



NORTH CAROLINA CHARTER SCHOOL APPLICATION

A. Michael Dixon School of Leadership &

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

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

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

CHARTER SCHOOL

2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. 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.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov 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: A. Michael Dixon School of Leadership &

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

Name of non-profit organization under which charter will be organized or operated: A. Michael Dixon School of Leadership &

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: *Melissa B. Grimes*

Title/Relationship to nonprofit: *Board Member*

Mailing address: 3006 Phillips Road
Greenville NC 27834

Primary telephone: 252-916-8159 Alternative telephone: 252-364-8418

E-Mail address: melissagrimes31@gmail.com

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

County: PITT

LEA: 740-Pitt County Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? A. Michael Dixon School of Leadership &

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06,07,08	330
Second Year	K,01,02,03,04,05,06,07,08	352
Third Year	K,01,02,03,04,05,06,07,08	374
Fourth Year	K,01,02,03,04,05,06,07,08	396
Fifth Year	K,01,02,03,04,05,06,07,08	396
Sixth Year	K,01,02,03,04,05,06,07,08	396
Seventh Year	K,01,02,03,04,05,06,07,08	396
Eight Year	K,01,02,03,04,05,06,07,08	396
Ninth Year	K,01,02,03,04,05,06,07,08	396
Tenth Year	K,01,02,03,04,05,06,07,08	396

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 initial 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 will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

melissagrimes
Signature

Melissa B. Grimes
Title

melissagrimes
Printed Name

12/06/2013
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:

The mission of the A. Michael Dixon School of Leadership & Arts is to empower students to become active learners and creative thinkers through rigorous academics, performing arts, and leadership opportunities offered through a challenging curriculum that will be taught by highly qualified, experienced teachers; thereby, building self-confidence, developing students cognitively, socially, and emotionally, and preparing them for the 21st century and beyond.

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.*

The A. Michael Dixon School of Leadership and Arts will serve students in grader Kindergarten - 8th grades, from the entire Pitt County community and the surrounding areas. The school will begin with students in grades Kindergarten - 5th grade with a proposed location in the Farmville, North Carolina area.

Pitt County has its county divided into six attendance areas for students. Students attend schools in their preset, predetermined "attendance zone" and are not allowed (unless under special circumstances) to attend school outside of those attendance zones. Students attending Pitt County Schools in the Farmville High School attendance area experience significant disparities in student achievement. In the 2011 - 2012 school year, Pitt County schools served a student population that was 48% black, 39% white, 9% hispanic and approximately 4% others. The A. Michael Dixon School of Leadership & Arts. A. Michael Dixon School seeks to enroll a diverse student population that demographically mirrors the diversity in the general Pitt County Schools population. The Farmville attendance area includes four feeder elementary/middle schools: H.B. Suggs (Grades PK-2), Sam D. Bundy (Grades 3-5), Falkland Elementary (Grades K-5) and Farmville Middle (Grades 6-8). According to the N.C. School Report Card, each schools demographics are; Sam D. Bundy Elementary School, the black/white achievement gap is 37.8 percentage points and the hispanic/white achievement gap is 50.0 percentage points. At Falkland Elementary School, the black/white achievement gap is 21.0 percentage points and the hispanic/white achievement gap is 16.2 percentage points. At Farmville Middle School, the black/white achievement gap is 30.5 percentage points, and the hispanic/white achievement gap is

24.0 percentage points. H>B> Suggs elementary School is not required to take mandated end-of-grade test based upon the grade levels the school serves.

By high school the minority student achievement gap is black/white 28.9 percentage points and 15.5 hispanic/white percentage points. Minority groups have lower SAT scores, higher dropout rates, and are less likely to attend college. The minority population is more likely to experience chronic unemployment, incarceration, and are likely to be under prepared for participation in the global economy. According to Pitt County Schools Unitary Status documentation, the teaching population is approximately 85% white teachers and 14% black, and 1% other. Black students are likely to have only 2-3 black teachers in their entire school career. At one elementary school in the Farmville attendance area, there is only one black teacher and this pattern has held steady for approximately 5 years. In an increasingly diverse culture it is important that all students be exposed to all kinds of teachers to become familiar with the different cultures in the world in which they will live.

The A. Michael Dixon School of Leadership & Arts selected the Farmville area for the the following reasons:

1. Pitt County currently has no charter schools, which severely limits parents and students educational options.
2. The existence of the A. Michael Dixon School will relieve the projected overcrowding in the Farmville High School attendance area and the Greenville area at large.
3. All of the schools in the Pitt County School district are essentially the same type of schools (classes and course offerings), with a limited amount of leadership opportunities and performing arts opportunities for students.
4. The current budget cuts has impacted schools and caused schools to cut arts programs and limit leadership opportunities and field trips for students. Because this school is a school of leadership and arts these programs a built into the curriculum.
5. The Farmville area is centrally located between Wilson, Greenville and Kinston and offers easy access to the school for parents and students and is not a congested, high traffic area.

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

The projected enrollment for the A. Michael Dixon School of Leadership & Arts in the first year is 330 students in grades kindergarten through 8th grade. In the 10th year the projected enrollment is 396 students. The Pitt County School system has an enrollment of approximately 23,000 students as of the 2011-2012 school year. According to the Pitt County Long Range Facility Plan projects of significant growth (13%) in student population over the next 10 year is expected. In the Farmville Central High School attendance area H.B. Sugg Elementary School is already above the state recommended 90% capacity and is projected to exceed 105% by 2014-2015. Sam D. Bundy Elementary School is projected to exceed 105% by the 2015-2016 school year.

The percentage of Average Daily Membership (ADM) reflected by the 396 student projection is approximately .02%. We believe the impact to the school district will be small when compared to the amount of students dropping out of school each year and the amount of students suspended. Also the opening of the A. Michael Dixon School will address the projected overcrowding of the district.

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

The A. Michael Dixon School of Leadership & Arts shall serve a diverse population of kindergarten through 8th grade student population.

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.*

The A. Michael Dixon School of Leadership & Arts (AMDSL&A) instructional programs will operate from the foundation of multiple educational theories including "Constructivism," "Cognitivism," and "Behaviorism" in the traditions of Dewey, Bode, and Skinner (Null 2007). Teachers will be required to master the concepts of "Culturally Responsive Teaching" and apply them in the classroom setting (Gay 1993, 1996, 2000, 2003, 2005). Teachers will be required to master Kagan Cooperative Learning Structure and apply them in the classroom (Kagan 1998). Teachers will be expected to incorporate the Socratic Method as a teaching strategy for stimulating student learning. The School's educational model is a combination of past theories and practices as well as 21st Century learning concepts. The school will seek to improve students by engaging students in a rigorous, arts and leadership filled program based on the Common Core and Essential Standards.

1. The AMDSL&A (A. Michael Dixon School of Leadership & Arts) will operate as a "Professional Learning Community". The School will allow teachers the flexibility to be responsible for the educational offerings and the schools' learning program with guidance from the Administration. After the first year, students will participate in the development of the learning program, starting with 3rd grade.

The School will host a series of workshops with community, university, and school professionals to create access to opportunities for growth. The School will also provide support for teaching and support staff through conference attendance, internet opportunities, and staff sharing of best practices. The School will also pay for (or pay a portion) of the educational expenses for any teacher or support staff members who choose to continue their education (must be in a field related to education). The recipients must share information with other staff members.

2. The AMDSL&A will be accountable for meeting measurable student achievement as required in the Testing and Accountability Standards through the Department of Public Instructions. The School will supplement the required state standards with a longitudinal portfolio that will serve as both a formative and summative evaluation instrument. Each portfolio will contain students writings, homework, drafts and finished works and teacher feedback from conferences, test, and grading expectations and any parent responses and parent/conferences.

Instructors are expected to provide oral and written feedback on student portfolios for each marking period. This formative assessment will provide teachers, students and parents with cumulative data concerning student academic growth, current ability level, and provide a basis for early intervention for struggling students.

At year end students will be required to write a reflective paper, that will be judged in a formal process and the winning writing converted from written form and brought to the theater and performed for the public. All other entries will be compiled for publication and distribution to students, parents, family members and community members. Each writing will be evaluated on the basis of:

- a. Overall writing style
- b. Complete formation of thoughts and sentences
- c. Development of writing
- d. Demonstration and understanding of the writing process
- e. Level of complexity (forward thinking) in material presented

Each marking period students will be required to assemble examples of their work, thus allowing them to build their writing abilities, sharpen editing skills, and recognize and produce excellent work. Students will compose a short overall reflective narrative on the contents of the portfolio that will require them to further enhance critical thinking skills and precise writing skills.

Goals for the Proposed Charter School:

1. *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. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

The A. Michael Dixon School of Leadership & Arts proposes to construct a school model based on theories of educating the whole child, including cognitive, affective, and social dimensions. To this end, AMDSL&A will offer an arts and leadership curriculum that will reinforce the goal of developing students who are able to have intelligent conversation, respectful at all times, and are able to make connections within and out side of the school setting, thus preparing them for a changing global society. The arts and leadership curriculum will focus on the creative process, not just the finished process.

Each student will declare an arts tract (drama, dance, theatre, singing/voice, set building, custom making, etc.) or a leadership tract (debate, financial literacy, public speaking, community building, mentoring/shadowing, etc.) and complete the required coursework to be proficient in that tract. Students may take extra curricular courses in either tract only as an alternative to a filled class. A. Michael Dixon School of Leadership & Arts will encourage students to develop an appreciation of self and relationships with others to further facilitate growth. To this end, all students will be expected to participate in a minimum of ten hours of community service per each school year.

The school will utilize NWEA (MAP Testing) as an assessment tool for students in grades Kindergarten through eight grade. The test will be administered two to three times each year August/September, November/December and March/April. Students will be expected to score at least 85% or above on the testing by the March/April testing cycle. Students who do not will be placed in intensive remediation sessions to strengthen the weak areas in preparation for the READY end-of-grade assessments.

The specific and measurable goals for students are:

1. At least 100% of the 8th grade class will be promoted to the next school with at least 85% having passed the READY End-of-Grade test.
2. 100% of students will accept the responsibility of keeping individual portfolios as evidenced by the portfolio check list.
3. 100% of students in the leadership cohort will complete at least one service learning project each year as evidenced through the individual student portfolio.
4. 100% of students in the performing arts project will participate in the end-of-year production as evidenced through the compiled booklet of student work for distribution at the year end production.
5. 100% of students will become creative thinkers, confident speakers and proficient readers and writers as evidenced through the READY end-of-grade scores and final community

production.

6. At least 85% of the test taking population will be proficient on the READY end-of grade assessment at the end of each school year.

7. 100% of the student population will be respectful to administration, teachers, all other school staff, as well as their peers as evidenced through less than three out of school suspensions (per student), as seen through the Safe Schools report.

8. Less than 3% student retention rate in each grade each year as seen in the Promotion/Retention Report (PowerSchool) available at the end of each school year.

9. At least 95% parental support as evidenced through the parent/community volunteer log.

10. At least 200 community members to be a part of the end-of-year production as evidenced through the parent/community sign in log.

11. Less than 15% student turnover rate each year (with the exception of the exiting grade) as evidenced through the list of returning students from the PowerSchool Report available each year at the end of the year.

12. Student demand for enrollment in the school will increase at least 5-10% each year as seen in the student waiting list available on-going.

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

The A. Michael Dixon School of Leadership & Arts believes that rigorous academics coupled with training in the arts and leadership opportunities bring a level of discipline, focus, and strength to all participating students. The outcome of full participation, by all stakeholders, will bring a level of pride to students, parents and the greater community; thereby, producing leaders ready for a global society, whether students choose to continue their studies (college), or move directly into the market place. The governing Board will know that the proposed charter school is working toward attaining its' mission statement by:

1. Less than 15% student turnover rate each year, with the exception of the exiting grade. The School plans to offer an academically excellent plan and standards; thereby causing students and parents to want to be a continued part of the School.

2. The Demand for enrollment in the School as seen through a waiting list. The School believes the majority of its students will return year by year holding their slots and the demand will be such that students will need to go on a waiting list.

3. Low retention rate each year (less than 3% in each grade level). This goal will be measured by the promotion/retention report in PowerSchool, which is available each year through the Department of Public Instruction.

4. A Yearly student production that draws community support of 200 or more each year, and has participation from at least 95% of the student population. This goal can be measured by the ticket sales of community participants, the end-of-year production booklet that consists of student

work and a sign in sheet of all participants students and community members at the door of each production.

5. Low suspension rates each year (less than 5% of student population per grade. This goal can be measured through the discipline referrals and the discipline report in PowerSchool. The Department of Public Instruction also has a Safe Schools Report that gives this information.

6. 85% of the student population will be at or above grade level and/or show growth each year. This goal can be evaluated through the NWEA Map testing for each student and the READY Assessment students take at the end of each year through Testing and Accountability.

7. 100% of the student population will be promoted to the next grade each year. This goal will be evaluated through the final report cards generated at the end of each year. Each report card prior to the final one will generate relevant information that the Board and Administration can monitor to assure success at years end.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

The A. Michael Dixon School of Leadership & Arts proposes to construct a school model based on the Common Core and Essential Standards from the NCDPI in conjunction with David Coleman's Guiding Principles for the Arts grades kindergarten through twelve. Coleman's guiding principles map the development of curricula and instructional support materials related to the arts (touching on visual arts, dance, theater, singing/voice, and music, etc.) but the message is integration. The disciplines and practices that guide close reading, critical analysis, rigorous observation and the thoughtful production of learning artifacts are found in the arts and provide a means of creative expression. A deep study of the arts hones the skill set children need to meet the new expectations of the Common Core State Standards, and develops the intellectual and creative proficiencies necessary to thrive in post-secondary environments. A recent study by the National Endowment for the Arts, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies* (James S. Catterall with Susan A. Dumais and Gillian Hampden-Thompson), states "When it comes to participating in extracurricular activities in high school, high-arts students are 2-3 times more likely to take part in intramural and interscholastic sports (to include academic honor societies, school yearbook and newspaper) than low-arts students. Also, the study found that students who participate in the arts are three times (17% versus 5%) more likely to earn a bachelor's degree than students who do not participate in the arts.

The Guiding Principles are:

1. Studying works of arts as training in close observation across the arts disciplines and preparing students to create and perform in the arts.

Meaningful study of works of art begins with close observation. The Common Core Standards describe reading as the product of sustained observation and attention to detail. Especially when encountering complex art or reading the level of complex text students will need to be ready for high school, college and careers, students will need to learn to re-examine and observe closely. The arts rewards sustained inquiry and provide a perfect opportunity for students to practice the discipline of close observation

whether looking at a painting or lithograph, watching a drama or a dance, or attending to a piece of music. In both the arts and reading, attention to the specifics can be hard, especially when the work is complex. However, the process of analyzing the work is a slow, gradual one that requires practice.

Appreciation requires tolerance initial confusion or uncertainty and staying with it until skill is developed.

2. Engaging in a deep study of works of art across arts disciplines and preparing students to develop arts literacy and develop their own art.

3. Studying the social, political, cultural and economic contexts of works of arts while maintaining an in depth focus on each work, allowing students deeper understanding of the works of art that includes their connections with other areas of knowledge and in the evolution of the the art disciplines.

4. Integrating the appropriate cultural institutions to promote a rich study of the arts.

5. Studying the arts associated careers, including the choices artists make as they design solutions and how aesthetics influences choices consumers make.

6. Developing a lifelong curiosity about the arts, and understanding that art transcends time.

Instructional methods include:

1. Teacher Collaboration
- 2.. Professional Learning Communities
3. Differentiation of Instruction
4. Guided Peer Tutoring and Collaboration
5. Culturally Responsive Teaching
6. Arts and Arts Integration

Assessment Strategies include:

1. NWEA (Map testing) for grades two through eight
2. CPAA (Adaptive Skills Assessment) PK - 3rd grade
3. Student Portfolios

K-5 Curriculum and Instructional Design:

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

A. Michael Dixon School of Leadership & Arts will have classroom sizes of approximately 20 - 22 students (where possible) in all grade levels. High teacher expectation and practices will drive instruction which will include

one-on-one work with students, regular teacher-student conferences, the use of multiple formative assessments (portfolios) baseline assessments and school-wide pretest, and consistent communication with students, parents/guardians and administrators as it relates to student progress.

Teachers will work with students (after the first year) to develop goals for individual student learning, class offerings and course offerings.

Teachers are expected to treat students with respect and have the expectation that students are capable of understanding and deserving of trust. Teachers are expected to stay away from the lecture method of teaching and incorporate other teacher/course collaboration, peer collaboration and the incorporation of the Socratic Method of learning. According to Ford and Harris (1994), teachers must recall that, for students, learning is equated with activity and the role of being a passive participant is detrimental to the learning process. Any strategy, "which incorporates a joint collaborative activity between the student and the teacher will result in successful instruction because this allows them to establish an educational rapport for problem solving (Ford & Harris, 2006)." As they are seeking a solution to a common problem, such as trying to determine why a historical event is important, the student and the teacher are required to communicate effectively. This will form a common observable bond between the two which will extend to future collaborations.

Teachers are expected to work with students in leading and encouraging them in taking on responsibility for displays, projects, and writings. Teachers should allow all students to have an opportunity to learn and practice important social and academic skills they may not have gotten at an earlier age. Kortex (1191) has written that, "when children choose work for displays, performances, or sharing, they learn to reflect on their work. By creating opportunities for displays, sharing or performances that recognize effort rather than perfection, children better understand that learning is a process of growth, not just a process of mastery." Payne (1994) also puts a great deal of belief in creating opportunities for displays, sharing and performances and feels that they can affirm children's growing sense of competency and give them practice in individual and group decision-making, because it provides an opportunity to learn from each other and to appreciate the work of others, nurturing empathy, respect, and a strong sense of classroom community.

The classrooms will be equipped with the technology opportunities, such as smart boards, ipads, individual computers for students, etc. to aide in the learning process. These devices will be used to allow students to become teachers/facilitators in the classroom to explain materials, to interact with peers and grow in leadership opportunities. Technology will also be used as a home/school connection, with teachers interacting with parents to keep them informed of student progress or lack of progress as well as keep parents abreast of the classroom strategies being worked on.

The Elementary School Schedule is as follows:

- 7:30 a.m. - Students begin arriving to school (Early Bird)
- 8:00 a.m. - Morning Assembly/Classroom Preparation
- 8:20 a.m. - Instructional time begins (classrooms)

11:30 a.m. - LUNCH

12:00 p.m. - Instructional time resumes

3:30 p.m. - Kindergarten dismissal (all other classes 1st - 5th dismiss in 5 minute intervals)

3:45 p.m. - All buses should be off campus

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

The curriculum of A. Michael Dixon School of Leadership & Arts aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model by:

A. Empowering students to become active learners by producing original work and studying intricately other works and literature and questioning the validity of the results to stimulate excitement and growth.

B. Offering rigorous arts and leadership offerings (with student input) to develop a well rounded, student, and teacher sanctioned curriculum that challenge students to be excellent learners and responsible for their finished product.

C. According to several experts (Dr. Gay (2000), Kagan (2013) and Professor Wheeler (2011)) At-Risk learners need various types of learning environments.

D. Develop rigorous academics as students challenge and verify current written materials as well as adding to the body of written material by producing their own original work. Students will also began to ask for different courses that they want to study and once verified, the courses can be added to the courses for student learning, as possible.

E. Encouraging students to become life-long learners by perfecting the Socratic Method, becoming published writers, song writers, musicians, singers, proficient public speakers, community organizers, financial planners, etc.

This method aligns with the schools mission, with the targeted student population, with the Common Core and Essential Standards and also with the Testing and Accountability Model. A. Michael Dixon School of Leadership & Arts will utilize the Common Core Curriculum through the Study of arts and leadership for student learning. The school will also use subject integration and teacher collaboration to advance student learning. A minimum of two discipline areas (maybe more) will collaborate to teach students, making sure to adhere to the Common Core for the grade level taught.

An examples include:

Collaboration Areas: Language Arts, Voice/Singing training and Writing will collaborate.

1. Students will be expected to write songs, poems, short stories, monologue, etc., and added to the portfolio.
2. Teachers will evaluate the student offerings, making the necessary corrections and adding to the student writing to make sure it is complex and challenging, and then returned to the student and the student will make the final corrections for a finished product and it shall be graded.
3. Once the student offering is complete and graded the Voice/Singing Teacher will work with students to put music to the original student work.

The finished product may be shared at an assembly, placed in the students portfolio to be assessed for continued student growth. This example can also include Theater, Drama, Public Speaking, Debate, Social Studies, etc.

A. Michael Dixon will also use NWEA Map testing (assessments) 2 to 3 times each year, in the areas of Language Arts, Mathematics and Science, as a tool to stay abreast of student learning and growth. This program is aligned with the READY End-of-Grade tests and can show teachers how their students are progressing toward meeting the Common Core Standards. This methodology aligns with the schools mission in the following ways:

- A. Empower students to take part in and to become responsible for their learning.
- B. Create active learners as they incorporate the Socratic method of questioning everything and interaction with the teacher, peers and community members.
- C. Create creative thinkers that will be comfortable to push the envelope when it comes to learning because students will bring to the classroom various methods of learning (culturally responsive education).

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.*

The instructional strategies that teachers will be expected to master are:

CULTURALLY RESPONSIBLE TEACHING

According to Dr. G. Gay (2000) the key anchors of the program are simultaneous cultivation of the academic success and cultural identity of diverse students. The features serve as benchmarks for organizing and assessing the quality of teaching ideas, programs, and actions.

SOCRATIC METHOD

This strategy will result in increased academic achievement because many students tend to personalize relationships, which makes the attitude of the teacher instrumental in ensuring affirmative participation from students. The Socratic Method is one of the oldest and most powerful approaches to teaching and developing critical thinking skills. By removing pretenses of

certainty, the method aims to provide a deeper understanding of any subject matter. Basically, the student must question everything; leave no possibility untouched.

DAVID COLEMAN'S GUIDING PRINCIPLES FOR THE ARTS (GRADE K-12)

The seven principles are aligned with the Common Core & Essential Standards. (A copy of revised principles are in Appendix T.

COOPERATIVE LEARNING STRUCTURES (KAGAN)

Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal. Students work together to learn and are responsible for their teammates' learning as well as their own. The basic elements are:

1. Positive Interdependence - occurs when gains of individuals or teams are positively correlated.
2. Individual Accountability - occurs when all students in a group are held accountable for doing a share of the work and for mastery of the material to be learned.
3. Equal Participation - occurs when each member of the group is afforded equal shares of responsibility and input.
4. Simultaneous Interaction - occurs when class time is designed to allow many student interactions during the period.

PROFESSIONAL LEARNING COMMUNITIES

Professional Learning Communities are on-going processes in which educators work collaboratively in collective inquiry and action to achieve better results for the students. PLCs operate under the assumption that the key to improved learning for students is continuous job related learning for educators.

Professional Learning Communities accept learning as the main purpose of school and therefore are willing to examine all practices in light of their impact on learning. PLCs at work can bring big ideas to life. According to Marzano (2003) "it is clear that effective teachers have a profound impact on student achievement and ineffective teachers do not. In fact, ineffective teachers might actually impede the learning of their students." Marzano (2003) also went on to say "that highly effective teachers and schools produce results that almost entirely overcome the effects of student backgrounds."

Each PLC team (by grade level) will meet to establish 5-10 common outcomes (skills, knowledge, dispositions) for their students. They will make use of all available data for their students to determine where a student is and make decisions on how to get that student to learn. The data teachers will use are: Map testing, report cards, portfolios, READY end-of-grade scores from previous year, etc., to drive decision making and goal setting. The guiding factor will always be alignment to the Common Core and Essential Standards.

IT TAKES A VILLAGE VOLUNTEER PROGRAM

A. Michael Dixon School of Leadership & Arts will establish a volunteer program consisting of family and community volunteers that will share some of their time each year with the students and school. Volunteers will allow students to read to them, do math with them, lend their expertise to the students and the school (teaching voice, dance, theater, financial literacy, etc.). Partnerships will be formed with area businesses community groups, and other schools to facilitate student learning.

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

The school's academic calendar found in Appendix C is/will be aligned with the Pitt County Schools calendar. The decision to align the calendar with the district schools' calendar was made to minimize added hardship on parents who may have students in more than one school; thereby alleviating multiple calendars to follow (to include multiple parent/teacher conferences, other grade level functions that may be scheduled on the same night, etc.). However, A. Michael Dixon School of Leadership & Arts will reserve the right to add days as needed for tutoring and other extra curricular activities. These activities (with the exception of tutoring) will not be mandatory for all students, but operate on a volunteer basis.

A. Michael Dixon School of Leadership & Arts will offer other leadership opportunities (shadowing, community service activities and projects, end-of-grade tutoring, special dance, theater, singing community building, etc.) sessions that may require students to complete hours missed in the school day.

This calendar aligns with the school mission because the calendar has been designed to include 185 days as required by the Department of Public Instruction, 10 staff development days before students come to school to incorporate staff development, build professional learning communities, administer NWEA Map testing (assessment) to students before school actually starts, and allowing teachers to become familiar with student records and making contact with students who will be assigned to their classrooms. These measures will prepare teachers to empower students to become active learners, by introducing them as early as possible to expectations for learning and giving teachers the needed student information, before students attend school, to become empowered teacher, prepared to teach students.

6-8 Curriculum and Instructional Design:

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

The basic learning environment of the A. Michael Dixon School of Leadership & Arts is/will be one of intensive and enthusiastic student learning. The classroom sizes will be approximately 20 - 22 students per classroom. The goal is to decrease the class size as the school continues. The structure of the classroom will consist of several methods, such as peer learning and collaboration, making use of smart boards, ipods, netbook and cell phones for learning. Students will be given independent study as they progress and are able to show they can handle the responsibility. Some methods used to

determine student maturity are: few to no discipline referrals, bringing in all homework, and taking care of their student portfolio.

The middle school of A. Michael Dixon School of Leadership & Arts will move according to student schedule:

7:30 a.m. - Arrival (Early Bird)
8:00 - 8:55 - 1st Period
9:00 - 9:55 - 2nd Period
10:00 - 10:55 - 3rd Period
11:00 - 11:55 - 4th Period
12:00 - 12:55 - Lunch 1/5th Period 1
1:00 - 1:55 - Lunch 2/5th Period 2
2:00 - 2:55 - 6th Period
3:00 - 3:35 - Special Options/Flex Period
3:40 - Dismissal
3:45 - All Buses off campus

Afterschool activities will begin at 4:00 p.m. and will dismiss at 6:30 p.m.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.*
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The alignment of the middle school curriculum of the A. Michael Dixon School of Leadership & Arts is the exact same as with the Kindergarten - 5th grade portion of the school and aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model by:

A. Empowering students to become active learners by producing original work and studying intricately other works and literature and questioning the validity of the results to stimulate excitement and growth among the students.

B. Offering rigorous arts and leadership programing (with student input) to develop a well rounded student.

C. According to several experts (Dr. Gay, 2000), Kagan (2013) and Professor Wheeler (2011) at-risk learners (this includes AIG students) need various types of learning environments.

D. Develop rigorous academics as students challenge and verify current written materials as well as adding to the body of written materials by producing their own original work. Students will also began to ask for different courses that they would like to study and learn more about. The courses will be grade level appropriate.

E. Encouraging students to become life-long learners by perfecting the Socratic Method, which encourages students to ask and explore learning options. Students will, through this Method become published authors, which will grow their vocabulary, writing and reading skills, public speaking skills, community organizers, financial planners, musicians, etc.

This method aligns with the schools mission, with the targeted student

population, with the Common Core and Essential Standards and also with the Testing and Accountability Model. Students will be expected to grow their vocabulary, reading skills, and writing skills through the curriculum. Students will also be exposed to and taught in works of Arts that they are not familiar with which will stretch (grow) their abilities. The school will also use subject integration and teacher collaboration to advance student learning. A minimum of two disciplines areas (maybe more) will collaborate to teach students, making sure to adhere to the Common Core for the appropriate grade level.

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.*

The middle school of the A. Michael Dixon School of Leadership & Arts will adhere to the exact same instructional strategies as the Kindergarten - 5th grade. They are:

1. Culturally Responsive Teaching
2. Socratic Method
3. David Coleman's guiding Principles for the Arts (Kindergarten - 8th Grade)
4. Cooperative Learning Communities (Kagan)
5. Professional Learning Community
6. It Takes A Village Volunteer Program
7. Saxon Reading and Math

These

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

The school academic calendar will be the same for the entire A. Michael Dixon School of Leadership & Arts school. All students will adhere to the same schedule in grades Kindergarten through 8th grade. this calendar will allow the transportation department to run as efficient as possible, and not adding unnecessary trips and incurring unnecessary costs.

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.*

Students entering the A. Michael Dixon School of Leadership & Arts will be expected to bring to the school all educational records, including report cards, all test scores and IEP or 504 Plan (if appropriate) and will be given a pre-assessment using NWEA Map testing. this pre-assessment will establish a baseline for student learning. Between two and three times each

year students will be tested school-wide using MAP. Teachers and parents/guardian referral will also be a major part of the assessment process. Any student that is not showing growth after the first second assessment, will conference with the teacher, and teacher will put in place some strategies to help that student improve in their learning process. Teachers will also make sure parents are notified (within 10 days) of teacher concerns and a conference set up with the student, parent, and teacher (others as deemed appropriate) and a conference held to establish goals for the student's success. The student will also be referred to the Student Services department (guidance) to determine if other factors are contributing to the student's lack of growth.

Students not performing at expected academic levels will have access to remediation each day (during flex period) and afternoon tutoring and/or early-bird tutoring if needed.

If these strategies are not successful, students will be referred for further evaluation, such as psychological testing for possible other causes of student lack of success. Students will also be scheduled for sessions with the Guidance Department for conferences, perhaps there are other issues that are causing lack of growth such as home issues, personal student issues, bullying, etc.

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

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

1. METHODS FOR IDENTIFYING ELL STUDENTS

Students enrolling in A. Michael Dixon School of Leadership & Arts will fill out an application for enrollment. A part of the enrollment application is an English/Language Survey form. This form asks questions about the student's first language (the language the student speaks at home). Any student that fills out this form with a language other than English as their first language will be automatically made a part of the ELL program. Students will also be given the WIDA test within the first 30 days of school to see how much they know of English. Students taking the WIDA test will automatically be enrolled to take the ACCESS test in February/March of each year to establish how much students have grown in English.

The school will seek to hire a bilingual teacher in Spanish and English to facilitate with parents/teacher/school conferences and to monitor incoming students for possible entrance into the ELL program based on previous placement, IEP's and test scores.

2. SPECIFIC INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES FOR ELL LEARNERS

ELL learners will be tested first through WIDA and then through NEWA Map testing two to three times each year along with all other students in the

schools. MAP chart students growth which gives teachers real-time information on student progress and allows them to know how ELL students are progressing. ELL students will also be provided with a web-based program such as "English In A Flash" or Rosetta Stone to teach them the English language. The school will also hire a Spanish teacher and offer Spanish classes for added support. The Spanish teacher will be the school/student/parent liaison (go to person for concerns).

3. MONITORING AND EVALUATING PROGRESS AND SUCCESS FOR ELL STUDENTS (INCLUDING EXITING STUDENTS FROM SERVICES)

Students who qualify for ELL services (through the Home Language Survey) and WIDA testing will also have to take the ACCESS test later in the school year. They will have to take this test each year no matter what school they attend. These students can only exit from receiving these services through ACCESS testing, they have to place out (test out) of the program.

Additionally, any student failing a course will conference with the teaching team and strategies will be discussed and implemented for student success. The student will be given a PEP (Personal Educational Plan) to allow all teachers working with the student to have access to the most current student data.

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

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

1. SPECIFIC INSTRUCTIONAL PROGRAMS, PRACTICES, AND OPPORTUNITIES FOR INTELLECTUALLY GIFTED STUDENTS

A. Michael Dixon School of Leadership & Arts academic program is designed to challenge all students at the highest level, while also challenging students at the level they perform. The student schedule will be structured each day to include academic enrichment for academically gifted students (Special Options Period). Gifted students will have a 2nd portfolio of higher level work and offerings that they will complete throughout the school year. The students will have leadership opportunities such as mentoring other students (especially students in middle school working with the elementary students), participating in enrichment opportunities, and also participation other events, such as: Local, Regional & National Spelling Bee; Local, Regional, and Nation Math Competitions, Special programs formed with colleges and universities where students take part in. Bringing in Singers, dancers, theater performers, etc., for students to work with.

2. PLANS FOR MONITORING AND EVALUATING INTELLECTUALLY GIFTED STUDENTS PROGRESS AND SUCCESS

The NWEA MAP testing is a major tool for setting a baseline for gifted and talented students. A combination of different academic offerings will be made available to students and incorporated in the gifted student program. Teacher and parent referral will be used in the identification and

monitoring process for gifted students. The school will contract with a Gifted Specialist to refine curriculum for gifted & talented students. The students referred to the program will be given the appropriate test to determine their placement in the gifted & talented program

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

The school will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. The School will employ a EC teacher/coordinator who will be responsible for making sure all EC records are requested and will be responsible for the EC software. Also the EC teacher/coordinator will be responsible for attending meetings and coming back to train and inform school personnel on "Child Find" to ensure that children who are suspected of having disabilities are properly evaluated and identified.

1. IDENTIFICATION OF STUDENTS ELIGIBLE FOR SPECIAL EDUCATION SERVICES

The Special Education software in conjunction with the intake process for receiving records will assure that students entering the school will be served as quickly as possible and also identified quickly. When parents come to the school to enroll students there is a question on the enrollment application that asks if your student has an IEP, 504 or any other special classification that the school should know about. Parents will also be asked to bring a copy of the students records with them or provide the name and address, telephone number and fax number of the previous school the child attended to make sure we get the records quickly.

2. PROCESS FOR IDENTIFYING STUDENTS

Students will be given a pre-assessment using NWEA MAP testing along with teacher observation, and the student portfolio. The record check of past report cards, end-of-grade test scores, previous assessments, and teacher

notes will be helpful for teachers working with potential students. Teacher referral coupled with MAP testing will offer a solid baseline for students who may need further testing. Also, parent request will be used. Once these indicators are done (parent request, teacher referral and MAP testing) a student will then be referred for psychological testing.

3. PLAN DETAILING MANAGEMENT OF 504 AND STUDENTS WITH DISABILITIES

All Special Education records will be kept in a locked fire proof file cabinet, and the key kept in the administrative offices. If anyone needs to see the records for any reason, they will ask the administrative assistant, sign the records log, date, it and put the student's name who records they want to check out and the time.

The plan for the management of Special Education and 504 records is as follows:

A. Requesting Records

A form will be developed for the request of student records. The PowerSchools data manager will fill out the form and fax it to the appropriate school/education facility requesting all records. The form will have a place requesting EC records (including 504) all testing information (including psychological test). All parents enrolling students in the school will be asked on the enrollment application if the student has an IEP, %)\$, or other special condition that the school should be aware of. Parents may also bring copies of records to the school. If a parent says a student has any special needs and does not have the records, the PowerSchool data manager will immediately request the information from the previous school.

B. Record Confidentiality (on site)

The PowerSchool data manager will request records only of all students requesting to attend the school. All records that come into the school will be received by the data manager (only), checked in to a records notebook. The notebook will have a log that has the date received, school received from, special issues, and missing items from the records. The data manager will follow-up as needed, documenting the date and time of the follow-up in the notebook. All EC records will be passed along to the EC teacher/coordinator for housing in a separate location under lock and key in a fire proof file cabinet. The key to the cabinet will be kept in the administrative offices

C. Records Compliance (on site)

EC records will be monitored by the EC teacher/coordinator for compliance and a report presented to Administration monthly of status.

Exceptional Children's Education Programming

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

4. Describe the proposed plan for providing related services.

1. EDUCATIONAL PROGRAM, STRATEGIES, AND ADDITIONAL SUPPORTS

The Educational program for EC students mirrors the regular educational program. The Common Core and Essential Standards along with David Coleman's Guiding Principles will be used with notable exceptions:

- a. Differentiation of Instruction (teacher will incorporate various methods of teaching the same subject matter.
- b. Modification of Instruction (students will be given fewer math problems, fewer spelling words, read aloud to students for students who have this provision on the IEP.
- c. Inclusion (teacher will go to the student's classroom and work with the student in the regular classroom setting, making corrections, explaining and giving the student guidance as needed.
- d. Leveled teacher instruction (small group instruction or one-on-one instruction.
- e. computer technology programs (programs such as Study Island or Accelerated reading that allows the lesson to be modified with in the computer.

2. METHOD AND SUPPORT SYSTEM TO ENSURE A FREE AND APPROPRIATE PUBLIC EDUCATION (FAFE)

The School will institute the SWAT Team (Student Watch and Academic Training) Team. this team will be made up of all school personnel (administration, teachers, teacher assistants, custodians, office personnel, cafeteria workers, parents, and other stakeholders as available). The purpose of this team is to receive and examine referrals of academic concerns from students, parents, and all other school personnel. Once each month (or as needed) the group will propose strategies to address the concerns. There will re a recorder who will record the concern and then possible solution and pass along to the Principal/CEO. The principal will determine to go with the recommendation or put another solution in place and report back to the SWAT Team.

3. IMPLEMENTATION OF INDIVIDUALIZED EDUCATION PLAN MONITORING PROVIDING RELATED SERVICES

The EC teacher/coordinator will generate a IEP check list for compliance and share appropriate information with the staff members at the monthly staff meeting with recommendations. The EC teacher/coordinator and Administration will make sure student's IEP's are implemented in full accordance with IDEA and reviewed annually and sign the checklist once in compliance. They will put procedures and practices in place to insure confidentiality of all student's with disabilities as required by the Family Education rights and Privacy Act (FERPA) is maintained. The EC teacher/coordinator is the keeper of all EC records and will provide a secure plan for teachers and service providers see and working with records. Procedural safeguards will be put in place for EC children and parents as required by law. These include access to records, notice, the opportunity for mediation of disputes, and the right to a due process hearing.

4. PROPOSED PLAN FOR RELATED SERVICES

The School will contract for the following related services as needed:

1. Speech-Language therapy
2. Occupational Therapy
3. Physical therapy
4. Assistive Technology
5. Deaf/Hard of Hearing (DHH) Services
6. Psychologist

Individuals performing services for A. Michael Dixon School of Leadership & Arts shall be licensed with all of the proper credentials needed to serve students. The contracting entity shall be responsible for making sure all individuals performing services meet that standard. The Exceptional Children's coordinator shall be the direct line of contact for these services.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
 2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
 3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
 4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*
1. The student performance standards are as follows:
- a. Students maintain passing grades (C or above) on report cards for all classes.
 - b. Students will take responsibility for their learning by participating in course offerings.
 - c. Students will take all assessments seriously and do their best on them as seen through passing the NWEA MAP assessment (two to three times each year) and passing the READY end-of-grade assessments.
 - d. Each student is required to have a portfolio of work, to chart growth.
 - e. Students will take all READY end-of-grade test and teacher generated test and pass them.
2. Explain the Use of Evaluation Tools or Assessments. How Will It Drive Instruction?

NWEA MAP testing will be used to chart student growth. The assessment will be given two to three times, school-wide each year. Once teachers receive the results of the assessment, they will compare student

scores on each assessment to determine if students are growing in the learning process. The assessment will also highlight the area and skill students are not growing in. This information will guide teachers to adapt their instruction and offer remediation or accelerated learning opportunities to students.

3. Policies and Standards for Promoting Students

Students are required to pass all subjects in the core areas (language Arts, Reading, Math, Science, and Social Studies) and students are required to pass at least two arts or leadership courses. Students must also exhibit satisfactory behavior in their educational process.

Any student not passing courses will be given intensive remediation to cause success in all areas. It is not the policy of the A. Michael Dixon School of Leadership & Arts to retain students; however, students will be retained only in the most extreme (well documented) cases that retention will benefit the student.

4. Exit Standards for Exiting Grade Students (8th Grade)

All students leaving the A. Michael Dixon School of Leadership & Arts MUST pass all classes as evidenced on the report card, pass all end-of-grade, and teacher generated test, and complete their portfolios for promotion to the next grade.

Student Conduct:

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

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

Be sure to include:

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

1. PRACTICES TO PROMOTE EFFECTIVE DISCIPLINE

A. Michael Dixon School of Leadership & Arts, will promote a culture of respect for all staff and students. The School believes in all connected parties working together (staff, students, parents, community groups, others as appropriate) to solve any problem that may arise. Classroom teachers and

other staff will be trained in the use of Positive Behavior Support. Students/parents will be given a student handbook with the school requirements and practices and will be expected to adhere to them. the School promotes free but respectful exchanges between staff and students. However, students are expected to follow all rules of the school and offensive conduct will not be tolerated. Teachers are expected to post all rules in their classrooms visible for all to see with consequences of violations. Teachers will also be trained in with constant refreshers in effective classroom management and given best practices for their use.

2. PRELIMINARY LIST AND DEFINITIONS OF OFFENCES WHICH MAY RESULT IN SUSPENSION OR EXPULSION

The following list may result in suspension or expulsion from A. Michael Dixon School of Leadership & Arts:

- a. Assault resulting in serious injury
- b. Assault involving a weapon
- c. Assault on school personnel
- d. Bomb Threat
- e. Burning of school building
- f. Possession of alcoholic beverage
- g. Possession of controlled substance
- h. Possession of a weapon
- i. Rape
- j. Robbery with weapon
- k. Robbery without weapon
- l. Sexual Assault
- m. Sexual offense
- n. Taking indecent liberties with a minor
- o. Simple Affray
- p. Bullying - this is a broad term, but may include: aggressive and unwanted behavior, pushing and shoving, intimidation, humiliation, gossiping, teasing, and spreading rumors about others including the internet (i.e., facebook, twitter, and other social media).

3. HOW TO ACCOUNT FOR THE RIGHTS OF STUDENTS WITH DISABILITIES

A. Michael Dixon School of leadership & Arts will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S. 115C-238.29F(g)(5). Students with disabilities will be provided with the Parent Handbook concerning due process from the Department of Public Instruction and informed of their rights. Also individuals will be given the procedures to file a complaint.

4. POLICIES AND PROCEDURES DISSEMINATING DUE PROCESS RIGHTS, INCLUDING GREIVANCE PROCEDURES AND SUSPENDED AND EXPELLED STUDENTS.

In the event of a suspension or expulsion from school the parent/guardian of the student will be notified in writing (incident report) to be sent home with the student and a follow-up telephone call. Students may return to the school within 24 hours with parent/guardian only for an initial conference with administration. After the conference a decision will be made to

continue the suspension or expulsion or return student to class. Any student not returned to class may file a formal written appeal with the Board of Directors within a period of up to 10 days after the consequences are assigned. Board members will respond in writing within a period of 10 business days after the formal request is received. The student shall not return to school unless the appeal is resolved in favor of the student.

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.

Governance:

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: A. Michael Dixon School of Leadership &

Mailing Address: 3006 Phillips Road

City/State/Zip: Greenville NC 27834

Street Address: 3006 Phillips Road

Phone: 252-916-8159

Fax:

Name of registered agent and address: Melissa B. Grimes
3006 Phillips Road
Greenville, NC 27834

FEDERAL TAX ID: 46-2112354

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 E)
X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Mr. Eugene Slocum	Board Member	CUMBERLAND	Superintendent

			of Alpha Academy
Melissa B. Grimes	Board Member	PITT	Educational Consultant & former Charter School AP
Ronda Everett	Board Member	PITT	Parent & Business Owner
Fred L. Grimes	Board Member	PITT	Business Owner - Soaring Eagle Lawn Care
Carrie Baker	Board Member	PITT	Business Owner & Community Activist
Barry Dixon	Board Member	PITT	Social worker & CEO of Dixon Associates
Leon Johnson	Board Member	PITT	Financial Adminisrator
Dr. Wanda Carr	Board Member	PITT	CFO for Non-Profit & Business Owner

Please provide the following in this location of the APPLICATION:

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

The role of the governing Board, duties, and responsibilities are to develop, oversee, analyze, and refine the charter school and adherence to the school's mission. The Board shall also:

1. Establish a budget and review the financial condition of the school.
2. Participate, as appropriate, in the hiring and retaining of qualified teaching staff and non-teaching staff for the school.
3. Establish policy and procedures for the school.
4. Work in conjunction with the school's administration to establish partnerships for the growth and stability of the school.
5. Explore community service opportunities for the school.
6. Oversee compliance matters.
7. Participate in establishing measurable goals and objectives for student performance.

The Board plans to recruit and hire through the following means:

1. Use of The Department of Public Instruction application process.
2. Teacher, Teacher, Inc.
3. Advertisement in local newspapers, radio, and television.
4. Partnership with the Employment Security Commission.
5. Fliers at churches and surrounding businesses.
6. Word of Mouth.
7. Special community events and functions.

8. Participation in job fairs and other special events by colleges and universities.

The Board will supervise the lead administrator, by the use of surveys to be filled out by staff members, and parents. The lead administrators will also have to continue their educational process (life-long learning) through going back to school, seminars, workshops and various other appropriate programs. The lead administrator(s) will have to have a minimum of 6 staff development hours each year.

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

The size of the governing Board will be no less than five and no more than nine members. The desired make-up of the Board of the School will consist of people possessing the following skills and expertise:

1. Educational Background - superintendents, teachers, counselors, psychologists, physicians, community college instructors, university professors and leaders, office personnel, testing background, student services expertise, teachers assistants, day care owners, and providers, etc.)
2. Legal Background - lawyer, paralegal, etc., special attention will be given to people who have expertise in educational law.
3. Non-profit Background - Executive Directors, Chief Financial Officers, Educational Degrees, etc.
4. Financial Background - Bankers, Finance Officers in educational settings, CPA, etc.
5. Parents - especially with student currently in the school (but not limited to).
6. Business Owners - individuals who are leaders in the community by starting and maintain businesses.
7. Community Advocates - experience in fundraising, mayors, commissioners, board members serving on other boards, etc.
8. Students - to the extent practicable.

A. Michael Dixon School of Leadership & Arts believes this composition of desired Board make-up will be helpful in the success of the school because of the following reasons:

- a. These individuals will bring a combined knowledge and expertise to the operations of the school. these different categories of individuals represent the many possible areas of the school and how to be successful.
- b. As these individual work together on the Board and the business of the school, each person brings a different view to the mix. The differences of the Board will be an asset for the school when members question various things that may not be clear or ask for more information. this will also help to develop school personnel.
- c. The wide range of individuals on the Board will bring all of their

resources and connections to the school and its student population to aide in the growth of the school.

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

The founding Board members were recruited for the knowledge and expertise each one possessed and their willingness to commit their time to working together to bring a charter school to the Pitt County -Farmville Area and the entire Farmville area as a whole.

Board member recruitment will be on an on-going basis. At community meetings there will be a form available for potential Board recruits to fill out and return to the address on the form and when vacancies occur potential Board member information will already be available. Potential Board members will be invited to Board trainings when they are schedule to be prepared when the opportunity to serve occurs.

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

The Board will meet at least once each month. Special meetings as needed.

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

A meeting will be scheduled for new Board members. At the meeting Board members will receive a packet of information about all aspects of the school. Staff members will present information at the meeting and answer any questions Board members may have. The areas to be covered (not limited to) are Curriculum, Testing, Assessment data, Finances, Facility Needs, and Staffing .

All Board members, new and current will have at least one (1) training in-house each year and one (1) training with Board Development expertise. The school will also make use of the offerings from the Office of Charter Schools in board Development and training and will enroll all Board members in the courses. Board members may also request to attend more and varied types of Board training and that will be looked on a case by case basis.

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

The Board of A. Michael Dixon School of Leadership & Arts has completed a "conflict of Interest Policy" included in Appendix H as a part of the By-Laws.

The current Board has the existing relationships that could pose conflict (actual or perceived) are Melissa Grimes, Fred Grimes and Ronda Everett, these are family members. The Board of the School will handle all issues that arise according to the "Conflict of Interest Policy". Once the School has been approved if at any time the Board deems a conflict exist Board members will be asked to resign for the greater good of the school. This policy has been discussed thoroughly with each existing Board member and will be discussed with all potential Board members and they will be asked

to sign a stamen to that effect.

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

The technical process for Board member decision-making process is set forth in the By-Laws. The Board will review and analyze policies adopted by other schools, including charter schools, to provide guidance in establishing school policies. the Board will also develop and seek input from an Advisory Board (as Appropriate) to utilize their vast knowledge and expertise of school operations especially charter school operations. People asked to be on the Advisory Board may consist of (but not limited to) Legislators, other charter school directors, district school personnel, judges, lawyers, physicians, superintendents past and present, CPA's, etc.). These individuals will not be paid at all and will only be used in an advisory capacity as needed.

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

The School realizes the importance of experience and expertise; therefore, A. Michael Dixon School of Leadership & Arts Board of Directors will form an Advisory Board. The Advisory board will be no larger than twenty (20) people and can serve on the Advisory Board until they resign. The Advisory board will consist of individuals from all walks of life that have something to contribute to the success of the school. An example is the daughter of the individual the school is named after has been asked to serve on the Advisory Board because she has a wealth of knowledge about the individual and can add that information to the school.

The roll of the Advisory Board will be to add their expertise, experience and knowledge when called upon by the School board or the School's Administration only. There will also be an informational meeting set up annually to inform the Advisory Board of the progress of the school. If an Advisory Boar member would likie to Serve on the Board of Directors they may do so only when a vacancy becomes available.

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

GRIEVANCE POLICY FOR PARENTS

A. Michael Dixon School of Leadership & Arts will have a hand book for students to be taken home to parents at the beginning of school with the rules and regulations concerning staff conduct. There will also be a parent signature page in the handbook that parents and students must sign and return (signature page only) saying that they received the handbook, have read through the book with their student and that they understand the consequences. The policies and procedures (to include the grievance policy) will be posted on line on the school's website and the information will be put in the handbook and also given to anyone who asks for it.

GREVANCE POLICY FOR STAFF MEMBERS

The grievance policy for staff members will be given to them in the staff handbook and also will be put on line in the School's website. If a staff member wants to file a grievance, they will fill out the paperwork and turn it in to the administrative office (a person will be designated to receive and document it). The Administration has ten (10) days to respond in

writing to the staff member. In the meantime, it is encouraged that the problem be worked out before the end of the ten days. In the event it is not, the Administrator will respond in writing of the decision. If the staff member is not satisfied, they have the right to appeal the decision to the Board of Directors and have it heard.

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. 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 I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board of Directors will create the criteria and qualifications for desired staff. The Board will utilize state created, web-based employment sites (DPI, Teacher-Teacher.com, Employment Security Commission, etc.) to obtain a listing of highly qualified applicants in which to interview. People will also be able to go the school's website and apply for a position at the school. The Board will also advertise in local media outlets such as radio, television, and newspaper. the Board will seek to form partnerships with local universities and community colleges to obtain highly qualified, certified applicants.

The Board will also offer financial assistance for any employee (as available) to any employee seeking advanced degrees or certifications (Praxis, add on licensure, desired professional development, etc.). These people will be asked to commit to teach at the school a determined , agreed on amount of time and forgiven the financial award as the agreement is completed.

Teachers and staff will be given maximum support in the educating of students from the Administration. Staff meetings and staff development will be held regularly to make sure all information is sent out equally. Teachers will be allowed to ask for any help they may think they need and even suggest staff development opportunities that would help them in the operations of their duties.

The School will offer raises and incentives to all staff members as the school is financially able.

- 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 Board of the A. Michael Dixon School of Leadership & Arts will create policy and procedures for the operations of the school. They will approve or disapprove decisions in all areas of the school(Curriculum, operations, finances, etc.) and they will evaluate the Lead Administrator of the School. The Board will interact specifically with the Lead Administrator and the decisions of the daily running of the school will be that of the Lead Administrator.

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

The Board of Directors will do a search for the appropriate person to be the Lead Administrator/Principal for the School. After hiring the Lead Administrator, that Administrator will advertise in the various arenas for appropriate staff. The Lead Administrator will hire the appropriate staff for the school on a preliminary basis. There will be a clause in the contracts offered to the individual stating that they must meet the qualifications of the school and pass a background check to work with children. All individuals hired must be brought before the Board of Directors for final approval. A majority rules vote is need for the final hiring of any school employee.

School Personnel will be dismissed in almost the same manner, the Lead Administrator will make the decision (with proper documentation) of the firing of any employee and it must be brought before the Board for final

approval with a majority vote. If individuals are found to be in emergency situations, the Lead Administrator will make the immediate decision to suspend or send any employee home and inform the Board members of the action. Any employee who do not agree with this action may appeal directly to the Board of Directors and they have ten (10) days to make the final decision.

Criminal Background checks will be performed on all incoming employees and volunteers, through the State of North Carolina. No inappropriate people will be hire to work with children.

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

A. Michael Dixon School of Leadership & Arts proposes the following salary ranges (All salaries are negotiable and based on the level of experience of the employee and the need of the school):

Head of the School - \$55,000 - \$65,000
Administration - 40,000 - \$50,000
Clerical Employees - \$18,000 - -25,000
Teacher/Instructor - 28,000 - 39,000
Teacher Assistants - 15,000 - 22,000
Custodians Employees - 15,000 - 22,000
Bus Drivers - 9.00 per hour
Cafeteria Workers - 8.00 per hour

Because there are many factors that go into salaries, all salary amounts are subject to change with negotiation. The School will actively recruit employees who possess a variety of skills and employees who are life-long learners and exhibit enthusiasm for innovation and are looking to try new (researched) ways of educating children. The School believes that many teachers will be willing to work in an environment where they can have more freedom and flexibility and the opportunity to impact students lives in meaningful ways, instead of pay.

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

The goal of A. Michael Dixon School of Leadership & Arts is to foster trust and respect between staff and their supervisors. However, if a problem or concern arises that an employee feels has not been appropriately addressed by his/her immediate supervisor, the individual needs to take the following steps:

1. STEP ONE: Set up a meeting with the supervisor to openly discuss the concern/problem. The supervisor should have the opportunity to address the issue with the goal of resolving the concern/problem.

2. STEP TWO: If the concern/problem cannot be resolved, the next level is to schedule a meeting with the Head of the School, the individual and the individual's immediate supervisor for further discussion with the goal of resolving the concern/problem and offering possible next steps, and send the two individuals back to try to resolve the issue.

3. STEP THREE: In the event Step One and Step Two is not successful, the individual should put the grievance in writing and submit it to the Lead Administrator for further investigation and a written decision (ruling)

within 10 business days.

4. STEP FOUR: If the concern/problem is not resolved, an appeal should be made to the Board of Director's Chair (in writing). At this time the Board Chair will be given all relevant information and the actions that were taken previously to resolve the problem.

Once the information has been received and reviewed by the Board Chair, he/she will address the issue within 10 business days by either requesting a meeting with the person filing the complaint, responding in writing to the grievance, or by scheduling a review by the full Board and a decision made. The individual, the supervisor, and the Lead Administrator will be informed of the Board's decision and that the decision of the Board is final.

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

Positions that may have dual responsibility are cafeteria workers, teacher assistants (except assistants in the Exceptional Children's department), custodians and bus drivers. These position will be paid out of the school's budget and each position that is a dual position may be paid a slight increase because of the added responsibility.

Special provisions will also be made to accommodate these individuals that may work in classrooms or the cafeteria to be at their second position in a timely manner.

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

A. Michael Dixon School of Leadership & Arts plans to hire approximately two exceptional children's instructors (depending on the exceptional children population) and perhaps even a full-time assistant. The Exceptional Children's position will work with students with IEP's and 504's and ELL population. The lead EC teacher will be coordinator for the IEP's and AIG students and the other EC teacher will be coordinator for 504's and ELL. As the population grows, the Board will look at the need to hire other positions. The School will also actively seek a bilingual instructor to teach foreign language and lesson the role of the coordinator.

The Board of Directors plans to contract with companies that provide needed services such as Speech Therapy, Psychology, OT, and other services as needed. These positions will be contracted and will be entered into as the School finds the need for the services the companies provides.

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

All Administrators (to include CEO, Principal, Lead Administrator) shall hold at least a Master's Degree in the following areas and be eligible to hold or hold a NC Principal's license and preferably have at least 3 - 5 years of experience in school administration:

1. Education
2. Public "Administration
3. Administration
4. Business Management

Other Administrators: At least a 4 year degree and at least 3 years of successful service working with children and in other administrative areas.

Teachers: The School will make every effort to hire 100% certified and highly qualified teachers, however, per NC Charter School Law, the school will have 75% of the teachers licensed in grades k-5 and 50% will be licensed in grades 6 - 8 in the subject area which they teach. All teachers will hold at least a 4 year degree and be highly qualified. The School will also give preference to teachers with certification in more than one area.

Exceptional Children's Teachers: All EC teachers must have a North Carolina Special Education Teaching Certificate and be a graduate of a 4 year college or university.

Teacher Assistants: All TA's will be required to meet the standards that relate to working with Title I students. They must possess a two year degree or equivalent experience. TA's will be strongly encouraged to move forward in becoming teachers and the School will be willing to help financially for those who take the challenge.

Clerical: This position would require a two year degree or equivalent experience. Must possess strong customer service skills and practice professionalism at all times.

Staff Evaluation and Professional Development

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

The position responsible for maintaining teacher licensure is the Lead Administrator. Licensure is extremely important and making sure students have the highest qualified staff will be entrusted to the Lead Administrator position at the school.

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.*

A. Michael Dixon School of Leadership & Arts plans to utilize and rely on the knowledge and expertise of the Board Members and the Advisory Board for help with mentoring staff members. Teachers on the Advisory Board will become mentors for new and beginning teachers. The school will also utilize the skills of teachers on staff who are trained mentors. Teachers will be paired new with experience. This procedure will also foster teamwork and an atmosphere of togetherness for staff members. Teachers are expected to collaborate with each other to combine arts and leadership courses with the core classes.

The School plans to retain teachers by allowing them to have the flexibility of designing their own curriculum and the ability to try new things to help children learn. A. Michael Dixon believes when teachers are allowed to participate fully in the development of the educational plan, it will generate excitement and also the collaboration with colleagues will bond them together to want to produce highly educated students. The Administration will support teachers with discipline and materials for teaching and workshops for growth. The classrooms will be smaller than many of them are accustomed to which will allow them the ability to work more

with students on a individual basis.

The School plans to offer incentives to teachers each month for a job well done. The funds for these incentives will come from fundraising, business and personal donations, grants, etc. The School plans to have fundraising events at least once each month. The School will work with the Board to develop an incentive program for teacher retention. Incentives may include: staff breakfasts and lunches, financial awards, letters and notes of appreciation, teacher of the month certificate for written, clearly specified accomplishments, etc.

Teachers will be evaluated using the Teacher Evaluation System provided by the Department of Public Instruction and teachers will also be evaluated through Administrative observation. After the observation, a conference will be held with the teacher and the results of the observation will be gone over. The observation will have the good things seen and the things that need to be worked on. The teacher will be given a specified amount of time to correct the things discussed and help will be provided if needed.

3. *Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

A. Michael Dixon School of Leadership & Arts will offer the following staff development opportunities and training for staff members:

1. Culturally Responsive Teaching
2. David Coleman's Guiding Principals for the Arts
3. Professional Learning Communities
4. Saxon Math for grades K-8
5. Saxon Reading for students in K-3 and the Lexile Framework for Reading
7. Socratic Method
8. Cooperative Learning Structures (Kagan)

There will be various methods and ways of providing staff development. To the extend practicable the school will utilize the expertise provided through the staff of the school. The School will also make use of the staff development provided by the Department of Public Instruction through bringing in presenters and the on-line staff development resources through NCEducation.

The School will and has already partnered with other educational facilities to provide staff development at a small amount. teachers and staff will travel to other schools to interact with their staff in the development process.

Select Board members has the opportunity to work with experts such as Dr. Gay, the author of Culturally Responsive Teaching and will utilize that working relationship for the benefit of developing staff in Culturally Responsive Teaching. Saxon Reading and Math will send in people to do staff development with the staff and Kagan has on-line information on how Cooperative Learning Structures. Select Board members have also been trained in Professional Learning Communities and have also had the opportunity to implement the program.

This staff development program will be conducted internally beginning the first 10 days before the students come. All staff members will interact with presenters and peers to form the cohesive bond needed to be successful. Thereafter, staff development will be held in mini sessions each week and on mandatory workdays.

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.*

Professional development will be held the 10 days (one to two weeks) prior to students coming to A. Michael Dixon School of Leadership & Arts. This will take place well in advance of the first week opening of school. The first week will be total staff development with speakers brought in and teacher/administration collaboration, coupled with learning expectations. This will be done so the entire staff can get the concepts of how learning will take place and grow in their knowledge of each Educational Pillar. The staff development schedule will be as follows:

Day 1

- David Coleman's Guiding Principles for the Arts
- Socratic Method

Day 2

- Culturally Responsive Teaching

Day 3

- Cooperative Learning Structures (Kagan)
- Professional Learning Communities

Day 4

- Saxon Reading and Math

Day 5

- Debrief from the week and assign staff member groups to work on the concepts learned throughout the week

During this week there will be speakers and presenters provided to work with teachers and staff on each of the Schools major learning pillars.

The second week will mirror the first week with the schedule setup; however, the focus of this week will be doing. The same schedule will be followed with teacher learning different ways and methods to implement the learning strategies.

The week prior to the students returning teachers will come together and map out the curriculum and how it will be deployed. they will work on schedules, the best flow for room assignments, etc. and also take the time to receive their class list and contact students. This week will also be

utilized for open houses, previewing of records and home visits if needed.

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.

Throughout the school year A. Michael Dixon School of Leadership & Arts will have mini staff development sessions each week at the staff meetings after school. The school schedule and start times will be structured to accommodate this method. The school will have at least one (1) full staff development day each month.

Staff development will begin at approximately 8:30 a.m. and end approximately 2:30 p.m. with lunch provided. Teachers and groups will be allowed to work together to disseminate information and plan strategies for student learning from 2:30 p.m. to 4:00 on staff development days. The calendar is designed to reflect at least one staff development day each month, 10 staff development days before school starts each year and other offerings will be align with this calendar.

The daily schedule and staffing structure allows time for work with students in the morning during early bird and in the afternoon during flex/special options period. The elementary and middle school schedule is as follows:

ELEMENTARY SCHEDULE

- 7:30 a.m. - Students begin arriving (Early Bird) and breakfast
- 8:00 a.m. - Morning Assembly/Morning Prep
- 8:20 a.m. - Instruction time begins (classroom)
- 11:00 a.m. - 12:00 LUNCH TIME
- 12:00 p.m. - Instructional time continues
- 3:30 p.m. - Kindergarten dismissal begins (all other grades will follow in five minute intervals)
- 3:45 p.m. - All buses off campus

MIDDLE SCHOOL

- 7:30 a.m. - Arrival (Early bird) breakfast
- 8:00 a.m. - 1st Period
- 9:00 a.m. - 2nd Period
- 10:00 a.m. - 3rd Period
- 11:00 a.m. - 4th Period
- 12:00 p.m. - Lunch 1/5th Period 1
- 1:00 p.m. - Lunch 2/5th Period 2
- 2:00 p.m. - 6th Period
- 3:00 p.m. - 3:30 p.m. special Options/Flex Period
- 3:40 p.m. - Dismissal
- 3:45 p.m. - All buses off campus

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 reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

A. Michael Dixon School of Leadership & Arts will market to parents and students in several different ways. The School will have community meetings in each community about the opening of the School. At the meeting parents will have the opportunity to enroll their student/s, ask questions, or even fill out employment applications or Board applications. The community meetings will be advertised through radio, television, newspaper, and fliers delivered to the local churches and businesses for distribution.

Board members and Administrators will make public appearances at churches, booths in the local malls, and special events days (charter fun day). to give parents the opportunity to meet members of the charter school. The charter school will also establish a web page and publish the address through the various media outlets so that interested individuals can learn more about the charter school and what it offers.

A. Michael Dixon School of Leadership & Arts believes the community support is great for this type school and look forward to word of mouth about the school and the reputations of the individuals associated with the school will be an asset to people hearing about the school.

Parent and Community Involvement

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

1. Once a. Michael Dixon School of Leadership & Arts charter is approved, the school will plan a series of community meetings immediately. These community meetings will be held in each attendance area of Pitt County, at a common location and the school will be advertised in all of the major arenas (radio, television, fliers to churches, businesses and public entities). Meetings will be scheduled in Farmville, Greenville, Bethel, Ayden, and Winterville to engage parents and give them the opportunity to enroll their student/s in the School. At each meeting there will be a sign up sheet collecting parents information (address, telephone, e-mail) this will be the beginning of our community communication list. The School will purchase the Alert Now system and establish a website immediately to begin a series of rotating calls and e-mails going out. The facility will always be open so that parents may walk in at any time and tour the building and sign their student/s up to attend the school.

2. A. Michael Dixon School of Leadership & Arts will establish the It Takes A Village Volunteer Group. this group will consist of all of the parents/guardians of the students who attend the school and all others who would like to be a part of the group. Each parent who has a student that attends the School is required to volunteer at least 10 hours each year to

the school in some capacity. They can use their knowledge and expertise to help the students and school. They may teach dance, music voice, work with the service learning projects, do sewing and custom making for the productions or even scene building. they may help in the classrooms, read with students and allow the students to read to them, do math with the students be speakers or anything that will promote learning at the School. This will allow the parents to take ownership in "their children's" school.

The process has already begun to build partnerships. Various Board members bring connections and relationships to the School. These Board members will be instrumental in helping to build partnerships. When needs and opportunities arise they will be brought to the Lead Administrator/Principal/CEO and the possibilities for partnering will be explored. When the details are worked out the plan will be brought to the Board members for approval and implemented.

The School will establish a parenting organization. All meetings will be publicized in local media and sent out on the Alert Now System. The School will present the major Performing Art Production and the major Community Building Leadership Project each year that parents and the community will be invited to, which will build school, home and community relations. The School will also make contact with various faith-based organization for possible adoption of the school.

Admissions Policy

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

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

A. Michael Dixon School of Leadership & Arts will comply with all laws regarding admission to charter schools and not discriminate against any student. The School will not limit admission based on any of the following: intellectual ability, athletic ability, disability, race, creed, gender, national origin, religion, sexual orientation, or ancestry. Students do not have to reside in the Pitt County School district to attend the school. The proposed policies and procedures for admitting students to the proposed charter school includes:

1. **Application Period:** The applications for prospective students are currently ready; however, they will not be released until final approval from the State Board of Education with no ending period to be scheduled. No enrollment deadline will be set; however the lottery process will be heavily advertised (if needed) as an encouragement for parents to get their applications in t meet the deadline. The Lottery process will take place

the end of May each year. The start date for the School is tentatively scheduled for August 2015. Once the School is approved applications will be released immediately.

2. Policies and Procedures for Open Enrollment: A. Michael Dixon School of Leadership & Arts may give enrollment priority to the siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the Lead Administrator/Principal/CEO, teachers, and teachers assistants. If multiple birth siblings apply for admission to the school and a lottery is needed under G.S. 115C-238.29F(g)(6), the school shall enter one surname into the lottery to represent all of the multiple birth siblings. If the surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

3. Policies & Procedures for Waiting List, Withdrawals, Reenrollment, and Transfer:

a. Waiting list: After the lottery process of each year and all classrooms have been assigned according to the number of classrooms projected per grade level; students will be placed on a waiting list for the need grade level.

b. Withdrawals" Parents of students leaving the school will need to put the withdrawal request I writing. Any student that would like to come back to the school will need to re-apply for enrollment through the normal enrollment process.

c. Re-enrollments: Students who leave the school will be required to follow the normal process for enrollment. They will be allowed to return to the school if space is available. However, they must also re-apply through the normal application process.

d. Transfers: Students who transfer away from the school will be required to follow the normal process for enrollment. They will be allow to return if the space is available.

4. Pre-Admission Activities: Pre-admission activities will be help for the School. These activities will introduce the community, parents, and perspectivestudents to the school, school personnel school administration. These activities will give all stakeholders the opportunity to ask questions, commit to volunteering and talk about school offerings and plans. These activities will also establish the A, Michael Dixon School of Leadership & Arts as a part of the community.

5. Withdrawals: The School will establish a withdrawal policy for students and the transfer of records. Parents will be expected to call the school or send a note that they are withdrawing from the school a or sign the withdrawal form. Once all school property is returned (books, computers, ipads, etc.) the records will be sent the school the student will be attending. This process will eliminate a student not enrolling in an actual school and the potential of them "falling through the cracks".

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Pitt County Schools
- LEA #2 Lenoir County Public Schools
- LEA #3 Wilson County Schools

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980
Kindergarten	40	2	2	40	2	2	40	2	2	40	2	2	40	2	2
Grade 01	40	2	2	40	2	2	40	2	2	40	2	2	40	2	2
Grade 02	40	2	2	40	2	2	40	2	2	40	2	2	40	2	2
Grade 03	40	2	2	40	2	2	40	2	2	40	2	2	40	2	2
Grade 04	40	2	2	40	2	2	40	2	2	40	2	2	40	2	2
Grade 05	40	2	2	40	2	2	40	2	2	40	2	2	40	2	2
Grade 06	18	2	2	40	2	2	40	2	2	40	2	2	40	2	2
Grade 07	18	2	2	18	2	2	40	2	2	40	2	2	40	2	2
Grade 08	18	2	2	18	2	2	18	2	2	40	2	2	40	2	2
	294	18	18	316	18	18	338	18	18	360	18	18	360	18	18
	330			352			374			396			396		

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.

A. Michael Dixon School of Leadership & Arts proposes to purchase school buses for student transportation and to give any student that wishes to attend the School to have the opportunity. The buses will be deployed over the entire Pitt County district. Any student living in Pitt County will be able to ride the school bus. The buses will not stop house to house, with the exception of students who live in very rural areas. Based on the student's address the buses will be assigned designated stops. School buses will not pick student outside the Pitt County district unless there are at least 15-20 students able to ride the bus from each county. The School will also combine routes inside and outside of Pitt County as needed. In the event there is at least 15-20 students to ride the bus designated stops will be set for student riders, and parents will pick students up from the designated stops.

The location of the proposed school is in the heart of a community and many of the proposed students will be able to walk to school. In the event of student walkers there will be monitors and crossing guards for students. the School will also make use of the It Takes a Village Volunteer group as needed to fill any of these positions.

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.

A. Michael Dixon School of Leadership & Arts plans to contract with the Pitt County School district or another appropriate entity to provide lunches for the students and staff. The lunches will be brought into the school each day.

After the first or second year of operation, the school proposes to begin a in-school lunch program and to cook school lunches on-site for the students.

Students will be given lunch applications to fill out as part of the registration package to be returned to school. Any student meeting the guidelines for free and reduced lunch will be eligible to participate in that program.

It is the plan of the A. Michael Dixon School of Leadership & Arts to participate in the Federal lunch program for students, and the school will work diligently to put that plan in place.

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		\$4,882.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$500,000		\$750.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$8,474		\$8,474.00
Total Cost			\$14,619.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) 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 § 115C238.29F (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.

melissagrimes 12/03/2013

(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).

A. Michael Dixon School of Leadership & Arts has currently identified a building in Farmville, North Carolina located at the H.B. Suggs Community Center at 3632 South George Street that would work very well for a Kindergarten through eight grade school. The site was a formerly a school

and has already had been set up for that purpose. The school has a lot of potential for growth as well.

The facility has more than enough square feet and a large amount of surrounding land for playground equipment or basketball courts to be installed. The location is off of a main road and very conducive for traffic. The facility was previously used a public school and currently is used as a community resource center that houses other businesses. In Appendix T the owners of the Resource Center has provided a letter of support for the charter school, a floor plan detailing the space designated for the charter school, and prices for the rental of the building. The building currently has a cafeteria, and a gym available (the gym is being renovated) as well as more than adequate parking for staff, visitors and buses and a large amount of space for other outdoor activities. The owners of the facility are currently conducting fundraises to complete the gym renovation.

The building is currently occupies and in use as a educational facility; therefore, obtaining a valid Certificate of Occupancy should not be a problem, although it is not available at this time.

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.*

Two other facilities have been identified in the Farmville area that would work very nicely as a charter school. The second building is located in Farmville, North Carolina on 264 By-pass. The building was previously used as a supermarket and has been vacant for approximately five to seven years. The owner of the building is willing to rent the space or to sell the space which is appropriate. If the space is rented, the owners are wiling to renovate it to suite the needs of the charter school. The building is located on a main road in Farmville and has adequate parking for staff, visitors and busing and also has sufficient land to have playground equipment and basketball courts for the students.

The third facility is located on approximately five acres of land and has building wit a large amount of square footage available. The building is located on a main road in Farmville which will provide easy access for all traffic and has sufficient parking for staff, visitors and busing. This building is in an optimum location for a school, it is in a location set apart from other buildings with a large amount of surrounding land. At this time calls have been made to inquire about the building, with no response; however the building is for sale.

All three facilities are very good candidates for a school and at this time the Board is in the information gathering stage for these two facilities.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2015-16

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1740 - Pitt County Schools</p>			
	Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
	State Funds	\$4,768.14	294	\$1,401,833.16
	Local Funds	\$1,664.00	294	\$489,216.00
	Federal EC Funds	\$3,743.48	36	\$134,765.28
	Totals			\$2,025,814.44
	<p>LEA #2540 - Lenoir County Public Schools</p>			
	Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
	State Funds	\$5,188.51	18	\$93,393.18
Local Funds	\$1,298.00	18	\$23,364.00	
Federal EC Funds	\$3,395.97	0	\$0.00	
Totals			\$116,757.18	
<p>LEA #3980 - Wilson County Schools</p>				
Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016	
State Funds	\$4,882.36	18	\$87,882.48	
Local Funds	\$1,636.00	18	\$29,448.00	
Federal EC Funds	\$3,743.48	0	\$0.00	
Totals			\$117,330.48	

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$1,583,067	\$1,687,963	\$1,793,130	\$1,897,756	\$1,897,756
-Local Per Pupil Funds	\$542,028	\$578,636	\$615,244	\$651,852	\$651,852
-Exceptional Children & Federal Funds	\$134,765	\$134,765	\$134,765	\$134,765	\$134,765
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,259,860	\$2,401,364	\$2,543,139	\$2,684,373	\$2,684,373

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

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

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000
Assistant Administrator	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Finance Officer	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000
Clerical	1	\$18,000	\$18,000	1	\$18,000	\$18,000	1	\$18,000	\$18,000	1	\$18,000	\$18,000	1	\$18,000	\$18,000
Food Service Staff	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000
Custodians	2	\$18,000	\$36,000	2	\$18,000	\$36,000	2	\$18,000	\$36,000	2	\$18,000	\$36,000	2	\$18,000	\$36,000
Transportation Staff	6	\$10,000	\$60,000	6	\$10,000	\$60,000	6	\$10,000	\$60,000	7	\$10,000	\$70,000	7	\$10,000	\$70,000
A - Total Admin and Support:	13	\$201,000	\$269,000	13	\$201,000	\$269,000	13	\$201,000	\$269,000	14	\$201,000	\$279,000	14	\$201,000	\$279,000
Instructional Personnel:															
Core Content Teacher(s)	15	\$32,000	\$480,000	16	\$32,000	\$512,000	17	\$32,000	\$544,000	18	\$32,000	\$576,000	18	\$32,000	\$576,000
Electives/Specialty Teacher(s)	3	\$28,000	\$84,000	3	\$28,000	\$84,000	3	\$28,000	\$84,000	3	\$28,000	\$84,000	3	\$28,000	\$84,000
Exceptional Children Teacher(s)	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000	3	\$35,000	\$105,000	3	\$35,000	\$105,000
Instructional Support	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Teacher Assistants	5	\$17,000	\$85,000	5	\$17,000	\$85,000	5	\$17,000	\$85,000	5	\$17,000	\$85,000	5	\$17,000	\$85,000
B - Total Instructional Personnel:	26	\$152,000	\$759,000	27	\$152,000	\$791,000	28	\$152,000	\$823,000	30	\$152,000	\$890,000	30	\$152,000	\$890,000
A+B = C - Total Admin, Support and Instructional	39	\$353,000	\$1,028,000	40	\$353,000	\$1,060,000	41	\$353,000	\$1,092,000	44	\$353,000	\$1,169,000	44	\$353,000	\$1,169,000

A. Michael Dixon School of Leadership &

Personnel:															
Administrative & Support Benefits															
Health Insurance	13	\$3,000	\$39,000	13	\$3,000	\$39,000	13	\$3,000	\$39,000	14	\$3,000	\$42,000	14	\$3,000	\$42,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	13	\$2,069	\$26,897	13	\$2,069	\$26,897	13	\$2,069	\$26,897	14	\$2,069	\$28,966	14	\$2,069	\$28,966
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	13	\$345	\$4,485	13	\$345	\$4,485	13	\$345	\$4,485	14	\$345	\$4,830	14	\$345	\$4,830
Social Security	13	\$1,400	\$18,200	13	\$1,400	\$18,200	13	\$1,400	\$18,200	14	\$1,400	\$19,600	14	\$1,400	\$19,600
D - Total Admin and Support Benefits:	52	\$6,814	\$88,582	52	\$6,814	\$88,582	52	\$6,814	\$88,582	56	\$6,814	\$95,396	56	\$6,814	\$95,396
Instructional Personnel Benefits:															
Health Insurance	26	\$3,000	\$78,000	27	\$3,000	\$81,000	28	\$3,000	\$84,000	30	\$3,000	\$90,000	30	\$3,000	\$90,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	26	\$2,942	\$76,492	27	\$2,942	\$79,434	28	\$2,942	\$82,376	30	\$2,942	\$88,260	30	\$2,942	\$88,260
Social Security	26	\$1,913	\$49,738	27	\$1,913	\$51,651	28	\$1,913	\$53,564	30	\$1,913	\$57,390	30	\$1,913	\$57,390
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	26	\$486	\$12,636	27	\$486	\$13,122	28	\$486	\$13,608	30	\$486	\$14,580	30	\$486	\$14,580
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	104	\$8,341	\$216,866	108	\$8,341	\$225,207	112	\$8,341	\$233,548	120	\$8,341	\$250,230	120	\$8,341	\$250,230
D+E = F - Total Personnel Benefits	156	\$15,155	\$305,448	160	\$15,155	\$313,789	164	\$15,155	\$322,130	176	\$15,155	\$345,626	176	\$15,155	\$345,626
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	65	\$758,714	\$357,582	65	\$753,714	\$357,582	65	\$753,714	\$357,582	70	\$753,714	\$374,396	70	\$753,714	\$374,396
B+E = H - Total Instructional Personnel (Salary & Benefits)	130	\$270,341	\$975,866	135	\$270,341	\$1,016,207	140	\$274,341	\$1,056,548	150	\$289,341	\$1,140,230	150	\$289,341	\$1,140,230

A. Michael Dixon School of Leadership &

G+H = J - TOTAL PERSONNEL	195	\$1,029,055	\$1,333,448	200	\$1,024,055	\$1,373,789	205	\$1,028,055	\$1,414,130	220	\$1,043,055	\$1,514,626	220	\$1,043,055	\$1,514,626
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Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Paper	\$500	\$500	\$500	\$500	\$500
	Computers & Software	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
	Communications & Telephone	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Copier leases	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Student Accounting	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Financial	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
	Other Professional	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Facilities	Facility Lease/Mortgage	\$180,000	\$180,000	\$180,000	\$180,000	\$180,000
	Maintenance	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
	Custodial Supplies	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
	Gas	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
	Water/Sewer	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Trash	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Transportation	Buses	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
	Gas	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
	Oil/Tires & Maintenance	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Other	Marketing	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Child nutrition	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Travel	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$550,900	\$545,900	\$545,900	\$545,900	\$545,900
	Instructional:					
Instructional Contract	Staff Development	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Classroom Technology	Software	\$5,000	\$5,000	\$8,000	\$8,000	\$8,000
Books and Supplies	Instructional Materials	\$30,000	\$30,000	\$30,000	\$35,000	\$35,000

A. Michael Dixon School of Leadership &

	Curriculum/Texts	\$25,000	\$25,000	\$25,000	\$30,000	\$30,000
	Copy Paper	\$10,000	\$10,000	\$10,000	\$12,000	\$12,000
	Testing Supplies	\$25,000	\$25,000	\$25,000	\$28,000	\$28,000
	Other	\$5,000	\$5,000	\$6,000	\$6,000	\$6,000
	L - TOTAL Instructional Operations	\$110,000	\$110,000	\$114,000	\$129,000	\$129,000
	K+L = M - TOTAL OPERATIONS	\$660,900	\$655,900	\$659,900	\$674,900	\$674,900

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,333,448	\$1,373,789	\$1,414,130	\$1,514,626	\$1,514,626
M - TOTAL OPERATIONS	\$660,900	\$655,900	\$659,900	\$674,900	\$674,900
J+ M =N TOTAL EXPENDITURES	\$1,994,348	\$2,029,689	\$2,074,030	\$2,189,526	\$2,189,526
Z - TOTAL REVENUE	\$2,259,860	\$2,401,364	\$2,543,139	\$2,684,373	\$2,684,373
Z - N = SURPLUS / (DEFICIT)	\$265,512	\$371,675	\$469,109	\$494,847	\$494,847

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

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

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

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

Provide the break-even point of student enrollment.

Student enrollment was projected based upon .02% of Pitt County Schools' 2012 student enrollment. We have identified a significant demand for school choice options in the Farmville area and across Pitt County. We have participated in community forums, and community events which demonstrate the need for school choice and parents and students who seek and option. For example, nearly 100 Pitt County School students currently travel significant distances to take advantage of other school choice options. We have already identified about 500 students and their parents who have expressed interest in choice options. The breakeven point is 290 students without scaling down the entire proposed operation.

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

The school will scale down the project if enrollment targets and revenue are not met. The school will first seek to scale down non-personnel items, and then scale personnel to maintain the 22-1 student to teacher ratio.

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

No. *The budget does not rely on funds other than state, county and federal dollars.*

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

The student to teacher ratio is about 22 to 1.

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

The only services the school plans to contract for is the Exceptional Children Instructional support. The plan for the selection of a contractor is as follows:

The School will advertise in the local newspapers for EC Instructional Support proposals to be submitted to the school. The Board will evaluate

the submissions for the lowest contractor that aligns with the criteria advertised. The lowest bidder, that matches the school's needs will be contracted. All contractors must have the appropriate credentials.

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

The budget aligns with the school's mission by providing adequate resources for the instructional program, transportation and facilities.

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

The school's goal will be to maintain an 8 percent general fund balance. The school will develop fund balance by careful budgeting and controlled expenditures. The board will review the budget and expenditure monthly and take actions to control expenditures to meet general fund balance target.

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

The School has identified a building in the Farmville area that rents for \$7,500.00 per month. the School plans to make use of this partnership for as many years as possible (at least 3-5 years). The School will explore building facilities from the ground up; but, will only move forward to build once the school has achieved financial stability.

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

The School will not have assets from other sources.

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

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

The School will hire a Finance Officer/Administrator that will be responsible for the finances of the school. This individual will report to the Lead Administrator/CEO and Board of Directors. Monthly financial reports will be provided at all board meetings. The Board currently has a banker and CFO who is completing training for a CPA.

The School plans to work very closely with the Budget office at DPI to make sure the Finance Officer/Administrator is following all guidelines and accounting standards.

The School will also have a financial audit each year.

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

There are no known or possible party transactions.

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

The Board has not identified a firm at this time. However, the Board is investigating LB&A Certified Public Accountants, PLLC, 212 W. Matthews Street, Ste. 102, Matthews, NC 28105.

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-238.29B(e).

melissagrimes

Date: 12/06/2013

Applicant Signature:

The foregoing application is submitted on behalf of A. Michael Dixon School of Leadership & (name of non-profit corporation or individuals submitting application). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: melissagrimes

Board Position: Melissa B. Grimes

Signature: _____

Date: 12/06/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

