

Extraordinary Leaders Academy - Extraordinary Leaders Academy develops students who are prepared to be global leaders with superior performance in science, technology, engineering, arts and mathematics whose pursuit of excellence is unyielding in both leadership and character.



Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Cheryl Turner
Amy Ruck Kagan
Leigh MObley
Alan Hawkes
Becky Taylor
Alex Quigley
Greg Schermbeck
Tracy Kelley
Shannon Sellers
Steven Walker

Date of Review:

10/27/2014

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Extraordinary Leaders Academy

Public charter schools opening the fall of 2016

Due by 5:00 pm, September 26, 2014

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
2014 Application Process
To open a charter school in the 2016-2017 school year

APPLICATION DUE DATE/TIME

September 26, 2014 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 26, 2014 at 5:00 pm EST. **All applications 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 in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Extraordinary Leaders Academy*

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

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

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: *Kerby D. McLean*

Title/Relationship to nonprofit: *Chief Executive Officer*

Mailing address: PO Box 560621
Charlotte NC 28256

Primary telephone: 704-968-2421 Alternative telephone: 704-281-5254

E-Mail address: *kerby.mclean@gmail.com*

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

County: *MECKLENBURG*

LEA: *600-Charlotte-Mecklenburg Schools*

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

No:

Yes:

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

No:

Yes:

Submit the following evidences (Appendix A) to support the conversion of the traditional public to a charter school:

- *Statement of Support signed by the majority of the teachers and instructional support personnel*

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currently employed at the school

- *List of current staff receiving compensation from the traditional public school*
- *Current school enrollment*
- *Parent support of the conversion*

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

<i>Financial History YR2011</i>	<i>Financial History YR2012</i>	<i>Financial History YR2013</i>
---------------------------------	---------------------------------	---------------------------------

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? ELA Community Schools

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 Month July

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06,07,08	900
Second Year	K,01,02,03,04,05,06,07,08,09	1025
Third Year	K,01,02,03,04,05,06,07,08,09,10	1150
Fourth Year	K,01,02,03,04,05,06,07,08,09,10,11	1275
Fifth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	1400

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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. 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.

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elacademy2016

Kerby D. McLean, Chairman

Signature

Title

elacademy2016

09/26/2014

Printed Name

Date

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Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>900 students is unrealistic for the first year. Charlotte-Mecklenburg schools are under-enrolled currently. Two charter schools in the Charlotte area have closed due to low enrollment numbers.</u>	<u>Shannon Sellers</u>	<u>Grade Levels</u>
<u>2 / 3 boxes were checked to signify that this section should be marked as passing. However, it is unclear what criteria will be used to select 900 scholars in the founding year of the school.</u> <u>Additional questions must be asked in order to better understand how ELA will enroll 900 scholars in the founding year. Lacking a clear understanding of doing so, it would be a difficult feat.</u>	<u>Greg Schermbeck</u>	<u>Grade Levels</u>
<u>i don't see the signature</u> <u>huge opening enrollment- number of grades and kids is problematic</u>	<u>Amy Ruck Kagan</u>	<u>Grade Levels</u>
<u>Applicant decision to start with 900 demonstrates a unrealistic expectation and an under appreciation of the magnitude of the task at hand.</u> <u>Please articulate an compelling rational in support of the enrollment section, especially the rational for starting with k-8?</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Cheryl Turner</u>	
<u>Amy Ruck Kagan</u>	<u>Fail</u>
<u>Leigh MObley</u>	
<u>Alan Hawkes</u>	
<u>Becky Taylor</u>	
<u>Alex Quigley</u>	
<u>Greg Schermbeck</u>	<u>Pass</u>
<u>Tracy Kelley</u>	<u>Fail</u>
<u>Shannon Sellers</u>	<u>Pass</u>
<u>Steven Walker</u>	

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II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **thirty-five 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:

Extraordinary Leaders Academy develops students who are prepared to be global leaders with superior performance in science, technology, engineering, arts and mathematics whose pursuit of excellence is unyielding in both leadership and character.

Clearly describe the mission of the proposed charter school:

Extraordinary Leaders Academy exist to provide an excellent experience in a safe, nurturing, educational environment. ELA's professionals are committed to providing a superior education that transforms and develops responsibility for scholars success. Our education professionals are relentless in their pursuit and commitment to creating one of the finest institutions of educational learning for grades K-12, through the development of students who set the standards for academic success globally.

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.*

Extraordinary Leaders Academy will be located in the 28216 zip code area of Charlotte. Although, any student within the state of NC seeking a choice in their education experience, ELA will focus it's target on a 5-8mile radius.

The racial and ethnic composition of the targeted area is as following:
African American: 70%; White: 15%; Hispanic 11%; Other 3%.

With reports from NC Report Cards, the schools within this targeted population, have performed below county and state performance consistently for years. 61.57% of the students are Free or Reduced Lunch eligible and 85.71% of the schools are Title 1 Status.

The LEA is working tirelessly to provide space and adequate education for the students within this region. Mecklenburg County has issued a bond proposal for \$290 million as Phase 1 of a major, 10-year capital plan. It is our belief that it takes a village to raise/educate a child. ELA is focused to relieve some of the pressure by providing another excellent choice for education to the parents for scholars of our targeted region and surrounding.

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By ELA providing a choice for students in this demographic area, it will increase overall student performance, character and ability to excel in post-graduation achievements.

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).*

Charlotte-Mecklenburg Schools currently has 142,612 students enrolled and is the second largest LEA in the state of NC. Extraordinary Leaders Academy is proposing to serve at the capacity of 1400 students. ELA's student population makes up 1.018% of the LEA's total student enrollment.

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

In comparison to the local LEA, Extraordinary Leaders Academy will offer courses similar to what is already provided. However, the difference is how such courses will be offered to our scholars. By way of a combination of arts and sciences for all grades entwined with state standards and essential standards, our program places emphasis on Leadership, STEM, and Extracurricular Involvement.

Rigorous study develops virtue within a scholar. Aristotle defined virtue as the ability to act in accordance to what one knows to be right. The virtuous scholar can force themselves to do what they know to be right, even when it runs against his inclinations.

Systematic Study also allows scholars to join what Mortimer Adler calls the "Great Conversation", the ongoing conversation of great minds down through the ages. Much modern education is so eclectic that the student has little opportunity to make connections between past events and the irruption of current information.

ELA also provides our instructional staff with 18 days (144hrs) of professional development and training. We hold fast to the fact that great teachers make great classrooms. By ensuring that our teachers are masters in subject and content areas, it provides an extraordinary learning environment for our scholars to excel and succeed in their learning experience.

4. *In the appendices (Appendix A1), 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.*

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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. Teachers at Extraordinary Leaders Academy will be recognized as "coaches" who will guide our scholars in their educational experience. Our coaches will have numerous professional development opportunities through Professional Learning Communities, courses offered at the NC Department of Public Instruction, webinars, partnerships, and conferences. Our coaches will also have the opportunity to with their specific department and collaborate about curriculum, lessons, scholar advancement, and the ultimate goal of academic growth. Coaches that show exemplary leadership, knowledge, and professional development will have the opportunity to serve as lead teacher or department chair.

2. ELA will follow the NC Accountability Model to ensure that scholars are meeting measurable achievement results. Quarterly assessments, fluency checks, and formative and summative assessments will also be conducted regularly to gather data to ensure scholars are making growth and ultimately meeting and exceeding achievement goals.

3. ELA will provide the families in Mecklenburg County and the surrounding counties an additional educational choice for scholars in grades Kindergarten through 12th Grade.

4. The ELA Family is dedicated to improving student learning. In order for students to learn, the learning environment needs to be safe, nurturing, and free from distractions. Teachers will take responsibility of their classrooms, keeping them clean, safe and orderly. ELA will also implement a uniform policy to deter scholars from bullying and potential distractions, which will put all scholars on a level playing field.

5. ELA will use many different instructional methods and strategies including differentiation in the classrooms to ensure all learning styles are touched upon allowing all scholars to master skills and concepts regardless of their background and learning style.

6. ELAs facility will be erected from the ground up equipped with 21st Century Technology, allowing technology to be incorporated into lessons keeping scholars current with technology literacy and the most advanced information.

7. Teachers and Staff will participate in professional development that develops the ELA culture of academic excellence and leadership within the schools community. The professional development will include quarterly books readings, yearly participation to content/program specific professional development, annual participation in technology and/or technology integration with the classroom, brain based learning/instruction, quarterly

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school based professional development by leaders within the school, RtI process, effective intervention strategies, professional learning communities training and ongoing culturally relevant (school and students) professional development. All professional development will be conducted to maximize scholars achievement.

8. ELA will increase learning opportunities for all scholars by providing a rigorous and comprehensive academic program that incorporates multiple facets of education into their lessons. There will be pre-screening and placement assessments to ensure scholars are achieving their academic potential and through heterogeneously mixed classrooms. Identified at-risk scholars will have the opportunity to attend remedial and additional tutoring sessions and will participate in the second and third tiers of the NC Response to Intervention program. Gifted scholars will have the opportunity to transition to more advanced classes as well as participate in enrichment activities, lessons, and projects. ELA will also provide Advanced Placement, honors and college level courses.

9. ELA supports and encourages teachers to collaborate through professional learning communities and share innovative teaching methods that will support ELAs mission and vision.

Goals for the Proposed Charter School:

- 1. Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

ELA has chosen four specific and measureable student achievement performance goals for the schools educational program known as "Scholar Objectives":

S01: Attendance: Maintain no less than 95% percent of scholars attendance each month.

S02: Level of Competency: Scholars will comprehend each objective within its course of study, demonstrating the ability to perform at the level of efficiency.

S03: Leadership Performance: By applying the leadership and character principles of ELA, scholars will refrain from disruptive behavior in both its learning environment as well as its community and neighborhoods.

S04: Academic Progress: All scholars will consistently maintain academic achievement and growth within their core subjects. ELA scholars will consistently perform above the scores of the LEA and surrounding counties.

S05: Post Graduate Achievement: Upon seniors graduating from ELA, at least ninety percent of the graduating class will (a) enter a four or two year college; (b) enter a trade or technical school; (c) enter the military; (d) enter the workforce; (e) work with a Career Coach and become an entrepreneur.

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

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The governing board will measure each goal by:

S01:

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
jargon filled	Amy Ruck Kagan	Mission Stat
The mission statement does not express a clear, focused, compelling purpose for the proposed school. Applicants' mission statement does not articulate what the school hopes to be and it does not explain how the school will reach the goal. There is nothing particularly innovative or inspirational and is unlikely to produce high quality educational outcome for students. The mission statement is not grammatically correct, nor does it express clear guiding principles about the STEM foci.	Tracy Kelley	Mission Stat
Appendix A1 shows the survey, but doesn't provide numbers surveyed or types of response, leaving it difficult to know what the interest actually was the demographics provided in no way link to the proposed program although they say that they courses will be offered in a different way than the district, there is nothing provided that yet sets the school apart	Amy Ruck Kagan	Educational
The target population is not specific. There is no evidence provided in Appendix A to justify a 900 pupil school. Two schools in the Charlotte area have closed due to low enrollment numbers.	Shannon Sellers	Educational
Applicant does not provide a rationale for selecting the targeted student population that justifies the large student cohort, year one. Applicant admits that there is nothing new or innovative about the overall school design, as similar courses are currently being taught. Distinction regarding instructional strategies and techniques are less than compelling and demonstrate a lack of pedagogical understanding of research-based best practice.	Tracy Kelley	Educational
Purposes do not reflect "superior performance" in areas stated in the mission.	Shannon Sellers	Purposes of
More detail should be included when discussing achieving one or more of the six legislated purposes. ELA should explain in greater detail how teachers will hold scholars accountable, how data will be utilized daily and how different instructional models will be decided upon and employed.	Greg Schermbeck	Purposes of
1. Applicant does not describe professional opportunities aligned with STEM focus. 3. Applicant does not highlight the specific school focus as the reason why parents will choose the proposed school. This indicates that applicant group has not fully integrated the STEM theme as it is not prominently presented. 4. Applicant does not convincingly articulate how the school will improve student learning. 6. Applicant does not describe innovative teaching strategies and techniques that are both aligned with proposed mission, innovative, data-drive, results-oriented, or research-based.	Tracy Kelley	Purposes of
numerous grammatical mistakes stating they will provide choice doesn't provide reason or rationale the responses do not connect back to the mission PD seems to be offered, but not differentiated from that of a traditional public school dedication and commitment evident, still no how	Amy Ruck Kagan	Purposes of
No operational, financial or governance goals provided goals that are provided are academic, but not measurable or specific goals are not connected to the mission	Amy Ruck Kagan	Goals for th
Goals align with the mission of the school however the only measurable goal is SO1. It is unclear how level of competency, leadership performance, academic progress or post-graduate achievement will be assessed and measured. Further, there may be a tech issue however the application appears to be missing an answer to the question "How will the governing board know that the proposed public charter school is working toward attaining their mission	Greg Schermbeck	Goals for th

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<p>statement?" Answers to this question are required to get a clear sense of how the board will define and measure success.</p> <p>Again, this section has been passed however greater information is required in order to feel comfortable with this school serving scholars in the fashion that is described.</p>		
<p>There is no clearly defined time line for the goals after goal 1. Where will the other 10% of graduates go after graduation? How will the board monitor the progress of the goals?</p>	Shannon Sellers	Goals for th
<p>Applicant responses in this section do not demonstrate a clear understanding of accountability laws, both state and federal.</p> <p>The applicant does not articulate a plan to monitor progress toward meeting any of the goals that is likely to yield positive student outcomes.</p> <p>The applicant goals and objectives evidence low expectations and a significant lack of rigor and relevance.</p> <p>The applicant group does not articulate the strategies that will be put in place (systems, process, structures, practices, policies) to ensure students are making progress toward meeting the goals.</p> <p>Specifically, SO4 is not a measurable academic goal as it does not sufficiently aligned to the overall mission and purpose.</p>	Tracy Kelley	Goals for th

Reviewer	Score
Cheryl Turner	
Amy Ruck Kagan	Fail
Leigh MObley	
Alan Hawkes	
Becky Taylor	
Alex Quigley	
Greg Schermbeck	Fail
Tracy Kelley	Fail
Shannon Sellers	Fail
Steven Walker	

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III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

The Extraordinary Leaders Academy will implement a rigorous core academic curriculum with an integrated STEAM approach in all grade levels. ELA instructional design is one that is focused on brain based research and Teach Like A Champion series. The instructional design is to identify the needs based on brain based research by Eric Jensen and Marcia Tate. This researched based instructional design focuses on how students can be successful using instructional strategies that focus on how each student learns. Brain based research requires teachers to differentiate instructional presentation based on the way students retain the most information. Teachers at ELA will be required to provide continuous formative assessments to ensure student are being challenged during the instructional day. Teachers will also provide summative assessments, such as chapter/unit test, benchmarks, and online assessment created by teachers within their professional learning communities. All assessments will be used to guide the teachers instruction and rigor to the students daily experience. The lesson design for teacher will include activities that will allow students to make connections, envision the future (how the concept may be used), and application to student future goals. Lessons will also include technology integration and 21st Century technology. Teachers will be required to incorporate purposeful movement into their lessons daily, to allow students to maintain their focus on the lesson(s)/content being discussed during both whole group and individual instruction. Utilizing such strategies that include but are not limited to mnemonic devices to assist with memory, and movement that will also increase students ability to retain information covered during an instructional period. Student activities will include assignments and discussion that require students to use the highest level of Blooms Revised Taxonomy, creating. This will assist in preparing students for the application of their knowledge in our STEAM program and encourage them to continue to explore beyond the classroom walls. Students will be given the opportunity to complete service projects that will help surrounding communities and assist with students understanding there is a great society in which they are preparing to be a part of as a productive citizen. Through these service-learning projects, students will have an opportunity to develop their character and become leaders both in their school and at large community. Teachers will encourage students to use the give back to your community and lead by example philosophy, in an effort to develop leaders among the student body we serve and community at large. Teacher lesson design will require students to be involved in project based learning and exploration. Teachers will be required to plan lessons that will extend beyond the classroom walls, to include virtual field trips,

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traditional field trips, career opportunities and exposure to various society etiquette norms. This will be done so that all of our students will have access that might normally not have the opportunity to experience in a traditional learning environment. The learning environment will require that student and teachers pursue various instructional methods in all of their classrooms to ensure student success in a nurturing school environment. The school community will use pre-assessments as a guide for placement purposes and grade level focus for the first quarter of the school year. The assessments will include diagnostic test in reading and mathematics. Pre-assessments will also be used to assist with identifying students who may need referrals to the RTI process. ELA will use mClass pre-assessment to determine student reading level in grades K-5, in addition the school will use Dreambox to support students K-5 as diagnostic and individualized support for mathematics.

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Learning at Extraordinary Leaders Academy will have classroom-based with small class size and small groups within the classroom as well as blended learning. Teachers of students in the primary grades will utilize centers to enhance differentiation of instruction while teachers in the upper elementary grades will utilize project-based learning more frequently. Teachers of students at the secondary level will incorporate a blended learning model in addition to project-based learning. At all levels there will be a great deal of small group instruction and classroom activity. Teacher lesson design will require students to be involved in project based learning and exploration. Teachers will be required to plan lessons that will extend beyond the classroom walls, to include virtual field trips, traditional field trips, career opportunities and exposure to various society etiquette norms. This will be done so that all of our students will have access that might normally not have the opportunity to experience in a traditional learning environment. The learning environment will require that student and teachers pursue various instructional methods in all of their classrooms to ensure student success in a nurturing school environment. Class size for kindergarten will be a maximum of 18 students per teacher. Class size for the remaining grades through fifth grade will be a maximum of 22 students. Two teacher assistants also will be members of the staff and trained to assist in classrooms. Special education teacher(s) will co-teach and will also teach small groups of children with disabilities as their IEPs prescribe.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*

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

The school's curriculum will be aligned with the Common Core State Standards and the Essential Standards for English as a Second Language, Science, Social Studies, Arts Education and Healthful Living. The curriculum is aimed at teaching important literacy and numeracy skills while applying science, technology, engineering, arts and math to solve problems. Encouraging students to think creatively and solve problems are core goals of the ELA and will be infused throughout the curriculum. For all subject areas, it is imperative that lessons encourage students to apply what they have learned and develop critical thinking skills in all content areas. The founding board is aware that the Common Core Standards require students to demonstrate higher-order thinking through problem solving and essay writing, as opposed to multiple-choice tests. The philosophy and tenets of ELA are geared to improving science and math proficiency while building a strong literacy foundation for all students, including at-risk students, students with disabilities, and English language learners. We believe that by planning the curriculum to meet the Common Core State Standards and the Essential Standards, the school will have a strong curriculum in place and be prepared to meet any accountability standards set by the state.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Teach Like A Champion design focuses on forty-nine techniques that span K-12 and support students across all curricula. The following are called the essential techniques which coincided with brain based strategies of our instructional design, brain based research:

Setting High Expectations, Planning that Ensures Academic Achievement, Structuring and delivering Lessons, Engaging Students in Your Lessons, Creating a Strong Classroom Culture, Setting and Maintaining High Behavioral Expectations, Building Character and Trust, Improving Your Pacing: Additional Techniques for Creating a Positive Rhythm in the Classroom, Challenging Students to Think Critically: Additional Techniques for Questioning and Responding to Students

In addition to the instructional strategies, Teach Like A Champion focuses on how to get the most out of reading. To maximize reading all teachers must become reading teachers to help students across the curricula to improve fluency, decoding techniques, vocabulary development and reading comprehension. This is the approach that will be used by ELA educators. This strategy as the others previously stated strategies meet the needs of the population of ELA. These strategies have been identified to help with the students academic and social growth, which supports our mission of leadership and high academic expectations.

ELAs instructional methods are designed to allow students maximum opportunities for learning and academic growth. The instructional methods will include traditional as well as blended learning opportunities.

ELA educators will use the following traditional methods:

Differentiated Instruction The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000).

Socratic Seminar The Socratic seminar is a formal discussion, based on a

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text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. (Israel, 89)

Project Based Instruction Teachers at ELA will implement project based learning to assist students with greater retention and application than students who receive traditional instruction. Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009).

Blended Learning Models to include the following:

Face-to-Face Driver Model - This blended learning approach, the introduction of online instruction is decided on a case-by-case basis, meaning only certain students in a given class will participate in any form of blended learning. The face-to-face driver approach allows students who are struggling or working above their grade level to progress at their own pace using technology in the classroom. This method is a helpful way to engage English language learners (ELL), who sometimes fall behind not because they are incapable of understanding a concept, but because they're not native speakers.

Self-Blend Model - The self-blend model of blended learning gives students the opportunity to take classes beyond what is already offered at their school. While these individuals will attend a traditional school environment, they also opt to supplement via online.

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

ELAs instructional design is one that is focused on brain based research and Teach Like A Champion series. Part I of ELAs instructional design is to identify the needs based on brain based research by Eric Jensen and Marcia Tate. This researched based instructional design focuses on how students can be successful using instructional strategies that focus on how each student learns. Brain based research requires teachers to differentiate instructional presentation based on the way students retain the most information including but not limited best practices outline in ELA's instructional strategies.

In addition to the instructional strategies, Teach Like A Champion focuses on how to get the most out of reading. To maximize reading all teachers must become reading teachers to help students across the curricula to improve fluency, decoding techniques, vocabulary development and reading comprehension. This is the approach that will be used by ELA educators. This strategy as the others previously stated strategies meet the needs of the population of ELA. These strategies have been identified to help with the students academic and social growth, which supports our mission of leadership and high academic expectations.

By utilizing brain-based research strategies and Teach Like a Champion strategies allow the educators of ELA to maximize the academic growth of every student in ELA. Allowing teachers to use a variety of strategies to promote student academic growth. Teachers are able to reach students who have a variety of learning styles. By using blended learning, students will

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be able to access more course offerings beyond the building and extend into higher education. Blended learning will also allow our students not only to be competitive with students in North Carolina but across the globe. It is through the various methods of instructional delivery that students will be able to flourish throughout their school experience and be college and career ready based on the North Carolina Standards. Encouraging teachers to be educational leaders by using the instructional strategies for brain based instruction and creative methods of delivery are a essential components to academic success in the classroom. ELAs instructional culture is designed with each individual student in mind, which will allow for easy transitions at each grade level through consistent use of ELAs instructional design. The culture of ELA is to nurture students academic growth within and environment that cultivates their individual needs; which will be done with ELAs instructional design.

ELA will also use appropriate assessment strategies to guide instruction and ensure students are monitor on a regular basis by using the following assessment strategies:

Pre-Assessments The school community will use pre-assessments as a guide for placement purposes and grade level focus for the first quarter of the school year. The assessments will include diagnostic test in reading and mathematics. Pre-assessments may also be used to assist with identifying students who may need referrals to the RTI process.

Computer Based Assessments ELA will use mClass pre-assessment to determine student reading level in grades K-5, in addition the school will use Dreambox to support students K-5 as diagnostic and individualized support for mathematics.

Academic Growth Measures To appropriately assess student growth ELA will continually collect and analyze data in the classroom, grade level, and school wide Professional Learning Communities. Growth data will be posted in the schools data room, where PLCs will be conducted, and used to guide instruction and cross curricula dialogue regarding student growth. The assessments and their data will also assist with determining the assistance needed to decrease the achievement gap among various subgroups within the school and surround districts from which our students are/were served. Including teacher made assessment.

6. If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?

Students will earn one credit for every course taken in high school and have the opportunity to earn quality points toward their grade point average by taking honors and/or Advance Placement courses. The grade point average will be calculated as follows:

1. For every final course grade, identify the number of quality points received.
2. Add the total number of quality points you have earned for every class you have taken in high school and divide by the number of courses.
3. Include all classes, regardless of whether you passed or failed.
4. For Honors classes, add one extra quality point to get your weighted GPA.
5. For AP classes, add two extra quality points to get your weighted GPA.

Grading Scale

Grades 3 - 12

A - 100 - 93

B - 92 - 85

C - 84 - 77

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D - 77 - 70

F - Below 70

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

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

ELA has adopted a year-round calendar, designed to provide scholars with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time that they need to grow as teachers. The calendar adheres to the guidelines and requirements set forth by the state regarding days/instructional hours, teacher workdays/professional development days, and holidays.

Our program offers 186 days of learning for scholars, 18 days (144 hours) of professional development, 4 Quarters divided by 3-week breaks. During the 3-week breaks, our scholars will have the opportunity to participate in our enrichment camps offered on the campus as programs structured to revisit each quarters objectives as a hands-on experience for our scholars. By doing so our scholars will have the opportunity to interact with other scholars, apply their academic and social skills, explore extracurricular activities, and enjoy the extraordinary experience of learning and fun.

This calendar, which outlines both the learning opportunity for scholars as well as the professional development opportunity for teachers, aligning with our mission of placing each scholar on the path to become competitive leaders in today's global workforce.

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.*

ELA will use pre-assessments to identify scholars that may need additional support beyond the traditional classroom and/or RtI referrals. ELA education professionals will continuously monitor scholars progress through various forms of assessment to include but not limited to formative, summative, and academic growth measures. A variety of support services are necessary to assist in student success at ELA. The support services include enrichment activities during three- week session breaks, summer camps to include both academic and athletic options for scholars and after school academic enrichment opportunities. Scholars will be offered before and after school services with individualized academic support plan. Internship opportunities will be provided for scholars within the schools community that may turn into trade and/or career opportunities. We provide scholars with access to courses traditionally only provided to the academically gifted student and access to technology that will support their identified academic area of need.

ELA will use North Carolinas Responsiveness to Instruction model (NCRtI) to ensure all scholars are progressing and meeting academic growth goals so scholars will be able to comfortably and confidently pursue higher learning. NCRtI is a multi-tiered framework, which promotes school improvement through engaging high quality instruction using a team approach to guide educational

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practices. Understanding the NCRtI model, ELA will provide diagnostic assessment, Iowa Test of Basic Skills, to annually assess reading and mathematics skills at the beginning and end of the year. This will allow our professionals to measure scholars growth and provide necessary interventions as need. NCRtI model will be implemented school wide and time will be set aside for interventions as needed. The key to ELA's successful implementation of the NCRtI model is the close monitoring of scholars academic achievement and progress monitoring through continuous formative assessments and effect professional development of teachers.

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

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

The founders of Extraordinary Leaders Academy anticipate at least 5% of the school population will be ELL. Upon enrollment, the school will begin identifying ELL scholars by identifying the family's primary language, through home language surveys. Scholars that are identified as having a language other than English spoken at home, the designated teacher will administer a more in-depth assessment (WIDA ACCESS placement test or W-APT), adopted by the state of North Carolina to determine if a scholar is in need of specialized English instruction or other services. If the evaluation determines that a scholar is Limited English Proficient, the school leader and the scholars homeroom teacher will consult with the Dean of Students to develop a personalized instructional plan that best meets the scholars needs. When that scholars English Language Development Level (ELDL) has been determined, a multi-faceted strategy can be developed and implemented. The plan will be monitored and modified, if necessary, if the scholars progress is not satisfactory.

ELA plans to utilize structured English language immersion, ensuring the scholars are receiving the same academic curriculum as other scholars. All teachers will be trained in how to use Sheltered Instruction Observation Protocol (SIOP) strategies to support ELL scholars learning school wide. The schedule's enrichment periods may also be used for additional instruction activities, and the school schedule includes time each day for more intensive English language instruction as needed. The school will also use the K-12 NC English Language Development Standard Course of Study, also referred to as the ESL Essential Standards, to guide instruction (<http://www.ncpublicschools.org/docs/acre/standards/supporttools/unpacking/esl/esl.pdf>). Scholars will be exited from the ELL program in accordance with the NC State Board policies regarding attainment of English language proficiency (also known as the Comprehensive Objective Composite or COC) (<http://sbepolicy.dpi.state.nc.us/policies/GCS-K000.asp?pri=01&cat=K&pol=000&acr=GCS>).

ELAs education professionals will evaluate ELL scholars annually using the state and federally required WIDA ACCESS for ELLs assessment. The school will adhere to the states exiting requirements from ELL services, they are as follows: 1) a minimum score of 4.8 Composite and 2) a minimum score of 4.0 Reading and 3) a minimum score of 4.0 writing.

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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.*

ELAs education professionals will actively seek to identify scholars who demonstrate the readiness for academically gifted course work, through assessments, national and locally, and teacher recommendations. ELA will provide a rigorous curriculum that will support gifted and high ability learners through interactive classrooms, honors classes, advanced placement courses, self-paced computer programs, and designated "curriculum paths" geared to motivate scholars towards higher learning. Curricular modifications for higher achievement groups include more complex tasks, exposure to a broadened scope of information, an emphasis on multiple perspectives, more rapid pace of instruction and a higher focus on 21st century thinking.

The school will also monitor the representation of scholars who are ethnically diverse, ELL, economically disadvantaged, and scholars with disabilities who have been identified in grades 3-5 as AIG. ELA will not only have scholars performance data on state end of grade tests, but in addition will also have annual achievement test data that will be analyzed to determine growth of reading and mathematics skills at the beginning and end of the school year on an individual scholar basis.

Exceptional Children

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

Identification and Records

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

1. The school will make every effort to obtain school records from previous school(s), including Section 504 records and Exceptional Children (EC) records prior to the beginning of the school year so that meetings can be held with parents to revisit the 504 plan or the IEP. While the

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application form will not contain any requests for information regarding a potential scholar's disability, the enrollment form will request information such as previous school(s) attended and special needs. Extraordinary Leaders Academy will utilize CECAS and available resources at the NCDPI to locate information to help determine if a scholar has been identified as a student with a disability in another LEA. A letter template will be used to request the records, and follow up will be made via phone calls and e-mail whenever necessary.

2. The Exceptional Childrens Director will be responsible for ongoing classroom observations and for identifying scholars who may need special education services. He/she will work directly with the faculty, parents, and school administrator to utilize best practices, such as RtI principles, to meet the needs of at-risk scholars in the least restrictive environment, often in the regular education classroom. When a teacher, parent, administrator, or other source believes that regular education classroom interventions, supports, and/or accommodations are insufficient to address the identified concern and the RtI process has proven to be ineffective, a referral will be made to special education.

Because we highly value the role of parents in the education of their child, school personnel will remain available to discuss the special education procedures throughout this process. The procedural notice required will: (1) ensure compliance with all content requirements established by federal law and state law; (2) seek required parent consent for a special education evaluation to occur; and (3) provide an opportunity for the parents to raise questions and to provide additional information regarding the identified referral concerns. As per state and federal law, parents will be afforded the right to be active participants in all meetings that involve the identification, evaluation, IEP development, and educational placement of their child and will be notified at least five school days before the IEP team meeting. The school will make reasonable efforts to make IEP meetings convenient for parents and school staff alike. When evaluations are completed, the staff knowledgeable about the scholar, including those who can interpret evaluation results and the parents/guardians will meet to discuss the results and to determine whether or not a scholar is eligible for special education and/or related services.

Assuming a scholar is identified as meeting special education eligibility criteria, the IEP team will develop an IEP to address the scholar's specific needs. Ensuring that proper procedures are followed for initial evaluations, re-evaluations, and revisions to the IEP will all be the responsibility of the EC Director in consultation with the special education teacher. As the school grows, this responsibility may become that of a special education case manager. The IEP for each eligible scholar will be formally reviewed in an IEP meeting at least once annually.

Additionally, the school, with parental consent, will conduct a reevaluation once every three years or sooner if necessary.

3.1-3 ELA staff will make multiple efforts to obtain school records from previous school(s), including Section 504 records and EC records, as noted previously. Scholars' special education records are guaranteed confidentiality under both FERPA and IDEA. The EC Director, EC teachers and school administrator will be responsible for ensuring the confidentiality of any personally identifiable information. The EC Director, in conjunction with the special education teachers, will monitor compliance of EC records.

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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. Students with an IEP will receive specially designed instruction to meet their unique needs. This instruction may involve adapting the content, methodology, or delivery of instruction. The IEP will include information about how the student's disability affects his/her performance in the classroom, classroom adaptations, measurable goals, and supports and services. The IEP team will formally meet at least once annually to review the student's IEP, evaluate his/her progress, and modify if necessary. The full continuum of services will be available to students with disabilities, ranging from consultation by a special educator to a self-contained setting. Because of small class sizes, structure, and a culture of collaboration among, the founding board believes that many students with disabilities will be successful in the general education classroom with support from a special educator and with targeted professional development provided to all staff. However, the board also believes that each student is unique and that the full continuum must be available in order to meet the needs of all students who enroll.

2. Just as the principle of least restrictive environment (LRE) is a guiding principle of providing services to students with disabilities, the principle of FAPE is also individually determined for each child with a disability. Extraordinary Leaders Academy will ensure that all services to students with disabilities are at no charge and that they are determined on an individual basis by the IEP team. As explained above, the full continuum of services will be available, with LRE serving as the guiding principle for all placement decisions made by the IEP team.

3. To ensure the compliance with all IEPs, and adherence with our broader philosophy of building personnel capacity, teachers will be required to attend professional development on appropriate classroom modifications, effective instructional needs practices for special and general education students, and their roles and responsibilities when implementing IEPs. The special education staff and contractual staff development specialists will also be available to provide ongoing consultation and support to general education teachers regarding best practices in modifying classroom instruction for at-risk students as well as their role in offering effective IEP delineated instructional services and supports. In addition, the school schedule provides for tutoring, enrichment, and remediation time every day that is not stigmatized based on a student's disability, since all students will attend these sessions. Based upon historic data, the percentage of special needs students in Charlotte Mecklenburg Schools is at least 13%; Put his proposal assumes that Extraordinary Leaders Academy anticipates a similar percentage during Enrollment. The school will work diligently to conduct child find activities, but will work to include students in Kindergarten in the general education environment and will utilize the RtI

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model to minimize unnecessary referrals to special education. The school will implement an inclusion model with an emphasis on differentiating instruction such that instruction for students with disabilities will largely take place in the general education classroom.

School staff and parents will formally meet at least once annually for a review of each student's IEP, evaluate his/her progress, and modify if necessary. Regular progress reports will be sent to parents and quarterly parent-teacher meetings will be held that will include the special education teacher in order to keep families aware of the students progress.

4. Psychology, speech-language pathology, physical therapy, occupational therapy, counseling and any other related services will be available through contractual services and are accounted for in the school budget.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

1. ELAs scholars performance standards will be that every scholar achieves annual growth and will be proficient in grade level standards meeting or exceeding the State Standards and NC Accountability Model upon promotion to the next grade level. Growth will be evaluated and monitored using benchmark assessments as well as EOY assessments, grades, and teacher input.

2. Scholars will have quarterly benchmarks in core subjects to ensure proper growth and meeting individual potentials. ELA will use a variety of methods for benchmarks, including; drills, presentations, discussions, observations, rubrics, fluency checks, mClass assessments, and standardized testing. Formal and informal assessments will allow teachers to consistently check for understanding. Each scholars progress will be recorded and reported at data meetings where placement, enrichment, and remediation will be discussed focusing on growth.

3. Promotion decisions will be based on a variety and combination of factors including classroom performance, assessment results, and teacher recommendations. Decisions regarding retention will be made by a team consisting of teachers, parents, and administration and other appropriate participants if needed. Promotion decisions for EC students will include IEP goals being met, and all interventions and accommodations will be applied. Promotions will be mailed to parents and scholars at the conclusion of the academic year.

4. Any scholar that satisfies ELA's graduation requirements will be permitted to graduate.

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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.*

It is our desire to provide an extraordinary learning experience to produce extraordinary leaders in a safe and nurturing environment. To maintain a superior and achievable program as such, it requires respect, civility, order, cooperative behavior and character as key factors in a our daily learning community. Another key component that ELA will adopt is the uniform/dress code for both Scholars and Staff. By holding our scholars and staff to this standard, it promotes a healthy and professional learning environment, preventing actions of peer pressure and bullying that are known to disrupt the learning environment.

ELA Scholars are expected to abide by Scholar Handbook Rules at all times. If perhaps a scholar fails to meet the standards of behavior as prescribed, the administration and staff will abide by the following:

LEVEL I: Minor Infractions (Yellow Zone)

If or when a child disrupts the learning environment of him or herself and/or his or her fellow scholars, Level I Corrective Intervention is permitted by of the following but not limited to:

- Peer Teacher Guidance
- Correctional Behavior Chart
- Conference with Guidance Counselor
- Silent Lunch
- Detention
- Exempt from free time/extracurricular activities

LEVEL II: Deliberate Acts of Insubordination (Orange Zone)

If or when a child fails to correct his or her mistakes after receiving Level I, Level II Corrective Intervention is permitted by of the following but not limited to:

- In-School Suspension
- Isolated Lunch
- Parent/Scholar/Teacher/Admin Conference
- Out-of-School Suspension
- Probation from free time/extracurricular activities

LEVEL III: Deliberate Disruptive Infractions (Red Zone)

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If or when a child deliberate acts out or involved in acts of disruption prohibiting the standards of ELA's learning environment, Level III Corrective Intervention is permitted by of the following but not limited to:

- Out-of-School Suspension
- Administration Conference with Intervention Team
- Parent/Teacher/Administration Enrollment Evaluation Conference
- Expelled

Scholars will receive automatic LEVEL III Corrective Intervention if guilty of one of the following:

- Bullying
- Actions that could jeopardize the safety and well-being of others
- Possession of any drug, gun, rifle, pistol, BB gun, or other firearm of any kind
- Assaults a ELA Employee

If a scholar served under the Exceptional Children's program participates in one of the actions listed above, a manifestation determination to ascertain whether or not the violation is linked to the student's disability will be conducted within 10 days of the incident and the consequence will be reviewed as required by IDEA. There is the "10-day rule" which must be taken into consideration if a student is being removed or suspended. If a decision is made to change a student's placement, parents will be apprised of any decision and provided the Procedural Safeguard Notice.

Any parent or legal guardian may appeal the school's decision when a student is suspended or expelled. A written appeal should be formally directed to the Board of Directors within three business days of the student's dismissal.

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Section III: Education Plan Concerns and Additional Questions		
What formative assessments will be used? Throughout the application STEM has been used but STEAM has now appeared. Are you incorporating the Arts?	Shannon Sellers	Instructiona
first mention of STEAM as a basis of program assessments are without detail, but instead mentions all types (formative, summative, pre...), no connection to how assessment information will be utilized beyond placement, assessments not connected to STEAM approach evidence and data not provided, not connected to population numerous approaches, but not cohesive	Amy Ruck Kagan	Instructiona
Again, more detailed is required regarding how assessment strategies align with the instructional program and how the proposed approach will lead to improved student performance. Though benchmarks and formative / summative assessments are required, it is unclear how ELA will use these assessments and related data to drive their daily instruction. Also, the field trips and community projects appear well intentioned but there is a not a clear connection to the program and how such experiences will be measured for success. The instructional program also fails to mention how these strategies will enrich their target student population.	Greg Schermbeck	Instructiona
Applicants' articulation of school's instructional program/methods lack evidence supporting the contention that this model will be successful with this specific student population. There is no connection between the proposed instructional practices and the schools' STEM mission. Applicant indicates the importance of differentiated instruction but does not describe how this will look in the classroom. The research supporting brain-based research is not compelling in terms of the desires to be STEM integrated learning environment. How will STEM be integrated into ELA or social studies? will How will technology interact in a blended classroom? Applicant indicates that student will be required to use the highest level of Blooms, but does not mention the role of the teacher or school leaders in making sure that happens. The assessment strategy presented is not completely clear or coherent, and does not show it will be aligned with CCSS. applicant does not specify a list of assessments that will be used. There is no plan for corrective action, in terms of intervention or adjustment of instructional program.	Tracy Kelley	Instructiona
The Scope and Sequence lacks specific details. In Appendix B2 there is mention of STEAM but where does the Art portion of this come into play? There are several instructional strategies listed, will the staff be able to use each one effectively?	Shannon Sellers	Curriculum a
Scope and Sequence is lacking great detail. It is simply a list of subjects and does not articulate how it aligns with the school's mission or what specific objectives will be taught. The Enrichment Breaks are also mentioned however it is unclear what activities will take place during these breaks and how they will serve the target population. Differentiating strategies is often mentioned in the program design but no clear method is explained to how teachers will differentiate each lesson. Again, additional detail is required to clearly connect how this program will benefit scholars.	Greg Schermbeck	Curriculum a
first mention of, and no details surrounding blended learning lots of mention of lesson planning, how is it being monitored or assessed, or modeled no mention of how the curriculum will achieve academic results for any of the students, or for target population, in addition, no discussion of how it correlates to mission still unclear how all the approaches connect to STEAM information about how calendar will benefit students, more time than traditional schools, data about benefits, etc.? scope and sequence very basic, doesn't show differentiation, doesn't yet provide explanations about mission specific electives	Amy Ruck Kagan	Curriculum a

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<p>In general, the applicant group is proposing to use a ill-defined curriculum that is unlikely to raise achievement of the intended student population and is not aligned to CCSS or affiliated assessments.</p> <p>The curriculum framework is not presented clearly and does not align with the schools stated mission/vision. There is no evidence that the chosen curriculum is aligned with CCSS and the description of the curriculum lacks sufficient detail to determine whether it is aligned across all grade levels. High school credit requirements and course descriptions are not provided and a description of ES course descriptions are not provided. Applicant does not provide research t support the chosen curriculum. The scope and sequence refers to STEAM rather than STEM.</p>	Tracy Kelley	Curriculum a
<p>Will the school provide the Occupational Course of Study for students with disabilities? How will students who require adaptive PE be provided this service?</p>	Leigh MObley	Curriculum a
<p>Application does not describe the strategies that will ensure all students have access to core instruction during the school day.</p> <p>In general, the applicant presents an unrealistic plan to identify (name of the universal screener that will be used) and meet the learning needs of at-risk students, SPED, GAT and ELL students. The applicant narrative in this section does not align with instructional approaches previously discussed or the overall school mission.</p> <p>Applicant does not provide a justification for why at risk students should be required to attend school during 3 week vacation break, after school rather than receiving the support needed during the school day. Applicant does not describe a compelling vision or understanding for the needs of tier I students, not on track to proficiency in ELA or math to receive additional time and support for individualized instruction through tiered instruction, data driven approach to intervention/prevention, early detection, and support for student challenged by behavioral challenges.including SPED and ELL students. There is no articulation of how leaders and staff will monitor student progress in relation to tier I interventions that have been applied. Applicant does not describe a coherent system of interventions that allows students to move along a continuum of services and change placements according to identified progress or need. The applicants plan for after school and vacation interventions are not described to ensure that they are research based flexible tiers designed to ensure enhance and provide access to the core curriculum.</p>	Tracy Kelley	Special Prog
<p>What pre-assessments will be given to identify students that need additional support? What local and national assessments will be given to identify AIG students?</p>	Shannon Sellers	Special Prog
<p>reliance on NCRti- nothing unique or individualized only relying on tests 2x year ELL- who will be instructing, monitoring, assessing, etc. more developed for gifted students</p>	Amy Ruck Kagan	Special Prog
<p>An appropriate plan appears to be in place for identifying "At-Risk" scholars, but additional information should be provided regarding intervention and truly serving the scholars.</p> <p>The application mentions creating learning plan and multi-faceted strategies however it fails to explain the specifics of such strategies and how each will be measured to gage success.</p>	Greg Schermbeck	Special Prog
<p>Who will administer evaluations and interpret results of the evaluations? Most teachers are not qualified to do this. It is not clear that there is an understanding of 504 plans as they are only mentioned twice. Who develops the 504 plan?</p>	Shannon Sellers	Exceptional
<p>The information in number 2 and 3 does not met requirements in state and federal requirements as it is written. Points of concern: 1) Procedural notice 2) Parental involvement in meetings and decision making 3) IEP team members (need to clarify required members) 4) Reevaluation process; specifically parental consent QUESTIONS: 1) What is the plan if a parent makes a referral for special education? 2) What is meant by procedural notice? 3) When will parents participate in meetings and when will parental consent be requested? 4) Define the reevaluation process the school will use 5) Who will serve as the LEA in IEP meetings? 6) Where will EC files be housed? 7) What is the plan if the school does not receive any or part of the student special education records? 8) What kind of license will be required for the EC teachers?</p>	Leigh MObley	Exceptional
<p>how can application ask about special needs? the response to identification is reliant on past information, but does not provide any</p>	Amy Ruck Kagan	Exceptional

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information about testing, evaluating, etc. how will RTI connect to special ed evals? description of compliance?		
basics and law is described, but doesn't connect to mission or school design	Amy Ruck Kagan	Exceptional
The educational plan does not align with overall school mission.	Tracy Kelley	Exceptional
This section does not meet the requirements of federal and state policies as it is written. Points of concerns: 1) Continuum of services QUESTIONS: 1) What is the continuum of services the school will provided, including resource and separate setting? 2) How will regular education teacher be made aware of a student's IEPs and their responsibilities in implementation?	Leigh MObley	Exceptional
The application outlines a solid understanding of serving students with IEPs. However, more information should be included regarding specific strategies that may be used. It states that the founding board believes students with IEPs will be best served in a general classroom. What if that isn't the case?	Greg Schermbeck	Exceptional
Goals do not expand upon academic goals from question 2 in Mission, Purpose and Goals section. The application states that every ELA scholar meets annual growth and proficiency however there is no clear plan for how each scholar will do so. Additional information is required regarding how quarterly assessments and benchmarks will guide daily instruction. Lastly, the promotion policy seems to rely on academic performance, results and teacher input however no clear plan is outlined. Further Questions How often will data meetings take place? Once they do take place, what is the procedure for adapting instruction moving forward?	Greg Schermbeck	Student Perf
What assessments will be used as benchmarks? How will data be used by the classroom teacher to drive instruction? Promotions and retention information is not clear. What will the team be looking for in order to promote/retain a student?	Shannon Sellers	Student Perf
Applicants' response in this section does not meet the criteria as it presents student performance standards that are neither clear, specific, measurable, attainable, relevant, focused, or mission-aligned. As a result, the assessment data is not likely to result in a balanced system of formative and benchmark assessments that is vertically or horizontally aligned; that will be good predictors of future success on state tests; or will provide school leaders with data to analyze to determine promising practices, enrichment or remediation needs, or assess needs for system change or instructional shifts. The data system will not provide leaders and staff with reliable data for organizational learning or PD activities. The promotion standards as presented indicate a profound lack of state law, best practices.	Tracy Kelley	Student Perf
goals are unclear no way to understand how assessments willow irk together, be used to drive instruction, analyzed, etc. a lot going in to the promotion standards, but unclear and unspecific	Amy Ruck Kagan	Student Perf
This section lacks critical detail. Outside of listing color coordinated infraction zones, no plan is provided that explains how ELA scholars will learn from their infractions. Further, it also does not offer an explanation for how the zones will be differentiated for a scholar in kindergarten or a fift-grade scholar. The plan also lacks parent involvement and how staff will be trained in accordance. Unless experiencing a tech issue, the attached handbook only includes the first 10 pages. Scholar handbook rules are also not listed. Thus, we are unable to review the full draft. Much more detail is required to understand how scholars will be served.	Greg Schermbeck	Student Cond
infractions included, curious about the isolated lunch handbook mission doesn't match school mission no mention of creating a culture to help create safe and nurturing environment not sure how this will be monitored, for example, dean mentioned in other sections, but not connected here	Amy Ruck Kagan	Student Cond
A complete draft of the handbook is not available.	Shannon Sellers	Student Cond
The applicant describes a discipline policy that overwhelmingly punitive and ignores	Tracy Kelley	Student Cond

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<p>concepts of restorative justice or positive behavior reinforcement techniques. The handbook is not aligned with the stated STEM focus and outlines a set vision-invest, impact, and inspire-which heretofore has not been discussed. The discipline policy is not particularly innovative and not culturally, linguistically, or developmentally appropriate for the proposed aged group.</p>		
<p>The information about discipline policies for students with disabilities at the bottom of the page does not meet all the requirements per NC Policies 1504-2. Students who are not yet identified as a student with a disability but is suspected of having a disability, has the same protections as defined in the above policy. Also, students with disabilities must receive services after the 10th day of suspension.</p>	Leigh MObley	Student Cond

Reviewer	Score
Cheryl Turner	
Amy Ruck Kagan	Fail
Leigh MObley	Fail
Alan Hawkes	
Becky Taylor	
Alex Quigley	
Greg Schermbeck	Fail
Tracy Kelley	Fail
Shannon Sellers	Fail
Steven Walker	

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IV. GOVERNANCE 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 upon application submission.

Name of Private Nonprofit: ELA Community Schools

Mailing Address: PO Box 560621 Charlotte NC 28256

City/State/Zip: Charlotte NC 28216

Street Address: 6029 Beatties Ford Rd

Phone: 704-323-5410

Fax:

Name of registered agent and address:

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix E)
 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	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Treva Teachey	Member	MECKLENBURG	Teacher		

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Reginald Robinson	Member	MECKLENBURG	Site Director		
Katie Gregory	Member	MECKLENBURG	Former Teacher		
Hazel Lipscomb	Member	MECKLENBURG	Central Office Employee		
Kerby McLean	Chairman	MECKLENBURG	Pastor		

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.*

As required by state law, the Board is responsible for the governance and oversight of the school. The Board will delegate responsibility for administrative operations to ELA's Administrative Team. ELA will implement a traditional leadership model in which decision-making flows from the Board or Administration then downward. This structure allows more one-to-one contact between executives and staff. This structure aligns with ELA's mission because teachers are given more autonomy to customize instruction to a student's specific needs rather than to a predetermined template.

The main responsibility of the Board will be to ensure the school fulfills all aspects of its charter and mission. The Board is responsible for all governance, oversight of fiscal and academic policies, ensuring compliance with all federal and state legislation. Further, the Board of Directors will adhere to:

- Receive training, exposure and development to remain a strong, effective entity.
- Be a champion for Extraordinary Leaders Academy to the community/city.
- Uphold the Academy's mission, vision, and purpose.
- Selects and hires the Academy's Principal and votes on all personnel decisions.
- Approve and monitor the Academy's academic goals and performance.
- Effectively and efficiently manage the Academy's accounting systems, including payroll, accounts payable/receivable, grants, and pupil accounting.
- Reviews and approves all monthly financial statements.
- Observes the NC Open Meetings Law, including meeting at least monthly.
- Adopts, adapts, and amends by-laws as needed.
- Appoints officers, delegates, and committees.
- Retains legal counsel.
- Adheres to all federal, state, and local laws and procedures.

Extraordinary Leaders Academy is committed to hiring the best possible administrator who will direct the Academy and share the common educational philosophy. To do so, the Board will advertise in national, regional, international, and local newspapers and publications including The Charlotte Observer, Education Week, and iHire School Administrators. The Board will

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recruit from universities and schools of education, professional associations, teacher unions, and public schools in order to reach high achieving, proven professionals familiar with the targeted student population. All applicants will submit a cover letter that includes a statement of educational philosophy to ensure alignment with the Academy's mission, value, and purpose.

The Board will regularly supervise and evaluate the Principal to ensure the Academy is constantly moving toward achieving its mission statement. Criteria the Principal will be evaluated on includes but not limited to: school leadership effectiveness, academic proficiency and growth, school improvement plans, attendance rates, teacher retention, pupil attrition rates, student waiting lists, and monthly school operations reports.

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.*

ELA's Board of Directors consists of 7 members with various affiliations within the community. Each board member brings unique talents and skill sets that will ensure the Academy develops and grows effectively and efficiently. To ensure the Academy's mission is achieved, subcommittees will be created to focus on specific goals and tasks. Additionally, the Board Chair will oversee the general direction of the Academy; the Vice Chair will oversee all ad hoc committees and will run the Board in the Chair's absence; the Treasurer will oversee all corporate record-keeping, accounting, and financial reporting; and the Secretary will record all meeting minutes and maintain a copy of the Organization's Article of Incorporation and Bylaws.

Committees include Finance, Academics, and Community Relations. The Finance Committee will include members who have specialized knowledge in law, banking, finance, business management, and tax accounting. The Academic Committee will include members with specialized educational knowledge of curriculum, assessment, Exceptional Children instruction and monitoring, instructional philosophy and strategies, and classroom management and record keeping. The Community Relations Committee will include members who have experience in sports, community activism, community leadership, public relations, community service, fundraising, real estate, and community affairs.

Committee membership will generally be five except in emergency ad hoc situations. Each committee member has voting rights, subject to prevailing law, the Organization's Articles of Incorporation, or its Bylaws.

The Board will develop specific guidelines to implement policies and objectives. To ensure Academy's mission, values, and purpose are met, the Board will solicit input from its School Improvement Team (with parent representation), school leaders, staff, and the community. The Board will retain outside counsel as necessary to ensure compliance with all federal, state, and local legislation and to adopt effective policies. The Board will make informed and objective policy decisions at open board meetings as required by the NC Open Meetings Law, with careful review and scrutiny of proposed policies.

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The Board will regularly review all Academy policies with the assistance of legal counsel to ensure compliance. All Academy policies and student/parent handbooks will be available in hard copy and on the Academy's website.

The Board believes these policies provide the Academy with the essential legal and operational foundation to promote safe, effective, and efficient operations as well as reduce the potential for legal issues. While schools often respond to such issues reactively the Board strongly believes a proactive approach is a valuable, positive example that is a first step in effective leadership.

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 of ELA is a diverse cross-section of educators, professionals and community leaders who have subscribed to the mission of ELA and are committed to opening and operating a successful charter school that will have a positive impact on the education landscape in the community. Board members have been recruited based on their interest and enthusiasm for working collaboratively to open a high quality school of choice and the talents and experience that they bring to the table. In the event that a board members seat becomes vacant, the remainder of the board will endeavor to seek applications from interested parties and select an individual to fill the vacancy who can contribute constructively to the opening and ongoing operation of ELA.

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

The Board will hold monthly meetings and follow open meetings legislation.

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).*

Extraordinary Leaders Academy Board of Directors will be expected to attend all training sessions offered by the North Carolina Department of Public Instruction's Office of Charter Schools (OCS) for new board members. ELA will work with its OCS consultant to coordinate additional training as needed and as available.

Each board member will participate in training that includes an orientation on the Academys mission, vision, and strategic plan. A Board Member Handbook will be made available to each board member; that handbook will include the Academy's Bylaws, Articles of Incorporation, budget, current audited financial statements, copies of Board minutes, Academy education plan, list of Board members and contact information, committees and committee membership, and staff assignments. New board members will be required read and regularly review Board policies, Academy policies, and the Organization's Bylaws.

Each year legal counsel will conduct professional development workshops to ensure the Board's success. Proposed topics include:

- Basic board member duties
- N.C. charter statute overview
- Conflict of interest policy and procedures
- Financial oversight and integrity
- Public records/open meetings law
- Fiduciary responsibilities/due diligence

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- Personnel roles
- School safety/student well-being
- General board procedures
- Hearing/grievance procedures
- New rules, regulations, and legal developments
- State of the Academy
- Student Achievement
- Current trends in education
- Strategic planning

Additionally, the Board will hold in-depth training as necessary. All board members will be required to participate in New Board Member Orientations and regular Board Meetings.

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

The board realizes the gravity of its members being charged as stewards of the public trust and that each member's ethical conduct is a reflection on the entire board. The Extraordinary Leaders Academy Board of Directors is committed to preserving the public trust by taking proactive measures to ensure the highest ethical standards are observed and practiced by every board member and, in turn, the board as a whole. Specifically, the board has adopted a comprehensive conflict of interest policy with the purpose of avoiding conflicts of interest and potential conflicts of interest between a board member's private interests and the board member's public duties. The policy requires that current and prospective covered persons examine, evaluate, and disclose those personal and financial interests that could be or cause a conflict of interest or potential conflict of interest between the board member's private interests and their public duties. Every board member has an affirmative duty to provide any and all information that a reasonable person would conclude is necessary to fully disclose any existing conflict of interest or potential conflict of interest.

This also applies to any school staff members in decision-making roles. A written record of full disclosure statements will be maintained by the Board Chair. If any director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing, prohibited under Section 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

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

Adoption of school policy by a quorum of the board at a legally called meeting will be the culmination of a process that seeks (via a subcommittee of the board) input from interested/affected constituent groups within the school community, research of available alternatives, careful study of the impact and costs of a potential policy and thoughtful deliberation of preliminary solutions. Upon completion of this process, the subcommittee will make a policy recommendation to the Board of Directors which will give the matter consideration and either ratify the recommendation, take no action or refer the matter back to the subcommittee for additional input,

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research, study and deliberation.

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.*

Extraordinary Leaders Academy will develop a Parent-Scholars-Teachers-Community Organization which is created to engage families in school planning, leadership, volunteer opportunities, and community resources that strengthen and support students learning and well being. The PSTCO will assist in the schools various departments and events year round including (but not limited to) after school activities, field trips, Parent University Enrichment Programs, ceremonies, enrichment activities, fundraisers, school accountability, mentoring programs, and teacher assistance. All interested parents of ELA students, community advocates and volunteers, and ELA school staff are invited to join the PSTCO. The PSTCO will be accountable and must report directly to the Principal and/or the Administrative designee. Regular meetings will be held to coordinate school calendars and facilitate communication between the parents, community, and school staff. If the PSTCO is ever not able to accomplish any part of its purpose, the organizations chair will take this to the Principal for problem solving; the Principal will troubleshoot, assume the task, or reassign, if necessary. The results will be reported to the Board of Directors.

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

The Board will establish a standing Grievance Committee. The purpose of the Grievance Committee is to evaluate and determine the merits of a properly filed grievance by a parent or member of the faculty or staff and to possibly make a recommendation to the Board for consideration. Filing a valid grievance requires that the aggrieved party address the issue with the following individuals in the proper sequence as follows:

STAFF:

1. Seek resolution of the matter with whom the staff member has the disagreement.
2. Seek resolution via the employee's immediate supervisor.
3. Seek resolution via the Principal. Assuming no resolution, the staff member may file a grievance with the Board of Directors.

PARENTS:

1. Seek resolution with the child's teacher.
2. Seek resolution with the teacher's department chair or supervisor (if applicable).
3. Seek resolution with the Principal. Assuming no resolution, the parent may file a grievance with the Board.

Grievance forms (see Appendices) are to be provided without cost by the Principal within 48 hours of being requested by the aggrieved. The aggrieved is not required to provide a reason to the Principal as a condition of receiving the grievance forms. The forms must be completed and submitted to the Grievance Committee Chairperson per the address and/or email prominently displayed on the grievance forms. Multiple grievances may not be combined on one form, however, multiple grievances may be submitted concurrently on separate forms. Grievances must be individually submitted and individually reviewed by the Grievance Committee.

The aggrieved party has a right to an expeditious, objective and thorough review of the grievance. Upon receipt of the grievance, the Chairperson of

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the Grievance Committee shall convene a quorum of the Grievance Committee within a reasonable time, not to exceed twenty (20) calendar days from the date of receipt.

The Grievance Committee will consider all available evidence but is neither required to conduct hearings nor to hear verbal testimony. Upon thoughtful review, the Committee may elect to dismiss the grievance (i.e. take no action), request additional information or recommend action to the Board of Directors.

If the Committee chooses to dismiss the grievance, the Chairperson of the Committee will issue a letter to the aggrieved notifying them that the committee has chosen to dismiss the grievance and indicating the reason for dismissal. The letter must explicitly state that the aggrieved may appeal the matter directly to the Board of Directors by submitting a letter to the Secretary of the Board stating "I appeal the decision of the Grievance Committee" and providing the basis of the appeal. The findings of the Board of Directors upon appeal by the aggrieved shall be final.

If the Grievance Committee chooses to recommend action to the Board of Directors, the Chairperson will issue a letter to the aggrieved stating that the grievance has been referred to the Board of Directors for further action. In addition, the Committee Chairperson will issue a letter to the Board detailing the specific action that the Committee is recommending to the Board of Directors. The Board may accept the recommendation of the Grievance Committee, take action in a manner that it deems fit regardless of the recommendation of the Grievance Committee or take no action. The Board's decision upon recommendation of an action by the Grievance Committee shall be final.

All records submitted or reviewed during the grievance process are to be preserved in accordance with the school's retention schedule. Grievance records containing protected information under the law are not public documents and are not to be disclosed, published or released in full or in part. Grievance Committee members may not make any comment regarding the grievance deliberations or final outcome.

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 from the NC Department of the Secretary of State. (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).

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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:

Outline below, 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.

ADMINISTRATION:

(1)Principal, (1)Asst. Principal, (1)Dean of Scholars, (2)Guidance Counselors, (1)Registrar, (1)Business Manager

CORE TEACHERS:

(18)Primary School Core Teachers, Grades K-2nd
(15)Elementary School Core Teachers, Grades 3rd-5th
(15)Middle School Core Teachers, Grades 6th-8th
(2)EC Teachers

ELECTIVE TEACHERS:

(3)Physical Ed
(1)Art
(1)Chorus
(1)Music/Band
(2)Foreign Language
(1)CTE

TEACHER ASSISTANTS:

(18)Primary School, Grades K-2nd
(2)EC Teachers

SUPPORT STAFF:

(1)Security/Safety Officer

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

ELA Board will use various strategies to recruit and retain high-performing

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teachers. Recruiting efforts will focus on partnering with local colleges and universities to build relationships, using NC DPI to serve as a resource, and collaborating with Teach for America to identify and place qualified individuals. The Board will identify qualified teachers who hold alternative certification as well as traditional Bachelor and Masters level certifications. Teachers may also be recruited through teacher referral programs. The Board will carefully select and ensure training for those who are committed to professional competency and eager for life-long learning.

ELA's retention strategies include:

- Competitive total compensation packages for all staff (salary, merit bonuses, and benefits);
- Intensive, structured teacher support plan including professional development, coaching, and peer mentoring;
- Formative assessment tools that permit ongoing evaluations through observations and constructive feedback;
- Rewarding expert teachers through recognition and individual attention;
- Providing open door policies so staff feels free to openly express concerns about issues that impact their delivery of high quality instruction;

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

Although the board retains final authority over all faculty and staff at ELA, it will receive recommendations of hiring, evaluation, discipline, promotion, assignment and termination of faculty and staff (in accordance with established policy and procedure) from the Administrative Team. The Principal will remain accountable to the board for all decisions made with regard to personnel.

Every member of the faculty and staff of ELA will have open and equal access to the grievance process and will contribute, likely through formal and informal surveying, to the annual process of evaluating the Principal.

Employees will elect a staff representative annually to serve as a liaison to the board of directors. This liaison will attend board meetings, provide faculty and staff insights on issues of importance and provide feedback to the board with regard to policy and procedure. In addition, teachers and staff will be encouraged to serve on subcommittees of the board.

The Board of Directors is responsible for reviewing and, if satisfactory, approving the terms and conditions of all employment contracts recommended to the Board by the Administrative Team.

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

The hiring process will generally include the following steps, but may be modified slightly for particular positions or unique circumstances: Initial applications for employment will be screened by designated personnel for appropriate experience, certification, education, credentials and other stated pre-requisites for the position. The personnel committee or other designated team will then conduct a qualitative review of applications and qualified candidates will be granted a first-round interview. First-round interviews will be conducted with the Administrative Team and any other relevant designees of the board. A candidate chosen from the first-round

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interviews to proceed to a second interview will undergo an examination and verification of the candidate's education, certification, achievements and references and will be required to submit to a multi-state criminal background check and pre-employment drug screening (using protocol provided by a professional drug screening company such as LabCorp). Assuming a successful second interview and the return of a favorable background check, satisfactory references, verified credentials and licensure and clean drug screen, an offer of employment will be extended to the candidate.

ELA will establish a comprehensive protocol for evaluating employees. In instances where staff or faculty members are identified as underperforming the staff/faculty member will be counseled by the Principal and may be required to participate in a corrective action plan that establishes clear expectations, timelines and benchmarks for continued employment. Progress on the corrective action plan will be monitored periodically through the expiration date of the plan. Upon re-evaluation, the employee will be retained or discharged based upon progress. Employees who commit acts of violence, endangerment or other behaviors that compromise student and workplace safety may be discharged without notice or remediation.

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

[48] Teachers: \$37,500/yr. (with adjustments up or down for experience and credentials)

[21] Teacher Assistant: \$20,784/yr

[1] Principal: \$85,000/yr

[1] Assistant Principal: \$66,783/yr

[1] Dean of Students: \$37,500/yr

[2] Guidance Counselor: \$37,500/yr

[1] Chief Operations Officer/HR: \$75,000/yr

[1] Registrar: \$33,000/yr

[1] Community Relations Director: \$50,000/yr

[2] Facilitators: \$40,000/yr

[1] Head Custodian: \$30,160/yr

[2] Custodians: \$23,920/yr

[1] Cafeteria Manager: \$22,000/yr

[4] Cafeteria Staff: \$8,000

[1] Security: \$25,000/yr

[2] Secretary: \$33,000/yr

[1] Nurse: \$50,000/yr

[1] Media/Tech Specialist: \$37,500/yr

BENEFITS: Employees will receive major medical insurance through the state health program. ELA intends to pay a portion of the premium cost (for the sake of conservatism, the budget assumes 100% of employee premium costs, but economic conditions and uncertain market dynamics -- particularly related to the implementation of the Affordable Care Act -- may not make it economically feasible for the school to fund the entire premium).

ELA will also make supplemental insurance available through a Section 125 cafeteria plan. Such coverage includes cancer, dental, short/long term disability, life, vision and other insurance. The Section 125 plan premiums would be the employee's responsibility.

ELA will offer participation in a tax-deferred, defined contribution retirement plan. ELA will provide a dollar-for-dollar match (or portion

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thereof) for employee contributions up to a maximum amount as defined in the plan documents.

Employee eligibility and vesting with certain benefits will be determined by prevailing law, status of employment (full/part time), plan mandates and years of service.

ELA will also provide each full-time employee with a fixed number of personal leave days that can be used for illness, vacation, bereavement and other personal time. ELA will be subject to the Family Medical Leave Act (29 USC 2601 et seq.; 29 CFR Part 825).

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

The Board will establish a standing Grievance Committee. The Grievance Committee is to evaluate and determine the merits of a properly filed grievance by a member of the faculty or staff and to possibly make a recommendation to the Board for consideration. Filing a valid grievance requires that the aggrieved party address the issue with the following individuals in the proper sequence as follows:

First Step - Seek resolution of the matter with whom the staff member has the disagreement; Second Step - Seek resolution via the staff member's immediate supervisor; Third Step - Seek resolution via the Principal

Assuming no resolution, the staff member may file a grievance with the Board. In accordance with federal law, ELA forbids retaliation when it comes to any aspect of employment, including grievances and complaints.

ELA will establish a comprehensive protocol for evaluating, remediating, and terminating employees. In instances where staff or faculty members are identified as underperforming the staff/faculty member will be counseled by the Administration Team and may be required to participate in a written corrective action plan that establishes clear expectations, timelines and benchmarks for continued employment. Progress on the corrective action plan will be monitored periodically through the expiration date of the plan. Upon re-evaluation, the employee will be retained or discharged based upon progress.

Employees convicted of or pleading nolo contendere to a felony or to certain Class A1, 1 or 2 misdemeanors may be discharged without notice to the extent that the law permits. Employees who are charged with a felony or certain Class A1, 1 or 2 misdemeanors may be suspended with pay pending outcome of a trial or hearing. Employees who commit acts of violence, assault, endangerment or other behaviors on school property or during school-sponsored events that compromise student and workplace safety may be discharged without notice.

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

The school is not planning to hire employees with dual responsibility roles.

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.

ELA will employ the needed staff and ensure appropriate classroom space, curricular materials, and supplementary resources to enable all Exceptional Children (EC), ELL, and Academically or Intellectually Gifted (AIG) students to achieve academic success. A coordinator will be responsible for implementing and supervising the program. All teachers providing EC, English Language Arts instruction to ELL students, and accelerated programs to AIG

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students will be highly qualified and certified to do so.

Staff members who work directly with special needs students will receive appropriate professional development in order to prepare them to support the school's special needs population. This professional development will focus on the research-based instructional methodologies, monitoring, ELA's EC programs, services outside of instruction, and strategies for effective communication with students and parents.

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).*

Faculty and staff will be required to hold the appropriate licenses, certifications, endorsements and experience necessary to faithfully and satisfactorily fulfill the roles and responsibilities for which they were hired and as required by their job description. Faculty and staff will conduct their work in a manner consistent with the mission of the School, the needs of every student and the expectations of all stakeholders.

TEACHERS: In accordance with State law, 50% of classroom teachers at the School will hold a valid North Carolina Standard Professional ("SP") 1 Professional Educators License and the School will develop, maintain, and, as necessary, have approved by the NCDPI a teacher licensure program, allowing teachers to progress from a SP1 License to a SP2 License and renew SP2 Licenses from time to time. Educators who qualify for Lateral Entry in North Carolina will be considered for employment as teachers. Teachers designated as Department Heads will be responsible for necessary evaluation and reporting on programs and staff and will possess experience and/or advanced credentials commensurate with the position.

PRINCIPAL: The Principal will provide educational and operational leadership, contractual accountability and logistical direction as part of his/her responsibility for the day-to-day management of the school. The Principal is accountable to the Board of Directors. Minimum qualifications include a Master's Degree in administration, educational leadership, curriculum and instruction or a related academic management field and at least 5 years of experience at the executive leadership level. Preference will be given to candidates who have classroom experience as a certified/licensed teacher and those who have earned administrative certification through a recognized or accredited training program.

ASSISTANT PRINCIPAL/DEAN OF SCHOLARS: Assistant Principals are responsible for assisting the management of the school in the absence of the Principal and reports to the Principal. The Assistant Principals will also supervise the evaluation of instructional and non-instructional staff, will oversee and coordinate professional development programming. Along with the Dean of Students, the Assistant Principals will serve as the chief disciplinarian in the event of student misconduct. Qualifications include possession of a valid state teaching certificate with preference given to those candidates with administrative certification through a recognized or accredited training program.

BUSINESS/HR MANAGER:The Business/HR Officer is responsible for managing the requisition, purchasing, accounts payable, payroll, budget and financial reporting functions of the school. The Finance Officer will interact with

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the accounting staff, provide regular financial and budget reports to the board as requested, assist in drafting the annual budget and coordinate the annual audit. Qualifications include a bachelor's degree in finance, accounting or related field. In lieu of a bachelor's degree, candidates may qualify by demonstrating extensive experience and success in school business.

GUIDANCE COUNSELOR: The primary function of the Guidance Counselor is to provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students. The Guidance Counselor will possess a Master Degree in Guidance and/or School Counseling and hold a current license for position as required by the NCDPI. The Guidance Counselor will have a minimum of three years of teaching, counseling, or other experience working with children similar in age to the position hired.

OTHER ADMINISTRATIVE/SUPPORT PERSONNEL:

Other administrative and support personnel will be responsible for carrying out support functions as delegated to them by the Administrative Team and will require applicable credentials and requisite experience based on the positions duties and responsibilities.

Staff Evaluation and Professional Development

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

The Assistant Principal, directed by the Principal, and assisted by applicable administrative support staff, is responsible for maintaining teacher licensure and professional development.

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.*

ELA will model the North Carolina Teacher Evaluation Process, which is based on the Framework for 21st Century Learning and the North Carolina Professional Teaching Standards in order to assess the teachers performance in relation to those standards and to design a plan for professional growth. In addition, the school will develop an evaluation rubric modeled after the Rubric for Evaluating North Carolina Teachers. The Principal or a designee will conduct the evaluation process in which the teacher will actively participate through the use of self- assessment, reflection, presentation of artifacts, and classroom demonstration(s).

Instructional staff will be evaluated based on the six aligned standards adopted by the NCSBE (Leadership, Establishing a Respectful Environment, Content Knowledge, Facilitation of Learning, Critical Reflection, Contribute to Academic Success).

The evaluation process will include the following components:

Component 1- **TRAINING:** Before participating in the evaluation process, all teachers, administrators and peer evaluators must complete training on the evaluation process.

Component 2- **ORIENTATION:** Within two weeks of a teachers first day of work in any school year, the Principal will provide teachers with the evaluation

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rubric that will be used during the evaluation process and a schedule for completing each component of the evaluation process.

Component 3- SELF-ASSESSMENT: Using the evaluation rubric along with feedback, growth and improvement plans from previous evaluations, the teacher will conduct a performance self-assessment from the beginning of the year through to the date of the most recent evaluation period.

Component 4- PRE-OBSERVATION CONFERENCE: Before the first formal observation, the Principal will meet with the teacher to review and discuss the self-assessment, the teachers most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the Principal with a written lesson plan. The goal of this conference is to prepare the Principal for the observation. In the event that there are multiple observations, pre-observation conferences are not required for subsequent observations.

Component 5- OBSERVATIONS: Formal observations by the Principal will be made for a minimum of 45 minutes or the entire class period. If a class period is less than 45 minutes, then the evaluation will be made over two class periods to fulfill the minimum time requirement. Those teachers who are designated as Probationary will undergo no fewer than three formal classroom observations, one of which must be conducted by a peer designated by the Principal. Career teachers will be evaluated no fewer than two times per year. During observations, the Principal and the peer will note, in writing, the teachers performance in relation to the standards contained in the evaluation rubric.

Component 6- POST-OBSERVATION CONFERENCE: The Principal (and peer for probationary teachers) shall conduct a post-observation conference with the teacher being evaluated no later than ten days after each formal observation. During the post-observation conference, the Principal and teacher shall discuss and document on the evaluation rubric the performance strengths and weaknesses during the observed lesson.

Component 7- PROFESSIONAL DEVELOPMENT PLAN: Based on the teacher's performance, a professional development plan will be crafted that outlines specific areas for improvement, strategies for improvement, benchmarks to be met and a timeline for re-evaluation.

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

Teachers are expected to engage in professional development activities throughout the academic year as part of their Individual Development Plan. The training will occur each month during which lead teachers will provide meaningful learning activities, lectures, make and take, etc., to support instructional strategies that will maximize learning within each subject area. New teachers will receive additional professional support through participation in the New Teacher Induction Program, a mentoring program in which new teachers are paired with mentor teachers. In addition to participation in internal, school-wide professional development activities, teachers are also required to participate in specified external education conferences sponsored by the North Carolina Alliance and the North Carolina Public Charter Schools Association. Administrators and teachers will share

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best practices learned with colleagues through content/grade level meetings, with the focus on implementation of relevant/appropriate best practices to support the schools overall educational plan. Keeping in mind that ELA has adopted a year-round operational calendar, during each quarterly breaks teachers and staff will engage in mandatory professional development opportunities that coincide with overall school's mission and objectives.

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.*

Pre-opening professional development will begin 2 weeks (10 weekdays) prior to the first day of school for scholars. Faculty and staff will report to school at 8am and remain until 3pm. Each day will include approximately 60-90 minutes for classroom setup and readying and 30 minutes for lunch. The remaining 35-40 hours will be used for professional development. Approximately 10-15 hours will be used to train the staff on all operating policies and procedures including school safety plans, Code of Ethics, employment policy review, scholar referrals for discipline, scholar referrals for special education, managing/reporting workplace violence (including sexual harassment) and other procedural, safety and policy topics. An additional 5-10 hours will be designed to build a culture of collaboration among the staff through ice-breakers, team building exercises, simulations and small-group problem solving. The remaining time will be used to orient the staff toward school-wide instructional objectives during which the instructional goals and measurement criteria for scholars performance will be discussed in detail as a group. Breakout time will be incorporated into the instructional objectives program for instructional/grade teams, led by grade leaders, to meet and define specific objectives within their grades, develop team-wide instructional strategies, create action-plans for anticipated obstacles and challenges, coordinate lesson plans and synthesize curriculum components within the grade.

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

The school calendar provides approximately 20-25 hours of designated staff development time throughout the school year starting with our 2 week staff training and development at the beginning of every school year. During the course of the instructional year during our quarterly breaks, staff will be given the opportunity to develop and train in efforts of ensuring a quality staff and learning environment. School will not be in session for students during these days but faculty and staff will be required to report to work. The objectives and focus for these sessions will be determined based on trending hot-topics and needs identified by the board, administration and/or faculty and staff. In addition, the school will advise teachers to take short certification classes via the web based voluntary learning opportunities that will be available throughout the year. If teachers choose to participate in such opportunities, arrangements will be made in advance so that classes can be covered during the time that the teacher is participating in staff development.

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.

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Marketing Plan

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

ELA has developed a comprehensive marketing plan that guides the Board in advertising the school's opening and enrollment availability within Mecklenburg County and other surrounding counties. All marketing literature will be available and distributed in Spanish and other languages, as necessary. The Board Community Relations Committee will be responsible for the marketing plans and strategies. The committee will recruit volunteers to assist in all activities ongoing.

-STARTING OCTOBER 2014: ELA will begin public relations strategies; the community relations committee will contact community centers, local sports leagues (football, baseball, basketball and soccer), head start preschools, shopping malls, supermarkets, churches, faith based organizations and neighborhoods associations to post advertisements and inform the community at large about the school opening and events. Additionally, posters will be placed in and around grocery stores, banks, restaurants, barbershops, beauty salons and coin-operated laundry facilities.

-JANUARY 2015 - MARCH 2015: ELA will mail Flyers/Post Cards/Brochure to households within a twenty-mile radius of the proposed school site (which may include surrounding counties) and all Mecklenburg County residents; this will be continued annually, as needed.

-APRIL 2015 - AUGUST 2015: ELA will conduct ELA Info Nights providing information about ELA to neighborhoods within proximity of the campus. Food, games, raffles, informative presentations, flyers, pamphlets, t-shirts and other apparel, and promotional items in the community, neighborhoods, businesses, and subdivisions within the vicinity of the school; this will be continued annually, as needed.

-SEPTEMBER 2015 - DECEMBER 2015: ELA will purchase internet and publication ads that market to local residents and businesses. Additionally, ELA will develop an online presence through social media networking, and ELA's website will promote general information. ELA's Board will use local radio, TV, bus ads, newspapers and publications to inform the community and make public announcements about the school. ELA will have representatives attend educational conferences both to promote the school in general as well as serve as a vehicle to attract new staff members.

-JANUARY 2016 - JUNE 2016: Staff recruitment will begin and continue as needed. ELA will be present at education job fairs to attract highly qualified teachers and college job fairs to recruit potential staffmembers. ELA will collaborate with Teach 4 America and Teach Now Charlotte to recruit and solicit instructors. ELA will develop a strategic referral process to attract current teachers, with the use of online job sites, classified ads, local staffing agencies, and Employment Security Commission.

-FEBRUARY 2016 - MAY 2016: ELA will place billboard ads on major highways

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and parkways that surround the school.

-MARCH 2016: Informational Sessions will begin and continue annually for parents to learn about the educational focus, school culture, ELA's mission, and enrollment procedures. Informational Sessions will be strategically held throughout Mecklenburg County at local libraries, churches, and community organizations. Parents will have the opportunity to meet staff, board members and have questions or concerns answered.

-JULY 2016: Open Houses will begin and continue annually. Parents that have attended an informational session and want further specific information on ELA can schedule a personalized tour that allows parents and children to visit and familiarize themselves with the school facility and staff. This will give parents an opportunity to make a well-informed decision in selecting Extraordinary Leaders Academy.

The Board recognizes the importance of community awareness and recruitment of parents and students. In order to promote a neighborhood school environment, the marketing strategy will start in the immediate area and then broaden to the outlying areas.

Parent and Community Involvement

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

1. Extraordinary Leaders Academy supports the vision, mission, and goals through its commitment to maintain multiple lines of communication with its stakeholders. ELA strives to inform parents and community of the successes and challenges of the districts students, staff, programs and budgets as well as gather input and feedback. A variety of strategies are implemented to gather input as well as to inform parents and the community such as; Websites, blogs, email blasts, e- newsletters, television, radio broadcasts and Educational Info/Forum Nights. By these strategies and more, ELA has a better chance of making its learning experience extraordinary and satisfactory, meeting the needs within education, as well as the needs of scholars, parents, and the community at-large.

2. Extraordinary Leaders Academy is based on a family/community empowerment model. Students, parents, and teachers are included and fully immersed in the decision-making process, enabled to make choices and generate discussion that directly informs leadership decisions at the local level. Parent Advisory Committees, student government, and leadership teams review pertinent data and engage in dialogue and discussion regarding continuous improvement in the school. ELA will offer parents and community members the opportunity to be actively involved in instructional activities, both at the school and through the service-learning relationships already developed with community organizations.

The school campus will serve as a community center where the needs of at-risk scholars and parents by can be addressed by teaching different life skills and providing opportunities to interact with community leaders and after-school extracurricular activities will take place. The Board believes

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it is imperative to engage families in school planning, leadership, and meaningful volunteer opportunities to strengthen and support student learning and well-being and therefore will allow parents the opportunity to establish a P.T.S.C.O. (Parent Teacher Scholar Community - Organization) as a support and reinforcement partnership to better achieve the overall mission of the school.

Admissions Policy

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

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

Except as otherwise provided by law or the mission of the school as set out in this charter, Extraordinary Leaders Academy shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Pre-admission activities will be limited to providing interested parents with a letter of interest that will include the child's name, grade and contact information for the parents. The letter of intent will be clearly marked so as to identify that it is not an enrollment document or an application. It will be used for continued outreach and as a preliminary planning tool for resources and staffing. We will enroll for the 2016-2017 school year, beginning the day following final approval by the NCSBE and continuing through April 2016. At that time, the determination will be made regarding a necessary lottery or whether to continue rolling enrollment until all spaces are filled. If there is a need for the lottery, it will be held in late April 2016.

We will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lottery. Once enrolled, students are not required to reapply in subsequent enrollment periods. Notwithstanding any law to the contrary, Extraordinary Leaders Academy may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C390.5 through G.S. 115C390.11 until the period of suspension or expulsion has expired.

Any student, residing in the state of North Carolina, must complete the application process to be considered for enrollment. The required application will consist of, and may not be limited to, the following: a personal application form which includes student's name, place of residence, parent/guardians' names and addresses, student's birth date, present school enrollment, current grade.

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Following the first year of operations, Extraordinary Leaders Academy may give enrollment priority to siblings of currently enrolled students who were admitted to Extraordinary Leaders Academy in the previous year and to children of the full time school employees. If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S.115C238.29F(g)(6), the charter school will capitulate with prevailing law regarding admission of multiple birth siblings.

No criteria for admission will be utilized other than a completed application form and residence in North Carolina. A waitlist will be maintained in the event that space becomes available and the school chooses to continue to fill any open enrollment positions. The parents of students may withdraw or transfer their children at any time. Students' records will be forwarded as official documents to the child's receiving school. In order for parents to re-enroll their students at a later time, they must go back through the school's admission process.

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PROJECTED ENROLLMENT

2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools

LEA #2

LEA #3

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 01	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 02	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 03	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 04	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 05	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 06	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 07	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 08	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 09	0	0	0	125	0	0	125	0	0	125	0	0	125	0	0
Grade 10	0	0	0	0	0	0	125	0	0	125	0	0	125	0	0
Grade 11	0	0	0	0	0	0	0	0	0	125	0	0	125	0	0
Grade 12	0	0	0	0	0	0	0	0	0	0	0	0	125	0	0
	900			1025			1150			1275			1400		

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Section IV: Governance and Capacity
Concerns and Additional Questions

Reviewer

**Page
Reference**

Reviewer

Score

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V. OPERATIONS

Transportation Plan:

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

In accordance with state law, Extraordinary Leaders Academy will ensure that transportation is not a barrier to attendance or a deterrent to children who wish to enroll at ELA. ELA will actively encourage parents to create a car-pooling network. In addition, Extraordinary Leaders Academy will explore available school bus chartering companies that would be willing to work directly with our Administration Team and parents to establish drop-off and pick-up locations for children and will encourage the parents to work directly with the charter company to provide service. ELA will reach out to Charlotte-Mecklenburg County Schools to open a dialogue regarding the options available for shared busing of students, including possibly compensating CMS for the transport of scholars to ELA.

Lastly, ELA will make every effort to supply its own fleet of buses that will be driven by our qualified Teacher Assistants and Staff members, ensuring safe passage to and from the campus, to better serve our scholars and parents regardless of the distance of their destination.

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.

Each scholar at ELA will have the option to bring their lunch or dine within the Eagles Cafe' on campus. ELA also intends to participate in the USDA National School Lunch Program (often referred to as the free and reduced lunch program) as a means of ensuring that no child who meets income eligibility guidelines for the program is lacking a daily meal. However, if a child who does not qualify for the free and reduced lunch program does not have a bag lunch on any given day, the school will provide a lunch for that child. The budget includes a \$20/day provision to ensure that no child lacks a daily meal. If a child is repeatedly arriving without a lunch, a conference with the parents of the child will be held during which ELA will determine the affordability of lunch for the child. If a child's parents do not qualify for free and reduced lunch but, due to extenuating circumstances, cannot afford to provide lunch, long-term plans will be made on a case-by-case basis to furnish the child with a nutritional meal. The ELA Board of Directors will ensure that each child is given a quality healthy meal daily and also during enrichment sessions that are held during the quarterly breaks.

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;

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begin late Spring of 2015, ensuring that our 21st Century State-of-the-Art Facilities are fully up and running, furnished, and equipped to provide an extraordinary learning experience to our scholars and staff by May 2016. This project has been proposed and approved along with the site plan and program fit which can be seen in Appendix Q.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

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.

Even though this plan is set in stone, if a back up plan is needed, ELA Board of Directors will scout out other facilities such as vacant schools, retail shopping center and similar facilities within the county ensuring renovation occurs in efforts of accommodating our educational and program needs.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
How will the school make an effort to have its own fleet if no money is budgeted for transportation?	Shannon Sellers	Transportati
budget?	Amy Ruck Kagan	Transportati
There is no information about how special transportation will be provide to students with disabilities who require transportation as part of their IEPs.	Leigh MObley	Transportati
A thorough explanation is not provided. The plan states that "car pooling is encouraged" and ELA will explore school bus chartering. With 900 scholars projected for year 1, a detailed transportation plan is required.	Greg Schermbeck	Transportati
Did not see money in the budget for lunches.	Shannon Sellers	School Lunch
what is the Eagles Cafe? 20/day is 10 kids out of the huge enrollment	Amy Ruck Kagan	School Lunch
needs to be completed	Amy Ruck Kagan	Healthy and
Signed by elacademy 2016. I don't believe that is a founding board chair.	Greg Schermbeck	Healthy and
The application states that Appendix Q will show the site plan, but Appendix Q is not attached.	Shannon Sellers	Facility and
There is not a contingency plan in place.		
Facility form and copies of Facilities Inspections are not attached, thus it is difficult to evaluate the plan.	Greg Schermbeck	Facility and
It is also unclear if a charter school is allowed to be housed within a church.		
No contingency plan is described. The application states that the Board will explore other options.		
missing info	Amy Ruck Kagan	Facility and

Reviewer	Score
Cheryl Turner	
Amy Ruck Kagan	Fail
Leigh MObley	
Alan Hawkes	
Becky Taylor	

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Alex Quigley	
Greg Schermbeck	Fail
Tracy Kelley	Fail
Shannon Sellers	Fail
Steven Walker	

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2016-17

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> • In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides • In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>				
	<p>LEA #1 600 - Charlotte-Mecklenburg Schools</p>				
	Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017	
	State Funds	\$4,505.20	900	\$4,054,680.00	
	Local Funds	\$2,262.96	900	\$2,036,664.00	
Federal EC Funds	\$3,768.11	90	\$339,129.90		
Totals			\$6,430,473.90		

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Total Budget: Revenue Projections 2016-17 through 2020-2021

INCOME: REVENUE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
-State ADM Funds	\$4,054,680	\$4,617,830	\$5,180,980	\$5,744,130	\$6,307,280
-Local Per Pupil Funds	\$2,036,664	\$2,288,784	\$2,602,404	\$2,885,274	\$3,168,144
-Exceptional Children Federal Funds	\$339,130	\$376,811	\$414,492	\$452,173	\$489,854
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$6,430,474	\$7,283,425	\$8,197,876	\$9,081,577	\$9,965,278

***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 S.

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Personnel Budget: Expenditure Projections 2016-17 through 2010-2021

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.

BUDGET EXPENDITURE PROJECTIONS Personnel	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Principal	1	\$80,000	\$80,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000
Assistant Principal	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000	2	\$65,000	\$130,000	2	\$65,000	\$130,000
Dean Of Students	1	\$40,000	\$40,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Sr. Administrative Secretary	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000
Guidance Counselor	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	3	\$40,000	\$120,000	3	\$40,000	\$120,000
Registrar	1	\$37,000	\$37,000	1	\$37,000	\$37,000	1	\$37,000	\$37,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Clerical	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000	3	\$35,000	\$105,000	3	\$35,000	\$105,000
Food Service Staff	4	\$25,000	\$100,000	4	\$25,000	\$100,000	4	\$25,000	\$100,000	4	\$25,000	\$100,000	4	\$25,000	\$100,000
Custodians	3	\$27,000	\$81,000	3	\$27,000	\$81,000	3	\$27,000	\$81,000	4	\$27,000	\$108,000	4	\$27,000	\$108,000
A - Total Admin and Support:	16		\$613,000	17		\$653,000	17		\$653,000	21		\$823,000	21		\$823,000
Instructional Personnel:															
Core Content Teacher(s)	48	\$37,500	\$1,800,000	53	\$37,500	\$1,987,500	58	\$37,500	\$2,175,000	63	\$37,500	\$2,362,500	68	\$37,500	\$2,550,000
Electives/Specialty Teacher(s)	10	\$37,500	\$375,000	10	\$37,500	\$375,000	10	\$37,500	\$375,000	10	\$37,500	\$375,000	10	\$37,500	\$375,000
Exceptional Children Teacher(s)	2	\$40,000	\$80,000	4	\$40,000	\$160,000	4	\$40,000	\$160,000	4	\$40,000	\$160,000	4	\$40,000	\$160,000
Teacher Assistants	21	\$20,784	\$436,464	21	\$20,784	\$436,464	21	\$20,784	\$436,464	21	\$20,784	\$436,464	21	\$20,784	\$436,464

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B - Total Instructional Personnel:	81		\$2,691,464	88		\$2,958,964	93		\$3,146,464	98		\$3,333,964	103		\$3,521,464
A+B = C - Total Admin, Support and Instructional Personnel:	97		\$3,304,464	105		\$3,611,964	110		\$3,799,464	119		\$4,156,964	124		\$4,344,464
Administrative & Support Benefits															
Health Insurance	16	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	16	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	16	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	16	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	16	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	16	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	16	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
D - Total Admin and Support Benefits:	112		\$0	0		\$0	0		\$0	0		\$0	0		\$0
Instructional Personnel Benefits:															
Health Insurance	81	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	81	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	81	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	81	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	81	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	81	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	81	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	567		\$0	0		\$0	0		\$0	0		\$0	0		\$0
D+E = F - Total Personnel Benefits	679		\$0	0		\$0	0		\$0	0		\$0	0		\$0
A+D = G - Total Admin and Support Personnel	128		\$613,000	17		\$653,000	17		\$653,000	21		\$823,000	21		\$823,000

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(Salary & Benefits)														
B+E = H - Total Instructional Personnel (Salary & Benefits)	648		\$2,691,464	88		\$2,958,964	93		\$3,146,464	98		\$3,333,964	103	\$3,521,464
G+H = J - TOTAL PERSONNEL	776		\$3,304,464	105		\$3,611,964	110		\$3,799,464	119		\$4,156,964	124	\$4,344,464

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Operations Budget: Expenditure Projections
2016-17 through 2020-2021

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Administrative & Support:					
Office:	Office Supplies	\$23,000	\$25,000	\$28,000	\$31,000	\$34,000
	Paper	\$10,000	\$10,200	\$10,400	\$10,600	\$10,800
	Computers & Software	\$30,000	\$35,000	\$40,000	\$45,000	\$50,000
	Communications & Telephone	\$11,000	\$11,500	\$12,000	\$12,500	\$13,000
	Copier leases	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Professional Contract	Consultant Team	\$500,000	\$700,000	\$900,000	\$1,100,000	\$1,300,000
	Legal Counsel	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
	Other Professional	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Facilities	Facility Lease/Mortgage	\$800,000	\$800,000	\$800,000	\$800,000	\$800,000
	Maintenance	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000
	Custodial Supplies	\$23,000	\$25,000	\$27,000	\$29,000	\$31,000
	Insurance (pg19)	\$34,188	\$34,188	\$34,188	\$34,188	\$34,188
	Other	\$5,000	\$5,200	\$5,400	\$5,600	\$5,800
Utilities	Electric	\$50,000	\$52,000	\$54,000	\$56,000	\$58,000
	Water/Sewer	\$25,000	\$27,000	\$29,000	\$31,000	\$33,000
Other	Marketing	\$100,000	\$50,000	\$50,000	\$50,000	\$50,000
	Travel	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Other	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	K - TOTAL Administrative & Support Operations	\$1,736,188	\$1,896,088	\$2,111,988	\$2,327,888	\$2,543,788
	Instructional:					
Classroom Technology	Computers	\$0	\$0	\$0	\$0	\$0
	Software	\$0	\$0	\$0	\$0	\$0
	Instructional Technology	\$0	\$0	\$0	\$0	\$0
	Other	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Books and Supplies	Instructional Materials	\$75,000	\$77,000	\$79,000	\$81,000	\$83,000
	Curriculum/Texts	\$100,000	\$25,000	\$30,000	\$35,000	\$40,000
	Testing Supplies	\$75,000	\$80,000	\$85,000	\$90,000	\$95,000
	Other	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	L - TOTAL Instructional	\$415,000	\$352,000	\$369,000	\$386,000	\$403,000

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	Operations					
	K+L = M - TOTAL OPERATIONS	\$2,151,188	\$2,248,088	\$2,480,988	\$2,713,888	\$2,946,788

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$3,304,464	\$3,611,964	\$3,799,464	\$4,156,964	\$4,344,464
M - TOTAL OPERATIONS	\$2,151,188	\$2,248,088	\$2,480,988	\$2,713,888	\$2,946,788
J+ M =N TOTAL EXPENDITURES	\$5,455,652	\$5,860,052	\$6,280,452	\$6,870,852	\$7,291,252
Z - TOTAL REVENUE	\$6,430,474	\$7,283,425	\$8,197,876	\$9,081,577	\$9,965,278
Z - N = SURPLUS / (DEFICIT)	\$974,822	\$1,423,373	\$1,917,424	\$2,210,725	\$2,674,026

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.

Total student enrollment was determined by an surveying of parents/guardians within the community. First, an analysis of the total student population within a reasonable driving distance of the area we are targeting was conducted to determine the likely demand for the school. This projected demand was then aligned to the different school size models that have been developed by other successful charters of our size. Specific school sizes have been developed to ensure each grade level has a consistent size to allow students to matriculate over time and there are an appropriate number of classes per grade level to allow optimal staffing of teachers, particularly elective courses.

ELA's Board feels that the demand for the school will meet our enrollment projections.

In terms of breakeven, our projected budget demonstrates the school is financially sound and viable at our enrollment projections. In the unlikely event we fall short of our enrollment projections, we would reduce our variable operating expenses (e.g. # of classrooms teachers, materials) associated with actual enrollment.

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

The Academy has not included any revenue items that are uncertain, such as income from competitive grants. However, in the unlikely event that anticipated revenues are lower than estimated, the board would evaluate and reduce variable operating expenses, as appropriate, to achieve a balanced budget supported by actual revenue. In addition, our professional consultants will stand behind the ELA and carry the operating costs of the school, without assigning future liability to the school, in the event this is necessary to achieve a balanced budget for the school.

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

No.

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

15-20:1

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

No, we do not.

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

Our budget aligns with our mission by ensuring that our staff receive adequate compensation ensuring that our classrooms have the best of the best in this educational experience.

By having a state of the art facility sponsored by Perpetual Hope of Charlotte, we can insure our scholars to have a 21st century technology experience, preparing them for the global workforce.

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

Our goal is to achieve a minimum fund balance of 3% of revenue by no later than year five of operations. The board has a rigorous budget management process to ensure that the Academy achieves the desired positive financial results. As budget variances arise and are managed, new forecasts will be developed each month. These forecasts will allow leadership to make timely management decisions to ensure the financial health of the Academy, and will be presented to the board on a quarterly basis.

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

Our finance management and consultant will be assisted by our professional consultants in which will provide start up funding, purchase and renovating of property and other items associated with preparing for our opening year.

- 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*

No.

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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?

ELA staff will be trained consistently on professional development, ensuring that each individual is efficient within his/or position. Our professional consultants will be on standby in assisting in matters that are brought forth by way of administration and/or the board of directors.

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

N/A

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.

Lawhorn CPA
6312 Kingston Pike, Ste. 100
Knoxville, TN 37919
Ph: 865-212-4867

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
only 10/% projections for EC, vs. discussed 13% in target demographic	Amy Ruck Kagan	Budget Reven
The enrollment projection is unrealistic, so the revenue projection is unrealistic.	Shannon Sellers	Budget Reven
Five-year projections are not listed.	Greg Schermbeck	Budget Reven
A five-year plan is included however it does not appear to be a realistic outline.	Greg Schermbeck	Total Budget
No "other funds" are listed.		
Revenue projections are unrealistic because student enrollment projection is unrealistic.	Shannon Sellers	Total Budget
The budget his detailed however it appears unrealistic to hit 900 students in the opening year with 97 first year staff members.	Greg Schermbeck	Personnel Bu
doesn't align to staffing no amounts allotted for benefits	Amy Ruck Kagan	Personnel Bu
How will you attract qualified teachers without offering benefits? The projected number of EC teachers seems insufficient for 900 students.	Shannon Sellers	Personnel Bu
There is no mention of finances being allocated towards transportation. It is also unclear how the \$500,000 will be used for the Consultant Team.	Greg Schermbeck	Operations B
what is the consultant team, other professional no changes in facility cost a lot for marketing, decreasing over years? what gets included in other and travel? no money for computers or IT? small amount for materials and texts (decreasing over years0	Amy Ruck Kagan	Operations B
The budget does not align with other areas of the application. Specifically technology and 21st Century Learning. There is no budget for classroom technology ie. computers, software, IT. What is the \$500,00 Consultant fee?	Shannon Sellers	Operations B
Applicant doe not align budgetary needs of technology with stated STEM mission of the proposed school.	Tracy Kelley	Operations B
The projected enrollment is unrealistic. Expenditures are lacking in areas that are integral to the school (technology).	Shannon Sellers	Total Expend
Although the stated numbers represent a surplus - there are major concerns with ELA being financially sound.	Greg Schermbeck	Total Expend
why the consulting fee if not contracting? no money going towards technology, yet they mention it as part of achieving their mission no contingency	Amy Ruck Kagan	Budget Narra
The application does not provide a break even number. Enrollment projections are unrealistic and no evidence was provided to support the enrollment numbers. Who is Perpetual Hope of Charlotte? Would like additional information to provide evidence that the professional consultants have the financial backing to assume budget short fall per the contingency plan.	Shannon Sellers	Budget Narra
Applicant does not provide a contingency plan for alternate school site.	Tracy Kelley	Budget Narra
No contingency plan is discussed. It is stated that the Board would evaluate operating costs. More information should be provided regarding contractors, custodial services, transportation and cafeteria employees.	Greg Schermbeck	Budget Narra
nothing about checks and balances	Amy Ruck Kagan	Financial Au
How is the Board holding itself accountable?	Shannon Sellers	Financial Au

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Thorough procedures and methods are not listed.	Greg Schermbeck	Financial Au
*Unclear if the listed firm is approved by the NC Local Government.		

Reviewer	Score
Cheryl Turner	
Amy Ruck Kagan	Fail
Leigh MObley	
Alan Hawkes	
Becky Taylor	
Alex Quigley	
Greg Schermbeck	Fail
Tracy Kelley	Fail
Shannon Sellers	Fail
Steven Walker	

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 26, 2014 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 26, 2014 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).

elacademy2016

Date: 09/26/2014

Applicant Signature:

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

Print/Type Name: elacademy2016

Board Position: Kerby D. McLean, Chairman

Signature: _____

Date: 09/26/2014

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

Notary Public Official Seal

My commission expires: _____, 20____.

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OVERALL ASSESSMENT

Would you as the Advisory Board deem this application complete? The decision of the Advisory Board regarding completeness is final. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Initial Screening Votes</u>	
No	Yes
0	11 AH, JM, PG, HN, SR, AQ, ES, TS, BT, CT, SW

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total External Evaluator Votes</u>	
No	Yes
4	0

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

<u>Initial Screening</u>

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Mission, Purposes, and Goals	- shannon1974
Education Plan	- shannon1974
Governance and Capacity	- shannon1974
Operations	Did not include Appendix Q or R. - shannon1974
Financial Plan	- shannon1974
OVERALL	Did not include Appendix Q or R. - shannon1974 This application is missing appendices Q and R. - dtsmith840 - shannon1974

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> jargon filled - aruckkagan</p> <p><u>Mission Statement</u> The mission statement does not express a clear, focused, compelling purpose for the proposed school. Applicants' mission statement does not articulate what the school hopes to be and it does not explain how the school will reach the goal. There is nothing particularly innovative or inspirational and is unlikely to produce high quality educational outcome for students. The mission statement is not grammatically correct, nor does it express clear guiding principles about the STEM foci. - kelleystacy</p> <p><u>Educational Need and Targeted Student Population</u> Appendix A1 shows the survey, but doesn't provide numbers surveyed or types of response, leaving it difficult to know what the interest actually was the demographics provided in no way link to the proposed program although they say that they courses will be offered in a different way than the district, there is nothing provided that yet sets the school apart - aruckkagan</p> <p><u>Educational Need and Targeted Student Population</u> Applicant does not provide a rationale for selecting the targeted student population that justifies the large student cohort, year one. Applicant admits that there is nothing new or innovative about the overall school design, as similar courses are currently being taught. Distinction regarding instructional strategies and techniques are less than compelling and demonstrate a lack of pedagogical understanding of research-based best practice. - kelleystacy</p> <p><u>Educational Need and Targeted Student Population</u> The target population is not specific. There is no evidence provided in Appendix A to justify a 900 pupil school. Two schools in the Charlotte area have closed due to low</p>
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<p>enrollment numbers. - shannon1974</p> <p><u>Purposes of Proposed Charter School</u> numerous grammatical mistakes stating they will provide choice doesn't provide reason or rationale the responses do not connect back to the mission PD seems to be offered, but not differentiated from that of a traditional public school dedication and commitment evident, still no how - aruckkagan</p> <p><u>Purposes of Proposed Charter School</u> 1. Applicant does not describe professional opportunities aligned with STEM focus. 3. Applicant does not highlight the specific school focus as the reason why parents will choose the proposed school. This indicates that applicant group has not fully integrated the STEM theme as it is not prominently presented. 4. Applicant do not convincingly articulate how the school will improve student learning. 6. Applicant does not describe innovative teaching strategies and techniques that are both aligned with proposed mission, innovative, data-drive, results-oriented, or research-based. - kellelytracy</p> <p><u>Purposes of Proposed Charter School</u> More detail should be included when discussing achieving one or more of the six legislated purposes. ELA should explain in greater detail how teachers will hold scholars accountable, how data will be utilized daily and how different instructional models will be decided upon and employed. - gscherbeck</p> <p><u>Purposes of Proposed Charter School</u> Purposes do not reflect "superior performance" in areas stated in the mission. - shannon1974</p> <p><u>Goals for the Proposed Charter School</u> No operational, financial or governance goals provided goals that are provided are academic, but not measurable or specific goals are not connected to the mission - aruckkagan</p> <p><u>Goals for the Proposed Charter School</u> Applicant responses in this section do not demonstrate a clear understanding of accountability laws, both state and federal. The applicant does not articulate a plan to monitor progress toward meeting any of the goals that is likely to yield positive student outcomes. The applicant goals and objectives evidence low expectations and a significant lack of rigor and relevance. The applicant group does not articulate the strategies that will be put in place (systems, process, structures, practices, policies) to ensure students are making progress toward meeting the goals. Specifically, SO4 is not a measurable academic goal as it does not sufficiently aligned to the overall mission and purpose. - kellelytracy</p> <p><u>Goals for the Proposed Charter School</u> There is no clearly defined time line for the goals after goal 1. Where will the other 10% of graduates go after graduation? How will the board monitor the progress of the goals? - shannon1974</p> <p><u>Goals for the Proposed Charter School</u> Goals align with the mission of the school however the only measurable goal is SO1.</p>

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It is unclear how level of competency, leadership performance, academic progress or post-graduate achievement will be assessed and measured.

Further, there may be a tech issue however the application appears to be missing an answer to the question "How will the governing board know that the proposed public charter school is working toward attaining their mission statement?" Answers to this question are required to get a clear sense of how the board will define and measure success.

Again, this section has been passed however greater information is required in order to feel comfortable with this school serving scholars in the fashion that is described. - gscherbeck

Education Plan

Instructional Program
 first mention of STEAM as a basis of program
 assessments are without detail, but instead mentions all types (formative, summative, pre...), no connection to how assessment information will be utilized beyond placement, assessments not connected to STEAM approach
 evidence and data not provided, not connected to population
 numerous approaches, but not cohesive - aruckkagan

Instructional Program
 Applicants' articulation of school's instructional program/methods lack evidence supporting the contention that this model will be successful with this specific student population. There is no connection between the proposed instructional practices and the schools' STEM mission. Applicant indicates the importance of differentiated instruction but does not describe how this will look in the classroom. The research supporting brain-based research is not compelling in terms of the desires to be STEM integrated learning environment. How will STEM be integrated into ELA or social studies? will How will technology interact in a blended classroom?
 Applicant indicates that student will be required to use the highest level of Blooms, but does not mention the role of the teacher or school leaders in making sure that happens. The assessment strategy presented is not completely clear or coherent, and does not show it will be aligned with CCSS. applicant does not specify a list of assessments that will be used. There is no plan for corrective action, in terms of intervention or adjustment of instructional program.
 - kelleystacy

Instructional Program
 Again, more detailed is required regarding how assessment strategies align with the instructional program and how the proposed approach will lead to improved student performance. Though benchmarks and formative / summative assessments are required, it is unclear how ELA will use these assessments and related data to drive their daily instruction.
 Also, the field trips and community projects appear well intentioned but there is not a clear connection to the program and how such experiences will be measured for success.

The instructional program also fails to mention how these strategies will enrich their target student population. - gscherbeck

Instructional Program
 What formative assessments will be used? Throughout the application STEM has been used but STEAM has now appeared. Are you incorporating the Arts? - shannon1974

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Curriculum and Instructional Design

first mention of, and no details surrounding blended learning
lots of mention of lesson planning, how is it being monitored or assessed, or modeled
no mention of how the curriculum will achieve academic results for any of the students, or for target population, in addition, no discussion of how it correlates to mission
still unclear how all the approaches connect to STEAM
information about how calendar will benefit students, more time than traditional schools, data about benefits, etc.?
scope and sequence very basic, doesn't show differentiation, doesn't yet provide explanations about mission specific electives - aruckkagan

Curriculum and Instructional Design

Will the school provide the Occupational Course of Study for students with disabilities?
How will students who require adaptive PE be provided this service? - michelle_mobley

Curriculum and Instructional Design

In general, the applicant group is proposing to use a ill-defined curriculum that is unlikely to raise achievement of the intended student population and is not aligned to CCSS or affiliated assessments.
The curriculum framework is not presented clearly and does not align with the schools stated mission/vision. There is no evidence that the chosen curriculum is aligned with CCSS and the description of the curriculum lacks sufficient detail to determine whether it is aligned across all grade levels. High school credit requirements and course descriptions are not provided and a description of ES course descriptions are not provided. Applicant does not provide research t support the chosen curriculum. The scope and sequence refers to STEAM rather than STEM. - kellelytracy

Curriculum and Instructional Design

Scope and Sequence is lacking great detail. It is simply a list of subjects and does not articulate how it aligns with the school's mission or what specific objectives will be taught.

The Enrichment Breaks are also mentioned however it is unclear what activities will take place during these breaks and how they will serve the target population.

Differentiating strategies is often mentioned in the program design but no clear method is explained to how teachers will differentiate each lesson.

Again, additional detail is required to clearly connect how this program will benefit scholars. - gschermbek

Curriculum and Instructional Design

The Scope and Sequence lacks specific details. In Appendix B2 there is mention of STEAM but where does the Art portion of this come into play? There are several instructional strategies listed, will the staff be able to use each one effectively? - shannon1974

Special Programs and "At-Risk" Students

reliance on NCRti- nothing unique or individualized
only relying on tests 2x year
ELL- who will be instructing, monitoring, assessing, etc.
more developed for gifted students - aruckkagan

Special Programs and "At-Risk" Students

Application does not describe the strategies that will ensure all students have access to core instruction during the school day.

In general, the applicant presents an unrealistic plan to identify (name of the universal screener that will be used) and meet the learning needs of at-risk students, SPED, GAT and ELL students. The applicant narrative in this section does not align with instructional approaches previously discussed or the overall school mission.

Applicant does not provide a justification for why at risk students should be required to attend school during 3 week vacation break, after school rather than receiving the support needed during the school day. Applicant does not describe a compelling vision or understanding for the needs of tier I students, not on track to proficiency in ELA or math to receive additional time and support for individualized instruction through tiered instruction, data driven approach to intervention/prevention, early detection, and support for student challenged by behavioral challenges including SPED and ELL students.

There is no articulation of how leaders and staff will monitor student progress in relation to tier I interventions that have been applied. Applicant does not describe a coherent system of interventions that allows students to move along a continuum of services and change placements according to identified progress or need. The applicants plan for after school and vacation interventions are not described to ensure that they are research based flexible tiers designed to ensure enhance and provide access to the core curriculum. - kellestracy

Special Programs and "At-Risk" Students

An appropriate plan appears to be in place for identifying "At-Risk" scholars, but additional information should be provided regarding intervention and truly serving the scholars.

The application mentions creating learning plan and multi-faceted strategies however it fails to explain the specifics of such strategies and how each will be measured to gage success. - gscherbeck

Special Programs and "At-Risk" Students

What pre-assessments will be given to identify students that need additional support?
What local and national assessments will be given to identify AIG students? - shannon1974

Exceptional Children – Identification and Records

how can application ask about special needs?
the response to identification is reliant on past information, but does not provide any information about testing, evaluating, etc.
how will RTI connect to special ed evals?
description of compliance? - aruckkagan

Exceptional Children – Identification and Records

The information in number 2 and 3 does not met requirements in state and federal requirements as it is written. Points of concern: 1) Procedural notice 2) Parental involvement in meetings and decision making 3) IEP team members (need to clarify required members) 4) Reevaluation process; specifically parental consent
QUESTIONS: 1) What is the plan if a parent makes a referral for special education? 2) What is meant by procedural notice? 3) When will parents participate in meetings and when will parental consent be requested? 4) Define the reevaluation process the school will use 5) Who will serve as the LEA in IEP meetings? 6) Where will EC files be housed? 7) What is the plan if the school does not receive any or part of the student special education records? 8) What kind of license will be required for the EC teachers? -

michelle_mobley

Exceptional Children – Identification and Records

Who will administer evaluations and interpret results of the evaluations? Most teachers are not qualified to do this. It is not clear that there is an understanding of 504 plans as they are only mentioned twice. Who develops the 504 plan? - shannon1974

Exceptional Children – Education Programming

basics and law is described, but doesn't connect to mission or school design - aruckkagan

Exceptional Children – Education Programming

This section does not meet the requirements of federal and state policies as it is written. Points of concerns: 1) Continuum of services QUESTIONS: 1) What is the continuum of services the school will provided, including resource and separate setting? 2) How will regular education teacher be made aware of a student's IEPs and their responsibilities in implementation? - michelle_mobley

Exceptional Children – Education Programming

The educational plan does not align with overall school mission. - kellestracy

Exceptional Children – Education Programming

The application outlines a solid understanding of serving students with IEPs. However, more information should be included regarding specific strategies that may be used. It states that the founding board believes students with IEPs will be best served in a general classroom. What if that isn't the case? - gscherbeck

Student Performance Standards

goals are unclear

no way to understand how assessments will work together, be used to drive instruction, analyzed, etc.

a lot going in to the promotion standards, but unclear and unspecific - aruckkagan

Student Performance Standards

Applicants' response in this section does not meet the criteria as it presents student performance standards that are neither clear, specific, measurable, attainable, relevant, focused, or mission-aligned. As a result, the assessment data is not likely to result in a balanced system of formative and benchmark assessments that is vertically or horizontally aligned; that will be good predictors of future success on state tests; or will provide school leaders with data to analyze to determine promising practices, enrichment or remediation needs, or assess needs for system change or instructional shifts. The data system will not provide leaders and staff with reliable data for organizational learning or PD activities. The promotion standards as presented indicate a profound lack of state law, best practices. - kellestracy

Student Performance Standards

Goals do not expand upon academic goals from question 2 in Mission, Purpose and Goals section. The application states that every ELA scholar meets annual growth and proficiency however there is no clear plan for how each scholar will do so. Additional information is required regarding how quarterly assessments and benchmarks will guide daily instruction.

Lastly, the promotion policy seems to rely on academic performance, results and teacher input however no clear plan is outlined.

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	<p><u>Further Questions</u> How often will data meetings take place? Once they do take place, what is the procedure for adapting instruction moving forward? - gscherbeck</p> <p><u>Student Performance Standards</u> What assessments will be used as benchmarks? How will data be used by the classroom teacher to drive instruction? Promotions and retention information is not clear. What will the team be looking for in order to promote/retain a student? - shannon1974</p> <p><u>Student Conduct and Discipline</u> infractions included, curious about the isolated lunch handbook mission doesn't match school mission no mention of creating a culture to help create safe and nurturing environment not sure how this will be monitored, for example, dean mentioned in other sections, but not connected here - aruckkagan</p> <p><u>Student Conduct and Discipline</u> The information about discipline policies for students with disabilities at the bottom of the page does not meet all the requirements per NC Policies 1504-2. Students who are not yet identified as a student with a disability but is suspected of having a disability, has the same protections as defined in the above policy. Also, students with disabilities must receive services after the 10th day of suspension. - michelle_mobley</p> <p><u>Student Conduct and Discipline</u> The applicant describes a discipline policy that overwhelmingly punitive and ignores concepts of restorative justice or positive behavior reinforcement techniques. The handbook is not aligned with the stated STEM focus and outlines a set vision-invest, impact, and inspire-which heretofore has not been discussed. The discipline policy is not particularly innovative and not culturally, linguistically, or developmentally appropriate for the proposed aged group. - kellestracy</p> <p><u>Student Conduct and Discipline</u> This section lacks critical detail. Outside of listing color coordinated infraction zones, no plan is provided that explains how ELA scholars will learn from their infractions. Further, it also does not offer an explanation for how the zones will be differentiated for a scholar in kindergarten or a fifth-grade scholar. The plan also lacks parent involvement and how staff will be trained in accordance. Unless experiencing a tech issue, the attached handbook only includes the first 10 pages. Scholar handbook rules are also not listed. Thus, we are unable to review the full draft. Much more detail is required to understand how scholars will be served. - gscherbeck</p> <p><u>Student Conduct and Discipline</u> A complete draft of the handbook is not available. - shannon1974</p>
<p>Governance and Capacity</p>	<p><u>Private Non-Profit Corporation</u> Since the organization does not have 501(c)(3) status it is unclear if they are authorized by the NC Secretary of State. - gscherbeck</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> not obtained at this time - aruckkagan</p> <p><u>Tax-Exempt Status 501 (c)(3)</u></p>

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Since the organization does not have 501(c)(3) status it is unclear if they are authorized by the NC Secretary of State. - gscherbeck

Governance and Organizational Structure of Private Nonprofit Organization

only 5 members proposed and limited skill set
board training beyond DOE?
no information about Community Schools Team
still uncertain about an ESP. provided info about basic leadership eval, but lacked details.
no mention of board evaluation.
current members have limited board experience and backgrounds- no real estate, little financial, no legal
- aruckkagan

Governance and Organizational Structure of Private Nonprofit Organization

The recruitment strategy is not aligned with schools' overall mission to be an STEM focused learning environment.
In general the proposed board does not have the diverse experiences and skills necessary to actualize a STEM integrated school model.
The application does not include an articulation of the board election process, decision making process or evaluation matrix/tools that will be used to assess its effectiveness. The specific mission-aligned principal qualifications are not described, especially with regard to the core competencies the board will use to hire and evaluate the school leader. The narrative does not clearly articulate an understanding of the specific role and responsibilities of the board and a clear articulation of the primary roles and responsibilities of the school leader and how those roles and responsibilities co exist. - kellestracy

Governance and Organizational Structure of Private Nonprofit Organization

The organization chart lays out teams but no teachers or specific staff. Therefore, it is impossible to gauge how the school will be structured and serve the Charlotte community. It is also unclear how many teachers and staff will be needed for the founding year, while planning to serve 900 scholars.

Appendix H is attached however appendix J is not.

The application states there will be 7 members of the board however only 5 are listed. - gscherbeck

Governance and Organizational Structure of Private Nonprofit Organization

Did not see how the board or lead administrator would be evaluated. - shannon1974

Proposed Management Organization (EMO/CMO)

The Charter School does not plan to contract with an EMO / CMO therefore, no boxes were selected.

*Please confirm not selecting any boxes was appropriate. - gscherbeck

Projected Staff

need to see staff list broken out by number of students
seems light on electives
want to see break out per grade level
doesn't align to budget - aruckkagan

Projected Staff

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A projected list of staff is included however it appears to not be sufficient. With a proposed attendance of 900 scholars, there needs to be more than one Dean of Students and two guidance counselors and two EC teachers. More staff consideration must take place to best serve scholars.

Further, a more detailed breakdown of how teachers will be utilized. How will 18 Primary Care teachers be organized? - gscherbeck

Projected Staff

The budget does not align with the proposed budget in that there is no money budgeted for benefits. - shannon1974

Staffing Plans, Hiring, and Management

salary range doesn't match proposed staffing
no salary range for EC teacher
low salaries, esp. dean
2 EC teachers for 1100 students is insufficient
limited recruitment information- mentions TFA, but doesn't describe additional training
limited hiring policies- no demonstration of talent required
- aruckkagan

Staffing Plans, Hiring, and Management

1) What will be license requirements of the EC Teachers? - michelle_mobley

Staffing Plans, Hiring, and Management

Applicants retention plan is not sufficiently specific or cohesive and is unlikely to retain as many high effective teachers while simultaneously releasing those teachers deemed to be ineffective. There is no description of the evaluation or retention tool or the evaluation criteria or indicators that will be used. - kelleytracy

Staffing Plans, Hiring, and Management

Hiring procedures are minimal. It appears employment contracts will be offered after passing background and credential checks. There is no mention of sample lessons, in person interviews or other interview requirements that would take place.
Much more information is required regarding the procedure of hiring effective staff to serve a school of 900 scholars.
- gscherbeck

Staffing Plans, Hiring, and Management

The plan mentions benefits for staff, but the budget does not have any money budgeted for benefits in the first year. The proposed salaries, do not match with budgeted salaries; ie Principal here is listed as \$85,00 but the budget shows \$80,000. - shannon1974

Staff Evaluation and Professional Development

not aligned to any budget at this point
a lot of work/responsibility for one AP at multiple grade levels
not mission aligned
PD is basic, without description, and certainly doesn't tie to instructional approach or strategies - aruckkagan

Staff Evaluation and Professional Development

Schools plan for professional development is not aligned to STEM mission and vision, instructional methodologies, or education program (i.e. Socratic method, STEM integrated, brain based research, differentiation, etc). It is unclear whether teachers will

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have the opportunity for content-oriented PD and it is unclear as to school structures that will enable frequent, regular collaboration to improve curriculum implementation (CPT). The degree to which CPT is focused on taking teaching and learning to the next level of development, and addressing the needs of the whole. It is unclear whether the applicant will develop specific systems and protocols to guide collaborative discussions. child. - kellestracy

Staff Evaluation and Professional Development

There is a plan for observations and self-assessment however there is no mention of how frequently observations will take place. With the Principal being responsible for observing all teachers, there is not a clear plan for how this will take place.

Professional development hours are listed yet again, no clear plan that will be followed for PD or frequent observations to ensure the staff are progressing.

There is also no mention of mentorships, grade-level leaders or how teacher can use peers for informal and formal professional development.

No mention of how this section aligns with the proposed budget. - gscherbeck

Staff Evaluation and Professional Development

What specific Professional development will teachers receive? ELA list several programs that will be used to drive instruction, will teachers receive professional development on these?

What is the timeline for evaluations? - shannon1974

Marketing Plan

There is a plan with related dates. However, there is no mention of a target number of applications nor how many families will need to be contacted to reach the goal of 900 scholars. Again, much more information and clarity is required.

It is also unclear how the budget aligns with billboard advertising and related costs. There is no mention of related costs for the marketing and recruitment plan.

Also, "Teach 4 America" should be correctly listed as Teach For America. There is also no such organization listed as Teach Now Charlotte. - gscherbeck

Marketing Plan

Still believe 900 students is unrealistic for the first year. - shannon1974

Parent and Community Involvement

Applicant does not describe community partnerships that are aligned with its stated mission for STEM programs. - kellestracy

Parent and Community Involvement

A communications plan is not listed. A number of communication strategies are listed yet it is unclear how each will be used. - gscherbeck

Admissions Policy

nothing on waiting lists, withdrawals, transfers
- aruckkagan

Projected Student Enrollment (Table)

The enrollment chart is unrealistic given the background and skills of the founding groups

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	<p>capacity, skills, experience. - kelleytracy</p> <p><u>Projected Student Enrollment (Table)</u> The table is complete however there is real concern regarding 900 scholars attending ELA in its founding year. - gscherbeck</p> <p><u>Projected Student Enrollment (Table)</u> huge enrollment in year one - aruckkagan</p> <p><u>Projected Student Enrollment (Table)</u> 900 students the first year is not realistic. Two charter schools have closed in the last two years due to low enrollment. - shannon1974</p>
<p>Operations</p>	<p><u>Transportation Plan</u> budget? - aruckkagan</p> <p><u>Transportation Plan</u> There is no information about how special transportation will be provide to students with disabilities who require transportation as part of their IEPs. - michelle_mobley</p> <p><u>Transportation Plan</u> A thorough explanation is not provided. The plan states that "car pooling is encouraged" and ELA will explore school bus chartering. With 900 scholars projected for year 1, a detailed transportation plan is required. - gscherbeck</p> <p><u>Transportation Plan</u> How will the school make an effort to have its own fleet if no money is budgeted for transportation? - shannon1974</p> <p><u>School Lunch Plan</u> what is the Eagles Cafe? 20/day is 10 kids out of the huge enrollment - aruckkagan</p> <p><u>School Lunch Plan</u> Did not see money in the budget for lunches. - shannon1974</p> <p><u>Healthy and Safety Requirements</u> needs to be completed - aruckkagan</p> <p><u>Healthy and Safety Requirements</u> Signed by elacademy 2016. I don't believe that is a founding board chair. - gscherbeck</p> <p><u>Facility and Facility Contingency Plan</u> missing info - aruckkagan</p> <p><u>Facility and Facility Contingency Plan</u> Facility form and copies of Facilities Inspections are not attached, thus it is difficult to evaluate the plan.</p> <p>It is also unclear if a charter school is allowed to be housed within a church.</p> <p>No contingency plan is described. The application states that the Board will explore other options. - gscherbeck</p> <p><u>Facility and Facility Contingency Plan</u></p>

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	<p>The application states that Appendix Q will show the site plan, but Appendix Q is not attached.</p> <p>There is not a contingency plan in place. - shannon1974</p>
<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> only 10/% projections for EC, vs. discussed 13% in target demographic - aruckkagan</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> The enrollment projection is unrealistic, so the revenue projection is unrealistic. - shannon1974</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Five-year projections are not listed. - gscherbeck</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> Revenue projections are unrealistic because student enrollment projection is unrealistic. - shannon1974</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> A five-year plan is included however it does not appear to be a realistic outline.</p> <p>No "other funds" are listed. - gscherbeck</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> doesn't align to staffing no amounts allotted for benefits - aruckkagan</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> How will you attract qualified teachers without offering benefits? The projected number of EC teachers seems insufficient for 900 students. - shannon1974</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> The budget his detailed however it appears unrealistic to hit 900 students in the opening year with 97 first year staff members. - gscherbeck</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> what is the consultant team, other professional no changes in facility cost a lot for marketing, decreasing over years? what gets included in other and travel? no money for computers or IT? small amount for materials and texts (decreasing over years0 - aruckkagan</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> The budget does not align with other areas of the application. Specifically technology and 21st Century Learning. There is no budget for classroom technology ie. computers, software, IT. What is the \$500,00 Consultant fee? - shannon1974</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Applicant doe not align budgetary needs of technology with stated STEM mission of the proposed school. - kelleytracy</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u></p>

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	<p>There is no mention of finances being allocated towards transportation. It is also unclear how the \$500,000 will be used for the Consultant Team. - gscherbeck</p> <p><u>Total Expenditure Projections (Table)</u> The projected enrollment is unrealistic. Expenditures are lacking in areas that are integral to the school (technology). - shannon1974</p> <p><u>Total Expenditure Projections (Table)</u> Although the stated numbers represent a surplus - there are major concerns with ELA being financially sound. - gscherbeck</p> <p><u>Budget Narrative</u> why the consulting fee if not contracting? no money going towards technology, yet they mention it as part of achieving their mission no contingency - aruckkagan</p> <p><u>Budget Narrative</u> The application does not provide a break even number. Enrollment projections are unrealistic and no evidence was provided to support the enrollment numbers. Who is Perpetual Hope of Charlotte? Would like additional information to provide evidence that the professional consultants have the financial backing to assume budget short fall per the contingency plan. - shannon1974</p> <p><u>Budget Narrative</u> No contingency plan is discussed. It is stated that the Board would evaluate operating costs. More information should be provided regarding contractors, custodial services, transportation and cafeteria employees. - gscherbeck</p> <p><u>Budget Narrative</u> Applicant does not provide a contingency plan for alternate school site. - kellestracy</p> <p><u>Financial Audits</u> nothing about checks and balances - aruckkagan</p> <p><u>Financial Audits</u> Thorough procedures and methods are not listed. *Unclear if the listed firm is approved by the NC Local Government. - gscherbeck</p> <p><u>Financial Audits</u> How is the Board holding itself accountable? - shannon1974</p>
<p>OVERALL</p>	<p><u>Grade Levels Served and Total Student Enrollment:</u> i don't see the signature huge opening enrollment- number of grades and kids is problematic - aruckkagan</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Applicant decision to start with 900 demonstrates a unrealistic expectation and an under appreciation of the magnitude of the task at hand. Please articulate a compelling rationale in support of the enrollment section, especially the rationale for starting with k-8? - kellestracy</p>

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	<p><u>Grade Levels Served and Total Student Enrollment:</u> 2 / 3 boxes were checked to signify that this section should be marked as passing. However, it is unclear what criteria will be used to select 900 scholars in the founding year of the school.</p> <p>Additional questions must be asked in order to better understand how ELA will enroll 900 scholars in the founding year. Lacking a clear understanding of doing so, it would be a difficult feat. - gscherbeck</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> 900 students is unrealistic for the first year. Charlotte-Mecklenburg schools are under-enrolled currently. Two charter schools in the Charlotte area have closed due to low enrollment numbers. - shannon1974</p> <p><u>Signature Page</u> Not sure if the signature page is properly signed. - gscherbeck</p> <p><u>Appendices</u> Q and r are missing. - kellestracy</p> <p><u>Appendices</u> Appendix D only lists the first 10 pages of the document. Appendix F only lists teams, not specific teachers or positions within ELA. - gscherbeck</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	The advisory Board voted unanimously for the not to come in for and interview.

Overall Summary	
Initial Screening 10/27/2014	<p>OCS deems this application incomplete. Facility has been identified but appendix Q (Facility Form) is not included.</p> <p>The CSAB voted unanimously to deem this application complete on November 14, 2014.</p>

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<p>Application Review</p>	<p>On January 12, 2015 the CSAB subcommittee voted to deny this application for interview. The subcommittee vote was 0 yes to 6 no. The full CSAB vote was 0 yes to 10 no for interview.</p> <p>Concerns outlined consisted of the following:</p> <p>Concern about the population being 900 open enrollment and similar ones recently opened have been closed immediately. Grammatical issues.</p> <p>Not a registered nonprofit. Operation of the lunch process not enough when budgeting for 900 students. Financial goal doesn't seem good enough and 3% not great. Are you registered under secretary of state? Charter must be registered first.</p> <p>Not a clear rationale and doesn't seem to be enough data analysis that supports what we know and challenges of overestimating of enrollment.</p>
<p>Application Interview</p>	
<p>OVERALL</p>	