



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Wilson Community School of Technology

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: *Wilson Community School of Technology*

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

Name of non-profit organization under which charter will be organized or operated: *Wilson Youth United, Inc.*

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: *Julianne E. Keating*

Title/Relationship to nonprofit: *Director*

Mailing address: 910 Tarboro Street
Wilson NC 27893

Primary telephone: 252-991-4018 Alternative telephone: 252-281-3215

E-Mail address: *jkeating@wilsonyouthunited.org*

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

County: *WILSON*

LEA: *980-Wilson County Schools*

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? *Wilson Youth United, Inc.*

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	05,06,07,08	120
Second Year	05,06,07,08	150
Third Year	05,06,07,08	165
Fourth Year	05,06,07,08	180
Fifth Year	05,06,07,08	180
Sixth Year	05,06,07,08	180
Seventh Year	05,06,07,08	180
Eight Year	05,06,07,08	180
Ninth Year	05,06,07,08	180
Tenth Year	05,06,07,08	180

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.

julie keating

Signature

julie keating

Printed Name

Matt Edwards, Board Member

Title

12/05/2013

Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Wilson Community School of Technology will foster the innate curiosity of our students and promote optimum learning through the use of a customized curriculum, project-based learning, and rigorous technology-enhanced instruction designed to meet the needs of each student.

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.*

According to NCDPI, as of 2011-2012, Wilson County Schools is comprised of 46% African American, 36% Caucasian, 15% Hispanic, 1% Asian, and 2% two or more. WCST will be reflective of the socioeconomic and racial composition of Wilson County. Although the Wilson County Schools graduation rate has improved over the past several years, it is still only 72.6%, a rate lower than the state for the past five years. Currently 33% of students in grades K-12 in Wilson County are at least one year below grade level decreasing their chances of graduating by 50%. 11.5% of students in grades K-12 are at least two grade levels behind, decreasing their odds of graduating by 90%. Together with Wilson County Schools, WCST will strive to improve the graduation rate by educating students who are at-risk of school dropout and those seeking an alternative to the current public and private schools offered in Wilson County. The county's class sizes in grades 5-8 are well above the state average. Therefore, WCST will address the overcrowding issue, a critical problem facing Wilson County Schools.

The city of Wilson currently houses three private schools as well as one charter school. Unfortunately financial hardship obstructs many students from being able to attend these private schools with small teacher to student ratios. Middle class parents desire the same level of educational quality for their children and seek the individualized attention that private schools offer.

Classes in our middle schools are overcrowded, therefore the individualized attention is lost. Students distract each other and often lose focus. Teachers are forced to teach to the average student, with little or no differentiation. Above average students are often bored due to the lack of challenging coursework and below average students often display negative behaviors because they are not actively engaged. Teachers spend much of the class time handling discipline issues.

WCST also surveyed fifth grade teachers and parents of fifth graders who

felt that some fifth grade students would benefit more in a different learning environment where they would be challenged, enriched, and allowed to work at their own pace. These parents are seeking a seamless transition to middle school for their children.

After identifying the areas of greatest need, WCST approached community leaders and parents to discuss the idea of bringing a charter school to the city of Wilson to serve middle school students. WCST met with Senator Buck Newton and Representative Susan Martin who fully support this school, in order to ensure that the school and the states mission are in alignment. WCST has received extensive input on ideas, the direction, and the goals for this school which led to the formation of the mission statement. The Superintendent of Wilson County Schools identified his need for middle school students to have an alternative placement in order to help eliminate the problem of overcrowding, overage students, and to provide them with a different and innovative educational experience.

WCST has collected letters of support from parents and elected officials and held a public interest forum where approximately 40 community members attended. Individuals who expressed an interest in WCST included families with children in private schools, home schools, and in the surrounding counties. See Appendix A.

WCST will be located at Wilson Youth United Inc., 910 Tarboro Street Wilson, NC. This 30,000 square foot facility was formerly Wilson Christian Academy, a private school in Wilson. The capacity of the facility is 325 in the main educational wing and 700 in the auditorium. The gymnasium is a separate building along with 3.5 acres of outdoor space and available parking lots. WCST believes that the school will be more impactful on a smaller-scale, therefore limiting enrollment to 180 students.

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

The projected enrollment at WCST for grades 5-8 is 120 the first year with a maximum capacity being 180 students years four through ten. The local LEA's ADM in grades 5-8 is currently 3,793. WCST enrollment would reflect 3% of Wilson County School's total enrollment. At no time will the impact to Wilson County Schools be greater than 6%.

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

WCST will build upon the strong foundation that was established by Wilson County Schools and be able to improve student learning by providing a truly individualized education for middle school students through smaller class sizes. According to research, smaller class sizes will increase student achievement, improve attendance, and decrease the number of retentions. In high school, students who had been in smaller classes had significantly lower drop-out rates, higher grades, and received better results on their college entrance exams. After four years in a small class in the early grades, the graduation rate for free-lunch students more than doubled, and their likelihood of graduating equaled those who were more affluent.

WCST will use a blended learning approach, similar to that of Wilson County

Schools. Each student will have a computer in the core classes in which they use web-based tools to enrich the curriculum.

While most teachers in the traditional schools assign student projects, project-based learning (PBL) is an entirely different model. WCST will emphasize PBL in order to increase student motivation and engagement. Students often ask the question, "Why do I have to learn this?" PBL allows students to make connections to real-world problems. The focus is no longer strictly on the outcome, but is on the strategies and processes that students use to solve problems. Another advantage of PBL is the collaboration amongst the teachers so that the subject areas are integrated. In traditional schools, the curriculum rarely overlaps and there is little transfer of learning from one class to another.

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.*

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

*Teachers will be responsible for facilitating all aspects of the blended learning and project-based learning program by developing lessons for the direct instruction component, creating collaborative activities and assigning digital content.

*Teachers will create a Digital Agenda for students to access which is a roadmap for their week ahead.

*WCST will be a "model" school for teachers in the local LEA as well as pre-service teachers from local colleges and universities in an effort to demonstrate quality teaching and learning through the use of innovative methodology.

*Teachers will participate in weekly planning sessions and monthly PLCs.

*Each teacher, as part of his/her annual evaluation process, will identify individual professional development goals. These will be shared with colleagues at these PLCs throughout the year in order to assist the teacher in accomplishing said goal(s).

*WCST will facilitate teachers' relationships with business and community leaders in order to see how their subject area is embedded in real world.

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

The school will utilize an assessment system that will support and provide students, families, and staff with the information needed to meet high academic standards and make continuous improvements. Along with the use of traditional assessments such as quizzes and tests, teachers will provide authentic assessments when students perform, demonstrate, and make connections to knowledge in response to tasks that replicate real-life problems that adults or professionals face in everyday life. Emphasis will be placed on student growth.

Collection and Use of Assessment Data:

WCST will analyze data daily in order to guide instruction. We will make the results of our assessment efforts public and present such data in a manner that all stakeholders are able to understand. Students at risk will be identified, placed in focused intervention, and families will be provided with academic support. Students who excel will be provided with extension activities for continued progress and success.

Articulated Objectives and Rubrics: Every member of the learning community will be able to digitally access clearly articulated learning objectives and rubrics for each course and grade level which indicate the quantity and quality of work necessary to meet these learning objectives. Students and family members will receive training on how to understand and use rubrics to interpret and evaluate students' work. Students will measure progress via self-generated goals and will be able to reflect upon their growth as part of their personal digital portfolio. Student self-assessments include processes and discussions such as rubrics used in class, conferences with teachers, and conferences with classmates and portfolios.

Internal and Formative Assessments:

Teachers will use a variety of digital media to assess student progress daily. Teachers will use this data to provide feedback and adjust ongoing teaching and learning to improve students' achievement. There are numerous internal assessments that will be ongoing at WCST. Among these are tests, quizzes, scholarly papers, demonstrations, oral presentations, projects, homework, etc. Benchmark assessments (ClassScape) aligned with the common core curriculum will be utilized and issued quarterly. The data will be analyzed and used to measure student progress, guide instruction, and alter student grouping.

External Assessments: WCST will meet all NC DPI, state and federal compliance requirements. WCST will meet or exceed the "Expected Growth" standard set by the North Carolina Department of Public Instruction. As required by state law, WCST will administer end-of-grade and end-of-course tests according to the state schedule. These results will provide diagnostic information critical to objectively measuring students' success in these basic skills areas and will allow teachers to measure student progress and provide necessary interventions.

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

educational opportunities that are available within the public school system.

WCST will offer small class sizes of no more than fifteen students so that students will receive quality, individualized instruction. Every student will be assigned to a teacher serving as an advisor and in collaboration with the advisor, will create an Individualized Learning Plan (ILP) that indicates their strengths, challenges, strategies to address those learning challenges, and academic and behavioral goals. Students, teachers, and parents will review ILPs throughout the year to track data and adjust goals. Students are offered the opportunity for an extended school day by attending Wilson Youth United, Inc.- The SPOT, an on-site after-school program, where certified teachers remediate, enhance, or enrich classroom instruction depending upon the students needs.

4.Improving student learning:

At WCST, we will improve student learning by the following:

- *Provide students with the skills necessary to access, apply, and create knowledge based upon North Carolinas Common Core/Essential Standards
- *Use different and innovative teaching techniques (PBL, Blended Learning, Flipping the Classroom)
- *Use data from formative assessments, summative assessments, and projects to formulate SMART goals for individual students and drive instruction
- *Require teachers to develop instruction based on the Revised Blooms Taxonomy and formative assessment data in collaboration with the student's Individual Learning Plan
- *Help students develop the necessary 21st century skills in critical thinking, communicating, collaborating, and creativity by using project-based learning
- *Involve and educate parents and families on the best way to support their child's educational needs
- *Build strong relationships with students as a result of a small learning community that engages, enables, and empowers
- *Help students become service leaders by establishing community partnerships and requiring students to fulfill twenty hours of community-service learning
- *Regulate class sizes (no more than 15 students per class)in order to provide a more individualized education for all students
- *Provide a computer for every student to use in all core classes

5.Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students:

Each student will use an ILP to address their learning challenges, academic and behavioral goals,and guide their learning path. Individual data from web-based tools will be desegregated and used to remediate at-risk and enrich gifted students. Students needing remediating will be placed in focused intervention groups, peer-tutor groups, and/or given one-on-one individualized instruction. Students will be enriched by being placed in small focused enrichment groups for project-based learning.

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.

Improving student achievement is the goal of Wilson Community School of Technology as well as public education in North Carolina. Therefore, the following goals have been developed in order to measure student achievement and maintain accountability:

Goal 1: 100% of students below grade level will demonstrate at least 1 1/2 years of growth per year.

Goal 2: 100% of students will meet or exceed the expected growth by the end of the school year each year.

Goal 3: 100% of students enrolled at WCST for two or more years will enter high school on or above grade level.

Goal 4: 100% of students will show improvement socially and behaviorally by the end of the school year.

Students will demonstrate achievement of goals through state mandated tests, project rubrics, and teacher created tests/quizzes. Parents/Families will be encouraged to conference with teachers at any time throughout the school year to discuss student progress and make changes to a students individual learning plan. Every four and a half weeks, progress reports will be issued. Every nine-week marking period, report cards will be issued to parents. Student data will be compiled and results will be stratified by gender and ethnicity/race in order to understand any positive or negative trends and to make adjustments to the curriculum and educational approach as necessary. Additionally, the data will be analyzed to see if any issues exist with a particular subject area so that adjustments may be made accordingly. Results will be reported to the Wilson Community School of Technology Board quarterly. The yearly school progress report will be available to the public through the North Carolina Department of Public Instruction website.

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

1.WCST will improve academic achievement and learning by using all available resources and applying the most effective research based instructional strategies in the classroom.

*Students will meet or exceed academic performance targets set by the State Board of Education.

*Students will meet the Adequate Yearly Progress targets set by the requirements of the NCLB.

*Students will achieve growth on state standardized tests.

2.WCST will reduce the achievement gap for at-risk students.

*Students at least one grade level behind will gain more than one year of growth for every school year.

3. WCST will increase the graduation rate and overall preparedness for high school, college, and careers.

*An increased number of students will graduate high school.

*The number of students taking honors and AP classes in high school will increase.

4. WCST will ensure that quality personnel are hired in all positions.

*All staff will meet the state licensure requirements.

*All staff will be highly qualified to serve students in our targeted population.

5. WCST will ensure fiscal responsibility in order to maintain safe and healthy learning environments that support academic programs, resources, and services.

*WCST will meet all requirements set forth by the State Board of Education in all financial audits.

*WCST will abide by all federally and state financial laws.

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.

1. **Instructional Methods:** Blended learning will allow students to utilize technology to progress through coursework at their own pace while also receiving direct support for foundational gaps in any of the core areas from certified teachers. Students will use Echo, an online program, to collaborate, plan, and compile coursework. A combination of Echo and other web-based tools such as Khan Academy, MobyMax.com, Google Drive, Discovery Education, tumblebooks.com, and readworks.org will be used to provide the individualization needed for all students to achieve.

2. Coursework will be "Flipped" so that students will learn from online lectures and material outside of class time in order to increase student contact time with instructors in the classroom. Teachers will create moodles using Google Drive for students to view for homework containing information on foundational skills. A combination of Web-based programs and other resources such as Envisions for Math, and novels and ebooks for ELA, will also be used for students to learn foundational skills.

3. Project-based learning reinforces and supplements the standards as well as gives students more creative voice in their learning. Students are required to solve highly complex problems that require the fundamental skills of reading, writing, and math along with the 21st century skills of cooperation, research gathering, time management, information synthesizing, and utilization of technology. Students will use learned foundational skills to apply them to real-world applications. This may be in the form of a project on or off campus, guest speakers who will be invited to teach a concept and present a problem for students to solve, and/or service projects.

4. **Assessment Methods:** Assessments will include performance tasks, teacher observations, personal communications, testing, student and teacher developed rubrics. Students will be assessed on how well they are able to apply the content when solving authentic problems. Course settings and other progress monitoring tools will be used to track mastery to prevent a student from proceeding to the next lesson until he/she reaches the mastery level on the current lesson.

Assessment of reading and math skills levels upon students initial enrollment to develop the students ILP and place students in appropriate content levels or courses will be derived from standardized test scores, curriculum-based assessments, and/or teacher-developed and authentic assessments. Content mastery will be measured through the achievement of benchmarks and successful completion of each course.

K-5 Curriculum and Instructional Design:

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

In order to meet the needs of our targeted population, WCST will serve grades 5-8. The inclusion of grade 5 in our student population will allow teachers to expose more students to this type of innovative learning earlier and make the transition to middle school smoother. It will allow students to be enriched to a higher level earlier in their academic career. It will also allow students whom are at-risk to receive individualized services and focused interventions sooner. Grade 5 students will be placed in the same learning environment and undergo the same learning program as the sixth, seventh, and eighth graders as outlined below. However, fifth grade students will be administered the EOG tests at the end of the year. A sample scope and sequence in Appendix B is included.

A more detailed response is located in the middle grades section.

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.*

See Middle Grades

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.*

See Middle Grades

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.*

See Middle Grades

6-8 Curriculum and Instructional Design:

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

The tone of Wilson Community School of Technology will generated respect and trust from all stakeholders. Leadership, faculty, staff, parent, and students will create a family-like environment that challenges students to maintain high levels of motivation, achievement and instill discipline, perseverance, leadership, and excellence. WCST understands that a child's education is a shared responsibility. Individual learning plans (ILP) will be created by a team consisting of the student, parents, teachers, administrator, and teacher advisor. The ILP will be a living document used to guide the student's learning path. In addition to the ILP, class sizes of no more than fifteen will allow teachers to effectively tailor teaching

strategies to each individual student in order to ensure the academic progress and success we seek from our students.

A portion of instructional time will be spent using web-based tools to further individualize and guide instruction. WCST will use ECHO software, an online learning management system, to access course resources, project plans, assignments, gradebook, online groups, and instructional resources. WCST will also use Google Apps for Education which is integrated into the ECHO program and provides communication and publishing tools including Gmail, Google Docs, and Google Sites. Teachers will analyze data from web-based tools and use it to form small remediation or enrichment groups, work one-on-one with students, or assign peer tutors.

WCST will create a student-centered learning environment where students are actively engaged and motivated in project-based learning. Teachers along with community members will guide students by posing real-world problems and allowing them to work collaboratively on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. Learning becomes relevant and students will see a purpose for mastering state-required skills and giving students the skills needed to be successful in today's world. At WCST, we will invite business leaders to inform students about their organization, then pose a problem for them to solve. Students will work in groups to solve the problem and present their solution to the business leader. In turn, the leader will provide feedback to the students.

WCST will instill a strong sense of character, dedication to learning, and a commitment to serving others in our students through the implementation of leadership lessons and community service projects. Students will be required to develop one community service project each year in addition to a school-wide service project.

Provide a synopsis of the planned curriculum, including:

1. **One** sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.

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

The mission of WCST is to provide a personalized curriculum for all students. By using a triad of instructional approaches (flipping the classroom, blended learning, and project-based learning), students will progress through coursework at their own pace while also receiving support for foundational gaps in any of the core areas. The Schools blended learning model combines direct, small group, individual, and online technology-based instruction to combine the best qualities of both direct and online instruction to form an integrated instructional approach. Technology will be used to individualize educational plans, address foundational gaps, and provide acceleration and remedial opportunities for students. It is student-centered and focused on their individual interests, strengths, and abilities.

The mission and goals of the school as well as the measurement of student achievement closely align with the READY Accountability Model. The READY Accountability Model will allow WCST to demonstrate how well students are learning, and where improvements must be made.

The foundation of our curriculum is the Common Core Standards which will serve as the framework for ELA and Mathematics. In addition to the Common Core, WCST will follow the NC Essential Standards to serve as the framework for all other subject areas. The benefit to following the Common Core and NC Essential Standards is that it provides a clear framework for educators, students, and parents.

In addition to the core content areas, WCST will supplement instruction with an additional focus on character education. We believe this component is critical to producing students that are prepared to succeed in the real-world and are college and career ready. Mr. Anthony Atkinson, basketball player with the Harlem Globetrotters, will be the spokesman for WCST and will help educate our students on the importance of values such as cooperation, healthy mind and body, effort, enthusiasm, and responsibility using the acronym C.H.E.E.R. Students will be given opportunities through project-based learning and service projects to practice moral behavior.

WCST students will be required to complete a community service project. In doing so, a students will demonstrate the core content standards through project-based learning and also an appreciation for the community in which they serve. Through community service, students will explore career interests, develop community contacts, and instill a sense of responsibility for themselves and an awareness of others.

- 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.*

Teachers will be expected to master certain components of WCSTs instructional program. In doing so, teachers will be better able to establish a balance between the instructional advantages between the learner and the learning objective.

- * Blended learning- allows learners to choose how they want to learn and affords both teachers and students greater flexibility.

- * Flipped Classroom- videos and/or modules for students to view at home will provide more opportunities for learning though activities in the classroom. Students used to become frustrated completing homework when they didn't understand, especially at-risk students who may not have home support. Students are now able to work at their own pace, note any questions, and complete the homework.

- * Project-based learning- Students are engaged in real-world problem solving making learning rigorous and relevant.

- * Cooperative learning- Students will be engaged in cooperative groups thus analyzing ideas, listening to others viewpoints, justifying their own, and motivating each other to work towards a common goal.

- * Student-centered assessments- Students will be authentically assessed in the most effective and relevant ways

- * Experiential learning- Teachers will plan instruction based on a students real-world experience and prior knowledge take responsibility for their own learning.

- 4. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

- 5. Describe in a brief narrative below on how the calendar coincides with the tenets of the*

proposed mission and education plan.

WCST will operate 185 student days each year and will mirror the Wilson County Schools school calendar relating to holidays. The school academic calendar coincides with the tenets of the proposed mission and education plan as it allows students to receive optimal instruction and provides teachers with opportunities for professional development. WCST functions on high expectations and accountability for student and teacher performance, therefore the school calendar provide days throughout the school year that enables teachers to collaborate, plan, and refocus so they can perform their best work in order to improve student achievement.

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.*

The school will use the Responsiveness to Instruction model (RtI) to provide assistance to students that are not performing at expected levels and to ensure their continuing progress and academic growth. The RTI method ensures that teachers are providing rigorous, relevant, and high-quality instruction and interventions matched to individual students needs. The three components of RtI are: Universal Screening, Progress Monitoring, and Data-based Decision Making. Screening will be conducted to identify or predict learners who may be at-risk for poor learning outcomes. The screening is conducted with all students, and is followed by additional testing or short-term progress monitoring to identify students at risk. Progress monitoring is used to assess students academic performance, to quantify a students rate of improvement or receptiveness to instruction, and to evaluate the effectiveness of instruction. Grade level teams will use screening and progress monitoring information to analyze data in order to make decisions about instruction, determine progression within the multi-level prevention system, and disability identification (in accordance with state law). Based on the data analysis results, students with learning deficiencies will begin working on an individualized basis in a smaller setting and/or one-on one with a teacher. A research-based program specifically designed to target each students deficits will be used. Identified students will be assessed weekly during a six-week period in order to monitor progress. After the six-week period, the intervention team will review the student data and determine a plan of action. If progress is being made, then the student will continue to work with the regular classroom teacher. For students who are still academically deficient a conference will be held with the appropriate staff and parents/caretakers to discuss outcomes. The student will be referred for EC testing with the consent of the parent. Students still experiencing performance difficulties may:

1. Receive Individualized Educational Plans (IEPs) containing the individual students goals and provide the basis from which to measure student improvement if needed once EC testing results are analyzed
2. Participate in group and/or individual instructional sessions designed to improve academic progress

3. Be offered after-school tutoring
4. Receive specific skill development instruction designed to eliminate academic deficiencies.

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.*

Special emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency. ELL students will follow the Common Core State Standards for English Language Arts (ELA) in the areas of speaking, listening, reading, and writing.

1. Identification: WCST will issue a copy of the Home Language Questionnaire upon acceptance to the school. All acceptance documents will be provided in English and Spanish. If needed, translation services will be provided. If a determination is made that the primary home language is other than English, the student will be administered the W-APT (WIDA Access Placement Test).

2. Instructional Methods: The W-APT will guide the services provided to the students. Each student will have a Language Acquisition Plan (LAP) created to meet the students individual needs. This plan will contain information on primary language, proficiency in English, recommended amount of additional English Language development support per week, and individualized goals. The regular education classroom teacher will provide instructional strategies following the Structured English Immersion model in order to meet the individual needs of the student. Instructional specialists will provide academic support as needed and may provide pull-out sessions or provide an inclusion approach ELLs will be assessed to determine their proficiency in English. Students may use web-based tools to supplement instruction.

3. Evaluation: ELLs will be monitored quarterly by using review of grades, attendance, parent communication, teacher input, and student self-assessment. Annual assessment of

English proficiency of ELL students will occur through the administration of the ACCESS (Assessing Comprehension and Communication in English State-to-State) test. Within each grade-level cluster, ACCESS for ELLs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). Each form of the test assesses the four language domains of listening, speaking, reading, and writing. Students who are tested on Tier B and C forms are eligible to exit the program if they score at least 4.8 composite, with reading and writing scores of at least 4.0. ACCESS test helps monitor student progress on an annual basis. The instruction/formative assessment that occurs in pull-out sessions, teacher talk, report cards, and progress reports help to monitor a students progress. Students who have demonstrated fluency on the ACCESS test are monitored as they attend mainstream classes. If students are not succeeding, they will be placed back into the ELL program. Continuous monitoring of the ELL program ensures best practices are implemented for all ELL students. Teachers will use assessments to develop a learning plan and

develop modifications. Students that have exited the ELL program will be monitored for two years to ensure that they maintain a high level of academic success.

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.*

In order to best meet the needs of all students, the leadership team of WCST will be responsible for identifying academically and intellectually gifted students. WCST's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services. The leadership team will follow much of the same criteria as the local LEA. Students will be identified based on aptitude, achievement, creativity, and motivation. In addition, students will be administered one of the following endorsed aptitude tests: Woodcock Johnson III Achievement Battery, Iowa Test of Basic Skills, Naglieri Nonverbal Abilities Test (NNAT, Version II), Otis-Lennon School Ability Test (OLSAT) (Eighth Edition), Kaufman Brief Intelligence Test (K-BIT-2, Second Edition), or Cognitive Abilities Test (CogAT, Form 6, 2001)

1. **Instructional Strategies:** Article 9B 115C-150.5 states that "academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program." According to the mission of WCST, all students will have access to differentiated instruction to meet their individual needs. WCST will employ challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners. These learners will have access to technology-based, individualized learning that allow students to complete coursework at their own pace. Curricular modifications for gifted learners will be designed to address the need for more complex tasks, exposure to a broadened scope of information, an emphasis on multiple perspectives, more rapid pace of instruction, a greater focus on higher order thinking skills, and more sophisticated products/performances. Extra-curricular opportunities will be provided such as spelling bees, Odyssey of the Mind, and Battle of the Books.

2. **Evaluation:** Teachers will monitor mastery of curricular content and course progress, which will be measured through classroom assessments that are administered as part of the formative assessment process as well as data improvement and ILPs.

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)*

WCST will comply with the federal Child Find mandate to identify and evaluate all students who either have, or are suspected of having, disabilities and need special education services as a result of those disabilities. Upon enrollment all students will be screened for a previously diagnosed disability. Also, as part of the enrollment process at WCST, prospective families will be asked if their child has been assessed for and is eligible for special education services through IDEA and has an IEP or section 504 of the Rehabilitation Act and has a Section 504 Plan. A child whom has been previously identified as special needs, or by the receipt of a students record from another school, will be provided comparable services until the parents or caretaker can meet with the schools IEP team for a review to determine continued eligibility. Regular education teachers will be trained on how to identify students who may benefit from screening.

If the school or the parent/legal guardian suspects that a student may have a disability, the school will have a referral process through which this individual may pursue. The NWEA's Measures of Academic Progress may be used to help identify students whom are at-risk. The school may attempt pre-referral interventions before referring a student for an evaluation. Teachers may refer students whom exhibit growth on benchmark tests, are proficient on North Carolina EOG/EOC assessments, but who are struggling in the general education classroom to the Intervention Team (IT) at the school. The Intervention Team will be comprised of general education teachers who will assist the students classroom teacher with strategies to improve the students educational performance. If, after the intervention strategies are implemented for a specific period of time and documented, and the student continues to experience difficulty in the classroom, then the student will be referred to the IEP team to determine if the student has a specific disability and is in need of specially designed instruction and/or special education services. A thorough and individualized evaluation will be conducted before eligibility is determined. Upon completion of the evaluation, a group of qualified professionals along with the parent/guardian will discuss the determination of eligibility which will be based on carefully considered, documented information including achievement tests, parent and teacher input, the childs physical condition, social and cultural background, and adaptive behavior. If a determination is made that

a student has a disability and requires special education and related services, parent consent will be obtained and an Individual Education Plan (IEP) will be developed for the child in accordance with federal and state law. The initial evaluation, eligibility determination, and IEP development and placement, if needed, will be conducted within ninety days of receipt of a written referral.

3. The records of students identified as eligible for services through IDEA will follow federal mandates. Upon enrollment, WCST will take proper steps in obtaining the students records from their previous school including the IEP and/or 504 accommodation plan and all supporting documents within thirty (30) days of enrollment. These records will become a part of the students permanent file that is maintained in a highly secure and fire proof area, away from public view. All records will be maintained by the school administrative assistant as required under the Family Education Rights and Privacy Act (FERPA) and IDEA. The school will keep a record of all parties obtaining access to records including full name of party, the date of access, and the purpose in accordance with NC 1505-2.5. When making student record requests from other schools, this will be done confidentially and WCST will request that records be sent in a sealed envelope marked attention to school administration (private and confidential).

Exceptional Children's Education Programming

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

1. The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA) Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. WCST will be responsible for hiring a licensed and 'highly qualified' special educator pursuant to law. WCST will provide a full continuum of services to meet the unique needs of ALL students with disabilities. WCST will educate students with disabilities in the least restrictive environment with their non-disabled peers based on their IEP needs. The Exceptional Children teacher will have small class sizes and will use the students IEP to meet the needs of each individual child. An Exceptional Children teacher and assistant will aid the classroom teachers with instruction by co-teaching whenever possible in order to further meet the needs of all EC students. Teachers will use multiple instructional strategies and technology to present skills and concepts. WCST will be a hands-on, project-based learning environment. Research supports that students with learning disabilities learn better by being active participants rather than listening to lectures.

2. To ensure students with disabilities receive a Free and Appropriate Public Education (FAPE), one-on-one instruction or in-class instructional support will be provided within the regular class setting. Students with disabilities will receive instruction and support as determined by the IEP. The school will adhere to the IEP including program modifications. A range

of instructional delivery options such as project-based learning with technology-infused instruction will be provided. Students will also learn in a consultative, resource room, small group pull-out, one-on-one, and/or inclusion type setting. Students will be given the opportunity to work with the Exceptional Childrens teacher, Exceptional Children Assistant, and/or content area teachers for instruction towards the IEP goals. The instructional program at WCST allows for students with disabilities to achieve their goals by preparing them for further education, employment, and independent living. Our instructional program lends itself to assistive technology, accommodations, and/or modifications through a technology-infused, project-based learning methodology. Students with disabilities will be educated with their non-disabled peers to the maximum extent. If students are unable to achieve a satisfactory education in that setting, then a determination of alternative placement may be made by the IEP team. In such a case, the determination will be made in accordance with the least restrictive environment provisions. The placement will be reviewed annually and will be in accordance to the students IEP. Consideration will be given to any potential harmful effects on the student or on the quality of services needed.

3. The Exceptional Childrens Teacher will be responsible for monitoring all students with IEPs and for helping students attain the goals on the IEP. Parents will receive quarterly reports on their childs progress towards IEP goals. IEP meetings will be held at least semi-annually for eligible students to review goals and make adjustments to the document and all determination of services will be reviewed at least annually. Eligible students will be re-evaluated every three (3) years to determine if the student qualifies as a student with a disability. The student may be dismissed from the program if he/she no longer qualifies. The EC teacher will ensure that all providers of services to EC students at the school are aware of FERPA and have access to records. The coordinator will also ensure that all parties are providing the required services.

WCSA will ensure that the EC children and parents/caretakers are guaranteed procedural protection as required by law, which include access to records, notices, opportunity for mediation of disputes, and the rights to a due process as outlined in the Parents Rights Handbook to be issued to the parent/guardian. The Exceptional Childrens Teacher will be responsible for keeping regular education teachers abreast of current changes in special education law. The EC teacher will also work collaboratively with the regular education teacher to ensure the IEP is being followed in the regular education setting.

4. All related services will be in compliance with a students IEP. Should a child require special transportation services, the school will contract with the local LEA or with an approved transportation provider. Other related support services such as Speech-Language pathology, Audiology, Interpreting services, Psychology, and Physical and Occupational Therapy will be provided through contracts with outside providers.

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.*

Goals have been determined and will become the school-wide standards for student achievement.

Goal 1: 100% of students below grade level will demonstrate at least 1 1/2 years of growth per year.

Goal 2: 100% of students will meet or exceed the expected growth by the end of the school year each year.

Goal 3: 100% of students enrolled at WCST for two or more years will enter high school on or above grade level.

Goal 4: 100% of students will show improvement socially and behaviorally by the end of the school year.

WCST will use standardized tests, formative assessments, performance tasks and projects that are evaluated with a rubric, and other forms of authentic assessments. Teachers will progress monitor and analyze data to gauge the students progress and/or response to intervention. Formative assessments will be used to give feedback of students understanding of the material and what adjustments to their instruction may be needed to improve student achievement. Data received will be identified in the students individual learning plan. Students identified and placed in the Exceptional Children Program will follow an IEP. Promotional standards are based on their individual goals stated in the IEP as well as a combination of standardized tests, demonstrated performance, observations and anecdotal records, checklists, student portfolios, current grades, and other classroom assessments. The student will not be retained based solely on standardized test scores. It is the mission of WCST to provide an individualized education to all, therefore every reasonable attempt will be made for the school to support the learning needs of all students. WCST exit standards for students transitioning from one grade level to the next will be dependent upon numerous factors. All students will have an Individualized Learning Plan (ILP) including goals that must be achieved. Standardized test scores will not be the sole basis for determining if a child is promoted, as they are not indicative of a child's ability to academically achieve. To transition to the next grade level, students must show mastery of content, skills, and knowledge in the core subjects which will be included in the students ILP.

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.*

As part of the mission of WCST, we believe that when children are actively engaged in learning and given the freedom to choose the content, they are less likely to misbehave. WCST will implement practices to promote effective discipline. Such practices will include and are not limited to providing a positive, safe, and orderly environment in which students are motivated to learn with minimal disruptions. WCST will implement the Positive Behavior Intervention and Support (PBIS) model that establishes and reinforces clear behavioral expectations. While this model has procedures and policies for dealing with negative behavior, it primarily accentuates and celebrates positive behavior. Through character education, the school will equip students with the inter-personal skills needed to thrive in the 21st century. All faculty and staff will guide, redirect, and refocus students in order to help them learn from their actions. They will also follow the Student Code of Conduct for disciplinary measures to ensure a safe, positive learning environment while taking into consideration the behavioral development of the students. WCST will grant teachers the authority to handle situations in the classroom requiring immediate, effective disciplinary action. All students/parents will be provided with a copy of the Parent/Student Handbook to reference.

The following behaviors are not permitted and will result in suspension and may also result in the contacting of legal authorities as required by law: Assault, fighting, making physical threats, robbery, or any other illegal activity, sexual assault, issuing a fire alarm or bomb threat, possession and/or use of narcotics, alcoholic beverages, stimulant drugs, and drug paraphernalia, and possession or use of a weapon or other object that could reasonably be considered a weapon. Students may not bring knives or other weapons or weapon-facsimiles to school or any school events. Leaving the school or failing to attend class without permission, act of hate violence-causing, threatening or attempting to cause or participating in an act of hate violence because of another persons race, national origin, religion, disability or sexual orientation, noncompliance with a teachers or staff members directive. The director or designee and governing board reserve the right to consider each offense on a case by case basis.

Disciplinary actions for students identified as exceptional children according to North Carolina guidelines will conform to Policies Governing Services for Children with Disabilities as adopted by the State Board of Education. If the Policies Governing Services for Children with Disabilities manual does not fully address a particular issue, the Director of the School in collaboration with the Exceptional Childrens Teacher will develop any necessary protocols consistent with state and federal law. All students with disabilities will be accorded all rights as provided by state and federal law.

If the parent/guardian wishes to appeal a suspension, a specific date, time and location of a hearing with the Director will be provided. An expulsion may be appealed before the school board. The students parent may request a hearing before the school board within three days of receiving notice from the Director or designee of the recommendation for long-term suspension or expulsion. If the parent makes a timely request for a hearing, the School Board shall confirm that the charges against the student, if substantiated, could warrant the recommended disciplinary action and shall give the student and parent reasonable notice of the time and place of the hearing.

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: Wilson Youth United, Inc.

Mailing Address: 910 Tarboro Street

City/State/Zip: Wilson NC 27893

Street Address:

Phone: 252-991-4018

Fax: 252-991-4018

Name of registered agent and address: Wilson Youth United, Inc.
910 Tarboro Street
Wilson, NC 27893

FEDERAL TAX ID: 27-1604121

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:

X Yes (copy of letter from federal government attached: Appendix E)
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
Tevis Harris	member	NASH	Assistant

			Principal, Wilson County Schools
Julianne E. Keating	member	WILSON	Media Specialist, Wilson County Schools
Dr. Richard Groskin	member	WILSON	Professor, Barton College
Jacqui K. Boykin	member	WILSON	Sergeant, Wilson Police Department
James R. Davis, Jr.	member	WILSON	Principal, Retired
Mark Randolph	member	WILSON	Physician Assistant
Hope Newton	member	WILSON	Parent, Educator
Willlliam L. Jeffrey	member	WILSON	V.P. Corporate Accounts, Retired
Matt Edwards	member	WILSON	Executive Director, Wilson Youth United, Inc.

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 WCST board is currently made up of 9 members. Terms of board members range from 1 year to 3 years. Board members renew board membership by letter six months prior to the end of the term agreed upon at the time of membership. Membership orientations are required and are the main tool in recruiting new board membership. New membership is recruited by board need: (legal, finance, etc.,)

Board Executive Committee: Chairman, Vice Chairman, Treasure, Secretary. (2 year terms)

Board membership (All members serve on one committee) 1 year term.

Board functions include but are not limited to the following: Annual Budget, Quarterly Financial, Reports, Internal Audit Committee, External Audit Committee, Policy (Policy can only be changed with 100% vote and are in place for 2 years and cannot be amended.), Human Resources

The Wilson Community School of Technology board utilizes a liason to report to Board of Directors of Wilson Youth United in a capacity of advisory or reporting the actions and needs of WCST. Wilson Youth United board utilizes a liason that communicates together with the WCST board liason. Building or capital and major program needs require both the WCST and WYU board approval of 2/3 majority vote respectively. The Board of Directors will be legally accountable for the academic, financial, and operational performance of the School. The Board will provide oversight and maintain its alignment with the school mission and vision. The Board will approve budgets, set policy,

establish and approve procedures, approve the selection of a Director as lead administrator, and ensure that the financial and administrative management of the School meets regulatory requirements. The Director will report to the Board, work directly with faculty and staff to ensure that they receive proper direction and support, be responsible and accountable for the educational and operational outcomes at the School, and for ensuring that the School is meeting its stated goals and objectives. All day-to-day operating decisions will be made on site by the Director. This position will be advertised through public media outlets such as: websites, job boards, trade publications and North Carolina Department of Public Instruction, for a period no less than thirty (30) days. After review of qualified candidates applications, a screening interview will be held by a designated board member with candidates. Successfully screened candidates will be invited to interview with the full Board of Directors. A background and extensive reference checks will be conducted. Final Board selection will be made consensus. Should a selection not be reached, the position(s) will be reposted and the selection process as state here will be repeated until a candidate is successfully hired. The Board shall provide the Executive Director annual performance evaluations based on the National Center for Non-Profit Boards evaluation instrument and/or DPI Administrator assessment tool. The Director will be a qualified educational leader with experience in educating students who require differentiated teaching strategies and accelerated mastery skills. He/she will also be skilled at team building and as well as collaborating with other stakeholders in the community to build partnerships that are beneficial to the Schools students. The Director will be a collaborative leader who will provide frequent and routine communications with stakeholders.

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.*

WCSTs diverse Board shall consist of no fewer than five nor more than 9 members, comprised of representatives from the community. No less than three (3) members shall be selected from among persons who have direct and material involvement in or with the primary organizations concerned with youth in the Wilson County community. At least one Board member shall not have a child enrolled at the School. The members of the Board of Directors of WCST shall be selected by the nominating committee and shall serve as a representative of the organization or institutional sector of the Wilson County Community to which they are affiliated. Board members must be able to recognize, articulate, and address the needs of students through educational policies and social outreach efforts. The Board is made up of individuals with a range of professional skills and specific expertise in education, medicine, governance, law, finance, as well as parental representation who have connections to the community, local businesses, and political leaders. With such a wide range of expertise, the Board is fully capable of ensuring the School will be educationally and operationally successful. Success of the school will be measured by the achievement of established goals, student enrollment, and the ability to retain teachers. The Board will evaluate the Director using the National Center for Non-Profit Boards evaluation instrument and/or DPI Administrator assessment

tool. The Board will hold regularly scheduled meetings with parents to discuss the state of the School, report school achievement data, and to allow parents to voice comments/concerns. Parents and key community members will receive notices of these routine public meetings, in accordance with all applicable open meetings laws. An annual Parent/Student/Teacher Satisfaction Survey will be administered. The results of this survey will be acknowledged by the Board and the school leadership team as important input regarding the success of the School and may be considered when developing the school improvement plan.

- 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 have been recruited by soliciting community leaders who possess professional skills and specific expertise in a wide-range of areas. WCST has selected members who first and foremost have a passion and desire for EVERY child to achieve at their fullest potential, have demonstrated knowledge and leadership skills within their field, and demonstrates diversity in the members age, perspective, ethnicity, and gender which is representative of the Wilson Community. Board members shall be divided into three classes to serve in terms of one, two, and three years, and until their successors shall be elected and shall qualify. The successors in each class of directors shall be elected to serve for terms of three years and until their successors shall be elected and shall qualify. A "New Member" document will be created that will be given to any person that joins the Board containing information on existing board policies, overview of the education plan and mission, board procedures and decision-making processes, and general expectations.

Any officer and/or employee may be removed by a majority vote of the Board whenever, in the judgment of the Board, the best interests of the Corporation will be served thereby. Any Director may be removed at any time by a majority of the Directors then in office. Details on the Board of Directors selection process and terms of office can be found in the By-Laws Appendix H.

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

Monthly meetings at a regularly scheduled time and place

- 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).*

Each Board member will complete Board training in established Bylaws, policies and procedures within one (1) month of tentative school approval. Additionally, Board members will participate in trainings provided by NC Charter School Office. In the planning stages of the school, part of the WCST Board meetings will focus on roles and expectations of Board members. WCST believes a successful board must have clearly defined roles that are reviewed annually. See Appendix J.

- 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.

Each Board member will be required to sign a conflict of interest statement, which will be kept on file in WCST board records with a copy submitted to NC Office of Charter Schools. Board members are directed to report all conflicts or potential conflicts of interest to the Board Chairperson immediately but no later than the next scheduled Board of Directors meeting. All voting Board members are further prohibited from being full-time employees of the school and/or benefiting financially from their position on the Board. If a conflict of interest arises, the Board member shall not vote nor influence the given.

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

The Board of Directors will be responsible in its decision-making process by thoroughly reviewing all data, receiving input from the Director, Leadership Team, and/or School Improvement Team, as well as seeking outside advice in order to make decisions on actionable items. All decisions will be reached through consensus. Should consensus not be reached, action will be taken by majority vote.

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.

1-Wilson Youth United, Inc. Board of Directors consisting of a diverse and representative group of community members providing leadership and oversight of The SPOT, a structured year-round after-school program serving Wilson Community youth ages 5-18. The Wilson Youth United, Inc. Board of Directors will partner with Wilson Community School of Technology Board of Directors in supporting efforts to engage the leadership of public agencies that will serve school-age children, provide structured programs, and increase academic performance.

2-The Wilson Community School of Technology Parent Teacher Organization (PTO) will exist independently from WCST and be governed by its own Bylaws. The PTO will be welcomed to address and/or put forth suggestions on school and student welfare issues to the Board of Directors and/or Executive Director. This group may form other committees as needed within the organization.

3-The WCST Leadership Team will make policy recommendations, determine procedures, and contribute to the decision-making process within the school. This team will be comprised of parents, teacher representatives, and the Director.

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

Step 1. The employee shall present the grievance in writing to the Director of WCST naming the employee against whom the grievance is filed stating the facts constituting the grievance. A meeting shall take place at a mutually agreed upon time with five (5) days after receipt of the grievance. Each party may have one (1) representative at this meeting. The Director or designee shall deliver a written decision to the grieved employee within five (5) days after the meeting.

Step 2. If the grievance is not resolved at the initial meeting or within five (5) days of receipt of the decision, the employee may submit a written request to the Board of Directors for a review. This request must be submitted with ten (10) days of receipt of the initial Directors decision. Each party may have two (2) representatives at the hearing before the Board.

If the grievance involves the dismissal, demotion, or suspension without pay of an employee, the employee enters the grievance process at Step 2. An employee entering a grievance for any of these reasons has the right to request and receive written notice of the reason(s) for the dismissal, demotion, or suspension without pay prior to a hearing before the board. Step 3: The Board of Directors shall deliver a written decision to the grieved employee within five (5) days after the agreed upon meeting.

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board of Directors is aware that attracting and retaining the very best, high-performing teachers and other staff members is critical to the success of the school and the students it serves. A nationwide search will be conducted with job postings on Monster.com, CareerBuilder.com, the local newspaper, school website, social media, and other pertinent publications. The search will extend to job fairs and placement centers at local colleges and universities such as East Carolina University, Barton College, Wesleyan College, Mount Olive College, and University of North Carolina, and North Carolina State University. The Board of Directors will hire the Director. The Director will then become responsible for the hiring process and will recommend all new hires to the Board for approval. Once candidates are identified, the Director and a committee of Board members, teachers, administrators, and parents will conduct an application and interview process. Teachers must demonstrate their ability to think critically, show a desire to grow professionally, and be reflective of their own practice. After an in-depth interview, selected candidates will be required to present a lesson to a group of children and the recruitment committee. Considering about one-third of our teachers leave the profession in their first three years, and even higher turnover rates in some urban areas, WCST has considered strategies for retaining high-performing teachers. WCST will provide professional development and leadership opportunities that are paid, challenging, and enriching. The School will provide teachers with time to collaborate, plan, and reflect. An environment will be created where teachers feel respected and appreciated and are given input into their own schedules, decision making, and policies.

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

The nonprofit Board of Directors shall be responsible for clearly defining and articulating the charter schools mission and for providing overall leadership and strategic direction to the charter school. The Board will monitor the Director to ensure that all policies are being realized. The nonprofit Board will communicate and foster an open dialogue between all employees of the school. Members of the Board of Directors will not have authority except as a whole and will not as individuals exert undue influence over staff except as defined in the employment policies, which will be approved by the Board of Directors. A draft of the employment policies is provided as Appendix N.

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

All school personnel, including substitute teachers, must complete new hire paperwork for their position. The documents are required to meet the requirements of applicable state and federal laws for a school employee, including conducting criminal background checks. All employees will receive information about the withholding of taxes and benefits. The Administrative Assistant will ensure that the appropriate paperwork is accurately completed and all documents will be placed in the employees' personnel files. All teachers will be employed upon Board approval, and termination of a teacher's employment or related personnel actions must have Board approval.

All candidates must submit applications. Applicant screening, interviews, and selection will comply with all employment non-discrimination laws and policies. Applicants will be required to submit three references, and each candidate for employment will have a criminal background check as required by law. Teachers who are nominated by the recruitment committee and who are appropriately certified will be presented to the Board for consideration and hired in compliance with the Charter Schools Act and No Child Left Behind. Candidates approved for employment will be offered a letter of appointment, confirming the employees start date and pay rate. The purpose of the letter is to define and clarify circumstances under which employment will occur. Employment is "at-will" and may be terminated by the employee or the school with a 30 day notice. The committee will help facilitate final referencing and criminal background checks, and then the candidate will be presented to the Board for consideration for employment. Criminal backgrounds checks must be completed and examined before formal offers of employment are tendered. Candidates who receive formal offers of employment must notify the Director of their acceptance or rejection of the offer within 7 business days.

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

Wilson Community School of Technology seeks to recruit the most highly-qualified employees. Therefore, the salaries, benefits, and working conditions must be enticing and competitive.

The Board of Directors consulted the North Carolina Public School Personnel State Salary Guide to determine the appropriate salary range of all potential employees. The salary ranges from \$8,500 to \$61,000 the first year and \$9,500 to \$65,000 in the fifth year of operation. The Board of Directors will provide health insurance and retirement based on the North Carolina State Retirement System to all employees. As a further incentive, the Board will supplement salaries by issuing bonuses to all employees for high performance. As the proposed charter school demonstrates continuous success, the Board will review the salaries and employment benefits to be offered in order to provide improved compensation and benefits.

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

Any person with a grievance about employment or dismissal should provide a written complaint to the director within 15 days of the grievance. The written complaint must, at a minimum, contain the following information:

1. The name of the individual(s) filing the complaint;
2. A description of the complaint, and any unconsidered evidence
3. The signature(s) of the individual(s) filing the complaint;

The person(s) making the complaint should have either directly experienced or observed the incident, person or event the grievance is about. They may approach any staff member to help them bring their complaint to the director.

The Director will:

1. Verify that the complaint is properly filed.
2. Forward the grievance to the board within 5 business days for final decision.
3. Inform the person(s) making the complaint of the process by which the complaint will be investigated and the confidential nature of that process.

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

Wilson Community School of Technology will ask a teacher representative to be a non-voting advisory member of the board. This will be a volunteer position each year. The Director will also serve as a voting member of the board. The board will use the policies in place in the bylaws to assure no conflict of interest occurs. The Director will serve as the principal and curriculum coordinator at the school. The director and the teachers, director and curriculum director will be paid for their school duties via funds received from the state. Board members do not receive payment for the act of serving on the board. Board service is a voluntary position for all members.

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.

WCST will seek to hire the most highly qualified candidates. The school will hire one exceptional childrens teacher along with an exceptional childrens assistant. All core subject teachers will be highly qualified in the subjects and will work collaboratively with the special education teacher. WCST plans to use differentiated instruction, small class size, and multi-age groupings to serve the needs of all students, including EC, ELL and gifted learners. The school plans to contract for speech, OT and PT services. The school plans to hire a part or full ELL teacher if a need is determined by language surveys collected at enrollment. Gifted students will benefit from the web-based blended learning model, differentiated instruction, small class size and project-based learning allowing them to be challenged at their own level.

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).

Teachers will be required to meet the standards set forth by NC Law for teachers in a NC Charter school as well as those set by No Child Left Behind (NCLB) legislation, which requires teachers in core subject areas to meet Highly Qualified standards. WCST will assist teaching candidates to become NC licensed and highly qualified, as necessary, including reciprocity agreements, lateral entry, and alternative national licensure programs.

School Director

The School Director will serve as a lead partner with the teaching staff and clerical staff. The director will be responsible for reporting to the Board of Directors. The Director will operate according to the mission and philosophy of the school. A qualified candidate will hold a Masters Degree in Education Administration or be eligible to hold a Masters Degree and have 3-5 years as a classroom teacher or equivalent combination of training and experience in curriculum and/or administration. The candidate must be able to articulate and provide leadership to achieve the school's mission, provide leadership for the school's short and long-term planning, including strategic planning and report to the board of directors, Provide professional support as needed, respond to areas of need, Help to hire new staff, observe and assess staff throughout the year and provide on-going feedback and end-of-year teacher review, Serve as a liaison to State Board of Education and NC Charter School office Coordinate, Respond to parents, Support teachers with regards to discipline issues, Monitor budget and budget planning, Help ensure the safety of students and staff, Have experience coaching teachers, Administer, coordinate and supervise the instructional program of the school.

Administrative Assistant

A highly-qualified administrative assistant will assure the smooth and efficient operation of the school office, and assist in the administration of the schools business affairs so as to provide the maximum impact on the education of the children and services for the financial resources available.

Teacher Grades 5-8

A highly-qualified teacher will have a bachelors degree and be certified in the grades taught, be open to teaching in unconventional ways in order to uncover student strengths and utilize these in differentiated learning experiences that address multiple learning modalities, multiple intelligences and multiple achievement levels according to the school's mission, be a learner, flexible and willing to grow, be able to collaborate with other staff, Utilize effective classroom management techniques in a project-based learning environment, Attend weekly staff development and/or meetings during designated school hours, Communicate regularly and effectively with parents, Be willing to have open communication with parents

Technology Facilitator

A highly-qualified technology facilitator will possess a bachelors degree. 077 license preferred. The technology facilitator will Collaborate with teachers and other instructional staff to develop curriculum materials and specific lesson plans that integrate technology, model the integration of technology in all curriculum areas, facilitate school participation in technology programs and activities,

Conduct staff development in the areas of technology integration, the North Carolina Computer/Technology Skills Curriculum, and the North Carolina Technology Competencies for Educators, assists with planning the design of the technology infrastructure so that information resources are continually available to the school community, promotes family, business, and community partnerships that support the academic success, career readiness, and general well-being of all children, assists in maintaining hardware, software, and network infrastructure , serves as the school contact for addressing hardware and software issues

Roles and Responsibilities continued...

Special Education Teacher grades 5-8

In addition to the qualities of a regular education teacher listed above, a highly-qualified special education teacher will attend necessary IEP/Special education meetings and provide leadership at those meetings, keep all special education paperwork updated, complete and secure, and communicate special education students IEP goals to teachers and parents.

ELL teacher

In addition to the qualities of a regular education teacher listed above, a highly-qualified ELL teacher will collaborate with staff to meet the needs of ELL students within the regular classroom setting, keep all ELL paperwork updated, complete and secure, communicate ELL students goals to teachers and parents, and conduct any necessary ESL testing and screening

Specialist/ Electives Teachers

Physical Education, Music, Art

Follow school mission and policies

Be an expert in your field.

Bachelors degree required, Teaching certificate preferred

Staff Evaluation and Professional Development

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

The Director and the Admin. secretary will maintain teacher licensure records and professional development requirements. It is the responsibility of the teachers that hold the license for knowing and satisfying all license renewal requirements.

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

The school intends to hire a combination of experienced and new teachers. Just as the schools mission is to provide an individualized education for students, WCST seeks to individualize the professional experience for teachers as well. WCST believes the key to retaining teachers is providing them with a strong support system. Each Initially Licensed Teacher (ILT) will be paired up with a mentor for the first three years. The school is committed to providing opportunities for teachers to reflect on their practice and plan accordingly in order to maintain a high standard of excellence. The Director and leadership team will be responsible for determining the schools professional development needs and will work to provide customized plans for each teacher and staff member whether it is internal or external. Teachers will be provided opportunities to accomplish professional development goals through teacher workdays, feedback from classroom walk-thrus, mentoring, professional learning communities, and community support. Because WCST is a small family-like school, it allows the opportunity for others such as the Director and members of the community to co-teach with the faculty. Staff development will be implemented on teacher workdays as well as weekly on an early release day. Every Friday, students will dismiss four hours early for teachers to use this time to conduct professional learning communities. Staff will be evaluated using the NC teacher evaluation tool and/or another tool more aligned with our school's mission. The NC teacher evaluation tool will be used to evaluate Initially Licensed Teachers to ensure their initial licenses will become a professional license. The Board will use the Marzano Teacher Evaluation which better aligns with the schools mission for all other professionally licensed staff members. WCST may award merit-based adjustments in an effort to recognize truly superior employee performance.

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

The professional development plan will always align with the school mission statement which is to foster the innate curiosity of our students and promote optimum learning through the use of a customized curriculum, project-based learning, and rigorous technology-enhanced instruction designed to meet the needs of each individual student. We will follow the "train the trainer" model to grow from within the staff thus reducing in-service costs in the future. Our plan will:

- * Provide professional development on project-based learning, flipping the

classroom, and blended learning.

* Provide "customized" learning opportunities for teachers to grow professionally in their content area.

* Provide team building experiences to promote positive teacher morale, faculty cohesiveness and school climate. WCST believes that critical to engaging students, are highly effective, cohesive faculty, staff, and leadership teams.

* Provide time and funds for teachers to attend conferences, seminars, and workshops of their choice that aligns with their professional development plan and the schools mission.

* Build one early-release day each month into the school calendar for teachers to use for professional learning communities and vertical planning.

Teacher evaluations will be conducted by the Director for growth purposes. These evaluations will take place frequently and with specificity.

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.

This plan provides a solid introduction to the main methods and curriculum the teachers at WCST will be expected to implement and aligns to the school mission and school improvement goals. Prior to the start of the school year, professional development will be school-wide and individualized to best meet the needs of the school and staff.

Day 1: Team Building Exercises and Getting to Know You Ice-Breakers

Director will present training on school-wide routines and procedures.

Day 2: Teachers attend an on-site workshop on the Project Based Learning model

Teachers work collaboratively towards planning their initial lessons using this model

Grade level Teams create a rubric to assess project-based learning for each grade level

Teams meet cross grade level to compare rubrics and create a continuum of 21st century skills

Day 3: Teachers continue researching Project-Based Learning and the integration of curriculum using the Common Core and NC Essential Standards

Teachers discuss big ideas such as "Change, sustainability, conflict" that help connect curriculum. Teachers decide on one big idea to use school-wide the first year.

Teachers review the common core for their grades or subject area and record where objectives connect to the big idea creating a connections map.

Teachers create a pacing guide for the first 9 weeks keeping in mind "student-choice"

Day 4: AM-Teachers attend on-site workshop on Blended Learning method.

PM-Teachers attend on-site workshop on how to implement ECHO, an online learning system

Day 5: Director will present training on individual learning plans and comprehensive assessment.

Teachers will work with grade levels to discuss how to differentiate instruction in order to meet the needs of ALL learners including EC and gifted students.

Day 6 and 7: Teachers work in classrooms in preparation for students

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.

Teachers will receive an ample amount of time for professional development throughout the school year due WCSTs customized calendar and schedule. Three full teacher workdays are scheduled throughout the year for professional development opportunities. Staff development will be implemented weekly on an early release day. As stated earlier, every Friday, students will dismiss four hours early similar to other schools across the state. Students will have the option of leaving campus or attending an after-school program with extra-curricular offerings. Since WCST hours are longer than that of the traditional LEA, students will not be losing instructional time due to the early dismissal. Teachers will use this weekly staff development to conduct professional learning communities. Professional development plans will be reviewed yearly and adjusted based on faculty needs and the school improvement plan.

Enrollment and Marketing:

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

Marketing Plan

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

WCST will be representative of the local student population and will reach out to all students in the surrounding areas as not to limit enrollment to solely Wilson County students. WCST will market to the diverse community and surrounding areas in the following ways:

- * Public community meetings in various neighborhoods
- * Mailers and fliers
- * Newspaper articles
- * Social media
- * Community outreach at sporting events
- * School website
- * School sign outside of school facility
- * Booth at Local Back-to-School fair
- * Fliers distributed to After-school programs

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.*

Research shows that students whose families are actively involved

demonstrate greater success than those are are disengaged. WCST will work diligently to communicate with parents and members of the community in an effort to become partners in education. WCST has already sought partnerships with local colleges and community business. Community members will be recruited and train to serve as mentors to our students. Community members will have an active voice by being involved in the school improvement process and expanding the curriculum by presenting information and asking students to assist them in solveing real-world problems. WCST realizes parental support is needed in order to best meet the needs of the student. The school will create a warm and inviting environment so that parents/families will seek out opportunities to volunteer their time at the school. We will ask that each family donate 40 hours per school year to WCST. Parents will be asked to sign a contract of obligation. This document pledges parent support of the school's discipline and attendance policies and commitment to the academic pursuit of their children. Parents will have an active voice and involvement in the school improvement process. Staff will identify and implement practical ways to involve families in the learning process. Parents will be involved in the development of their childs individual learning plan and will be kept abreast of progress throughout the school year. Teachers and administration will also hold workshops for parents to become better familiar with the academic program and strategies, assist in learning the technology and computer applications, and how to assist in homework in order to be able to help their child in the learning process.

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.*

1. WCST will begin its open enrollment process upon final approval from SBE. WCST will seek a population that reflects the diversity of the community. No student will be denied admittance based on academic performance, special needs, race, creed, origin, religion, ancestry, or the ability to provide transportation. The only requirement to apply to WCST would be residence in the state of North Carolina. Two proofs of residency will be requested prior to enrollment. Homeless students are eligible to apply.

2. Open House dates, the application window, and public lottery date will be decided upon and posted in December of each year for the following calendar year. Applications will be available via the school website (and a hard copy will be provided upon request). Families will be given a window no shorter than 4 weeks and no more than 6 weeks during which they may have the application postmarked. Upon the receipt of an application, WCST will record and file the application and provide the applicant with a unique lottery

number via mail. Lottery numbers will also be written at the top on the admission application for school reference. Lottery numbers will be assigned based on grade level (5-001, for example, would be the first fifth grade applicant, while 8-030 would be the 30th applicant for 8th grade). If a child applies for a specific grade level, but then is retained or promoted to a different grade level, the student is still guaranteed a spot at the school.

3. All applicants and community members would be invited to attend the public lottery. At the event, a lottery for each grade would be held. All the lottery numbers for applicants at each grade level would be pulled and recorded by the staff. Open seats would be filled in the order of which lottery numbers were pulled. After all open seats are filled, the remaining applicants would establish a waitlist. All applicants who receive an open seat, as well as the first 20 numbers of the waitlist, would be published on the school website for each grade level. No applicant would have to be present at the lottery to receive a spot, and any applicant could contact the school at any time to confirm receipt of an application, inquire about an assigned lottery number, or to ask where on the waitlist a lottery number is located.

4. Students admitted to the school via the lottery (or taken off the waitlist), will be notified via mail (during the initial lottery) and via phone during the school year. Families will be asked to reply within two weeks to accept a seat or decline a seat if notified by mail, and within 5 business days if notified via phone. Families will be asked to provide further information about their child as well as sign a records release form if they accept the seat. Families declining a seat will be asked to declare this in writing so that the seat can be offered to the first applicant on the established waitlist.

5. The charter school may give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the school's principal, teachers, and teacher assistants. In addition, and only for its first year of operation, the charter school may give enrollment priority to children of the initial members of the charter school's board of directors, so long as these children are limited to no more than ten percent of the school's total enrollment or 20 students, whichever is less. If multiple birth siblings apply for admission and a lottery is needed, the school shall 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.

6. Students/families requesting transfer to another educational institution will be processed immediately upon written request to the School Director and records will be sent to the transferring institution within 48 hours.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

LEA #1 Wilson County Schools
LEA #2 Nash-Rocky Mount Schools
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 980	LEA 640	LEA 000	LEA 980	LEA 640	LEA 000	LEA 980	LEA 640	LEA 000	LEA 980	LEA 640	LEA 000	LEA 980	LEA 640	LEA 000
Grade 05	25	5	0	40	5	0	40	5	0	40	5	0	40	5	0
Grade 06	25	5	0	40	5	0	40	5	0	40	5	0	40	5	0
Grade 07	25	5	0	25	5	0	40	5	0	40	5	0	40	5	0
Grade 08	25	5	0	25	5	0	25	5	0	40	5	0	40	5	0
	100	20		130	20		145	20		160	20		160	20	

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.

WCST will not allow transportation to be a barrier. Students with special needs or homeless will be provided free transportation by Wilson Youth United, Inc., our partnering agency, who currently transports school-age youth to the extended school day program. Based on surveys conducted, the majority of students will not need transportation services. Upon enrollment, parents of students who have transportation needs will be matched with parents who are able to assist with car-pooling. WCST will seek to use local church vans for transporting students in the extended LEAs. The Director of Transportation at Wilson Youth United will make all transportation arrangements.

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.

WCST will contract with external vendors to offer lunch kiosk style to students at a fixed cost. No child will be turned away from the chosen food service program based on inability to pay. The school intends to retain a percentage of the sales as part of the contractual terms with the intent of setting aside part of that money to be made available to any student in need of lunch. Application for Free and Reduced Lunch will be part of our enrollment application. Vending from First Choice Foods Company is an option that WCST intends to pursue. CACFP is an avenue for healthy meal service that will also be pursued.

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	\$2,000.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$3,000.00
Property Insurance	\$1,000,000	\$7,500.00

Motor Vehicle Liability		\$1,000,000	\$6,000.00
Bonding Minimum/Maximum Amount	\$100,000	\$500,000	\$500.00
Other		\$500,000	\$1,300.00
Total Cost			\$20,300.00

*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.

julie_keating 12/04/2013

(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).

Wilson Community School of Technology will be located in the building that currently houses The SPOT, a non-profit after-school program. See Appendix P.

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.*

Wilson Community School of Technology currently has a facility with all needed space upon opening of the school. Upgrading the facility to better meet our needs will be ongoing each year.

Local Churches will be considered for space needs in the future.

Local building are available in the community that would meet our space needs with future capital revenue

Eastern North Carolina School for the Deaf has been approached for future space needs and growth potential.

Space Required in 2015 for the WCST

(6) Classrooms

- (1) Computer lab
- (1) Multipurpose Room
- (1) Cafe' / Food service area
- (6) Restrooms 3 / 3
- (2) Office Spaces
- (1) Outdoor Space
- (1) Parking area large enough for student dismissal

WCST is a community based school utilizing all available resources and areas. The WCST board has approached other facility owners and will continue to in diligence to seek improved space as needed. Currently spatial needs are available at the BB&T Youth Center that currently is used for an extended day program and summer camp for over two hundred youth daily. The entire school day and facility has been made available for our charter school through 2019.

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 #1980 - Wilson County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,882.36	100	\$488,236.00
Local Funds	\$1,272.20	100	\$127,220.00
Federal EC Funds	\$3,743.48	15	\$56,152.20
Totals			\$671,608.20

LEA #2640 - Nash-Rocky Mount Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$5,035.01	20	\$100,700.20
Local Funds	\$1,331.19	20	\$26,623.80
Federal EC Funds	\$3,743.48	0	\$0.00
Totals			\$127,324.00

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	\$588,936	\$732,354	\$732,354	\$805,589	\$878,825
-Local Per Pupil Funds	\$153,844	\$190,830	\$190,830	\$209,880	\$235,320
-Exceptional Children Federal Funds	\$56,152	\$56,125	\$56,125	\$56,125	\$56,125
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$798,932	\$979,309	\$979,309	\$1,071,594	\$1,170,270

***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	\$61,000	\$61,000	1	\$62,000	\$62,000	1	\$62,000	\$62,000	1	\$64,000	\$64,000	1	\$65,000	\$65,000
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$20,500	\$20,500	1	\$21,000	\$21,000	1	\$21,500	\$21,500	1	\$22,000	\$22,000	1	\$22,500	\$22,500
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	1	\$8,500	\$8,500	1	\$9,000	\$9,000	1	\$9,300	\$9,300	1	\$9,800	\$9,800	1	\$10,500	\$10,500
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	3	\$90,000	\$90,000	3	\$92,000	\$92,000	3	\$92,800	\$92,800	3	\$95,800	\$95,800	3	\$98,000	\$98,000
Instructional Personnel:															
Core Teacher 1	3	\$35,000	\$105,000	3	\$36,000	\$108,000	4	\$36,500	\$146,000	4	\$37,000	\$148,000	4	\$37,500	\$150,000
Core Teacher 2	3	\$36,500	\$109,500	4	\$36,800	\$147,200	4	\$37,800	\$151,200	5	\$38,500	\$192,500	4	\$39,000	\$156,000
Core Teacher 3	2	\$38,000	\$76,000	3	\$38,500	\$115,500	3	\$40,000	\$120,000	3	\$41,000	\$123,000	4	\$41,800	\$167,200
Core Content Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Electives/Specialty Teacher(s)	1	\$22,000	\$22,000	1	\$24,000	\$24,000	1	\$24,700	\$24,700	1	\$24,700	\$24,700	1	\$25,300	\$25,300
Exceptional Children Teacher(s)	1	\$32,000	\$32,000	1	\$33,000	\$33,000	1	\$34,000	\$34,000	1	\$35,000	\$35,000	1	\$36,000	\$36,000
Instructional Support	1	\$32,000	\$32,000	1	\$32,500	\$32,500	1	\$33,000	\$33,000	1	\$34,000	\$34,000	1	\$35,000	\$35,000

Wilson Community School of Technology

Teacher Assistants	2	\$8,500	\$17,000	3	\$9,000	\$27,000	3	\$9,000	\$27,000	4	\$9,500	\$38,000	5	\$9,500	\$47,500
B - Total Instructional Personnel:	13	\$204,000	\$393,500	16	\$209,800	\$487,200	17	\$215,000	\$535,900	19	\$219,700	\$595,200	20	\$224,100	\$617,000
A+B = C - Total Admin, Support and Instructional Personnel:	16	\$294,000	\$483,500	19	\$301,800	\$579,200	20	\$307,800	\$628,700	22	\$315,500	\$691,000	23	\$322,100	\$715,000
Administrative & Support Benefits															
Health Insurance	2	\$3,000	\$6,000	2	\$6,500	\$13,000	2	\$6,800	\$13,600	2	\$7,200	\$14,400	2	\$7,500	\$15,000
Retirement Plan--NC State	16	\$1,140	\$18,240	19	\$1,250	\$23,750	20	\$1,300	\$26,000	22	\$1,400	\$30,800	23	\$1,500	\$34,500
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	16	\$1,446	\$23,136	19	\$1,500	\$28,500	21	\$1,500	\$31,500	22	\$1,650	\$36,300	23	\$1,650	\$37,950
D - Total Admin and Support Benefits:	34	\$5,586	\$47,376	40	\$9,250	\$65,250	43	\$9,600	\$71,100	46	\$10,250	\$81,500	48	\$10,650	\$87,450
Instructional Personnel Benefits:															
Health Insurance	9	\$3,000	\$27,000	11	\$4,000	\$44,000	11	\$4,500	\$49,500	12	\$5,000	\$60,000	13	\$5,500	\$71,500
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	9	\$3,000	\$27,000	11	\$4,000	\$44,000	11	\$4,500	\$49,500	12	\$5,000	\$60,000	13	\$5,500	\$71,500
D+E = F - Total Personnel Benefits	43	\$8,586	\$74,376	51	\$13,250	\$109,250	54	\$14,100	\$120,600	58	\$15,250	\$141,500	61	\$16,150	\$158,950

Wilson Community School of Technology

A+D = G - Total Admin and Support Personnel (Salary & Benefits)	37	\$276,866	\$137,376	43	\$266,550	\$157,250	46	\$277,050	\$163,900	49	\$286,750	\$177,300	51	\$297,850	\$185,450
B+E = H - Total Instructional Personnel (Salary & Benefits)	22	\$257,500	\$420,500	27	\$262,700	\$531,200	28	\$266,300	\$585,400	31	\$274,200	\$655,200	33	\$286,600	\$688,500
G+H = J - TOTAL PERSONNEL	59	\$534,366	\$557,876	70	\$529,250	\$688,450	74	\$543,350	\$749,300	80	\$560,950	\$832,500	84	\$584,450	\$873,950

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	\$7,200	\$7,700	\$8,000	\$8,000	\$8,000
	Paper	\$1,200	\$1,400	\$1,600	\$1,600	\$1,600
	Computers & Software	\$20,000	\$8,000	\$14,000	\$6,000	\$14,000
	Communications & Telephone	\$1,600	\$1,700	\$1,800	\$1,800	\$1,800
	Copier leases	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$0	\$0	\$0	\$0	\$0
	Student Accounting	\$15,000	\$15,000	\$16,000	\$16,000	\$17,000
	Financial	\$14,000	\$14,000	\$14,000	\$15,000	\$15,000
	Other Professional	\$4,000	\$4,000	\$4,000	\$5,000	\$5,000
Facilities	Facility Lease/Mortgage	\$31,500	\$32,500	\$32,500	\$34,500	\$38,500
	Maintenance	\$12,000	\$8,000	\$8,000	\$15,000	\$8,000
	Custodial Supplies	\$5,000	\$5,500	\$5,500	\$6,000	\$6,000
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$9,500	\$10,500	\$11,000	\$11,500	\$12,500
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$18,000	\$19,000	\$20,000	\$22,000	\$23,000
	Gas	\$5,940	\$6,000	\$6,500	\$6,500	\$7,000
	Water/Sewer	\$3,500	\$3,500	\$3,650	\$3,700	\$3,700
	Trash	\$2,200	\$2,200	\$2,600	\$2,600	\$2,600
Transportation	Buses	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	Gas	\$5,940	\$6,500	\$6,700	\$6,700	\$6,700
	Oil/Tires & Maintenance	\$6,400	\$4,000	\$4,000	\$4,000	\$4,500
Other	Marketing	\$7,500	\$5,000	\$4,000	\$4,000	\$3,500
	Child nutrition	\$0	\$0	\$0	\$0	\$0
	Travel	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$181,280	\$165,300	\$174,650	\$180,700	\$189,200
	Instructional:					
Instructional Contract	Staff Development	\$4,400	\$5,500	\$5,500	\$6,000	\$6,000
Classroom Technology	Software	\$12,000	\$8,000	\$5,000	\$5,000	\$8,000
Books and Supplies	Instructional Materials	\$10,000	\$10,400	\$10,800	\$12,000	\$16,000

	Curriculum/Texts	\$1,500	\$2,000	\$2,000	\$2,500	\$2,500
	Copy Paper	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Testing Supplies	\$21,600	\$22,000	\$22,500	\$23,000	\$23,500
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$50,500	\$48,900	\$46,800	\$49,500	\$57,000
	K+L = M - TOTAL OPERATIONS	\$231,780	\$214,200	\$221,450	\$230,200	\$246,200

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$557,876	\$688,450	\$749,300	\$832,500	\$873,950
M - TOTAL OPERATIONS	\$231,780	\$214,200	\$221,450	\$230,200	\$246,200
J+ M =N TOTAL EXPENDITURES	\$789,656	\$902,650	\$970,750	\$1,062,700	\$1,120,150
Z - TOTAL REVENUE	\$798,932	\$979,309	\$979,309	\$1,071,594	\$1,170,270
Z - N = SURPLUS / (DEFICIT)	\$9,276	\$76,659	\$8,559	\$8,894	\$50,120

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.

30 students per grade serving grades five through eight/ year (1) 120
(Break-even point of Enrollment)

adding 15 students per year in 5th and 6th grade year (2)(Maximum students 150).

Example: Year 1 (120) Year 2 (150) Year 3 (165) Year 4 (180) Year 5 (180)

No more than 15 student per classroom not to exceed 45 students per grade level.

(Break-even point of Enrollment is 30 students per grade level or 120 Students)

Overall the number of Middle School Students in Wilson County have increased since 2007. Our Middle school students are in the most need of improvement and the most challenging for teachers due to many factors. In 2015 our LEA has placed a plan for one of our high schools as an Engineering and/or New Tech School. In direct support of this effort, the need to serve students in the 5th to 8th grade in preparation to attend this high school leads to a demand for more fully-prepared students.

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

WCST contingency plan will rely on educating the community on project-based and blended learning. Community Relationships and inclusion in the operations of the Project-Based Learning concept and student growth and competencies in the core content areas, to include STEM and technology use in and out of the classroom, will allow WCST to generate financial partnerships. Grants and public / business support from local sustained companies such as Merck Pharmaceuticals, BB&T, Bridgestone-Firestone, Kiddie Aero Space and Voith Fabrics are planned. Fundraising and small business support in concert with individuals will be solicited and supported from our non-profit partner, Wilson Youth United, Inc. and adds a community dynamic that sets the school within a proven success model in Wilson County. The budget is conservative based on state and county allowances per student. Shared cost with our Non-Profit Partner, Wilson Youth United supports our contingency plan to meet our financial goal.

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

The local LEA, Wilson County Schools, will be solicited to support the Food Service Program for hot breakfast and lunch based on free/reduced qualified students. As a part of the WCST application for enrollment students will complete the North Carolina States required documentation for approval of Free/Reduced meals. Our estimate for this service is (55%) or seventy of our students will qualify for this service. Currently, local food donations support the extended day services and Summer Food Service (SFSP) supports the Summer Camp program of our partnering agency, Wilson Youth United. This service will be extended to the WCST Charter School. Local food establishments will be solicited to provide Kiosks style meals for purchase daily. No child will be turned away for the food program due to finances. WCST understands the importance of a hot school breakfast and lunch for our students and that sometimes these meals are the only source of nutrition for many students.

Appendices attached include: SFSP Wilson Youth United, Inc. 2013.

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

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- 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.*

ISIS will be utilized with an estimated cost reflected in the budget of \$14,000.

Student Financials and staff and student communications are shown in the budget as \$15,000.

Exceptional children staff is reflected in the budget (1) \$32,000 with a plan of no more than 12 students.

Custodial is a part-time paid position in collaboration with Wilson Youth United, Inc.

Purchases of computers or any individual item that exceeds \$500 or more will require three bids.

Contractors will be required to use the State of North Carolina Contractors bid documentation for large projects or programs, as well as, proper licensing and insurances in place prior to bidding.

All procedures for selecting contractors and purchases exceeding \$500 will required a two-thirds majority approval of the Wilson Community School of Technology Board of Directors.

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

Teacher ratio of one to fifteen students is a key component of WCST. Project-Based Learning along with Blended learning strategies and up-to-date durable technology equipment and programs are increased annual budget items. Each year an additional teacher is added per fifteen students as well as teacher assistants. Technology and student services dollars increase annually. Project-Based Learning is student-driven and teacher facilitated. Professional development is available weekly and periodically throughout the year. Teacher/Student on-line communications programs are state of the art

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

integrating 21st century skills. Curricular offerings funding is maintained with increases as student enrollment increases.

Transportation plan in 2015 will be determined upon need during the time of student registration. Planning for transportation will be a service provided by our partnering non-profit (Wilson Youth United, Inc.) that currently operates four busses during the extended day program.

Facilities are shared with Wilson Youth United, Inc. Upgrading the facility to meet our needs is currently in progress. Kitchen facilities are being added and will be completed by May 2014. The facility, BB&T Youth Center, was used as Wilson Christian Academy in 1975 and currently is an after school and summer camp program for Wilson Youth United, Inc. serving school age youth 5-18. This facility has classrooms, auditorium, computer labs, offices, adequate storage, and gymnasium. Green space available is approximately 3 acres.

Upgrade and capital improvements are planned for the facility by the Wilson Youth United, Inc. Board of Directors in 2015 at which time the ongoing capital campaign launched in 2011 will be complete.

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.*

General Fund Balance will be supported by the WCST Budget, local community, donors, and individuals. Our goal is to name the school in the future with a substantial General Fund donor(s).

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

Transportation provided by Wilson Youth United, Inc.
(Bus Lease only if needed after determination of first enrolled students each year)

Facilities (Rented) Shared facility use with Extended Day and Summer Camp.

Food and Nutrition Service (Wilson Youth United, Inc.)

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*

Wilson Youth United, Inc. will provide the following assets already secured:

- * Tables
- * Chairs
- * Computers

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?

ISIS program and local CPA, Betsy Witt along with a Human Resource management company for payroll, legal support and documents will be in place.

Wilson Youth United, Inc. a 501c3 non-profit has demonstrated, over the past 4 years, a high level of safeguarding assets, reporting accurately, documenting and record keeping ability. The program has received grants from the Golden Leaf Foundation, Summer Food Service Programs, The United Way and others with a record of integrity and accountability. This organization works with internal audits, external audits having assets that exceed 1 million dollars. The Wilson Youth United, Inc. Board of Directors safe guards its annual and day-to-day operations with a volunteer board that receives no compensation for duties. A board President, Vice President, Treasurer and Secretary along with the Executive Director and 8 other board members make all program and financial decisions. This board will be included in financial decisions as a safeguard partner by the Wilson Community School of Technology board of directors. Two shared board members, "Liasons" will serve and attend meetings and be a voting member of both board of directors. All financial payments will require two (2) signatures with a two thirds majority vote used to determine contracts and large purchases, as well as, all payments exceeding \$500. WCST will share the WYU Board of Directors partners and include all the safeguards and segregated duties that have proven positive. Record keeping and accurate reports leading to excellent external and internal audits currently in place will also be utilized as a model for the WCST.

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

Not Applicable at this time.

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.

Betsy Boswell Whitt, C.P.A., P.A
2306 Cedar Run Place, Wilson, NC 27896
(O) 252.291-6031
(F) 252.291-0819

This firm has not been determined, however, is the firm currently used by Wilson Youth United, Inc. dba the SPOT 501c3 27-1604121

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).

julie_keating

Date: 12/05/2013

Applicant Signature:

The foregoing application is submitted on behalf of Wilson Community School of Technology (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: julie_keating

Board Position: Matt Edwards, Board Member

Signature: _____

Date: 12/05/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

