



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Essentials of Excellence Academy

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: *Essentials of Excellence Academy*

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: *Essentials of Excellence Academy Board*

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: *Angel Watlington-Brown*

Title/Relationship to nonprofit: *Board Member*

Mailing address: *200 High St., Apt. 7
Winston-Salem NC 27101*

Primary telephone: *336-727-9817 Alternative telephone: 336-624-5441*

E-Mail address: *br4angel@gmail.com*

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

County: *FORSYTH*

LEA: *340-Forsyth 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? *Essentials of Excellence Academy Board*

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	256
Second Year	K,01,02,03,04	324
Third Year	K,01,02,03,04,05	396
Fourth Year	K,01,02,03,04,05	420
Fifth Year	K,01,02,03,04,05	420
Sixth Year	K,01,02,03,04,05	420
Seventh Year	K,01,02,03,04,05	420
Eight Year	K,01,02,03,04,05	420
Ninth Year	K,01,02,03,04,05	420
Tenth Year	K,01,02,03,04,05	420

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.

smithmi

Angel Watlington-Brown, Board Chair

Signature

Title

smithmi

12/06/2013

Printed Name

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:

Utilizing a literature-rich, inquiry-based instructional approach, Essentials of Excellence Academy provides a student-centered learning environment where the unique and whole development of each child is nurtured in a shared partnership with caring teachers, staff, parents, and community leaders.

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 Essential of Excellence Academy (EEA) will be located in a high-poverty area of Winston-Salem, North Carolina. Using the demographics data for the public elementary school that is currently located in the geographic vicinity of the Academy's proposed site, the projected at-risk population will be: 90 percent of the student body will be Black, 8 percent Hispanic, 1 percent White, and 1 percent Other. This compares with the local school district's demographics which includes 36 percent Black; 17 percent Hispanic; and 45 percent White.

Approximately 50 percent of the homes in the area are owner-occupied. According to the American Community Survey 2007-2011 of the US Census Bureau, the area has an estimated unemployment rate of 16 percent. Median household income is \$30,530. Among families with children under the age of 18, 42 percent have incomes below the poverty level; that number rises to 49 percent for families with preschool children only. The free/reduced lunch rate in the neighborhood of the proposed school site is currently 99 percent, and has been over 90 percent for the past 10 years. The free and reduced lunch percentage for the local school district is 46 percent.

This location was selected because of the high academic needs of the students in the area, coupled with the cultural significance of the Essentials of Excellence Academy proposed site. The site was formerly known as Brown Elementary School. The property on Highland Avenue, known as the old Brown Elementary had previously been a positive influence in this community.

Originally, it was called Woodland Avenue Colored Grade School; and at the time it was built, it was one of the most modern educational facilities for

Blacks in the south. Mr. Robert Washington Brown was appointed Principal of the school in 1911. He died in 1941 and Woodland Avenue Elementary School was renamed Brown Elementary School in his honor.

Brown Elementary School is one of the few "Black" schools that has not been torn down in Winston-Salem, NC. It was open as an elementary school until 1985. Therefore, the historical significance of the proposed charter school would be monumental.

- 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).*

Essentials of Excellence Academys projected enrollment is 420 in the following configuration:

2015-2016: 3 sections of 20 in Kindergarten (60); 3 sections of 24 in grade 1 (72); 3 sections of 24 in grade 2 (72); 2 sections of 24 in grade 3 (48). The total enrollment for the first year would be 252 students.

2016-2017: 3 sections of 20 in Kindergarten (60); 3 sections of 24 in grades 1, 2, and 3 (216); and 2 sections of 24 in grade 4 (48). The total enrollment for the second year would be 324 students.

2017-2018: 3 sections of 20 in Kindergarten (60); 3 sections of 24 in grades 1, 2, 3, and 4 (288); and 2 sections of 24 in grade 5 (48). The total enrollment for the third year would be 396 students.

2018-2019: 3 sections of 20 in Kindergarten (60); 3 sections of 24 in grades 1-5 (360). The total enrollment for the final year would be 420 students.

This total represents less than one percent of the districts Average Daily Membership. Additionally, the average enrollment for K-5 schools in Forsyth County is 599. The range is between 466-782 students per school. The communitys elementary schools are Ashley and Cook Elementary Schools. Ashleys enrollment is 466 students and Cook Elementary Schools enrollment is 280.

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

Although the academic goals the founding board has developed for EEA compare favorably to those of the Winston Salem Forsyth County School District, the most significant differences lie in our philosophical approach, the global connections in literary texts, delivery of instruction and implementation of balance assessments.

A few years ago, Winston-Salem/Forsyth schools introduced a new initiative for school management and organization that focused on to the districts lowest-performing schools. Unfortunately, the school system has not accomplished its goals. The initiative is known as "Single School Culture." Single School Culture is not a program but a way of organizing and running a school. It begins with shared norms, beliefs, values, and goals that results in agreed upon processes and procedures that are supposed to produce consistency in practice.

Under this approach, teachers and administrators in an individual school come to an agreement about everything from cell phone use, ear phones, dress codes, and rules for submitting homework.

Single School Culture for Academics

Single School Culture for Academics utilizes the most effective practices from the Efficacy Initiative, Standards in Practice from Education Trust, and Assessment Literacy. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

- Articulation of academic targets-unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/assessment to standards
- Sharing strategies for corrective instruction

Although this process has been credited with producing positive results, the results for Essentials of Excellence Academics targeted population continue to be minimal using the Single School Culture for Academics approach, which indicates the need for EEAs approach to teaching and learning. Consistent with our mission and vision, EEAs education plan blends the Constructivist theory with a strong emphasis on literacy.

It is our belief that teachers must embrace the crucial role they play in children's learning and development. To accomplish this, EEAs educational plan consists of the following list of principles for Constructivist teaching:

1) Establishment of a cooperative, socio-moral atmosphere

A cooperative, socio-moral atmosphere is one in which mutual respect is continually practiced. Every classroom has a socio-moral atmosphere that may be viewed along a continuum of coercive to cooperative. Cooperation occurs between students and their peers, as well as the students and the adults. Opportunities to work together in groups, share thoughts and feelings, discuss issues, and contribute to the workings of the classroom on an equal footing are some of the characteristics of a cooperative, socio-moral atmosphere. A constructivist teacher must create a community of learners in which autonomy rather than obedience is encouraged. All other principles rest on this first principle.

2) Appeal to children's interests

Curriculum that responds to the interests of children is one that will provide meaningful opportunities for construction of knowledge. A constructivist teacher must be able to recognize, as well as stimulate, children's interests. This can be done in several ways observe what children do spontaneously, solicit children's ideas about what they want to learn, propose enticing activities, and provide ample opportunities for children to make choices.

3) Teach in terms of the kind of knowledge involved

Piaget's distinction among three kinds of knowledge is helpful to constructivist teachers. These types of knowledge are physical knowledge, logico-mathematical knowledge and conventional, or social, knowledge. Different strategies of teaching are applied for the different types of

knowledge. For example, conventional knowledge is arbitrary and children must be told or shown

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.*

Consistent with our mission, the process of developing and nurturing the unique and whole child involves assisting students in reaching their unique academic potential. To this end, Essentials of Excellence Academy will achieve the following legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A:

1. Improving student learning.
2. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

The process by which this will be accomplished involves utilizing a literature-rich, inquiry-based instructional approach, along with sound instructional strategies and implementation of balance assessments.

As described in great detail in our Education plan, EEA will improve student learning and increase learning opportunities for all students, with a special emphasis on at-risk or gifted students, by addressing the individual learning needs of all student groups. The strategies that will be used by Essentials of Excellence instructors will include but not limited to the following:

- a) Creating engaging activating strategies
- b) Student Engagement
- c) Differentiation
- d) Ongoing, formative assessment

- e) Recognition of diverse learners
- f) Group Work, cooperative and collaborative learning
- g) Inquiry-Based Learning - Project-Based Learning - Standards-based Grading - Lesson study
- h) The Five Step Data Team Process
- i) Blended Learning Instruction
- j) Learning incorporating the various Learning Modalities
- k) Direct Whole Group Instruction
- l) Lesson and unit development with an opening, work session and closings

Teachers will receive on-going professional development in each of these instructional strategies to ensure the maximum amount of learning can take place.

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.*

EEAs goals and objectives reflect the schools mission and our purpose to assist North Carolina in reaching academic excellence by improving student learning. The EEA educational program is designed to address the Common Core Standards, and we intend to meet or exceed state performance standards.

Goal 1: EEA will improve student learning.

Objective 1A: In the spring of each year of the charter, the median student score on a nationally-normed test of reading achievement will rank at the fiftieth [50th] percentile or higher. If the data indicate that EEA is not meeting this objective each year, EEA will assess the core curriculum, specialized interventions, and education plan and re-design accordingly.

Objective 1B: In the spring of each year, and in each year of the charter, the median student score on a nationally-normed test of mathematics achievement will rank at the fiftieth [50th] percentile or higher. If the data indicate that EEA is not meeting this objective each year, EEA will assess the core curriculum, specialized interventions, and education plan and re-design accordingly

Objective 1C: For year One of the charter, our goal will be for a minimum of sixty-five [65] percent of students to meet or exceed expected levels of growth on measures of reading and mathematics achievement from Fall administration to Spring administration, when accounting for baseline levels of performance. Testing results will lead to the design of individualized interventions as noted in the RTI section of this application. Students obtaining scores below benchmark will be referred to the RTI team for remediation.

Objective 1D: In year two of the charter, our goal would be for a minimum of seventy-five [75] percent of students to meet or exceed expected levels of growth on measures of reading and math achievement from Fall

administration to Spring administration, when accounting for baseline levels of performance. Testing results will lead to the design of individualized interventions as noted in the RTI section of this proposal. Students obtaining scores below benchmark will be referred to the RTI Team for remediation.

Goal 2: EEA will increase learning opportunities for all students, with a special emphasis on at-risk and gifted students.

Objective 2A: In the spring of each year, and in each year of the charter, EEA will obtain a performance index leading to an Absolute Rating of "Average" or higher on N.C. School Report Cards. If the data indicate that EEA is not meeting this objective each year, the school will assess the core curriculum, gifted and at-risk interventions, and education plan and re-design accordingly.

Objective 2B: In the spring of each year, and in each year of the charter, EEA will obtain a performance index leading to an Improvement Rating of "Average" or higher on N.C. School Report Cards. If the data indicate that EEA is not meeting this objective each year, the school will assess the core curriculum, gifted and at-risk interventions, and education plan and re-design accordingly.

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

Once the Essentials of Excellence Board of directors has been formed, the board will receive training via a Board of Directors Workshop. One of the workshops goals of the training is to ensure that the board is knowledgeable of the commitments contained within the charter application and develop systems and processes to determine that the commitments are carried out with fidelity. The board will also receive ongoing training and legislative updates during their term.

The board will develop a set of School Performance indicators that are aligned with the charters mission, commitments, state mandates, and federal requirements. During each board meeting the EEA principal will provide the board with a Monthly Academic Report Card (MARC), and a Monthly Operational Report Card (MORC). These two reports will chronicle progress in each of these areas.

A sample list of indicators could include, but not be limited to the following:

MARC

- * Student assessment data
- * Teacher absences
- * Curriculum updates
- * Staff evaluation update
- * Academic compliance update
- * Assessment calendar
- * Professional development information
- * Staff issues and/or concerns
- * Positive behavior support initiatives
- * Response to Intervention update
- * Gifted student update

- * Exceptional Children Program update
- * ELL student update
- * Student group update

MORC

- * Enrollment update
- * Marketing update
- * Unexcused absence trends
- * Number of OSS
- * Number of ISS
- * SPED and 504 numbers
- * Budget and finance
- * Percent daily attendance
- * Facility concerns

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.

In a global and technological society, the students of Essentials of Excellence Academy will engage in student-centered instructional activities that allow them to know the relevance of what they are learning and how to associate them to real world situations. More so, to maximize learning students should have the opportunity to think in complex ways and engage in performance tasks where they can accelerate and ascend at their highest academic level- to analyze, compare, create, and evaluate. Using Essentials of Excellences three fundamental principles: Association, Application and Acceleration, students will become critical and analytical thinkers and apply their learning to real world situations from various perspectives. The teachers, leaders and support staff of EEA will develop and implement instructional assignments, activities and strategies that are created based on the constructivism philosophy of teaching, researched-based, inquiry and project-based learning and Norman Webbs Depth of Knowledge (DOK) Levels.

The Constructivism philosophy of education will be the premise of developing and implementing instructional assignments. Instructors of Essentials of Excellence will use discovery, hands-on, experimental, collaborative, project-based, inquiry-based, and task-based learning that base teaching and learning on constructivism. Teachers will receive on-going professional development on how to serve as facilitators during the learning process. As a facilitator, the instructor helps the learner to get his or her own understanding of the content. A facilitator asks questions from the learners and supports from the back. A facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusion. More so, a facilitator should also be able to adapt the learning experience in mid-stream of the lesson and steer the learning experience to where they create value.

The North Carolina Common Core Standards will serve as the framework for academic content in English/Language Arts, Mathematics, Social Studies, and Science in grades K-8th. For each core subject, the classroom facilitator will provide rigorous, real world and global connections, interdisciplinary integration, technology integration, thematic unit development, instructional activities, assignments and assessments. Students will be required to conduct research, perform inquiry-based and project-based tasks that allow them to critically think, analyze, synthesize and extend their learning beyond the text. All learners will complete end of unit performance projects as a summative assessment measurement. Additionally in all

subjects, emphasis will be placed on the development of literacy, writing, speaking and listening skills. In each content and specials class, there will be a heavy emphasis and focus on reading and writing across the curriculum. Malert Smith III has clearly documented the importance of the reading-writing connection. Reports affirm that students reading and writing abilities are complimentary and growth in one skill inevitably leads to growth in the other (i.e., students become better readers by strengthening their writing skills and vice-versa). In addition to teaching the North Carolina Common Core Standards, students will receive a rigorous education in specials classes such as foreign language, physical education, health and the arts (visual and performance arts).

To further support the development and implementation of the three principles of Essentials of Excellence - Association, Application and Acceleration, Norman Webbs Depth of Knowledge (DOK) Levels as a guide to create and implement instructional assignments, activities, projects, and assessments for the various levels of learners that reflect different complexities of the cognitive processes.

K-5 Curriculum and Instructional Design:

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

At Essentials of Excellence Academy, students in K-5 will be engaged in rigorous student-centered learning in their content core and Specials/Connections classes. To further enhance North Carolinas Common Core Standards, a common concept will serve as a lens for teaching the standards. To help support this form of teaching and learning, a highly certified instructor and part-time paraprofessional will provide instructional support in every K-3 classroom, which will consists of 20-25 students per classroom. With the assistance and guidance of both instructors, learners will have opportunities to engage in the Constructivism philosophy of education. The learning environment will consists of discovery learning, project and inquiry-based learning, cooperative and collaborative learning. Learners will receive direct instruction that leads to independent practice, flexible groupings based on needs and levels of students, hands-on activities and performance assessments.

The use and application of technology is essential in the implementation and mastery of the standards in each subject in every K-5 classroom. In a world with constant technological advancements, it is critical that Essentials of Excellence evolves and integrates technology in the teaching and learning process as well. The various forms of technology that will be incorporated and evident in the learning environment will include but not limited to the following: online curriculum and development, BLOG, use of PD360, Study Island, Skills Tutor, Academic Portal, Edmodo, Blackboard, United Streiming, IRespond, assessTrax, SmartExchange, Promethean Planet, Learning Village Mathematics Resources, Prezi, Glogster, Go! Animate, Voki, SRI (Scholastic Reading Inventory), Teacher Tube, Online Assessment System (OAS), McGraw-Hill Math, Atomic Learning, Remind101, technology use for investigative, exploration and research purposes for student-centered learning.

To support a classroom environment that is structured, orderly, safe and conducive for learning, instructors and learners will collaborate to

establish classroom expectations, processes, procedures and routines. Students will receive training in becoming student leaders within the classroom setting. Training will consist of student roles for establishing norms and routines, working in collaborative groups, station rotations, and transitional procedures within the classroom, behavioral management plan, character education and weekly Extended Learning Time activities.

EEA students will have Extended Learning Time to further increase student achievement. Research suggests that expanding instructional time is as effective as other commonly discussed educational interventions intended to boost learning, such as increasing teacher quality and reducing class size. It also suggests that the added high-quality teaching time particularly benefits certain groups of students, such as low-income students and others who may have little opportunity for learning outside of school. Researchers caution that not all time in school is equal. The correlation between time and achievement increases only when students are given more instructional time and academic learning time.

When compared to the local area schools, EEA students will be exposed to more approximately an additional 185 hours of instruction during the school year.

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.*

Essentials of Excellence Academy is committed to being a student-centered neighborhood school, where the unique and whole development of each child is nurtured in a shared partnership with caring, creative staff, parents, and community. To support the mission of the school, the instructors are committed to working collaboratively to devise and implement the North Carolina Common Core State Standards through a rigorous inquiry and project-based approach to teaching and learning. The North Carolina Common Core Standards in English, Language Arts and Mathematics and the standards in Science and Social Studies will serve as the academic framework for student learning. Through the administration of the States checkpoint, benchmark, and other summative assessments, the curriculum will align with the North Carolina Accountability Model.

To further enhance and increase academic achievement and students learning, additional experiences will be provided to help students become critical and analytical thinkers through a hands-on, inquiry and project-based approach to teaching and learning in all content subjects. A common concept will serve as a lens for teaching standards. Essentials of Excellence will extend North Carolina Common Core Standards through character education, Physical Education, Health, Spanish and Art (visual and performance). As one form of a summative assessment, students will engage in demonstrating what they know and able to do through end of unit performance assessments with an emphasis on a global connection.

All instructors at Essentials of Excellence Academy will use an organized lesson structure framework and a thematic unit planner to devise lessons bi-weekly and unit plans. The lesson structure framework will consist of three major elements: an opening, work session, and closing. The opening component of the lesson structure is comprised of the standards taught, an overarching unit question, learning targets, activating strategies, concept of focus, and global connection. The work session is comprised of the work session task, integration of the concept with standard, unit question, student-centered engagement activity, higher order thinking and Depth of Knowledge level, differentiation and formative assessment. The closing on the lesson structure consists of the summarizing strategy, review of the learning target and formative assessments. The bi-weekly lesson structures will be created based on the development of the thematic unit planner.

With an emphasis on integration of subject matters and technology, the instructors of Essentials of Excellence will use Wiggins & McTighe Backwards Design Model when completing the thematic unit planner. When designing curriculum based on Backward Design the teacher begins at the end, the skills and understandings that students are to learn by the end of the unit, and works backward to where most teachers start and while engaging in class activities. Once the end goal is clear, the planning of the assessment piece begins. Finally, the planning moves to the activities. Focus throughout is on student understanding of the big ideas, which is accomplished through essential questions, and continuous feedback and ultimately a reflection of the unit performance assessment (Wiggins & McTighe, 2005, p. 13). The instructors will work collaboratively and cooperatively to create, and devise the various components of the unit planner.

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.

Essentials of Excellence will employ highly qualified instructors who have a concentration in K-5 primary and elementary school content and curriculum. Instructors will be trained and receive on-going professional development and support in creating, devising and implanting implementing instructional strategies, assignments, performance tasks and assessments that meet the academic needs and levels of all students, which ultimately increase their academic achievement. An academic consultant will be hired to consistently support the total instructional teams in addition to instructors individual areas of growth. Instructional strategies will be designed to address the Regular Education, Gifted, below level, Special Education, ELL students. Regardless of students' academic achievement levels, various educational theories, philosophies and research practices will be designed and implemented that will allow students to acquire knowledge, and skills, apply them and demonstrate their understanding through various forms of assessments. In order to address the different student groups, the strategies that will be used by Essentials of Excellence instructors will include but not limited to the following:

Creating engaging activating strategies: Activating strategies helps students make connections to the new information they will be learning. By tapping into what students already know, teachers can assist students with

the learning process.

Student Engagement: Developing student engagement with the 5 Cs of Student Engagement- choice, collaboration, creativity, curiosity and competence.

Differentiation: In a differentiated classroom, teachers differentiate content, process and product according to a student's readiness, interest and learning profile.

Ongoing, formative assessment: Teachers continually assess to identify students strengths and areas of need so they can meet students where they are and help them move forward.

Recognition of diverse learners: The students we teach have diverse levels of expertise and experience with reading, writing, and thinking, problem solving, and speaking.

Group Work: Students collaborate in pairs and small groups whose membership changes as needed. Learning in groups enables students to engage in meaningful discussions and to observe and learn from one another.

Inquiry-Based Learning: Students knowledge is built from experience and process, especially socially based experience. Learning is developed best in group situations.

Project-Based Learning: Students go through an extended process of inquiry in response to a complex question, problem or challenge. Allowing a certain degree of choice, rigorous projects are planned, managed and assessed to help students learn the standards, academic content, collaboration, communication and critical thinking skills and create high-quality, authentic products and presentations.

Standards-based Grading: The reporting of student achievement toward meeting learning targets at a given time by reflecting on mounting evidence based on various forms of assessments,

Lesson study: An embedded peer-to-peer professional learning strategy that requires teachers and other educators to work collaboratively to strengthen a given lesson until it has been refined as much as possible and then teach it to get powerful data about how well the lesson works.

The Five Step Data Team Process: The Data Team Process is a six-step process used by collaborative instructional grade-level teams to collect and analyze data and make decisions in regard to instructional strategies.

Blended Learning Instruction: This is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace.

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.*

In order to make a significant impact and improvement in student achievement, the academic school calendar for the students of Essentials of Excellence Academy will be constructed to meet their individual academic, physical and social needs. Many of the communities in Winston Salem have the lowest test results in reading. Increasing students academic achievement in all subjects is the stakeholders' target and goal of Essentials of Excellence Academy, developing and increasing students reading and literacy skills will be a primary target for the staff of Essentials of Excellence. Reading and writing connections and reading across the curriculum in all content subjects will serve as the bases for developing reading skills. The processes and strategies in which literacy skills are taught, developed and assessed will be through student-centered activities that meet their individual needs.

Instructors will use balanced assessment strategies and methods to determine the academic growth of students' reading and literacy skills. The students of Essentials of Excellence Academy will have an adjusted school calendar. They will begin the academic year two weeks prior to the local public school district and will have an extended school day compared to the neighboring schools. Essentials of Excellence Academy's academic hours will be from 8:00-4:00 p.m., which will allow time for Professional Learning Communities, extended learning time within the school day to assist struggling students and provide extension tasks and projects for on level and advanced students, character development assignments, parent workshops and training, parent and community engagement activities, and student-led conferences.

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.*

Because data indicates that students who attend Cook Elementary School, the surrounding public school, are performing significantly below grade level in reading, a concentration and focus of reading and literacy skills will be emphasized in all content and core subjects. Additionally, students who are not performing at grade level in mathematics will receive remediation in identified domains and standards. The academic calendar of Essentials of Excellence Academy will allow for extended hours and weeks to appropriately administer various formative assessments, determine students' learning styles, review previous norm reference test data, IEPs and all other academic related information. Above all, the extended academic schools hours will allow for additional time to support students in their individual deficiencies in ELA and mathematics and provide individualize educational plans for students.

Also, due to the structure and school hours of Essentials of Excellence Academy, time will be allotted within the school day for common planning time for instructors. Common planning time will allow for collaboration

among instructors, thereby providing opportunities to review and disaggregate individual student data from various balance assessments, discuss and devise strategies for students who are not mastering academic standards and demonstrating behavioral issues, and develop resources to support them. Weekly team meetings will also be designed to determine which students should go through the Response To Intervention process. Response To Intervention (RTI) is a multi-tiered approach to providing struggling learners with services, strategies and intervention at increasing levels of intensity. It works most effectively when students receive a high level of personalization, specifically on the concepts with which they are struggling.

The entire instructional and support staff of Essentials of Excellence Academy will receive on-going professional development during weekly collaborative planning time to on The Five Step Data Team Process. The Data Team Process allows instructors to: 1. Collect and chart data 2. Analyze strengths and obstacles 3. Establish goals: set, review, revise 4. Select instructional strategies 5. Determine results indicators. Although there is not a 6 step, instructors will reflect on students results and determine ways in which they could adjust the lesson and implement other strategies. Additionally, weekly collaborative planning time will be spent working collectively to discuss, devise, create instructional assignments that promote mastery of standards, but also differentiate in process, content and product, higher order thinking for all student groups, which also include Special Education, ELL and At-risk students. Other professional learning will involve on-going Lesson Study activities. This is an embedded peertopeer professional learning strategy that requires teachers and other educators to work collaboratively to strengthen a given lesson until it has been refined as much as possible and then teach it to get powerful data about how well the lesson works for all levels of students in the class, particularly Levels 1 and 2 students.

Although there will be instructional practices and processes put in place to increase students academic achievement, additional support staff will be employed to assist with external issues that will prevent or hinder academic growth. Essentials of Excellence Academy will employ a certified school counselor to support students with various needs such as academic, behavioral, conflict resolution, organizational and study skills, and grief groups. Also, Essentials of Excellence Academy will contract with outside agencies for Social Worker and School Psychologist services, attendance concerns and testing services.

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.*

The faculty and staff of Essentials of Excellence will adhere to the guidelines and Federal Laws for identifying English Language Learners (ELL) and providing them the appropriate services to meet their reading and mathematics skills. Additionally, the faculty and staff will follow the

guidelines set forth by North Carolina Board of Education for identifying ELL students using the Home Language Survey (HLS). The instructors of Essentials of Excellence will also use the World-Class Instructional Design and Assessment (WIDA). WIDA is designed to implement proficiency standards and assessment for grade K-12 students who are English language learners. WIDA set of proficiency standards and assessments for Spanish language learners will be used to determine the level of services ELL students receive and the length of time in which they receive ELL support. Part of being using and being associated with the WIDA Consortium, the English Language Learners of Essentials of Excellence Academy will be administered the ACCESS Test. ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English and level of support. According to ELL students level of proficiency in English will determine how they are serviced- either in inclusion classes, sheltered or IEL classes.

To support the home school connection between ELL students and their parents, particularly non-speaking English parents, a bi-lingual parent liaison will be hired to help with translation and parent education classes in English, ways to support ELL students at home and information for external resources.

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.*

The instructional staff of Essentials of Excellence is expected to have and uphold high expectations for all students. This also includes meeting the academic needs of advanced and students and those identified as gifted. Part of the extended academic hours of Essentials of Excellence will be utilized to review student data and determine appropriate placement and strategies needed to meet their needs. Through the project-based learning and inquiry-based learning with an emphasis on global connections, all students will receive a rigorous and challenging education. Students identified as gifted will receive instructional assignments using strategies in the fourth quadrant of the Depth of Knowledge (DOK) Level. More so, gifted students will be expected to transfer their knowledge and skills acquired and connect it to new and unknown content.

For Students demonstrating high academic performance and creativity, but not identified as gifted through a standardized assessment, will be assessed using the Joseph Renzulli's Three Ring Conception of Giftedness. Joseph Renzulli's (1978) three-ring definition of gifted behavior is a widely recognized example of a multi-faceted and expanded conceptualization of giftedness. Gifted behavior consists of behaviors that reflect an interaction among three basic clusters of human traits above average ability, high levels of task commitment, and high levels of creativity. The instructional staff will work to appropriately identify students who

exemplify these three traits.

Essentials of Excellence will provide opportunities for advanced and gifted students to demonstrate and enhance their academic performance in a variety of activities outside of the classroom environment: Reading Bowl, Math Bowl, Debate Team, Science Olympiad, Student Council Government, Duke Talent Identification Program (Duke Tip), Renaissance Program, National Junior Honor Society, and Community Service Projects.

Exceptional Children

The EEA will not deny administration to any child eligible for special education services as identified under the federal legislation titled Individuals with Disabilities Education Improvement Act (IDEA) Amendments of 2004 (20 U.S.C. 1400 et seq.). IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. All public schools are responsible for hiring licensed and "highly qualified" special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

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)*

1. One of the ethics policies of the instructional staff of Essentials of Excellence Academy is to provide all students with a quality education that would prepare them for success in college or a desired career. More so, the staff will be committed to adhering to the requirements and meeting the needs of Specials Education students. It will be our fiduciary responsibility to provide students with disabilities with a quality education in the least restrictive environment. There will be various processes established to properly identify students with special needs and disabilities. During the numerous informational sessions that will be conducted, the interest forms will have general questions pertaining to the

student so that the support and administrative leaders will best determine how to meet the academic needs of students. One of the questions will pertain specifically to Special Education needs, disabilities and services for the student. Also, when parents complete the required enrollment form for students, parents will be required to indicate if his or her student is receiving Special Education services. Additionally, part of the duties and responsibilities of the office manager is to request student records from students previous schools. Part of the request of records will be to obtain all transcripts, Special Education Records and 504 plans. For students who have been identified as having an IEP, but not on file with Essentials of Excellence, the Professional School Counselor will pick up student Special Education file with IEP from the withdrawn school.

2. Part of the interest, school enrollment and records request forms will require identifying information of students services, which will include but not limited to Special Education Services and IEP. The faculty and staff of Essentials of Excellence will identify students who may be eligible for special education services as identified in the federal "Child Find" mandate based on the aforementioned processes that will be established and implemented. Upon receipt of identification of Special Education needs and IEP, no student will be discriminated against based on his or her disability. Highly qualified Special Education personnel will be hired, structures will be established and classes will be designed to appropriately monitor and meet the needs of students with disabilities based on their IEP. Students, who are consistently demonstrating low academic performance and not mastering standards, will receive strategies, support and interventions based on various balance assessments. Students who have reached Tier 3 on the RTI process, will be recommended to the Essentials of Excellence Academy Review Team.

3. According to the state and federal laws, and the Individuals with Disabilities Education Act, strict confidentiality will be maintained concerning information pertaining to all students, to include those with disabilities. Processes will be established to ensure that Special Education files are secure and confidential. A fire proof safe will be purchased and secured in a records room with limited access. Only the Principal, office manager, Special Education Lead Instructor will have access to the records room. All teachers and staff members will have to complete a monitoring form when obtaining access to Special Education files. No Special Education file will be allowed to leave the restricted area.

To ensure that Essentials of Excellence is adhering to the mandated state and federal laws related to the Individual with Disabilities Education Act, the Special Education Lead Instructor will oversee and provide leadership in monitoring files to ensure all evaluation forms are updated and complete, IEPs are updated and all other specific responsibilities are completed. The school principal will be responsible for the compliance of all Special Education records and files.

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.*

The instructional faculty and staff of Essentials of Excellence Academy will adhere and implement the students with special needs accommodations based on their IEP. Structures will be established that allow students with special needs to be in an "inclusion classroom." In the "full inclusion" setting, the students with special needs are educated alongside students without special needs, as the first and desired option while maintaining appropriate supports and services. However, if their IEP require specific accommodations, Essentials of Excellence will contract with external agencies to accommodate the needs of Special Education students. For students who have not been appropriately identified with a disability but are demonstrating behavioral or deficiencies based on various formative and summative assessments, and RTI strategies, they will be recommended to the Review Team.

Essentials of Excellence will provide an array of methods and support systems to ensure students with disabilities receive a Free Appropriate Education (FAPE). All instructors are expected to have high expectations and standards for all students. Particularly students who have been identified with disabilities, specific programs, strategies and interventions will be established to meet their academic, behavioral, social and emotional needs. A Behavior Intervention Plan (BIP) will be devised for some students to help them demonstrate and take ownership of their behavior and actions. A BIP takes the observations made in a Functional Behavioral Assessment and turns them into a concrete plan of action for managing a student's behavior. In order to successfully support and meet the needs of students with disabilities, Special Education instructors will receive on-going professional development on the "inclusion model", developing appropriate strategies, differentiation of instruction, dis-aggregating data and creating SMART goals and adjusted assessments.

Students who have been identified with disabilities and have an IEP will receive the appropriate accommodations from the instructional and support staff based on their IEP. So In order to ensure that all stakeholders are involved in the development of students with special needs, the communication and implementation of their Individualized Education Plans will take place in various formats. All special education instructors will be assigned a case load of the students with disabilities they will be held accountable for monitoring to determine that all requirements are met and IEPs are current and evaluation forms are current. The case manager will also be responsible for monitoring the academic and behavior progress of students on their case load. The case manager will work very closely with the classroom regular education instructor to ensure appropriate strategies are implemented. The special education lead instructor will be held accountable for reviewing all Special Education files to ensure they are meeting compliance. The school principal will work with Special Education Lead Instructor to ensure that the completion of all paperwork, referrals, annual evaluations, on-going monitoring and student progress. An external director of special of education and student services will be contracted to ensure that all special education files and IEP are in compliance. The progress of students with disabilities will be communicated with regular

education instructors during weekly meeting and collaborative meetings. Parent meetings will be held to share strategies to support students.

Ultimately, the principal of Essentials of Excellence will be responsible for overseeing that the duties and responsibilities of the Special Education Lead Instructor are carried out and implemented with fidelity and confidentiality.

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 instructional staff will implement North Carolina Common Core Standards as the curriculum for providing instruction to all students. In addition, through the use of connecting the standards to key concepts and global connections, the instructors of Essentials of Excellence will develop and implement rigorous assignments and activities that will allow students to analyze, critically think and transfer knowledge and skills to new and unfamiliar information. In the weekly team meetings and collaborative meetings, SMART goals will be set by instructors, student data will be disaggregated, strategies will be determined for all student groups, balance assessments will be administered, student results will be analyzed and instructors will reflect on the process and results. Based on the Data Team Process- SMART goals that are established, development of the instructional assignments and implementation of the opening, work session and closing, Depth of Knowledge Levels, higher order thinking, differentiation, and blended instruction, students will receive whole group, small group and individualized instruction to meet their academic needs.

2. The instructional staff will use a variety of balance assessments- formative and summative assessments to determine what students know, understand and be able to do. These assessments will range from daily formative assessments that will require instructors to check for understanding daily and make the appropriate adjustments based on their feedback, to "almost there" assessments, to end of the unit performance assessments. Students will also be administered the MAP Standardized Test quarterly. The Measures of Academic Progress (MAP) Testing is a form of standardized assessment that the Northwest Evaluation Association (NWEA) describes as a means for better understanding the academic ability of individual students in grades Kindergarten through 5th. Additionally, we will administer the Reading Scholastic Inventory (SRI) to help appropriately determine students Lexile and reading levels. Scholastic Reading Inventory (SRI) Enterprise Edition is a research-based, computer adaptive assessment

for Grades K-12 that allows educators to quickly and accurately assess reading comprehension over the course of a students education to inform instruction and match students to text using the Lexile Framework for Reading.

3. The promotion requirements will be based on the grade level of the students. All students will be required to meet state standards in the reading, mathematics and ELA on state standards, and students must meet at least 85% attendance rate for promotion. Students who are not meeting the academic and attendance in the 3rd and 4th nine weeks will have a parent conference with Promotion Committee, which will include the instructional staff, professional school counselor, and Principal to determine an academic plan to support the student and help student achieve academically. Also, students who are not successfully meeting the standards in mathematics, reading and ELA will obtain strategies to implement through the RTI process on Tier 2 or 3. The Promotion Committee will monitor to determine the readiness and academic progress of students.

4 EEA use the North Carolina state standards to drive the curriculum and implement the instruction and assessments for students. Based on students performance on balance assessments and data, adjustments will be made in instruction and specific strategies will be made to meet the academic needs of students. Parent meetings will be made regularly to inform parents of students performance. Additionally, students who are deficient in content classes and not meeting standards will receive deficiency notices in a written notification informing parent of students progress.

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.*

One of the elements within the EEA mission is to provide a safe, nurturing, learning environment. The founding board believes that student conduct either contributes to, or detracts from this commitment. As such, the EEA board, faculty and staff will hold its students firmly accountable for its behavior.

The rules of conduct and discipline for Essentials of Excellence Academy are established to maintain order in the school and ensure there is an environment that is conducive for learning. The staff of the school has the responsibility to enforce the standards and policies of the schools Code of

Student Conduct. The Code of Student Conduct will include policies that are compatible to North Carolina Board of Education, which will also include positive interventions, rewards and incentive programs as will. Full cooperation of the students and parents/guardians is required.

At EEA, students are expected to conduct themselves in an appropriate manner at all times. Any behavior that is detrimental to the learning environment of the student or other students and/or staff members will not be tolerated. A student whose behavior shows disrespect toward others, including interference with another's access to a public education and a safe environment, will be subject to disciplinary action. In general, discipline will be designed to correct misconduct to encourage all students to adhere to their responsibilities as citizens of the neighborhood school, to protect students, school employees and property, and to maintain essential order and discipline. Disciplinary action will draw upon the professional judgment of teachers and administrators and a range of discipline management techniques. In deciding a disciplinary action the school may consider the seriousness of the offense, the students age and grade level, the frequency of misconduct, the students behavior, the effect of the misconduct on the school environment and others, statutory or regulatory requirements, and other appropriate factors. Additionally, positive interventions, rewards and incentives will be provided to help promote positive behavior in school and the community.

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: Essentials of Excellence Academy Board

Mailing Address: 200 High Street, Apt. 7

City/State/Zip: Winston-Salem NC 27101

Street Address: 200 High Street, Apt. 7

Phone: 336-727-9817

Fax: 866-849-6620

Name of registered agent and address: Angel Watlington-Brown
200 High Street, Apt. 7
Winston-Salem, NC 27101

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix 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
Dr. Patricia	Board Member	FORSYTH	Educational

Schreiber			Consultant
Keith Penn	Board Secretary	FORSYTH	Educator
Timothy Flinchum	Board Vice President	FORSYTH	Banker/Mortgage Loan Closer
Angel Watlington-Brown	Board President	FORSYTH	
Christine Amaral	Board Treasurer	MECKLENBURG	School Finance Officer

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 Essentials of Excellence Academy Board of Directors along with the principal will operate the school. The Board will establish and manage the school but the principal will be responsible for the daily operation of the school. The Board of Directors will be the governing and policy making entity for the school. The Board of Directors will advertise for a lead administrator. They will also make use of contacts seeking recommendations for such a position. Once recruiting has been completed the Board of Directors will interview candidates. Once the interview process has been completed the Board of Directors will make a selection and offer the position to the candidate selected.

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 number of members of the initial Board of Directors shall be five (5). The number of members shall never be fewer than five (5), nor more than seven (7), as determined from time to time by the Board.

The initial Board of Directors shall be the individuals named in the Charter School Application which include backgrounds in education, business operations, finance, law, and real-estate, will help us ensure that Essentials of Excellence Academy is viable academically, operationally, and financially. Subsequently, when filling a vacancy, the Board of Directors shall nominate members to the Board of Directors equaling the number of vacancies on the Board, which will also include a parent. Provided the Nomination Committee of the Board of Directors or its designee submits the nominees name to the Board at least fourteen (14) days before the Boards next regular meeting, the Board shall appoint only members who have been nominated at its next regular meeting.

After appointment, the board of directors will be organized as the governing body of EEA. The board will be responsible to constituents of the charter school (e.g., parents/guardians and employees) as well as the charters sponsoring authority. The board will have ultimate authority for the following activities:

- (1) employing and contracting with teachers and nonteaching employees;
- (2) ensuring that all certified personnel and noncertified teachers undergo the background checks and other investigations before they are employed in the school;
- (3) contracting for other services, including but not limited to transportation, financial accounting, and legal;
- (4) developing pay scales, performance criteria, and discharging policies for its employees, including the schools administrator;
- (5) deciding all other matters related to the operation of the school, including budgeting, curriculum, and operating procedures; and
- (6) ensuring that the school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the school district.

Additionally, the board will:

- (1) submit required reports.
- (2) submit a charter renewal request at the appropriate time, and
- (3) enforce the adherence of the charter school to the same financial audits, audit procedures, and audit requirements as are applied to the public schools.

Board Powers and Duties

The board takes a broad view of its required functions according to the following powers and duties:

- (1) Legislative/Polycymaking.
- (2) Executive. The principal performs administrative duties for the board by the powers delegated to him/her.
- (3) Appraisal and approval. The board is responsible for evaluating the effectiveness of its policies and how well they have been put into action.
- (4) Operational action. The board is responsible for the process of carrying on board business, such as adopting a procedural form for meetings, election of board officers.
- (5) Provisionof financial resources.
- (6) Reviewing action. The board has final authority within the law for the operation of the school.

Board Member Authority and Responsibilities

It is the responsibility of the board to act in the best interests of the school at all times.

Board Member Qualifications:

Our board members will have diverse backgrounds an demonstrate a genuine interest in and devotion to public education in general, and the mission of EEA specifically.

Board Member Resignation

Any Director may resign at any time by providing written notice to the corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice.

Board Member Conduct

Board membership is a trust created by the confidence in which the public places the integrity of its public officers. To preserve this confidence, it is the desire of the board to operate under the highest ethical standards.

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 worked together previously and recognized that there was a great need to increase educational choice and quality in the selected neighborhood. They selected other board members based on both interest in such a school and the expertise they bring. The current founding board include: a mortgage loan closer, a former teacher, a private educational consultant, a former school secretary, and a school finance officer. If a vacancy exists the current board members would propose candidates who share a common vision for the school. The candidates would submit an application and would be interviewed. The board would then vote. The process would be completed within 3 months of the vacancy.

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

The Board of Directors will meet monthly.

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).*

Board Orientation and Training

EEA Board members will be committed to developing themselves as high-functioning Board members. All members will be required to annually review Board roles and responsibilities, bylaws, contracts, and other critical documents. Members of the Board will receive this type of information in a Board Orientation Packet. The board will also receive on-going training resources, and will participate in the pre-opening training sessions if our charter is preliminarily approved. The pre-opening/ new board member training will include the following topics:

Educational programs:

- * What is the charter schools mission?
- * How does the schools current educational program relate to the mission?
- * Can I visit the school and classrooms to observe firsthand?
- * Does the charter school have a strategic plan that is reviewed on a regular basis?

Financial status:

- * Is the financial health of the charter school sound?
- * In addition to the per pupil educational funding, what other sources of revenue does charter school rely on?
- * Does the board discuss and approve the annual budget?
- * How often do board members receive financial reports?

Constituents:

- * Describe the children and families served by the charter school?
- * Are the children and families served by the charter school satisfied with the organization?

How do you know?

Board structure:

- * How is the board structured?
- * Are there descriptions of the responsibilities of the board and of individual board members?
- * Are there descriptions of board committee functions and responsibilities?
- * Who are the other board members?
- * Is there a system of checks and balances to prevent conflicts of interest

between board members and the charter school?

* Does the charter school board have members and officers liability coverage?

Individual board members' responsibilities:

* What are the ways that board members are expected to contribute/serve?

* How much of my time will be required for meetings and special events?

* How are committee assignments made?

* Does the organization provide opportunities for board development and education?

* What is the board's role in fundraising?

* Will I be expected to make a specific annual financial contribution?

* What role, if any, will I play in soliciting donors?

Board's relationship to the staff:

* Is the board satisfied with the performance of the charter school leader?

* How do board members and staff typically interact with each other?

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.*

Board Member Conflict of Interest

If in the discharge of official responsibilities, a board member is required to take an action or make a decision which could create a conflict of interest, the board member must prepare a written statement outlining the conflict and give it to the chairman of the board. The board member must also be excused from deliberating or voting on the matter. The minutes of the meeting should reflect the disqualification and reasons for it. Additionally, should there be a perceived conflict of interest; will be the Board's responsibility to discuss such perceptions at a public Board meeting. The Board, with assistance from our legal counsel, will decide how to handle the situation and may require that certain members the Board abstain from discussion and/or voting as necessary.

The board member may vote on matters where he/she has no greater interest than does any other member of the class to which the board member belongs. For example, a board member may vote on a budget that includes salaries of all employees, even if the board member has a family member employed by the school. However, the board member may not vote on the contract of the family member.

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

The Essentials of Excellence Academy Board of Directors will make decisions based on how it impacts the overall mission of the school. Decisions will be made with regard to remaining compliant with both state and federal law. Feedback from all constituents--administration, faculty, staff, students, parents, and the neighborhood is welcome. This information is vital to making decisions with regard to the specific needs of the school. Decisions will be made after the matters have been discussed in Open Board Meetings.

Additionally, Robert's Rules of Order will be utilized to govern meetings of the board and to establish procedures for the adoption of new school policies. Any desired new policies developed by the school's leadership shall be put before the board for discussion and potential adoption.

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.

Although the EEA Board of Directors will always value stakeholder input, the school has no plans to add any advisory bodies, councils, or associations to the schools governing body or leadership structure.

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

Parent Grievances

If a parent has a grievance, he or she will be encouraged to meet with their child's teacher to resolve the issue. If the issue is not resolved at that level, the parent may take their concern to one of the school administrators. If the grievance is still not resolved, the grievance may be brought to our board. We will address all written or verbal grievances at our public meetings, or before.

Staff Grievance

The Board recognizes that each employee has the right to clear and accepted channels of communication through which a grievance may be presented, reviewed, and equitably resolved within a specified period of time. Each employee is entitled to "due process" by having his/her grievance reviewed by higher authority without fear of reprisal or recrimination as a result of having presented a grievance or having been a party in interest in the grievance procedure.

Each employee has the right to self-representation or is entitled to be accompanied or represented by a party(ies) (such as association representative, legal counsel, etc.) if the grievant so desires.

The grievance procedure shall be kept confidential and all documents, communication and records relating thereto will be maintained in a separate grievance file. If a meeting to process a grievance is scheduled by the Board during the normal working day, the employee and all district participants will suffer no loss in pay.

The number of days specified in this procedure may be extended by mutual agreement between the Board or its representative and the grievant. Nothing in this procedure shall be construed to limit the right of the Board or the grievant to appeal to an appropriate court of law.

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 teachers recruited by Essentials of Excellence Academy will meet or exceed the certification percentage requirements for charter schools authorized in the State of North Carolina and the guidelines for highly qualified teachers and paraprofessionals. The school may employ or contract with skilled, selected non-certified personnel to provide institutional services or to assist instructional staff members as paraprofessionals. Recognizing the significant need within the state of North Carolina, including the area in which EEA is situated) for ESOL programs, we will aggressively recruit teachers who are appropriately certified in ESOL. It is our intent to obtain and retain the services of the finest teachers and administrators available for the Charter School. We will be looking for people who have a global perspective on instruction and curriculum delivery. To accomplish this goal, we will:

- * disseminate recruitment materials in order to ensure that properly credentialed individuals apply for positions
- * advertise in local electronic and print mediums
- * utilize the power of word-of-mouth
- * hold job fairs in the neighborhood where the school will be located

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.

Although the principal will lead the staff selection process, EEA Board of Directors will be responsible for all final personnel decisions regarding hiring and terminations. Additionally, all staff members will be at-will employees.

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

As described in the appendices, EEA has developed a standard procedure, process and timeline for newly hired staff members to ensure that all documentation is completed. This process also includes our criminal background check process, which is similar to the local school district.

At-Will Employment Relationship

While EEA expects the employment relationship to be mutually beneficial, employment with EEA is entered into voluntarily and the employment relationship is considered at-will. Given the at-will employment relationship, either employee or EEA may terminate the employment relationship at any time with or without notice, with or without reasons. No employee has the authority to enter into any employment agreement for a specified period of time, or to make an agreement or contract contrary to the at-will employment relationship stated above. Any offer of employment at EEA is contingent upon receipt of a satisfactory background check report.

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

Personnel costs are primarily salaries and benefits. Salaries were based on competitive market levels that were both affordable to the school and reasonable for staff. Our Charter School will not follow the state salary schedule. The Winston Salem Forsyth County School District salary range will serve as a guideline for all levels of employment. However, EEA will retain the flexibility to incorporate varied levels of compensation commensurate with experience or other factors of value to the school and determined by the board. EEA may or may not opt in to the State health benefits program and will work to develop a competitive retirement package for all fulltime personnel. Additional information is provided in the chart below.

Although our school budget offers great details regarding the proposed salary range, in general, our teaching salaries, including benefits, will range from \$46,000 to \$60,000. Our administrative salaries, including benefits, will range from \$46,000 to \$110,000.

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

Grievance Procedure

If an employee or group of employees feel they have grievance, the employee or employees as a "grievant" shall first discuss the matter informally with his/her/their administrator.

If the grievant is not satisfied with the disposition of the problem at the end of this meeting, the grievant may submit a written statement of the grievance and document any evidence related to the grievance in this statement. This written grievance shall be given or sent to the administrator and to the president of the schools board of directors within

ten (10) working days of the informal meeting with the administrator. The administrator shall respond to the grievance in writing within ten (10) working days giving his or her decision regarding the grievance and providing reasons for that decision.

If the grievant is not satisfied with the administrators response to the grievance, or if the grievance is against the principal, the grievant may appeal to the board of directors.

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

There will not be any personnel that will hold or carry out dual positions at Essentials of Excellence Academy.

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.

In addition to the aforementioned strategies for recruiting and retaining high quality Teachers, EEA will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. EEA will staff needed certified teachers to facilitate the needs of ELL and gifted students, as well as students deemed in need of IEP assistance either via student transfer with an existing IEP or through the RTI process.

EEA will provide adequate and professional staffing to fulfill the above ELL and other special needs students. Gifted students will also have adequate staffing respectively based on federal and mandates for those students. If necessary, depending on actual caseloads, additional recruitment efforts will be deployed.

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 and teachers of Essentials of Excellence Academy will possess the prerequisite knowledge, skills, and personal characteristics required by and consistent with the vision and philosophies of the school. Teachers will be required to meet the standards set forth by NC Law for teachers in a NC charter school (at least 75% licensed in grades kindergarten through five) as well as those set by No Child Left Behind (NCLB) legislation, which requires teachers in core subject areas to meet Highly Qualified standards. The Exceptional Children's teacher will be required to meet all state licensure requirements and possess a minimum of three years of teaching experience. A Standard Professional II license is a strong preference for the EC teacher.

Essentials of Excellence Academy (EEA) principal will be the instructional leader of the school. The individual will be responsible for implementing the schools mission and vision as well as for establishing school culture that is safe, academically rigorous, socially stimulating and intellectually challenging for students and faculty. The individual must demonstrate a strong commitment to fostering academic excellence and personal growth in every student. The EEA Principal will spend the majority of time on instruction and direct supervision of the faculty and student administration in support of the mission and goals of the school.

Teacher

Per NC Charter School Law, the school must have 75% of their teachers licensed in grade K-5 and 50% of their teachers licensed in grades 7-12 in the subject areas in which they are teaching. All teachers will have college degrees and will be Highly Qualified as defined by the No Child Left Behind Act, which requires teachers in core subjects to meet HQ standards.

Essentials of Excellence Academy will be looking to hire teachers who have experience in providing differentiated instruction, who understand the importance of teaching to the whole child, and who understand and can support both our academic and leadership programs.

Essentials of Excellence Academy facilitators will plan and provide a program of inquiry-based academic instructional services to EEA students. Conduct a comprehensive educational program that includes: assessing students academic and instructional needs, implementing the curriculum (long and short term objectives, lesson plans, and assessments), developing and utilizing appropriate teaching methods, providing professional guidance related to students needed growth and development, and carrying out the IEP program. Plan, prepare, and implement Individual Education Plan (IEP) of instruction for the assigned students. Maintain required documentation to include: student attendance, progress, difficulties, needs, etc. Meet with parents to discuss students needs and progress. Plan and carry out a classroom management program in the classroom; advise students of acceptable behavior and correct unacceptable behavior; makereferrals if necessary.

Business/Finance Manager

Beginning the first year, this will be a full time position. EEA would prefer to hire someone in the position who has extensive experience with charter school budget, finance and bookkeeping. Because this person will be handling money and dealing with our books, EEA will require them to go through a full criminal records check.

Clerical

We are anticipating two office positions the first year. These would be full time office personnel who can answer phones and assist with all necessary office duties. Additionally, we are hoping to have parent volunteers who can assist daily with student and parent sign in/sign out procedures. It will be important that this person have good people and phone skills.

Instructional Coordinator

The instructional coordinator will meet all the same qualifications of a teacher. I addition, (s)he must possess leadership skills and a keen sense of knowledge in curriculum and instruction.

Staff Evaluation and Professional Development

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

The instructional coordinator, with support from the principal, will ensure that all teachers have appropriate licenses and receive professional development to foster instructional quality.

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.*

Mentor

The EEA founding board believes that during the first three years of teaching, most novice teachers are still learning how to apply the principles of teaching to the practice of teaching. Lack of personal experience often places novice teachers at a disadvantage when issues arise. Many find themselves unprepared for the daily mental and physical demands of the profession, particularly when teaching in an at-risk environment, and become overwhelmed. Novice teachers need consistent support in order to be successful.

Although we will seek to hire and retain the finest teachers and educators for our students, we understand that the process of maintaining the level of excellence that consistently high student achievement demands requires a quality professional development and teacher mentor processes. To this end, EEA will provide a minimum of 30 hours of professional development opportunities for teachers, including one 10-hour Continuing Education Unit (CEU) in literacy instruction that will fulfill the requirements for teacher licensure. Additionally, all beginning teachers will have an experienced mentor. Teacher mentors will be selected based on their past experiences and demonstrated leadership abilities. Additionally EEA's Beginning Teacher Support Program Plan will be consistent with guided the North Carolina State Board of Education policy TCP-A-004.

Training

All teachers and mentors will participate in on-going formal trainings and professional development throughout the school year known as Teacher Institute, which will help with the planning, curriculum development, student-engagement, assessments, data-team process, Special Education and ELL students, mentorship and inquiry-based teaching and learning.

Each mentor will:

- * Be trained on the North Carolina Mentor Standards;
- * Be trained on the North Carolina Educator Evaluation System (NCEES).
- * Receive information regarding the Beginning Teacher Support Program.
- * Attend all regularly scheduled mentor meetings to collaborate and share ideas.
- * Attend professional development opportunities for mentors at regional and state levels for refining mentoring skills.
- * Attend professional development opportunities for their subject/area content in order to provide additional support to beginning teachers.

EEA will pattern its Beginning Teacher Support Program after some of the successful programs currently operating within the state of North Carolina. The Beginning Teacher Support Program will be designed to help beginning teachers and lateral entry teachers obtain their continuing (Standard Professional II) license.

Staff Evaluations

Staff evaluations will be conducted using the format and process available through PowerSchool. In previous years, EEA evaluated teacher using the process prescribed by the State Board of Education and much of the content of that process continues. All teachers, principals and peer evaluators

receive training on the evaluation process, and all teachers are provided with the evaluation rubric to be use and a schedule of all components of the evaluation process. As part of the process, teachers rate their own performance at the beginning of the year and reflect on their performance throughout the year. Before the first formal observation, the principal meets with each teacher to discuss the lesson to be observed and a copy of the lesson plan is shared. Formal observations last an entire class period, and the principal conducts at least three observations annually, including at least one formal observation. Following the formal observations, the principal meets with each teacher to discuss the strength and weaknesses of the teacher's performance as categorized by the evaluation rubric. The teachers' performance is scored according to the rubric, and a professional development/growth plan is developed to accompany the evaluation.

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.*

Opportunities for professional development will be an important component of the Charter School. Teachers will receive at least two weeks of training prior to the start of the school year. Throughout the year teachers will receive a minimum of 30 hours of professional development opportunities with a focus on the delivery of our standards-based curriculum and the development of integrated content units. On-going training and support will be provided throughout the school year in response to needs assessments completed by teachers as well as needs identified by the schools administrative staff. Teachers will attend Diversity Training workshops. Teachers will also be trained to identify and respond to different learning styles. Knowing their own learning styles and those of their students will enable teachers to implement a variety of teaching strategies and assessments and will ensure the academic success of all students.

Professional development for teachers and staff will be provided both internally by our staff members, and externally by consultants, which will include ongoing technical assistance and expert coaching.

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 exists in the school throughout the year in formal and informal structures. During the two weeks before the students arrive, we schedule workshops to prepare teachers for the year to come while providing time for their individual needs in preparing their classrooms. The topics will include, but not be limited to:

- * Competency in an inquiry-based setting;
- * Effective lesson and unit planning and development;
- * Competency in working in an international-style classroom as part of global learning;
- * How to design and use assessment methods to determine if a skill has been learned, a standard has been met, and/or a competency has been mastered;
- * Classroom management techniques for a productive classroom;
- * The art of establishing productive relationships with parents.

In addition to professional development, the in-service training prior to the beginning of school will include an introduction to the rules,

procedures, and policies of the Charter School and the applicable district, state, and federal rules and regulations that school-site personnel will need to know. The Principal will review the Faculty Handbook with the faculty and will discuss such issues as attendance procedures, classroom management, emergency procedures, and procedures for reporting of suspected child abuse or neglect, and safety nets for students with needs preventing success in school.

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.

We will offer a minimum of 30 hours of professional development programming for our teachers during the school year, all of which is accommodated in the scheduling for the year.

We have created our school calendar to allow for professional development prior to the start of school, during the school year, and after classes are dismissed each summer. We will incorporate professional development opportunities into our daily schedule through department and other staff meetings. Our staffing structure includes experts who are able to provide professional development sessions and assist staff as they implement new learning.

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)).

To attract a sufficient pool of applicants and interested parents of potential students our strategy will include but not be limited to:

- * The implementation of an enrollment process that allows for broad-based recruiting and inclusive applications.
- * Promotional and informational material (in all appropriate languages) that appeals to all of the various groups in our recruitment area.
- * Use of the web site and advertising in local papers
- * Sending self-mailers to families in the target area and follow-up monthly regarding upcoming parent meetings at the site.
- * Contact various civic and community associations in our target area and use our current community support parents as an entry to these meetings.
- * Leverage Enrolled Families to assist in marketing to new families.

Parent Sponsored Meetings: Either at their respective homes or at other locations designated by the families. Parents invite others they have relationships with to come and hear a presentation on the school. The event is organized by the parents.

Additionally, we will make direct contact with parents through meetings at places of worship and community and recreation centers. We plan to visit all identified nursery schools and day care centers in the immediate area around our school site. In addition to circulating parent survey forms to gauge community interest, we will communicate information about the school and enrollment in both Spanish and English in our continuing efforts to contact harder to reach families.

Different media will be used to mount a public information campaign about the school, advertising in local newspapers, and hand-distributed school literature will provide widespread notification of the opening of our school throughout all segments of the community. Our goal is that the students attending EEA will reflect the broad range of ethnic and socioeconomic diversity that make the surrounding neighborhoods vibrant, and that the families involved in our school will truly become part of the EEA community.

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.*

Consistent with our mission, EEA will have a strong Parents as Partners program. Parents will be encouraged to participate in School-related activities. Volunteers may also be involved in monitoring the playground and assisting with School events. In addition, parents will be encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects.

All School volunteers must complete a School Volunteer Application. If activity occurs that is not in keeping with the School policies, the Principal may discontinue their services.

School Support Committee

EEA will form a School Support Committee, which is a group of parents dedicated to supporting student learning and the overall success of the School.

Home-School Communication

Progress Reports and Report Cards

Each quarter, students will receive a progress report, which will inform parents of student progress, work habits and social skills. Progress reports will communicate student progress 4 weeks into the quarter. Parents sign and return the progress reports. At the end of each quarter, parents will receive report cards with cumulative data on their childrens' performance and progress. Parents sign and return the envelope containing the report card.

Parent Conferences

Formal parent/teacher conferences are scheduled 2 times a year to facilitate open communication between parents and teachers regarding students progress. An Individual Learning Plan (ILP) will be set up at the fall conference and monitored on the progress report throughout the year.

Friday Folders

Parents will receive a weekly Friday Folder from the school, which could include a letter from the Principal and updates from each classroom. Student work, weekly feedback forms from teachers, class newsletter and announcements of upcoming events could also be included. Parents are requested to return the Friday Folder to school Monday morning with any correspondence from home as well as any forms that need to be returned to the teacher or school office.

Electronic Communication

Each teacher will have an email address, where parents may leave messages with the teacher as well. Parents can expect a response from a teacher within 48 hours of leaving it.

We will maintain an open door policy at the school. Parents are encouraged to visit their childrens' classrooms. Parents are required to sign-in at the front office when they arrive at school. Arrangements should be made directly with the classroom teacher prior to classroom visits. Parents should note that classroom visits are not times for parent-teacher conferences. Such conferences require teacher preparation and should be scheduled with teachers for times when they are not teaching class. These informal conferences or conversations may also be scheduled with teachers or school leaders at any time throughout the year. Parents need not wait for scheduled formal parent conference to talk to teachers.

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.*

Essentials of Excellence Academy will enroll any eligible student under North

Carolina Charter Law. Students will be admitted according to G.S.115C238.29B(b)(4) and G.S. 115C-238.29F(d)(1). Essentials of Excellence Academy will not discriminate against any student on the basis of gender, race, creed, color, religion, national origin, age, achievement or aptitude or athletic ability in its admissions or education programs.

Essentials of Excellence Academy will admit kindergarten 2nd grade students for the 2015-2016 academic school year. Maximum enrollment is defined in the chart below. For the first five years of operation, enrollment priority will be given to children of the school's principal, teachers, and initial members of the Essentials of Excellence Academy board of directors. In the likely event we have more applications than available seats, a lottery will be conducted to determine the students who will be accepted or placed on the waiting list.

Lottery Process

- * Admissions applications will be due into the school office before the established deadline. The lottery will be open to the public.
- * Numbered cards, which represent student applicants will be sealed in grade-specific envelopes. (Twins names will be assigned on the same numbered card unless students are in separate grades.) (If multiple birth siblings apply for admission to the school and a lottery is needed under G.S. 115C238.29F(g) (6), the school will enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.)
- * The names from each grade-specific envelope will be placed into a large container and selected one at a time to fill each vacant space.
- * After the total number of students to be accepted has been reached, all remaining applicants numbered cards will be drawn and the order of the students will be placed on the waiting list.
- * Acceptance letters will be sent to students selected during the lottery. Parents must return confirmation letters by the deadline in order to not forfeit their space.
- * Applicants on the waitlist will be contacted according to their number order established at the lottery.

Admissions Process

- * Current Essentials of Excellence Academy students will be required to submit a re-enrollment commitment form for the following school year.
- * New applications must be completed and submitted by parents/guardians. Applications will be checked for completeness and will go through the Lottery Enrollment process.
- * Once admission is complete the student's information will be logged into the Entry/Withdraw Log for the school year.

Withdrawal Process

- * A parent/guardian should notify the school in person, verbally, or in writing of their child's decision to withdraw and complete a withdrawal form establishing the reason, transfer school, and effective date.
- * Essentials of Excellence Academy will provide the new school with the child's school records once a Records Request Form is received.
- * Once withdrawal is complete, the withdrawing student's information will be logged into the Entry/Withdraw Log for the school year.

Transfer Process

- * Upon admission, transfer students will be required to turn in all completed application materials.
- * Parent/Guardians will be required to complete a Records Request Form, giving the school permission to obtain the student's previous school records including EC Records.
- * Once the transfer is complete, the student's information will be logged into the Entry/Withdraw Log for the school year.

For the 2015-2016 school year, Essentials of Excellence Academy will hold an open enrollment period beginning on February 2, 2015 or the day after the date the school receives final approval from the State Board of Education, and ending May 8, 2015. The enrollment lottery will be held within two weeks of May 8th in an open forum including at least one Board Member.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Forsyth County Schools
 LEA #2
 LEA #3

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000
Kindergarten	60	0	0	60	0	0	60	0	0	60	0	0	60	0	0
Grade 01	75	0	0	75	0	0	75	0	0	75	0	0	75	0	0
Grade 02	75	0	0	75	0	0	75	0	0	75	0	0	75	0	0
Grade 03	50	0	0	75	0	0	75	0	0	75	0	0	75	0	0
Grade 04	0	0	0	50	0	0	75	0	0	75	0	0	75	0	0
Grade 05	0	0	0	0	0	0	50	0	0	75	0	0	75	0	0
	260			335			410			435			435		

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.

Although the school will not be legally required to transport students to and from the school, EEA will not allow transportation be barrier to a student being enrolled in, and accepted into the school. The school will actively assist parents in carpooling, first through simple sign up efforts and later through the use of an online system, if it proves necessary. Online carpooling system In addition, the school will ensure that those students who walk to school are provided with proper pedestrian crossings and the school will provide crossing guards or utilize volunteers for this service if there is judged to be a need.

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.

As stated earlier in our application, based on the demographical data for the elementary school in the general vicinity of Essentials of Excellence Academics proposed site, the free/reduced lunch rate is currently 99 percent, and has been over 90 percent for the past 10 years. Therefore, we anticipate a large portion of our student population will be economically disadvantaged. As a result, it is important that we have the capability of providing our students with breakfast and lunch daily. We will participate in the Federal Free and Reduced Lunch Program. We will offer hot lunch each full day of school and we have budgeted for food supplies.

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	\$1,455.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$3,332.00
Property Insurance	\$250,000	\$450.00
Motor Vehicle Liability	\$1,000,000	\$181.00

Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other		\$1,000,000	\$6,330.00
Total Cost			\$12,080.00

*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.

smithmi 12/06/2013

(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).

The board of directors has identified a presently vacant facility in the currently vacant former Brown Elementary school. The property is located at 1125 Highland Avenue Winston Salem, North Carolina 27101. The board has been in contact with the property owner who is motivated to sell the property. Additionally, the board has identified a builder out of Columbia, SC who is interested in renovating the building and unfitting it with all of the equipment and supplies necessary to operate the school. All discussions and negotiations are currently contingent upon the charter being approved.

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.*

In the event the primary facility plan goes array, the aforementioned builder will work with the board to locate vacant land in the same vicinity of the Brown Elementary School area where a new facility would be erected. If necessary, a temporary facility would be erected on the land while the new facility is being built.

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

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

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1340 - Winston Salem/Forsyth County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,753.65	260	\$1,235,949.00
Local Funds	\$2,022.00	260	\$525,720.00
Federal EC Funds	\$3,743.48	20	\$74,869.60
Totals			\$1,836,538.60

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	\$1,235,949	\$1,592,473	\$1,948,997	\$2,067,838	\$2,067,838
-Local Per Pupil Funds	\$525,720	\$677,370	\$829,020	\$879,570	\$879,570
-Exceptional Children Federal Funds	\$74,870	\$97,330	\$119,791	\$127,278	\$127,278
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,836,539	\$2,367,173	\$2,897,808	\$3,074,686	\$3,074,686

***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	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000
Assistant Administrator	0	\$60,000	\$0	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000
Business/Finance Officer	1	\$55,000	\$55,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000
Director Of Federal Programs	0	\$50,000	\$0	0	\$50,000	\$0	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000
Ec Coordinator	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000	1	\$45,000	\$45,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000
Secretary	2	\$25,000	\$50,000	2.5	\$28,000	\$70,000	2.5	\$28,000	\$70,000	2.5	\$28,000	\$70,000	2.5	\$28,000	\$70,000
Food Service Staff	1	\$20,000	\$20,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000
Custodians	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000
A - Total Admin and Support:	6.5	\$339,000	\$234,000	9	\$357,000	\$349,000	10.5	\$362,000	\$424,000	10.5	\$367,000	\$429,000	10.5	\$367,000	\$429,000
Instructional Personnel:															
Core Content Teacher(s)	11	\$35,000	\$385,000	14	\$35,000	\$490,000	17	\$35,000	\$595,000	18	\$35,000	\$630,000	18	\$35,000	\$630,000
Electives/Specialty Teacher(s)	2	\$35,000	\$70,000	2	\$35,000	\$70,000	3	\$35,000	\$105,000	3	\$35,000	\$105,000	3	\$35,000	\$105,000
Instructional Specialist	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
Exceptional Children Teacher(s)	1.5	\$40,000	\$60,000	1.5	\$40,000	\$60,000	1.5	\$40,000	\$60,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Paraprofessionals	1	\$20,000	\$20,000	1	\$20,000	\$20,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000
Teacher Assistants	4	\$15,000	\$60,000	7	\$15,000	\$105,000	9	\$15,000	\$135,000	10	\$15,000	\$150,000	10	\$15,000	\$150,000

Essentials of Excellence Academy

Contractual - Substitute Teachers - Multiple	1	\$14,000	\$14,000	1	\$17,000	\$17,000	1	\$23,000	\$23,000	1	\$23,000	\$23,000	1	\$23,000	\$23,000
B - Total Instructional Personnel:	21.5	\$204,000	\$654,000	27.5	\$207,000	\$807,000	34.5	\$213,000	\$1,003,000	37	\$213,000	\$1,073,000	37	\$213,000	\$1,073,000
A+B = C - Total Admin, Support and Instructional Personnel:	28	\$543,000	\$888,000	36.5	\$564,000	\$1,156,000	45	\$575,000	\$1,427,000	47.5	\$580,000	\$1,502,000	47.5	\$580,000	\$1,502,000
Administrative & Support Benefits															
Health Insurance	5.5	\$5,400	\$29,700	6.5	\$5,400	\$35,100	8	\$5,400	\$43,200	8	\$5,400	\$43,200	8	\$5,400	\$43,200
Retirement Plan--Other	5.5	\$851	\$4,681	6.5	\$969	\$6,299	8	\$913	\$7,304	8	\$913	\$7,304	8	\$913	\$7,304
Fica (Social Security & Medicare) 7.65%	6.5	\$2,754	\$17,901	9	\$2,967	\$26,703	10.5	\$3,089	\$32,435	10.5	\$3,126	\$32,823	10.5	\$3,126	\$32,823
Futa & Suta (Federal & State Unemployment)	6.5	\$753	\$4,895	9	\$725	\$6,525	10.5	\$738	\$7,749	10.5	\$738	\$7,749	10.5	\$738	\$7,749
D - Total Admin and Support Benefits:	24	\$9,758	\$57,176	31	\$10,061	\$74,627	37	\$10,140	\$90,688	37	\$10,177	\$91,076	37	\$10,177	\$91,076
Instructional Personnel Benefits:															
Health Insurance	15.5	\$5,400	\$83,700	18.5	\$5,400	\$99,900	22.5	\$5,400	\$121,500	24	\$5,400	\$129,600	24	\$5,400	\$129,600
Retirement Plan--Other	15.5	\$665	\$10,308	18.5	\$670	\$12,395	22.5	\$676	\$15,210	24	\$717	\$17,208	24	\$717	\$17,208
Fica (Social Security & Medicare) 7.65%	20.5	\$2,388	\$48,954	26.5	\$2,281	\$60,447	33.5	\$2,237	\$74,940	36	\$2,231	\$80,316	36	\$2,231	\$80,316
Futa & Suta (Federal & State Unemployment)	20.5	\$756	\$15,498	26.5	\$724	\$19,186	33.5	\$707	\$23,685	36	\$703	\$25,308	36	\$703	\$25,308
E - Total Instructional Personnel Benefits:	72	\$9,209	\$158,460	90	\$9,075	\$191,928	112	\$9,020	\$235,334	120	\$9,051	\$252,432	120	\$9,051	\$252,432
D+E = F - Total Personnel Benefits	96	\$18,967	\$215,636	121	\$19,136	\$266,554	149	\$19,160	\$326,022	157	\$19,228	\$343,508	157	\$19,228	\$343,508
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30.5	\$879,425	\$291,176	40	\$1,007,417	\$423,627	47.5	\$1,135,235	\$514,688	47.5	\$1,189,236	\$520,076	47.5	\$1,189,236	\$520,076
B+E = H - Total Instructional Personnel (Salary & Benefits)	93.5	\$403,659	\$812,460	117.5	\$448,925	\$998,928	146.5	\$516,620	\$1,238,334	157	\$546,551	\$1,325,432	157	\$546,551	\$1,325,432
G+H = J - TOTAL PERSONNEL	124	\$1,283,084	\$1,103,636	157.5	\$1,456,342	\$1,422,554	194	\$1,651,855	\$1,753,022	204.5	\$1,735,787	\$1,845,508	204.5	\$1,735,787	\$1,845,508

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	\$3,600	\$6,000	\$6,000	\$6,000	\$6,000
	Advertising	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Bank Charges	\$500	\$500	\$500	\$500	\$500
	Dues, Fees & Subscriptions	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Meeting & Meals	\$1,200	\$1,200	\$2,000	\$2,400	\$2,400
	Postage	\$2,000	\$2,000	\$2,500	\$2,500	\$2,500
	Printing	\$500	\$500	\$500	\$500	\$500
	Training & Seminars	\$2,000	\$2,000	\$5,000	\$6,000	\$6,000
	Travel	\$1,000	\$1,000	\$2,500	\$3,000	\$3,000
	Equipment Rent	\$1,300	\$1,500	\$1,500	\$1,500	\$1,500
	Equipment Repairs & Maintenance	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Equipment/Furniture/Technology Purchases	\$15,000	\$10,000	\$5,000	\$5,000	\$5,000
Utilities	Electric	\$30,000	\$30,000	\$35,000	\$40,000	\$40,000
	Gas	\$1,650	\$1,650	\$2,000	\$2,000	\$2,000
	Water/Sewer	\$3,000	\$3,000	\$3,500	\$4,200	\$4,200
	Telephone	\$2,500	\$3,000	\$4,000	\$4,500	\$4,500
	Trash	\$3,000	\$4,000	\$5,000	\$5,500	\$5,500
Facilities	Custodial Supplies	\$12,000	\$12,000	\$15,000	\$18,000	\$18,000
	Facility Lease/Mortgage	\$275,481	\$355,076	\$434,671	\$461,203	\$461,203
	Maintenance	\$55,096	\$71,015	\$86,934	\$92,241	\$92,241
	Insurance (Liability, Workmans Comp, Accident, Etc)	\$13,900	\$14,425	\$14,950	\$15,125	\$15,125
	Property Taxes	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Professional Contract	Student & Financial Svcs (Arcadia Northstar)	\$31,200	\$40,200	\$49,200	\$52,200	\$52,200
	Food Services (Preferred Meal Systems, Inc)	\$19,240	\$24,790	\$30,340	\$32,190	\$32,190
	Audit & Payroll	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Legal Counsel	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Security	\$3,500	\$3,500	\$4,000	\$4,500	\$4,500
	K - TOTAL Administrative & Support Operations	\$530,667	\$640,356	\$763,095	\$812,059	\$812,059
	Instructional:					
Classroom Technology	Equipment Repairs & Maintenance	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

Essentials of Excellence Academy

	Equipment/Furniture/Technology	\$62,500	\$45,000	\$50,000	\$55,000	\$55,000
Books And Supplies	Supplies & Textbooks	\$75,000	\$123,000	\$157,000	\$166,000	\$166,000
	Students Assessment	\$13,000	\$16,750	\$20,500	\$21,750	\$21,750
	Copier Costs	\$5,000	\$5,000	\$10,000	\$10,000	\$10,000
Other	Field Trips	\$4,000	\$5,000	\$6,000	\$10,000	\$10,000
	Dues, Fees And Subscriptions	\$1,300	\$1,500	\$1,500	\$1,500	\$1,500
	Fingerprinting & Background Checks	\$1,050	\$1,400	\$2,100	\$2,450	\$2,450
	Meetings & Meals	\$1,800	\$3,200	\$4,000	\$5,800	\$5,800
	Training & Seminars	\$2,500	\$6,000	\$9,000	\$14,000	\$14,000
	Travel/Lodging	\$1,800	\$3,500	\$4,500	\$6,000	\$6,000
Professional Contract	Special Education (Multiple)	\$7,500	\$7,500	\$10,000	\$12,000	\$12,000
Instructional Contract	Professional Development	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000
	L - TOTAL Instructional Operations	\$190,450	\$232,850	\$294,600	\$324,500	\$324,500
	K+L = M - TOTAL OPERATIONS	\$721,117	\$873,206	\$1,057,695	\$1,136,559	\$1,136,559

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,103,636	\$1,422,554	\$1,753,022	\$1,845,508	\$1,845,508
M - TOTAL OPERATIONS	\$721,117	\$873,206	\$1,057,695	\$1,136,559	\$1,136,559
J+ M =N TOTAL EXPENDITURES	\$1,824,753	\$2,295,760	\$2,810,717	\$2,982,067	\$2,982,067
Z - TOTAL REVENUE	\$1,836,539	\$2,367,173	\$2,897,808	\$3,074,686	\$3,074,686
Z - N = SURPLUS / (DEFICIT)	\$11,787	\$71,413	\$87,092	\$92,619	\$92,619

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

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

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

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

Provide the break-even point of student enrollment.

The founding board conducted research regarding the population within a three mile radius of the school and discovered that there is a high concentration of school aged children in the area. Additionally, the board members surveyed residents in the Brown Elementary School neighborhood. They were able to collect 178 surveys of families in the area. The 178 surveys represented 243 students. The surveys indicated a strong level of interest in having a new school in the neighborhood. That fact combined with the less than solid academic performance of the other elementary school in the area has convinced the board that we will not only meet our enrollment projections, but also have a waiting list.

We anticipate 260 students our 1st year but have a contingency plan in place, to reduce staff and supplies if our enrollment does not reach our target amount. Our break-even point for student enrollment is 175 students (25 students per class: total of 7 classrooms grades K-3) with a balance Reserve of \$15,000

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

We are projecting 260 students our 1st year but have a contingency plan in place, to reduce staff and supplies if our enrollment does not reach our target amount. Our break-even point for student enrollment is 175 students (25 students per class: total of 7 classrooms grades K-3) with a balance Reserve of \$15,000

We have planned carefully for the enrollment to match the research that we have done in terms of demand for the school. The school will not enter into any contracts with employees until the lottery is completed and there is clarity about the number of students who will be attending and in what grades. The number of teachers, teacher aides, and administrative staff that the board will hire would be reduced proportionally. Each expense line would also be reviewed and reduced as needed.

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

We are projecting 260 students our 1st year but have a contingency plan in

place, to reduce staff and supplies if our enrollment does not reach our target amount. Our breakeven point for student enrollment is 175 students (25 students per class: total of 7 classrooms grades K-3) with a balance Reserve of \$15,000

We have planned carefully for the enrollment to match the research that we have done in terms of demand for the school. The school will not enter into any contracts with employees until the lottery is completed and there is clarity about the number of students who will be attending and in what grades. The number of teachers, teacher aides, and administrative staff that the board will hire would be reduced proportionally. Each expense line would also be reviewed and reduced as needed.

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

Although we anticipate we will be a school-wide Title one school, the only funds that have been factored into our budget are on sources of funds state, county and federal.

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

25-1

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

The board intends to contract for the following services:

Contracted Services:

Custom Professional Training: Professional Development

Gary Palis: Psychologist

Ling & Kerr: Speech & Language Pathology

Acadia Northstar: Financial and Student Data and Reporting Services

CPI: Security Monitoring System

Food Service

The vendors who have been identified were selected based on their experience, the quality of their work.

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

As the budget was prepared, the board used a prioritizing system consistent with the mission, program needs. Priorities were established as a basis for budget assumptions. As a result, the largest line item in the budget is, as expected, personnel, with teachers being the largest portion of the personnel budget.

Additionally, because of our focus on creating literature-rich inquiry-based environment, adequate funds have been allocated to accomplish these goals. Also noteworthy is the fact that a smaller portion of the budget is allocated for administrative cost, because we believe that operating lean in this area is essential in the first year of operations.

- 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.*

Our goal for our general fund balance is 2% of revenue the 1st year, 5% of revenue the 2nd year and a minimum of 7% of revenue all subsequent years. Maintaining a healthy general fund balance will allow for smooth cash flow.

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

The board does not plan to initially purchase a facility. The facilities financing cost is incorporated into the lease amount.

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 board has identified a builder out of Columbia, SC who is interested in renovating the building and unfitting it with all of the equipment and supplies necessary to operate the school. All discussions and negotiations are currently contingent upon the charter being approved.

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?

Initially, with oversight from the finance committee of the board, the principal, or her/his designee will be responsible for the day-to-day financial management, purchasing, payroll and all other accounting tasks for the school. The school will remit Average Daily Membership, Average Daily Attendance, Initial Enrollment and Membership Last Day reports to NC DPI every 20 days and the school will operate within the Funds Requirement Dates outlined in the cash calendar to request both State and Federal funding. As previously stated, the board will contract with a financial management firm to perform financial services, including preparing financial statements with a comparison of actual results to the approved plan and will report to the Board monthly. As budget variances arise, new forecasts will be prepared to ensure the school stays on track financially throughout the year. Additionally, the school will consult an accounting firm to ensure our chart of accounts, financial policies and internal controls are set up clearly and appropriately.

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

There will not be any known or possible related party transactions dollars involved.

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 investigated the two following Firms:

Thomas & Gibbs, CPAs, PLLC
6114 Fayetteville Road, Suite 1010, Durham, NC 27713
PH 919-544-0555 FAX 919-544-0556

Deloitte LLP
38 Commerce Avenue, Suite 600, Grand Rapids, MI 49504
PH 616-336-7900 FAX 88-876-5667

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).

smithmi

Date: 12/06/2013

Applicant Signature:

The foregoing application is submitted on behalf of Essentials of Excellence Academy (*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: smithmi

Board Position: Angel Watlington-Brown, Board Chair

Signature: _____

Date: 12/06/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

