPA will enter a second planning year to determine high school clusters offered for the 2014 school year. Future Ready Core students will choose courses from the Essential Standards courses while Future Ready Occupational students will select from Career Technical Education courses. Because of its relatively small-scale high school program, WPA will provide effective Future Ready pathways for all students through an integrated curriculum and student cultural model, thereby bridging the programs and avoiding the trap of pathway silos that result in the tracking and segregating of students and graduates post-high school.

**2. Explain the plan for graduating students with special education needs.**

Students identified for exceptional student services will be placed in various programs according to their needs. Parent input and consent will be included throughout the IEP process as mandated. The IEP will be strategically designed to support academic success for special educational need students, to culminate in high school graduation. To ensure all students have access to the general curriculum, WPA will provide specialized materials and equipment as specified in the IEP. WPA will provide educational testing and will meet other therapeutic needs through outsource contracts or through hiring of staff as necessary. All regular classroom teachers will participate in training to help them better meet the needs of exceptional students in their classrooms. We believe that the instructional model we use for all students is well suited to exceptional students. Individualized and differentiated instruction focuses on the individual child.

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

WPA believes its adopted instructional model and blended curriculum will successfully teach all students, inclusive of those at risk for dropping out or not meeting graduation requirements. The continuum of timely implementation of its strategic assessments and SSPs will further support the identification of struggling students prior to the point of graduation or dropout risk. Additionally, WPAs ELOs and applied learning opportunities will provide strong support and assistance in meeting individual course requirements for at-risk students.

**Student Conduct:**

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

WPA will emphasize an integrated K-12 character education curriculum in support of its school community whose foundation is based on an ethical, integrity-based culture. In doing so WPA seeks to proactively instill an effective learning environment driven by respect of self, peers and adults. Through its partnership community, an innovative and competent staff will teach an integrated, comprehensive Core and Essential Standards curriculum within an orderly and safe learning environment. Student conduct at WPA will further be governed by stated policies and procedures as describe the WPA Student Handbook.

**Provide a draft copy of the student handbook within the appendices (Appendix C).**

Be sure to include:

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

**IV. GOVERNANCE, OPERATIONS and CAPACITY (No more than ten total pages in this section)**

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

**Private Nonprofit Corporation:**

\*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: **Wilson Preparatory Academy, Inc.**

Mailing Address: **Post Office Box 233**

City/State/Zip: **Wilson, North Carolina 27894**

Street Address: **1901 South Tarboro Street, Suite 302  
Wilson, North Carolina 27893**

Phone: **252.245.4888**

Fax: **252-243-2903**

Name of registered agent and address: **Daryl M. Woodard  
1901 South Tarboro Street, Suite 302  
Wilson, North Carolina 27893**

FEDERAL TAX ID:

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

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

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

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

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

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

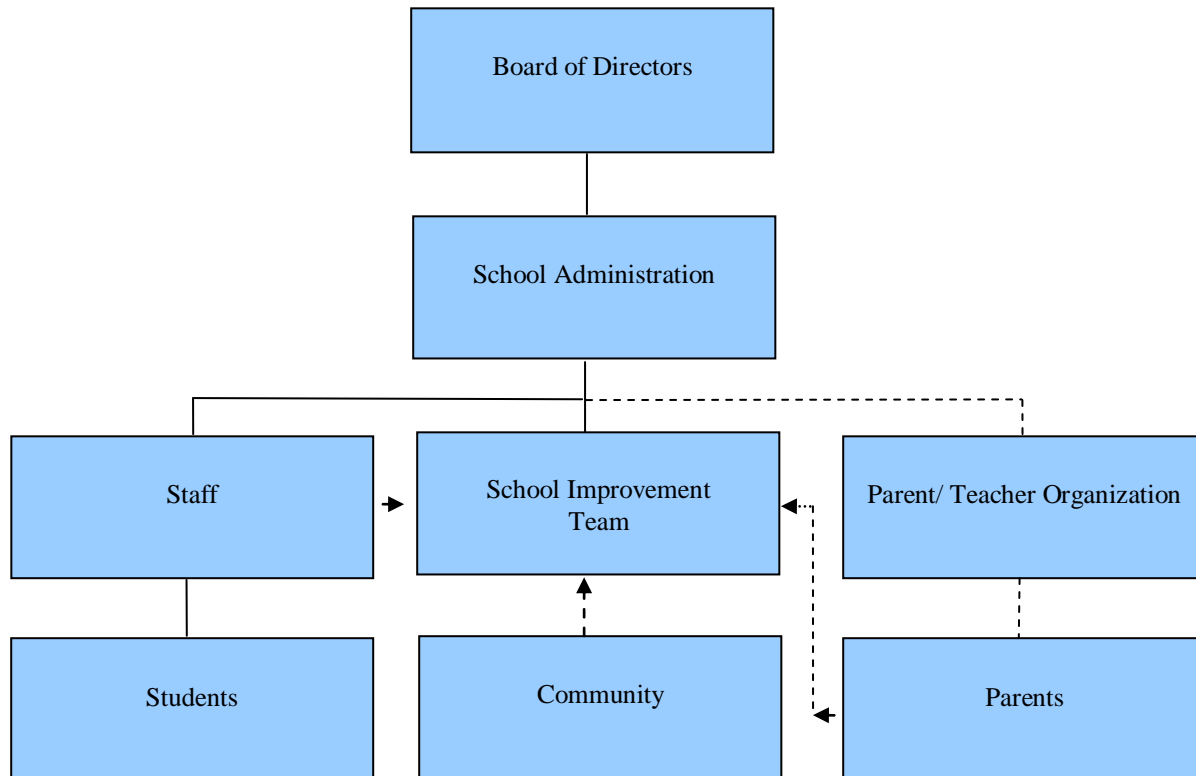
Please complete the table provided depicting the founding members of the nonprofit organization.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Avant P. Coleman	Chairman of the Board	Wilson, NC	City Councilman, Retired Wilson, NC
Thomas P. Hopkins	Board Member	Wilson, NC	Chief of Police Wilson, NC
Kenneth Jones	Board Member	Wilson, NC	Plant Manager, Retired Merck - Wilson, NC
Daryl M. Woodard	Founder, Board Member	Wilson, NC	Executive Director Smart Choices for Youth, Inc. Wilson, NC
Curtis G. Lee	Board Member	Wilson, NC	Retired Educator and Pastor/ CEO of Evangelistic Fellowship
Alysun Skinner	Board Member	Wilson, NC	Masters of Art Candidate at Duke Divinity
Tom Corbett	Board Member	Wilson, NC	Founder and Owner First Venture Properties



Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

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



2. A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

The Wilson Preparatory Academy Board of Directors will be accountable for the following four areas of responsibility:

1. Fulfilling all school legal obligations
2. Promoting the WPA Vision and Mission
3. Establishment of school-wide governing WPA policies, curriculum, academic programs and personnel decisions, to specifically include the selection and supervision of senior administration
4. Overseeing the budget and financial operations of WPA

Board members will not question any decision, nor cause the decision, made by the Executive Director or Principal to be questioned in a public arena. If a director questions a decision, he or she shall immediately take that concern or disagreement to the administrator in a confidential and

diplomatic format. Likewise, the WPA administrators shall agree to the same commitment. Respect for each other shall remain constant.

While at the school, Board members shall be mindful of the different roles they play: parent, volunteer, Board member, etc. A Board member will not use their position of authority while acting in their parent or volunteer roles. Board members shall foster good relationships with the administrator and staff on a personal level. With humility, each Board member will serve the best interests of the school. Board members shall remember stepping out of their advisory/board capacity and attempting to run the school as an administrator, will always be a source of problem and conflict.

A copy of this policy shall be given to each Board and staff administrator upon commencement of such person's relation with Wilson Preparatory Academy. Each Board member shall sign and date the policy. Failure to sign does not nullify the policy.

All Board members shall commit to attending at least two (2) PTO meetings in a year in demonstration of support for that vital aspect of the WPA school community. WPA Board members will not serve on the PTO board.

The WPA Board of Directors will meet at least once a month to set policies and procedures for the school. While accepting ultimate responsibility for the operation of the school, the Board will be a governing Board that will expect the administration and staff to carry out the policies set by the Board. The administration and staff will be responsible for the day-to-day operation of the school.

The Board will set all policies and procedures within their stated areas of responsibility by majority vote, with the exception of the hiring of the WPA Executive Director and Principal, which must be by signed consensus.

Board members may be removed from their roles for cause as determined by the Wilson Preparatory Academy Bylaws and by majority vote.

The WPA Board of Directors will be responsible for the selection and supervision of the Executive Director and Principal. Both positions will be advertised through public media outlets such as: websites, job boards, trade publications and North Carolina Department of Public Instruction, for a period no less than thirty (30) days. After review of qualified candidates' applications, a screening interview will be held by a designated agent(s) of the board with candidates. Successfully screened candidates will be invited to interview with the full Board of Directors either in person or via Skype. Final Board selection will be made consensus. Should a selection not be reached, the position(s) will be reposted and the selection process as state here will be repeated until a candidate is successfully hired.

The Board shall provide the Executive Director and Principal annual performance evaluations based on the National Center for Non-Profit Boards' evaluation instrument and DPI Administrator assessment tool respectively. Further, both the Executive Director and Principal shall participate in the Annual Board Retreat as ex-officio members with non-voting rights where they shall engage in professional discourse with the Board on subjects pertaining but not limited to such non-confidential personnel matters as, stakeholder input and program direction as might impinge on previous and future job performance.

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

A fully seated WPA Board of Directors will number seven (7) community stakeholders as members committed to the Vision of graduating productive citizens successfully engaging in life-long learning and careers in a global society. With an emphasis on “stakeholder”, the WPA Board will continually seek and provide meaningful opportunities for its school and greater community to participate in the governance and direction of WPA through aggressive efforts to involve them on the Board when recruiting candidates to fill founding position and vacant seats. As ambassadors for WPA, the Board will also continue to advance and support stakeholder participation on key organizational teams such as 1-School Improvement Team and 2-the School Leadership Team.

At the time of this application, the Board currently has seven (7) qualified individuals willing to serve in a Board capacity. WPA will seek to reflect the demographics of both those living and working in the Wilson community. Presently the Board will have members with leadership in law enforcement, public education, child development, business, facility management, real estate and construction.

With a board composition of such diverse expertise and skill sets, the WPA Board of Directors will be able to effectively fulfill their responsibility to provide overarching school governance and support the school in its educational and operation success.

**The WPA governing board will have the authority to carry out its duties in the following areas:**

1. Fulfilling all school legal obligations
2. Promoting the WPA Vision and Mission
3. Establishment of school-wide governing WPA policies, curriculum, academic programs and personnel decisions, to specifically include the selection and supervision of senior administration
4. Overseeing the budget and financial operations of WPA

Key performance indicators of the school and administration’s success will include student achievement, school growth, unqualified audits, supported professional development and teacher retention, number of highly qualified and certified teachers on staff, community support and engagement.

**4. 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 proposed founding board members have been recruited by reaching out to community leaders within the areas of education, business, civic as well as parent communities. Selection has been based on the following criteria:

- Community diversity which reflecting the Wilson community
- Expertise,
- Ability to meet organizational responsibilities
- Demonstration experience in making sound judgments within their respective fields

Vacancies on the board will be filled after a thirty (30) day public notice soliciting community interest in the position and seated members have been polled for candidate recommendations.

Selection for the filling of board vacancies will be made by majority board vote.

**5. How often will the board meet?**

The WPA Board of Directors will meet monthly at a regularly scheduled time and place. Both regularly scheduled and Called Meetings will be held in accordance per the organization’s Bylaws.

- 6. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).**

Each Board member, upon appointment or election as stated by WPA Bylaws, will complete Board training in established Bylaws, policies and procedures within one (1) month of assuming office. Additionally, Board members will participate in required best board practices training within the first year of assuming their board role but no later than the first annual Board retreat. The Wilson Preparatory Academy will facilitate training in effective board governance practices such as those provided by NC Charter School Office recommendation, *Reach the High Bar*, a consultation company focused on effective board governance, transparency, accountability and organizational sustainability.

-- SEE APPENDIX H NOTATION FOR DRAFT BOARD POLICIES --

- 7. 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.**

All public school employees and board members must avoid conflicts of interest and the appearance of impropriety. Therefore, all Board Members will be informed of and abide by WPA Bylaws Article IV. Sec. 7, Conflict of Interest. Each Board member will be required to sign a conflict of interest statement, which will be kept on file in WPA's board records with a copy submitted to NC Office of Charter Schools.

WPA policies direct Board members to report all conflicts or potential conflicts of interest to the Board Chair immediately but no later than the next scheduled Board of Directors meeting. As reflected in the WPA Bylaws, Board members are further prohibited from being full-time employees of the school and/or benefiting financially from their position on the Board.

Any Trustee, Officer or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors or Board Committee for authorization, approval or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to WPA's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion.). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transactions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with WPA, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with Wilson Preparatory Academy.

A copy of this policy shall be given to each Board and staff administrator upon commencement of such person's relation with Wilson Preparatory Academy. Each Board member shall sign and date the policy. Failure to sign does not nullify the policy.

There are no apparent conflicts of interest posed by the proposed founding members (identified in the table shown above in the Governance and Organizational Structure of Private Non-Profit Organization section), assuming their roles on the Board of Directors.

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

The Board will have many resources to be utilized in the decision-making process and will also employ counsel experienced in school law to ensure compliance with North Carolina law and directives from DPI.

In order for the Board to effectively fulfill their responsibilities in the governance and policy setting responsibilities of WPA, the operational process will maintain a clear balance between pro-active planning of organizational objectives and the maintenance of current actionable items. Additionally, the Board will meet its added responsibility of ensuring all actions remain aligned with the WPA Vision, Mission and strategic goals.

The Board will establish committees to develop or address school policies, which require implementation or new direction. Upon completion of the review process, the committee will bring their recommendation to the full Board of Directors on the development and implementation of these policies. The full Board will execute its responsibility to review recommendations, all relevant data, and as appropriate, hear or receive input from the school administration, Leadership Team, School Improvement Team, student and staff assessments, surveys and school/community stakeholders prior to moving on actionable items before the Board. All decisions will be reached through consensus. Should consensus not be reached, action will be taken by majority vote.

### **4. 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 following groups are represented on the WPA organizational chart as advisory bodies to the Board of Directors, Executive Director and Principal:

- 1- The School Improvement Team, consisting of teacher representatives, parents, administrators, community and, staff members will make recommendations for school-wide action to the Board on matters that falls outside of the scope and authority of the team.
- 2- The WPA Leadership Team, consisting of parents, teacher representatives, school activity committee representatives, and administrators will be empowered to make policy recommendations for the Board's consideration on such issues as falls within their purview.
- 3- The Wilson Academy Preparatory Parent Teacher Organization (PTO) will serve in an ancillary support capacity to the WPA school community. This volunteer organization will exist independently from WPA and governed by its own Bylaws and procedures. The PTO will be empowered to address and/or put forth recommendations on school and student welfare issues to the Board of Directors, Executive Director and Principal as described by established WPA practices and procedures for stakeholder input.

**Governance and Organizational Structure of Private Non-Profit Organization (continued)****Include in the Appendices:**

10. A one-page **resume from each founding board member** and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. The proposed **by-laws**, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
12. A copy of the **articles of incorporation**, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application.(Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

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

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

**Not Applicable**

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

Name of the Company:

Address:

Website:

Phone Number:

Contact Person:

Fax:

Email:

1. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include a copy of the proposed management agreement as Appendix J of the specified EMO or CMO.
2. What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization’s fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.
3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?
4. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.
5. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.
6. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.
7. Is the facility provided by the EMO/CMO? If so what is the rental cost per square foot?

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

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

**Not Applicable**

1. Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).
2. Provide a detailed description of the existing private school’s financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Provide a copy of the organization’s IRS Form 990 for the last three years as Appendix Q.
3. Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.
4. Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.
5. Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?

**Charter School Replication:** *Complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark “Not Applicable” and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

**Not Applicable**

1. Will this proposed charter school be governed by an existing charter school board, or will there be a new governing board overseeing this charter?
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.
3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.
4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.
5. Provide a copy of the organization’s IRS Form 990 for the last three years as Appendix Q



**Projected Staff:**

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

**Staffing Plans, Hiring, and Management**

**Include the following information for the proposed charter school:**

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

As directed by the WPA Board, WPA administration will advertise all instructional staff positions to be filled in the local and surrounding counties by way of, but not limited to, job boards, trade publications, professional associations, the local Employment Security Commission and the NC DPI website. WPA will participate in local and regional educational job fairs with the specific aim of recruiting for well-qualified teacher with demonstrated high performance in classroom instruction.

Instructional staff will experience a school community whose culture values, fosters and promotes professional work standards and invests in the professional development of its educators.

**2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.**

The WPA Board of Directors will be responsible for all final personnel decisions. All staff, by way of established chain of command and participation in school leadership/governance teams, will have access to the Board of Directors and its decision making process. The Board will solicit staff input only as authorized or designated by the Board of Directors in its entirety or through annual surveys.

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

The WPA Board of Directors will review all personnel recommendations for hire as presented by the Executive Director and or Principal. Upon review and opportunity for discussion is observed, the Board will, by majority vote, approve candidates for WPA employment. The school principal will then be authorized to offer contracts of employment.

All contracts for employee of Wilson Preparatory Academy will be one-year (1) and At-Will contracts. The Board may choose to not renew an individual's contract for the following school year.

Termination of employment during the academic year may happen without notice if the employee violates any item in the Standards for Professional Conduct for NC Educators (16 NCAC6C.0602).

Termination of employment during the academic year due to job performance must be after the employee has been placed on an action plan and not demonstrated the required improvement towards stated goals.

The Board of Directors seek to provide a safe, secure learning and working environment for students and staff by employing individuals who are honorable citizens, who exemplify sound moral character, and who represent the school positive manner. As a condition of employment, a criminal history check will be conducted on all newly hired employees (including independent contractors who are being considered for the duties of a school personnel position) and re-hired

employees who have a break in service for more than 90 days. Criminal history checks may also be conducted, with reasonable cause, on current employees.

School personnel positions are defined as all positions based in a school, including the following: administration, school administrative staff, certified staff, teaching assistant, coaching assistant and trainer, substitute teacher, custodian, driver training teacher, and transportation service providers.

A reasonable effort will be made to ascertain whether the employee has any criminal history in the county of residence, employment, or schooling for at least the past five years. The employee will be required to provide all information necessary to conduct the criminal history check. Any refusal will result in withdrawal of the employment offer or dismissal.

Newly hired employees will be considered temporary pending a favorable review of the criminal history check. If a negative criminal history is returned, there must be written documentation of how the criminal history information was used in the employment decision. It shall include a determination of whether the individual (1) poses a threat to the physical safety of students or personnel or (2) has demonstrated that he/she does not have the integrity or honesty to fulfill the duties of the position.

All criminal history will be confirmed by certified copy of the conviction or other means permitted by State Board rules.

This policy and any procedures established will follow N.C.G.S. 114-19.2 (a) (Criminal Record Checks of School Personnel); N.C.G.S.115C-332 (School Personnel Criminal History Checks); and 16 N.C.A.C. 6C-0300.

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

The WPA proposed salary range and benefits for all staff will be competitive with the North Carolina teacher and staff salary schedule and compensation package and includes any salary supplement or bonus which may be approved by the Board of Directors, at its discretion.

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

Wilson Preparatory Academy, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties which may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications among staff and between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems, which arise from time to time and affect employees. Therefore, employees are strongly encouraged to address their concerns directly with involved parties, without undue involvement of non-affected individuals, for a professional and respectful resolution of the grievance. Should this process be unsuccessful or the employee feels they are unable to discuss their concerns with the involved individual(s), procedures as defined in the Staff Handbook and briefly outlined below are to be followed. A copy of the Staff Handbook with the official, legal grievance policy will be provided all staff upon hire by WPA.

Procedures for grievance and/or termination are as follows:

- All formal grievances must be submitted in writing and signed by the aggrieved employee.
- Employee grievances between staff members are to be submitted to their immediate supervisor by the individual filing the complaint. The supervisor will apprise the Human Relations Coordinator of the grievance for determination of next steps.

Should grievance be with the supervisor, employee will file grievance directly with the Human Resource Coordinator who in turn, will apprise the Executive Director of next steps.

- Employee grievances between staff and the principal are to be submitted to the Human Resource Coordinator who will apprise the Executive Director.

All submitted written grievances will be reviewed and adjudicated per the described procedures in the WPA Staff Handbook.

All contracts for employee of Wilson Preparatory Academy will be one-year (1) and At-Will contracts. The Board may choose to not renew an individual's contract for the following school year.

Termination of employment during the academic year may happen without notice if the employee violates any item in the Standards for Professional Conduct for NC Educators (16 NCAC6C.0602).

Termination of employment during the academic year due to job performance must be after the employee has been placed on an action plan and not demonstrated the required improvement towards stated goals.

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

N/A

**7. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.**

WPA will hire a certified Exception Children's Coordinator. During the 19 days of required staff development during the course of the academic school year, all instructional staff will be trained in IDEA compliance, Universal Design for learning strategies, acceleration and remediation strategies and ELL standards. In addition, staff will participate in the development of the school's AIG plan. The curriculum specialist will have AIG certification and lead the staff development, training and implementation of the AIG plan.

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

Wilson Preparatory Academy staff overviews and qualifications are as follows:

**ADMINISTRATION**

**EXECUTIVE DIRECTOR** - Responsible for Board of Directors interface, supervision of all functions of budget management, serves as the central point-of-contact for NC Department of Public Instruction. Daily operations, school-wide planning, public relations and marketing, staff supervision and support, community development. Must have a Master's Degree with at least 10 years of experience working with school- age children, at least 4 years of those years at the high school level. Will have 5-10 years experience in the leadership of successful schools or education-focused organizations, of which 3 or more years managing and overseeing their budgets. Demonstrated experience in facilitating successful, long-term partnerships between community and school-based organizations desired.

**PRINCIPAL** – Responsible for: all areas as pertaining to curriculum, instruction, student assessment, staffing, facility, student welfare and attendance, school schedules, student discipline and activities. Will possess current teaching and administrative licensure from the State of North Carolina with at least 5 years of teaching experience. Will have a minimum of 3-5 years of

administrative experience in education with demonstrated expertise in budget management and oversight, and curriculum coordination of a similar educational nature and scope. Experience in secondary school considered a plus but not required.

**ASSISTANT PRINCIPAL (to be hired in 2<sup>nd</sup> year of operation)**– Responsible for daily schedules, student discipline, co-curricular activities, EC/AIG program, remediation and management of high school curriculum and staff. Will possess current teaching and administrative licensure from the State of North Carolina with at least 3 years of teaching experience. Will have a minimum of 2 years of school leadership experience and secondary school background.

**BUSINESS/ACCOUNTING MANAGER**– Responsible for all school business and accounting not limited to internal and external financial statements, annual audits, annual budget preparation process, monthly payroll and management of accounts (payable and receivable). Oversees the purchases of equipment and supplies. Must have a B.S. or B.A. Degree in Business Management, Accounting or other related field with a minimum of 3 years of accounting or bookkeeping experience in an organization of similar scale and scope. Must have demonstrated ability to multi-task, meet compliance requirements and accountability deadlines, maintain organized systems of operation, Must be proficient in QuickBooks or other accounting software and chart of accounts, Excel and WORD programs.

### **INSTRUCTIONAL STAFF**

**TEACHERS (core and non-core)** – Responsible for planning and delivery of classroom instruction, provision of a safe and orderly learning environment through effective classroom management, student assessments, effective school/home communications and partnerships

Will possess the following minimum teaching credentials:

- Bachelor of Arts or Science
- Core teacher will have certification appropriate to the grade span in which duties and responsibilities are required (Middle Grades, Secondary, Exceptional Children)
- Teachers will have a subject matter concentration in the area of teaching responsibility.

Priority teacher consideration will be made to highly qualified and certified teaching candidates, those who possess a graduate degree in education or related field of study pertaining to curriculum subject content. WPA will seek to maintain a minimum of one third of the instructional staff with a graduate degree in education or related field of study pertaining to curriculum subject content in compliance with the Southern Association of Schools and Colleges related requirement for certification. Every effort will be made to ensure that the faculty reflects at each grade span (6-8, 9-12) a range of cohorts and teaching experience so that staff strengths can be maximized and a leadership succession plan can be put in place.

### **SUPPORT STAFF**

**CURRICULUM SPECIALIST**– Responsible for: coordination of curriculum and instructional plan, teacher certification and licensure requirements and testing program. Must have a Masters Degree with a minimum of 5 years teaching experience. Individual will have demonstrated experience working with programs and/or curriculum.

**GUIDANCE COUNSELOR**– Will utilize leadership, advocacy and collaboration, will promote student success, provide preventative services and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career and personal/social development for all students. Will possess teaching and NC guidance counselor licensure or in lieu of licensure, a Masters in school counseling.

**EC COORDINATOR**– Provides effective leadership in developing comprehensive program plans, implementing and evaluating school's exceptional children program. Ensure compliance with all local, state and federal EC guidelines and requirements. Minimum of 3 years classroom experience with Exceptional Teacher licensure

**MEDIA/TECHNOLOGY SPECIALIST**– Responsible for coordination of media and technology resources for classroom instruction and student learning. Provides support for remediation and acceleration programs. Will have a Bachelors in computer Science. Provides training and support to staff on technology integration, instructional and administrative applications. Collaborates with teacher, media and technology staff and students to evaluate and select resources addressing curricular needs and learning goals.

**ADMINISTRATIVE ASSISTANT**– Performs wide variety of administrative duties to top-level administrator, oversees the installation of records maintenance throughout the school, prepares internal and external communication, supervises clerical staff, and provides administrative support for Board of Directors. Associate’s degree (A.A.) or equivalent from two-year College or technical school and/or twelve months related experience and/or training or equivalent combination of education and experience. Must have good written and oral communication and must be proficient in MicroSoft Office Suite programs.

**HUMAN RESOURCE COORDINATOR**– Responsible for: management of benefits, recruiting, staffing, workers compensation and benefits. Will support professional development plans as needed. Must have an undergraduate degree from a 4-year university in the Human Resource or other related field, a minimum of 3 years related experience, or documented human resource management training or equivalent combination of education and experience.

**NC WISE COORDINATOR**– Responsible for maintenance and utilization of student information system, prepares attendance reports, maintains and generates all student reports and records. Processes all state and NCLB mandated results for student testing and teacher licensure programs as required. Associate’s degree (A.A.) or equivalent from two-year College or technical school and/or twelve months related experience and/or training, or equivalent combination of education and experience. Must be knowledgeable of school software.

**INFORMATION TECHNOLOGY SPECIALIST**– Responsible for training and support for staff on technology integration and administrative applications. Assists with identifying, acquiring and maintaining hardware, software and network products

Must have a Bachelor’s Degree (B.A. or B.S.) or equivalent from a four-year college, or equivalent combination of education and experience. Also, must have at least 2 years of experience.

**CLERICAL**– Responsible for administrative and office functions to include community interface as needed. A minimum of two years post high school education and/or commensurate experience in skill development through prior employment of similar job responsibilities.

**TEACHER ASSISTANT**– Assists in planning and implementation of daily program of lead classroom teacher, provides classroom supervision in the absence of teacher, prepares suitable learning environment for children while supplying them with necessary materials and resources. Carries out non-instructional duties as assigned by teacher or school administration

A minimum of two years of post-high school education and/or commensurate experience in skill development through prior employment as a teacher assistant for a period of five years. Must be proficient in MicroSoft WORD, Excel and internet-based communications

**CUSTODIAN**– Responsible for facility housekeeping, general maintenance, locked area access and opening/securing facility buildings. A minimum requirement of a high school education and/or commensurate work experience in skill development through prior employment as an institutional custodian or maintenance employee required.

**CHILD NUTRITION SUPERVISOR**– Responsible for administration of child nutrition program within the school to include coordination with contract food services vendors; establishes, implements and evaluates policies and procedures for quality standards and quantity control; adheres to USDA guidelines; supervises child nutrition assistants. Must have at least an AA Degree with Food safety certifications from the National Food Service Management Institute

with at least 2 years of experience. Must be knowledgeable of USDA and NC State nutrition guidelines and procedures.

**CHILD NUTRITION ASSISTANT**– Responsible for food and equipment storage in specified locations, service of prepared student meals, adheres to safety and sanitation procedures, maintains compliance with work area management requirements. Must have at least an AA Degree with Food safety certifications from the National Food Service Management Institute with at least 2 years of experience. Must be knowledgeable of USDA and NC State nutrition guidelines and procedures.

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

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

The WPA Curriculum Specialist, with the oversight of the Principal, will be responsible for maintaining teacher licensure requirements and professional development plans. The Principal or his designee will report to the Executive Director each mid-semester and year end, on plan progress. The Executive Director will include this report in his accounting of standards to the Board of Directors at year-end at the minimum.

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

WPA embraces the position teacher retention is greatly impacted by effective professional development. Therefore, WPA is committed to continually develop its instructional staff and provide funding for professional development annually in the WPA school budget for whole-staff and individual-staff development. All staff development will align with the school’s Mission and stated goals, in support of established school-wide instructional strategies and programs and the annual professional development plan. A professional development plan designed by the Staff Development Committee comprised of the Principal, Curriculum Specialist and Human Relations Coordinator, will be adopted no later than July prior to the start of the upcoming academic year.

Part of WPA’s ongoing professional development, a teacher mentor program will be put in place for both beginning and experienced teachers. WPA teachers with a SP II license would complete a Professional Development Plan (PDP) every year, for principal approval. Teachers with similar goals would work together, mentoring each other as they make progress towards their PDP goals annually. Beginning teachers would take part in a Beginning Teacher Program (BTP) plan as approved by the WPA Board of Directors and filed with the Licensure Section of DPI. Mentors will have four (4) years NC teaching experience to qualify as a teacher mentor. The principal will oversee WPA’s BTP program and serve as the school BTP contact.

Instructional staff will be evaluated in several ways to include but not limited to data from student achievement assessments, NC FALCON, successful completion of required teacher certification standards and the NC Teacher Evaluation Process using its online evaluation and rubric system to annual evaluate employees. The principal, will be the primary contact for teacher evaluations. The evaluation process will follow the following general guidelines below:

- Teachers will complete a PDP to be approved by the principal at the start of each academic year.
- Teaching Standards Evaluation for North Carolina teachers
- Additional observations may be scheduled at any time, either formally or informally.

- Teacher meetings will be held after each observation for sharing of observation results.
  - Teacher PDP will be evaluated mid-year and at the conclusion of each academic year, either during a post-conference, PDP conference or annual teacher performance review as needed.
  - Review of ongoing progress towards and compliance with, teacher certification and licensure requirements as determined by the state of North Carolina and NCLB.
  - Staff who are not proficient in any one or more accountable areas may be placed on an Action Plan in support of improved teacher performance and to be monitored by the principal.
- 3. Discuss the core components of professional development plan and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**

WPA will establish a staff development calendar for each school year. The teacher evaluation standards will be evaluated at the beginning of this process. PDPs will be developed within the opening staff development days each year. Classroom teacher will participate in the NC FALCON program and other resources provided by WPA and DPI. The modules provided by FALCON will be offered to provide CEU credit for staff. Staff development for Common Core will be ongoing throughout the school year.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**

The WPA teacher calendar will commence two (2) full weeks prior to students starting the academic year and will include mandatory participation in staff training, orientation, process and procedural training and instructional-based training.

Based on established need as determined by hiring assessment, prior (WPA) teacher assessments, administrator recommendation and staff development plan for upcoming academic year, teaching staff will be provided the necessary training, prior to school opening, for effective compliance with required classroom instruction and organizational operations.

Assuming WPA is authorized to open school in August 2014; all instructional staff will participate in mandatory UDL, RtI, Project Based Learning (PBL) and training in multiple modalities of instruction prior to the opening of Wilson Preparatory Academy in July 2014.

- 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.**

Wilson Preparatory Academy is committed to the professional development its staff with emphasis being placed on mastery of curriculum, instructional methodologies and Expanded Learning Opportunities (ELO) that align with WPA's Mission and stated goals. This is reflected in the 19 regularly scheduled staff development days allocated on the proposed 2014-15 school calendar, facilitation of peer mentorships and budgetary commitment to professional development. Staff development will include speakers, webinars, online opportunities, educational conferences and peer mentorships.

The Executive Director, Principal, Curriculum Specialist and Human Relations Coordinator will serve as the WPA Staff Development committee. This committee, in collaboration with solicited

teacher leadership input, will devise the professional development plan for the upcoming year no later than 01 July, for the upcoming school year.

WPA will provide daily teacher planning periods for all instructional staff for the purposes of collaboration across grade levels and vertical alignment of instruction.

### **Enrollment and Marketing:**

**Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.**

### **Marketing Plan**

**Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).**

The WPA Board of Directors will appoint a marketing committee, overseen by the Executive Director, to implement policy and procedures to ensure Wilson Preparatory Academy is properly marketed to all areas per NC G.S. 115C-238.29F(g)(5). Upon charter approval, the Board of Directors will direct the Executive Director commence efforts to announce the authorization of Wilson Preparatory Academy as an alternative public school of choice for the Wilson and surrounding communities.

The targeted population will be students from Wilson and surrounding counties, and these demographics will be given public access to all school-related information. Students and families requiring English as a Second Language support will receive translation assistance through marketing material developed to honor those needs. Registration will be publicly announced through the means established by the school's communication committee and will be open to all students who can legally attend public school by state law, without discrimination of ethnicity, national origin, gender or disability. To ensure that all populations are informed, the school will employ various means of communication including an up-to-date website and the use of social media, as well as non-electronic communication through local printed media, newsletters and brochures, and speaking engagements with the public.

Partnerships with local daycares and after-school programs will be initiatives of WPA as a means to establish 1-viable relationships with the targeted population, 2-assist in school preparedness, and 3-develop a child-centered outlet for regular discourse with the community at large. The school will foster individual and group communication via the Board of Directors, Executive Director and Principal, with local town councils, businesses, shelters and social service agencies to provide the widest demographic accessibility to and knowledge of, WPA. In a natural alignment of ethics-conscious citizens welcoming of a character focused education, local churches and other faith-based organizations will be contacted and invited to participate in partnerships with the school community.

Through this wide reaching marketing plan, all targeted populations, therefore, will have public access to knowledge about school regulations, admission requirements and procedures.

The communications committee will develop the protocol for developing, approving, and disseminating internal and external communications. The committee will develop a style manual to insure consistency in the message and branding of the school. All advertisements, documents, publications, and promotional materials must be developed according to protocol and style manual guidelines. The plan will include protocol for crisis management and communication.



The principal or his or her designee will be the authorized spokesperson for the school. These individuals will develop and maintain positive relationships with local media representatives. They will participate in periodic training to prepare for media interviews and crisis management.

The school will emphasize the use of electronic communications and maintain a dynamic website, designed to foster the school image according to the guidelines established by the communications committee. The school webmaster(s) will be responsible for the daily update of the site. Other school personnel will have access limited to their respective areas of responsibility and will be expected to keep all postings current.

The school will prepare, post on the website, and publish a comprehensive annual report that will include accomplishments, budget information, student performance data and other pertinent information.

### **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.**

Wilson Preparatory Academy will advertise and solicit applications from a wide range of communities within Wilson County with the idea that the make-up of our school should reflect the make-up of Wilson County as much as possible. To ensure that all populations are informed, the school will employ various means of communication including an up-to-date website and the use of social media, as well as non-electronic communication through local printed media, newsletters and brochures, and speaking engagements with the public.

WPA will be in communication with families of enrolled students via standard mail, the WPA website, social media, phone, email and electronic group serves specific to their assignment. WPA will also hold an Open House at the school for purposes of meeting with staff and discovery of school facility.

#### **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.**

WPA will work, in concert with the PTO, to actively engage parents and families in a meaningful partnership with the school for successful student achievement. This will be facilitated through open, respectful communication between families and instructional staff and administration, solicited input via annual parental surveys, WPA-sponsored workshop opportunities, volunteer activities, community/school service projects and enlistment in school governance committees where community stakeholders hold an equally valued position.

### **Admissions Policy**

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

#### **1. Tentative dates for application period; enrollment deadlines and procedures.**

*Wilson Preparatory Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. We will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. There will be no entrance examination and no screening process, other than to determine the eligibility of a student to enroll in a North Carolina public school.*

WPA will have an open application (enrollment) period where applications will be accepted and in-processed with time/date stamp of receipt – enrollment predicated on availability and first come-first placed basis. Contingent upon the NC State Board of Education’s approval of Wilson Preparatory Academy’s charter by September 2013, WPA’s first year open enrollment period would tentatively be from February 3, to April 1, 2014. In the event at the end of the open enrollment period there are more applications than open positions at any given grade level, a lottery will be held for those grades no earlier than April 1 and no later than on April 30, 2014. WPA’s enrollment period and lottery will be held during the same approximate time in subsequent years.

WPA will publicize on its website, through established internal WPA communication channels and community forums, WPA’s Open House dates, open enrollment period, and date of public lottery as decided the December of each year for the following calendar year.

### **Enrollment Process:**

Upon acceptance for enrollment through either the open enrollment or lottery process, potential students will be sent a notification of their acceptance for enrollment along with a registration packet for their completion no later than the stated deadline for return in the acceptance notification.

Final enrollment will be determined by WPA’s receipt of a Notice of Intent to Enroll (provided in registration packet) and completed registration documents by stated deadline.

## **2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.**

Once grade level order for the enrollment lottery has been established, open spots for each grade level will be filled by drawing according to the following priority order: 1- children of full time employees of the school, 2-(in the first year only) children of founding Board members, 3-(after the first year) students who have sibling preference, and 4- remaining applicants.

In the case of multiple (birth) siblings or guardianship children within an enrolled student’s household, one surname will be entered in the lottery and if that name is drawn, all applicants associated will be admitted to the school.

Each name selected through the lottery process will be recorded and placed on a bulletin board in the order in which it was drawn.

## **3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.**

After all available spots are filled by lottery, the WPA selection committee or designee will continue to draw lottery submissions, ordering them for a Wait List by grade level. After the open enrollment period ends, all completed applications received will be time/date stamped in order of receipt. Students will either be accepted or added to the end of the Wait List for the appropriate grade as the current enrollment status determines.

Should a student notified of their acceptance either decline enrollment or fail to submit their completed registration packet by the deadline, their slot will be filled by the next applicant on the Wait List for that grade.

## **4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.**

Upon charter approval, WPA administration will hold two (2) community meetings in an advertised location with public access for the purpose of making the Wilson community aware of WPA’s approval, open enrollment and start dates, Mission and curriculum focus.

WPA will also hold an Open House orientation for all enrolled students prior to school start to familiarize students and their families with the school and staff.

**5. Clear policies and procedures for student withdrawals and transfers.**

Students may withdraw or transfer at any time.

1. In order to withdraw or transfer, written notice from the parent or guardian must be given. However, if the parent or guardian does not give notice and another school sends a written request for records transfer signed by the parent or guardian, this will serve as written notice.
2. If a student fails to show up for school at the beginning of the academic year, or any time during the year, absence alone will not be enough to withdraw the child. Due diligence through telephonic, electronic or home visit attempts of communication with the parents or guardian will be documented and serve as evidence of a student's withdrawal.
3. Space created by students who withdraw or transfer will be filled using the established waitlist. Waitlists will only be valid until 31 December of the current school year.

**PROJECTED ENROLLMENT 2014-15 through 2018-2019**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 980

LEA #2 NONE

LEA #3 NONE

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

**\*The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.**

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
K	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
1 <sup>st</sup>	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
2 <sup>nd</sup>	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
3 <sup>rd</sup>	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
4 <sup>th</sup>	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
5 <sup>th</sup>	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
6 <sup>th</sup>	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
7 <sup>th</sup>	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
8 <sup>th</sup>	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
9 <sup>th</sup>				<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
10 <sup>th</sup>							<u>40</u>			<u>40</u>			<u>40</u>		
11 <sup>th</sup>										<u>40</u>			<u>40</u>		
12 <sup>th</sup>													<u>40</u>		
	<u>360</u>			<u>400</u>			<u>440</u>			<u>480</u>			<u>520</u>		

**Transportation Plan:**

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

In accordance with state law, we do not allow transportation to be a barrier to any child attending the school. WPA anticipates most parents will provide transportation for their children based on results from our preliminary interest surveys and community discussions. To assist in this, WPA will have a designated staff member to serve as a Transportation Liaison to facilitate and coordinate car pool needs of families. Additionally, the Board and the Administration will work diligently so that the school is open and accessible to all students, including low-income students and students experiencing homelessness and thereby will factor proximity to public transportation when considering location of school site. WPA will further ensure adequate funding is budgeted annually for contracting of transportation services as needed to support a modified transportation plan to be developed upon final school site selection. This plan may include a plan for pick up and drop off at a common location.

The school will provide free transportation for students who are currently experiencing homelessness.

**School Lunch Plan:**

**Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.**

WPA will offer all students a school lunch plan through contracted services provided by an outside contractor and supported by WPA staff. WPA will participate in the federal free and reduce lunch program.

**Civil Liability and Insurance (GS 115C-238.29F(c)):**

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000 each occurrence		\$4,000.00
Officers and Directors/Errors and Omissions	\$1,000,000 each claim		\$2,600.00
Property Insurance	\$300,000 per occurrence		\$1,250.00
Motor Vehicle Liability	\$1,000,000 per accident		\$500.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$1,600.00
Other (Umbrella Liability and Workman's Comp. Policy)	\$2,000,000 each occurrence		\$12,167.00
Total Cost			\$22,267.00

\*The applicant must provide a quote from an insurance provider as part of this application (as Appendix M) to demonstrate the levels of insurance coverage and projected cost.

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

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(Board Chair Signature)

(Date)

**Facility:**

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

**What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).**

Upon charter approval, WPA is prepared to act on two (2) existing facilities and one (1) building site identified to support its facility needs for years 1-5. The Board of Directors will appoint a Facility Committee to negotiate lease agreement with the two facilities. The committee will also negotiate with commercial contractors on the feasibility of building on the potential site for Wilson Preparatory Academy. The committee will be comprised of board members with knowledge of the local real estate market, zoning requirements, educational facility planning and real estate law. Plans to house WPA will meet all applicable state and health requirements as outlined in NCGS 115C-238.29F(a). Before facility occupancy, the Board of Directors will provide the Office of Charter Schools a detailed description of the facility and the related financing arrangements, as well as a Certificate of Occupancy for Educational Use. Facility maintenance is anticipated through a combination of WPA employees and outside contractors for services such as grounds maintenance and trash removal. *See Appendix N*

In evaluating potential sites, the Committee will consider not only cost and the physical space requirements outlined below, but also the degree to which a given location will support our ability to accomplish our Mission and at a minimum, our 3-5 year plan. As WPA targets students in the Wilson area, we will explore locations that are accessible to neighborhoods that are demographically balanced, reflects overall profile of the Wilson County and in which our school can serve as an integral and stably partner for the community. Our physical space will be designed to maximize academic achievement aligned with the WPA Mission within a safe, conducive environment. We will also pursue creative options, such as facility-sharing arrangements, that may reduce facility cost and provide access to community facilities such as libraries, sport and athletic facilities, parks and museums. Consequently, our actual space needs will reflect any negotiate use of non-WPA facilities.

**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.**

- NOT APPLICABLE - WPA has not yet identified a facility.

**VI. FINANCIAL PLAN**

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

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

*The formula for figuring these allotments can be found in the Resource Manual Finance Section.*

See **Charter School Dollars per ADM** on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/fbs/allotments/support/>

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.
- These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015.
- For local funding amounts, applicants will need to contact their local offices or LEA.

**LEA #1 (Wilson County & 980)**

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	4,714.36	360	\$1,697,170
Local Funds	\$1,269.61	360	\$457,060
Federal EC Funds	\$3,743.48	36	\$134,764
<b>Totals</b>			\$2,288,994

**LEA #2 (Insert LEA Name & Code)**

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds			
Local Funds			
Federal EC Funds			
<b>Totals</b>			

**LEA #3 (Insert LEA Name & Code)**

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds			
Local Funds			
Federal EC Funds			
<b>Totals</b>			

**Budget: Revenue Projections from each LEA 2014-15**

**Total Budget: Revenue Projections 2014-15 through 2018-2019**

**\*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 statements, etc., on the availability of these funds.**

**Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
➤ <i>State ADM Funds</i>	<u>\$1,697,170</u>	<u>\$1,885,744</u>	<u>\$2,074,318</u>	<u>\$2,262,893</u>	<u>\$2,451,467</u>
➤ <i>Local Per Pupil Funds</i>	<u>\$457,060</u>	<u>\$507,844</u>	<u>\$558,628</u>	<u>\$609,413</u>	<u>\$660,197</u>
➤ <i>Exceptional Children Federal Funds</i>	<u>\$134,765</u>	<u>\$149,739</u>	<u>\$164,713</u>	<u>\$179,687</u>	<u>\$194,661</u>
➤ <i>Other Funds*</i>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
➤ <i>Working Capital*</i>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<b>TOTAL INCOME</b>	<u>\$2,288,994</u>	<u>\$2,543,327</u>	<u>\$2,797,660</u>	<u>\$3,051,993</u>	<u>\$3,306,325</u>



**Personnel Budget: Expenditure Projections 2014-15 through 2018-2019**

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary
<b>Personnel:</b>															
Executive Director	1	\$80,000	\$80,000	1	\$81,600	\$81,600	1	\$83,232	\$83,232	1	\$84,897	\$84,897	1	\$86,595	\$86,595
Principal	1	\$75,000	\$75,000	1	\$76,500	\$76,500	1	\$78,030	\$78,030	1	\$79,591	\$79,591	1	\$81,183	\$81,183
Assistant Principal	-	\$0	0	1	\$64,900	\$64,900	1	\$66,198	\$66,198	1	\$67,522	\$67,522	1	\$68,872	\$68,872
Business Manager	1	\$55,000	\$55,000	1	\$61,200	\$61,200	1	\$62,424	\$62,424	1	\$63,672	\$63,672	1	\$64,945	\$64,945
<b>Instructional Staff</b>															
Core Content Teacher(s)	16	\$34,040	\$544,640	18	\$34,645	\$623,613	20	\$35,208	\$704,165	22	\$35,742	\$786,328	24	\$36,256	\$870,135
Curriculum Specialist	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
Guidance Counselor	1	\$45,000	\$45,000	1	\$45,900	\$45,900	1	\$46,818	\$46,818	1	\$47,754	\$47,754	1	\$48,709	\$48,709
Exceptional Children Coordinator	1	\$38,000	\$38,000	1	\$38,760	\$38,760	1	\$39,535	\$39,535	1	\$40,326	\$40,326	1	\$41,132	\$41,132
Media/Technology Specialist	1	\$35,000	\$35,000	1	\$35,700	\$35,700	1	\$36,414	\$36,414	1	\$37,142	\$37,142	1	\$37,885	\$37,885
Electives/Specialty Teacher(s) (K-8)	3	\$31,743	\$95,230	3	\$32,378	\$97,135	3	\$33,026	\$99,077	3	\$33,686	\$101,059	3	\$34,360	\$103,080
High School Elective Teacher(s)	-	0	0	1	\$31,743	\$31,743	2	\$32,060	\$64,121	3	\$32,382	\$97,146	4	\$32,708	\$130,832
<b>SUPPORT STAFF</b>															
Administrative Assistant	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448	1	\$43,297	\$43,297
Human Relations Coordinator	1	\$37,000	\$37,000	1	\$37,740	\$37,740	1	\$38,495	\$38,495	1	\$39,265	\$39,265	1	\$40,050	\$40,050
NC Wise Coordinator	1	\$30,000	\$30,000	1	\$30,600	\$30,600	1	\$31,212	\$31,212	1	\$31,836	\$31,836	1	\$32,473	\$32,473
Information Technology Specialist	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448	1	\$43,297	\$43,297
Clerical	2	\$25,000	\$50,000	2	\$25,500	\$51,000	2	\$26,010	\$52,020	2	\$26,530	\$53,060	2	\$27,061	\$54,122
Para Educators (Teacher Assistants)	3	\$20,000	\$60,000	3	\$20,400	\$61,200	3	\$20,808	\$62,424	3	\$21,224	\$63,672	3	\$21,649	\$64,946
Custodian	1	\$23,556	\$23,556	2	\$23,792	\$47,583	3	\$24,030	\$72,091	3	\$24,511	\$73,532	3	\$25,001	\$75,003
Child Nutrition Supervisor	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448	1	\$43,297	\$43,297
Child Nutrition Assistant	2	\$16,000	\$32,000	2	\$16,320	\$32,640	2	\$16,646	\$33,293	2	\$16,979	\$33,959	2	\$17,319	\$34,638
<b>CONTRACTED PERSONNEL</b>															
Psychologist (EC Assessment)	1	\$15,000	\$15,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000
Speech Language Pathologist	1	\$15,000	\$15,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000
<b>Total Personnel</b>	<b>41</b>	<b>\$34,279</b>	<b>1,405,426</b>	<b>46</b>	<b>\$35,331</b>	<b>1,625,214</b>	<b>50</b>	<b>\$35,588</b>	<b>\$1,779,397</b>	<b>53</b>	<b>\$36,096</b>	<b>1,913,108</b>	<b>56</b>	<b>\$36,598</b>	<b>\$2,049,493</b>
<b>Benefits:</b>	<b># Staff</b>	<b>Cost Per</b>	<b>Total</b>	<b># Staff</b>	<b>Cost Per</b>	<b>Total</b>	<b># Staff</b>	<b>Cost Per</b>	<b>Total</b>	<b># Staff</b>	<b>Cost Per</b>	<b>Total</b>	<b># Staff</b>	<b>Cost Per</b>	<b>Total</b>
Employee Benefits @ 20%	41		\$281,085	46		\$325,043	50		\$355,879	54		\$382,622	58		\$409,899
Staff and Professional Development			\$10,000			\$10,000			\$15,000			\$15,000			\$15,000
<b>TOTAL Personnel Budget</b>			<b>\$1,696,511</b>			<b>\$1,960,256</b>			<b>\$2,150,276</b>			<b>2,310,729</b>			<b>\$2,474,391</b>
<b>CONTRACT SERVICES</b>															
HR/Accounting/ Legal			\$10,000			\$10,000			\$10,000			\$10,000			\$10,000
Audit (s)			\$15,000			\$15,000			\$15,000			\$15,000			\$15,000
<b>TOTAL Contract Services</b>			<b>\$25,000</b>			<b>\$25,000</b>			<b>\$25,000</b>			<b>\$25,000</b>			<b>\$25,000</b>

**\*Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

## Operations Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Books & Supplies	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Testing Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Office Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Technology	Computer Equipment	\$44,050	\$20,000	\$20,000	\$20,000	\$20,000
	Classroom Technology Equipment	\$174,740	\$25,000	\$25,000	\$25,000	\$25,000
<b>TOTAL Supplies &amp; Equipment</b>		\$246,190	\$72,000	\$72,000	\$72,000	\$72,000
Other Expenses	Building Lease	\$120,000	\$132,000	\$144,000	\$172,000	\$207,000
	Transportation	\$50,000	\$51,000	\$52,000	\$53,060	\$54,122
	Utilities	\$56,000	\$57,120	\$58,262	\$59,428	\$60,616
	Insurance	\$26,000	\$26,500	\$27,050	\$27,591	\$28,143
	Marketing	\$6,000	\$6,120	\$6,242	\$6,397	\$6,495
<b>TOTAL Other Expenses</b>		\$258,000	\$272,760	\$287,575	\$318,447	\$356,376
GRAND TOTAL EXPENSES		\$2,225,701	\$2,330,016	\$2,534,851	\$2,726,176	\$2,927,767
SURPLUS (Deficit)		\$63,293	\$213,311	\$262,809	\$325,817	\$378,558

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
TOTAL EXPENDITURES (PERSONNEL)	\$1,696,511	\$1,960,256	\$2,150,276	\$2,310,729	2,474,391
TOTAL EXPENDITURE (OPERATIONS)	\$529,190	\$369,760	\$384,575	\$415,447	\$453,376
TOTAL EXPENDITURES	\$2,225,701	\$2,330,016	\$2,534,851	\$2,726,176	\$2,927,767
TOTAL REVENUE	\$2,288,994	\$2,543,327	\$2,797,660	\$3,051,993	\$3,306,325
ANNUAL NET PROJECTIONS	\$63,293	\$213,311	\$262,809	\$325,817	\$378,558

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

This financial plan has been constructed with a certified CPA, using DPI figures to calculate the resources and projected expenses supporting WPA's mission and focus. The budget reflects our values and priorities for K-12 education with strong support placed on using today's integrated technology as applied to the blended common core curriculum our students will receive. Using technology to effectively deliver curriculum content and apply learning models, will greatly reduce the cost of books and print materials. This budget guarantees greater access to technology and a more leveled playing field, for all students.

Investment in our staff illustrates our emphasis on personnel directly supporting instruction, curriculum and student support functions. WPA is committed to a program of instruction that enables each child to learn effectively regardless of their proficiency, learning strengths or future pathway. The use of supporting curriculum programs and strategic assessment instruments designed to individually guide instruction is further evidence of a budget reflecting the values of the school. Over 65% of our personnel are allocated to provide direct student instructional services. The budget reflects WPA's commitment to smaller class size to enhance the student/teacher ratio for more individualized instruction.

Further, our administration is designed to support leadership and accountability. This team, including the Executive Director, Principal, Business/Accounting Manager and in the second year, an Assistant Principal, ensures the mission of the school is integrated into the services the students receive.

Investment in staff development is made to ensure all teachers are trained and prepared to meet the needs of all students to include at-risk, EC, ELL and AIG populations. Recognizing effective learning is facilitated by healthy students, WPA is also aligned to provide nutritionally balanced healthful meals and has dedicated the necessary personnel and budgetary resources to do so.

**Please include additional information that showcases all assumptions for your budgetary calculations.****1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?**

The budgetary projections were based on the specific enrollment figures for each year. Therefore the baseline figure was done by calculating the total income provided by the State ADM Funds, Local per Pupil Funds, Exceptional Children's Federal Funds. These funds were taken from the resource guide provided by the North Carolina Office of Charter Schools and the Finance Office at the Wilson County Public Schools Central Office. The analysis utilized to project these specific enrollment

figures was to start at 360 students for the first year K-8 and adding 40 students each year for the next four years. At the end of year five there would be a student enrollment of 520 students.

If projections are lower than anticipated, the school administration along with the board of directors will look at each line item submitted in this application to determine which line item would need to be adjusted to accommodate the needs of the teachers and students for that year. We will adjust expenses, such as cutting back on the technology we plan for the initial year. On the revenue side we will try to raise funds to help absorb any deficit in the projected revenues. We calculated the breakeven number of students by dividing the fixed costs by the per student difference between revenue and variable expense. That number was 279 students.

**2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors**

A Business Manager will be hired by Wilson Preparatory Academy to manage accounting and purchasing for the school. The Business Manager will also be responsible for ensuring that accounting software is used to track all purchases, payroll and other transactions throughout the year. Keeping good financial records throughout the year will ensure that financials will be in place in time for the required audits by the NC Office of Charter Schools. As reflected in the proposed Budget, there is money set aside for Contracting for an Audit by a State approved CPA firm. We will analyze contracting out the ISIS and PowerSchool or doing the majority of this work in-house. We have not solicited bids for these services yet but will begin this process in March.

**3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.**

Since WPA is a "blended learning" school, we will have an emphasis on educational technology. Therefore, we have put monies in the first year towards purchasing IPADS, Software, etc. We also will seek options including leasing or financing technology and consider those options versus paying cash in our critical year one, if available. A contingency reserve will at all times be maintained by our creation of a monthly budget and spending controls to ensure cash availability throughout the first year (and beyond). Any expenditures beyond prescribed limits will require Board approval.

**4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.**

Several lending institutions in Wilson have indicated that they will be willing to finance for retrofitting an existing building for a school. These financial institutions are waiting for the State Board of Education to approve our Charter to start the process of lending money for the School. Also, several Board members have experience writing grants on a State and Federal level. Therefore, grants will be pursued aggressively to assist the core operation of the school. None of these anticipated fund sources have been included in our financial budgets, however.

**5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?**

Upon approval of the State Board of Education, the Board will immediately convene to discuss the school's contingency plan to meet the financial needs, if anticipated enrollment and revenues are not received or are lower than estimated. This will give the Board of Wilson Preparatory Academy over a year to develop a strong plan and establish the school's break-even for each year. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening. Again, our breakeven number of students is 279 of our projected 360, only 77.5%.

**6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.** As stated, options include deferred payment of technology and/or reducing this outlay to share technology versus all students possessing their own technology.

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

**Describe the procedure and method for conducting an independent financial audit for the proposed charter school.**

Financial audits will be performed on an annual basis in accordance with the statutory regulations and requirements of the state of North Carolina for non-profit organizations. The audit will be presented to the Board of Directors who will be responsible for the review and approval process. Wilson Preparatory Academy will retain the services of an experienced school financial auditor as identified below .

**Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.**

Name: **Gerrelene M. Walker, CPA,CFF,CFE**

Address: **503 Trade Street**

**Tarboro, North Carolina 27886**

Email Address: [gwalker@gmwcpa.com](mailto:gwalker@gmwcpa.com)

Phone Number: **(252) 823 – 1040**

Fax Number: **(252) 823 – 1479**

**VII. AGREEMENT PAGE**

LEA Impact Statement:

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:

The foregoing application is submitted on behalf of **Wilson Preparatory Academy**. 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.

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\_\_\_\_\_.