

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.

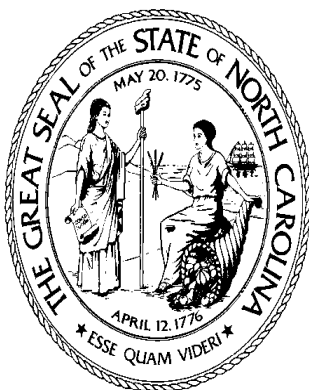
Subcommittee Members:

Cheryl Turner
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Helen Nance
Mike McLaughlin
Alex Quigley
Sherry Reeves
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Tammi Sutton
Lisa Swinson
Alan Hawkes
Steven Walker
Phyllis Gibbs

Date of Review:

Gateway Charter Academy - High standards and quality instruction support a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility.

10/21/2014



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Gateway Charter 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.

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	6
	Grade Levels Served and Total Student Enrollment:	8
	Concerns and Additional Questions	10
II.		
	<u>MISSION and PURPOSES</u>	11
	Mission:	11
	Educational need and Targeted Student Population of the Proposed Charter School:	11
	Purposes of the Proposed Charter School:	14
	Goals for the Proposed Charter School:	17
	Concerns and Additional Questions	21
III.		
	<u>EDUCATION PLAN</u>	23
	Instructional Program:	23
	Curriculum and Instructional Design:	24
	Special Programs and "At-Risk" Students	31
	Exceptional Children	35
	Student Performance Standards	38
	Student Conduct:	40
	Concerns and Additional Questions	42
IV.		
	<u>GOVERNANCE and CAPACITY</u>	44
	Governance:	44
	Governance and Organizational Structure of Private Non-Profit Organization:	44
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	53
	Private School Conversions:	58
	Projected Staff:	61
	Staffing Plans, Hiring, and Management	61
	Staff Evaluation and Professional Development	67
	Enrollment and Marketing:	71
	Marketing Plan	71
	Parent and Community Involvement	72
	Admissions Policy	74
	<u>PROJECTED ENROLLMENT</u>	76
	Concerns and Additional Questions	77
V.		
	<u>OPERATIONS</u>	78
	Transportation Plan:	78
	School Lunch Plan:	79
	Civil Liability and Insurance	80
	Health and Safety Requirements:	80
	Facility:	80
	Facility Contingency Plan:	82
	Concerns and Additional Questions	83
VI.		
	<u>FINANCIAL PLAN</u>	
	Budget: Revenue Projections from each LEA 2016-17	84
	Total Budget: Revenue Projections 2016-17 through 2020-2021	85
	Personnel Budget: Expenditure Projections 2016-17 through 2010-2021	86
	Operations Budget: Expenditure Projections	89
	Overall Budget:	91
	Budget Narrative:	91
	Financial Compliance:	97

<u>Concerns and Additional Questions</u>	<u>99</u>
<u>VII.</u>	
<u>AGREEMENT PAGE</u>	
<u>Application Fee:</u>	<u>101</u>
<u>Applicant Signature:</u>	<u>101</u>
<u>VIII.</u>	
<u>APPENDICES</u>	
<u>OVERALL ASSESSMENT</u>	<u>101</u>
<u>Total External Evaluator Votes</u>	<u>102</u>
<u>Total Subcommittee Votes</u>	
<u>CSAB Votes</u>	<u>102</u>
<u>Initial Screening</u>	<u>103</u>
<u>External Evaluator</u>	<u>103</u>
<u>Charter School Advisory Board Subcommittee</u>	<u>112</u>
<u>Overall Summary</u>	<u>113</u>

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Gateway Charter 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: *Gateway Charter Academy, Inc.*

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

Name of contact person: *Robert Parrish*

Title/Relationship to nonprofit: *Lead Applicant*

Mailing address: 218 Jordan Ridge Way
Jamestown NC 27283

Primary telephone: 317-997-7331 Alternative telephone: 317-997-7331

E-Mail address: rparrish3@elon.edu

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

County: GUILFORD

LEA: 410-Guilford County Schools

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

No:

Yes:

If so, provide the name of the third party person or group. National Heritage Academies

List the fee provided to the third party person or group. \$0

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

Encouraged by the comments received from the Charter School Advisory Board (CSAB) about the strength of our founding Board, the need in the east

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Greensboro area for expanded educational opportunities, and the strength of our charter school application last round, we are reapplying for authorization to open Gateway Charter Academy on the east side of the City of Greensboro.

We appreciated the feedback we received from the CSAB on our application and during our interview, and have taken it to heart. We have revised our application here to best answer the questions and concerns raised, and to include responses to the additional questions included in this round. For example, we have shortened and focused our mission statement; worked to clarify and strengthen our goals to a wide array of student performance and school operations; added additional detail on how we came together and came to choose National Heritage Academies (NHA); and included the additional research we've done on NHA-partner schools in North Carolina and across the country. We have also toured other NHA-partner schools, including PreEminent Charter School, Research Triangle Charter Academy, Greensboro Academy, and Summerfield Charter Academy and have spoken with each school's principal and board members. We understand the unique challenges the students and families face and what each school is doing to help ensure all students achieve at high levels.

Our relationship with our proposed school management partner, NHA, has strengthened since our first application, and NHA's commitment to us has strengthened. If an education management organization with which we are partnering to operate our school is considered a third party, then we have indeed received significant help from NHA to prepare this application for Gateway Charter Academy.

We are proposing to establish a model NHA-partner school, one that features NHA's "Intensive Learning Program (ILP)" with additional teachers specializing in the instruction of below-grade-level students, teaching assistants, and a coordinating Academic Intervention Coach to better meet the learning needs of our expected student population. This is a new initiative at NHA-partner schools that did not exist when several of NHA's North Carolina partner schools opened (some as long as 15 years ago). We believe our planned Intensive Learning Program from day one will be a critical factor in ensuring we start strong.

Because NHA is a "full-service" management company responsible for the entire operation of the school day-to-day (including but not limited to: the full education program; staffing and staff training; administrative functions, such as marketing, admission, transportation, school meals, and all back-office functions; facility development and maintenance; compliance and reporting; and budget management), all sections of this application related to those aspects of the school were developed by NHA to accurately reflect the school model and NHA's school operation processes. Our Board, of course, has worked with NHA to review and modify each one of these sections to ensure it reflects exactly what we want for our school and aligns with our mission.

We also have received the assistance and advice of independent counsel in our review of policies and agreements included in this application that has informed our responses to certain questions.

We anticipate assistance from both our independent counsel and NHA will

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continue throughout the application approval process. Upon approval of our charter, NHA will become our school management partner and will have the ongoing relationship with our Board and our school outlined in the charter, our Services Agreement, and our Lease Agreement. Our Board will retain independent legal counsel throughout the term of our charter.

Attribution: Board

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

No:

Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. Research Triangle Charter NC

What is the name of the nonprofit organization that governs this charter school? Gateway Charter Academy, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 Month August

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	520
Second Year	K,01,02,03,04,05,06	604
Third Year	K,01,02,03,04,05,06,07	688

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Fourth Year	K,01,02,03,04,05,06,07,08	772
Fifth Year	K,01,02,03,04,05,06,07,08	772

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.

robertparrish
Academy, Inc.
Signature

Robert Parrish, Gateway Charter
Title

robertparrish
Printed Name

09/25/2014
Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>The applicants will be replicating Research Triangle.</u>	<u>Lisa Swinson</u>	<u>Cover Page</u>
<u>There are currently 7 charter schools in the LEA that this applicant is seeking to place a school. 4 of the 7 schools did not reach their enrollment projections for this school year.</u>	<u>Lisa Swinson</u>	<u>Grade Levels</u>
<u>What is the rationale for starting with six grade levels? what is the basis for believing that sufficient students in the upper grades can be recruited?</u>	<u>Kristen Vandawalker</u>	<u>Grade Levels</u>
<u>While it appears there is an educational need (based on Appendix A1), only 34 percent of survey respondents indicated they were likely to enroll in a K-8 charter with a college-readiness focus. Without knowing the number of respondents, it's difficult to determine whether the enrollment figures are realistic. Question for interview: what was the response rate for the survey?</u>	<u>Kathryn Mullen Upton</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Cheryl Turner</u>	
<u>Joe Maimone</u>	
<u>Carol Ann Hudgens</u>	
<u>Kathryn Mullen Upton</u>	<u>Pass</u>
<u>Becky Taylor</u>	
<u>Eric Sanchez</u>	
<u>Helen Nance</u>	
<u>Mike McLaughlin</u>	
<u>Alex Quigley</u>	
<u>Sherry Reeves</u>	
<u>Kristen Vandawalker</u>	<u>Fail</u>
<u>Tammi Sutton</u>	
<u>Lisa Swinson</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Steven Walker</u>	
<u>Phyllis Gibbs</u>	

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:

High standards and quality instruction support a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility.

Clearly describe the mission of the proposed charter school:

Every student at Gateway Charter Academy will develop the knowledge and skills for success in and outside of the classroom. Our educational program equips students with the tools needed to excel in high school, college, and career. Our character development focus emphasizes hard work and good citizenship to ensure that students are equipped to succeed in life. High expectations apply to everyone, and we commit to provide an excellent education to each individual student.

Attribution: Board

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

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

The City of Greensboro is marked by an east-west divide. Local leadership is striving to create the perception of a unified city, yet the reality is that the west side of the city is growing and prospering while the east side faces significant economic and social challenges. On the east side, property values are much lower, family poverty is more pervasive, unemployment rates are higher, there is less private business activity, and - of critical importance - there is limited public school choice and quality for students and their families. We want to help. Our service on the Guilford Board of County Commissioners, our work at Elon University, our business ownership, and our involvement in numerous community initiatives helps drive us to try to bring our city together.

We are requesting authorization to create Gateway Charter Academy as a new public K-8 school of excellence for students on the east side of Greensboro. We will be partnering with National Heritage Academies (NHA), a full-service school management company, to operate the school. As our city's economic development committee plans tax breaks in an attempt to create east side "prosperity zones" for businesses, Gateway Charter Academy will create its

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own "prosperity zone" for neighborhood students and their families. The educational plan in this application reflects specific preparation and support for the education of students entering with skills below grade-level, adopting NHA's "Intensive Learning Program" structure within our school.

Rationale: A new, high quality public school choice is desperately needed. Consider the performance of the city's east side schools:

- Of the nine east side elementary schools, seven performed below the district average (which itself is below the state average) on EVERY state reading and math test administered at the school.

- At each of these seven elementary schools, less than half of all students tested proficient in both reading and math in every tested grade.

- At half of the east side middle schools, student proficiency rates on state exams are below district average in every grade for both math and reading.

Our K-8 model is an appealing feature of our school design. A consistent K-8 experience, with less transition and greater stability, can increase appropriate student development that better prepares students to face the challenges of high school academically, socially, and emotionally. Currently, not a single K-8 public school exists in east Greensboro.

Our management partner will supply a new school building (either new construction or a fully renovated space) suitable for our full K-8 education program. We want Gateway Charter Academy to be part of the neighborhood's economic and social rebuilding efforts, an institution that comes to actively contribute to the community's success. The development of a new school will add to the economic and social health of this part of our city.

Demographics: According to state data, at three-fourths of schools on the east side of the city the percent of students from economically disadvantaged families exceeds 90 percent; at one in every four schools, the rate is 100 percent. Approximately seven percent of students are English Language Learners (ELLs). District schools in the eastern part of Greensboro that serve the K-8 student population are: 71.1 percent Black; 11.2 percent White; 9.4 percent Hispanic; 4.3 percent Asian; and 3.5 percent Multiracial (for comparison, the city's student body as a whole is 41 percent Black; 37 percent White; 12 percent Hispanic; six percent Asian; and four percent Multiracial). Our marketing and outreach plan to the community will be broad, unbiased, while seeking to saturate east Greensboro. Thus, we expect Gateway Charter Academy will attract and enroll a student body with similar demographic proportions to the east side of Greensboro.

Attribution: Board

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

The projected enrollment for our school's first year, when the school will serve grades K-5, is 520 students. After expanding by one grade level per

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year until the school serves grades K-8, we are projecting total full enrollment of 772 students. Due to the fact that east Greensboro is centrally located in Guilford County, we expect that 100 percent of our students will come from the Guilford County Schools LEA (with the vast majority coming from the east side of the City of Greensboro). We understand that other urban NHA-partner schools have opened successfully at this size, and given the support of our administration team and extra intervention staff, we believe this school size is manageable.

Guilford County Schools serves approximately 72,400 students, of which approximately 49,750 (68.7 percent) are K-8 students. The first-year projected enrollment of Gateway Charter Academy thus represents 1.0 percent of Guilford County's total K-8 student population. Full K-8 enrollment in the school's fourth year of operation will represent approximately 1.6 percent of the LEA's total K-8 student population.

Attribution: Board and NHA

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

Several features of our planned school model differentiate it from a traditional district school:

Intensive Learning Program (ILP): We know that Gateway Charter Academy is likely to open with a large percentage of students already at-risk of academic failure, and we have planned our academic program accordingly. Launching a school for students with these challenges will require a comprehensive approach to intervention from day one. Such an approach has been developed at NHA-partner schools serving greater populations of at-risk students, and this approach will be replicated at Gateway Charter Academy.

Our school will provide more specific at-risk instructional programming, additional staff dedicated solely to interventions, plans for extended learning time, and increased learning intensity in specific areas to targeted student subgroups. This front-end investment - funded with grant money from federal Title I funding, private foundations, and/or supplemental investments from NHA - will be used for some or all of the following:

- An academic intervention coach to coordinate the systematic intervention strategy.
- Full-time intervention teachers to provide tier two and tier three tutoring.
- Part-time tutors to provide Tier Two or Tier Three interventions.
- An after-school blended-learning program and onsite summer learning.
- Bi-weekly monitoring to ensure that interventions are achieving the goals they are designed to achieve.

Please reference our budget for more information on these additional staff positions.

Distributed Leadership Model: To prioritize a more comprehensive hands-on management of instructional staff than most public schools, we will implement a distributed leadership model in which the leadership team consists of a principal and academic deans sharing administrative responsibilities. Each dean will be responsible for a team of grade-level

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staff: e.g., K-2, 3-5, and 6-8. Deans will serve as the direct managers for teachers, ensuring that teachers receive frequent and ongoing coaching and support, including weekly classroom observations and feedback sessions.

K-8 School Design: Our school will be a K-8 school. A consistent K-8 experience, with less transition and greater stability, can increase student development that prepares students to face the challenges of high school academically, socially, and emotionally.

Character Development: Character development at our school will not be an occasional superficial lesson, but a fully developed program that is integrated into our instructional and educational program. The character development curriculum we will use builds on such virtues as prudence, justice, temperance, and fortitude. Through lessons in these areas, students will build strong personal character and develop qualities needed to earn academic success while becoming good citizens.

Our students will understand what is expected of them, and after putting forth their best efforts, they will be encouraged to take pride in the results of their work. From day one at our school, students will be taught that their best effort is vital to academic success, and teachers will strive to reinforce the importance of responsibility for their education.

Combining student responsibility and character development will help create a culture that expects excellence from our students, is conducive to teaching and learning, and encourages parents and educators to become true collaborators in the learning process. Like our sister NHA-partner schools in the western portion of the county, we will have high expectations for our students - regardless of their backgrounds - and we will leverage the lessons learned from those schools in the start-up and operation of Gateway Charter Academy.

Attribution: Board and NHA

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.*
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.*

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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.*

We believe that the structure and programs of Gateway Charter Academy fulfill each of the six legislative purposes stated for charter schools.

1. **Professional Opportunities for Teachers.** Our educational program includes a robust and purposeful professional development program, offered through NHA, that not only coaches teachers through the instructional phase of their career, it also establishes a formal career path that allows stellar teachers to become teacher leaders and mentors to new teachers, and then supervisory deans overseeing and coaching teams of multiple grade-level staff. Outstanding deans are then coached and developed to become principals if they choose to do so. NHA also implements a "School Leadership Academy" to provide ongoing support to potential and new school leaders throughout the year. The "Staff Evaluation and Professional Development" section of this application offers detailed information on the professional development opportunities that will be offered to teachers at our school.

2. **Accountability for Results.** Our school will implement all required state assessments and will abide by and embrace North Carolina's READY Accountability Model. Additionally, our school will institute a comprehensive formative assessment program that evaluates individual, class-wide, and school-wide academic performance. The evaluation at the beginning of each year will provide a baseline and the evaluation at the end of the year will measure annual growth. NHA-partner schools offer a comprehensive educational program designed around five essential strategies geared toward a very ambitious desire: By 2020, 90 percent of students who have been at an NHA-partner school for three or more years will be proficient in reading and math. We are eager to adopt the strategies and objectives of the 2020 Plan at our school. Accountability for performance will also extend to other areas of the school's operations, such as attendance rates, fiscal stability, and parental satisfaction. Our goal is to offer area families a public school choice that is not merely different, but better.

3. **Expanded School Choice.** Gateway Charter Academy will offer parents and students a choice of the first charter school in the city designed for a high-needs student population. We also will be providing the first school in the area configured as a K-8 school, offering parents a new and unique choice.

4. **Improving Student Learning.** We will hold NHA accountable to improving student learning. Across the country, student achievement is excelling at NHA-partner schools:

- In 2013-14, schools partnering with NHA ranked in the top 10 percent of the nation's public schools based on the percentage of students who met or exceeded typical academic growth.
- The rate of academic growth for students entering NHA-partner schools below grade level was 150 percent for the 2013-14 school year, compared to the national average of 100 percent and, significantly, up from 133 percent the previous year. This means that students below grade level at NHA-partner schools are progressing academically faster than expected and are rapidly

closing achievement gaps.

- For the 2012-13 school year, state test results show that NHA-partner schools outperform their local school district three-fourths of the time; that rate is even higher in schools in urban areas.

- 96 percent of students completing 8th grade at NHA-partner schools go on to graduate from high school, easily surpassing the national average for low-income students (70 percent) and all students combined (80 percent). Additionally, 37 percent earn a bachelor's degree or higher. That graduation rate is nearly five times higher than the national average rate for low-income students (8 percent), and it exceeds the rate for all students combined (31 percent)(NCES, 2013).

- Student performance at newer NHA-partner schools serving student populations similar to what we expect to enroll at Gateway is impressive: Atlanta Heights Charter School in Georgia, where more than 92 percent of students are from families in poverty and 99 percent are minority, has posted remarkable proficiency growth rates, recently hitting 87 percent in reading on the state assessment; and, Legacy Charter Academy in Detroit, where 97 percent of students are in poverty and more than 98 percent are minority, nearly doubled reading proficiency and increased math proficiency on the state assessment five-fold in its first three years of operation.

5. Increased Learning Opportunities for Students. Because a fundamental purpose of charter schools is to search out new approaches to effective teaching and learning, we embrace innovation and change to further our ability to meet the needs of our students. Following the NHA-partner school model, Gateway will create a learning environment in which all students thrive. This model is supported by underlying fundamental principles of excellence that support purposeful and proven educational strategies. NHA is committed to meeting the needs of students who are at-risk of falling behind academically and will ensure that the needs of these students are addressed systematically. NHA also has a robust formative assessment program that helps quickly identify students who need extra attention as well as students surpassing grade-level standards, who also require differentiated instruction. Our school model is designed with such adaptability in mind, and moreover, will include resources from our planned Intensive Learning Program, including extra intervention staff to address the needs of students performing below grade level.

6. Innovative Teaching Methods. Our school's multiple layers and styles of professional development for teachers (described further elsewhere in this application) are designed not just to support instructors during their time in the classroom or to prepare them for expanded responsibility and leadership positions. They exist to encourage innovation through purposefully scheduled peer group planning time and structured learning communities. These times are designed as professional learning communities to allow the sharing of ideas and best practices, and for brainstorming creative and innovative approaches to the unique challenges teachers face.

Helping us meet these legislative purposes, as well as our mission, are the foundational four pillars of our educational model:

Academic Excellence: A high-quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. Achievement may look different for each individual, but our goal is to prepare each student for college. The curriculum is designed to meet or

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exceed the relevant learning standards and ensure that our students master the specific skills and knowledge at each grade level.

Student Responsibility: Children thrive in an environment where they clearly understand what is expected of them, and after putting forth their best effort, they take pride in seeing the results. Students will be taught that their best effort is vital to academic success. Teachers will reinforce consistently the importance of students' accountability for their education and actions.

Character Development: A great school should aim to develop students' hearts as well as their minds. Our character development curriculum builds on such virtues as prudence, justice, temperance, and fortitude. Students will build and maintain strong personal character and become good citizens.

Parental Partnerships: Gateway is committed to fostering strong partnerships with parents. We will actively engage parents in their children's learning and consistently communicate with parents. An example is the parent room specifically for ongoing "anytime" interaction between parents and teachers.

Attribution: Board and NHA

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.*

Well aware that we are likely to enroll a student population disproportionately in need of intensive and ongoing academic intervention, Gateway Charter Academy still will hold itself to a "no excuses" standard regarding student academic performance. The school will establish meaningful student performance goals that allow comparison to area district schools and to state performance standards.

Goals: Our Board will monitor student academic performance goals closely, using measures of academic growth and proficiency beyond those required by state law, and will hold staff and NHA accountable for reaching those goals. Academic goals for the first five years include:

- **Early Literacy:** In both kindergarten and first grade, students will score at or above the 65th percentile in reading and math as measured by beginning-of-year to end of-year learning growth on a nationally-normed standardized assessment.

- **Postsecondary Readiness:** Eighth-grade students in at least their third year at Gateway Charter Academy will successfully complete Math I and as a cohort will earn at least a 75 percent passing rate on the end-of-course exam.

- **State Accountability:** Each year, the mean normal curve equivalent gain on the Education Value-Added Assessment System for Gateway Charter Academy will be, at a minimum, "Meets Expected Growth." By the end of our first charter term, the school will "Exceed Expected Growth" targets established by the

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state.

- Comparative Success: By the third year, students at Gateway Charter Academy will exceed the average performance of comparable local district students on state assessments, and by the end of the first charter term, this outperformance will be by at least five percentage points.

We also will administer a national assessment of college readiness to every 8th-grade student and will use the results to develop a plan for each student's success in high school and college. As noted in the "Purposes" section above, NHA-partner schools have a track record of success ensuring that students are high school-ready and college-ready.

Our goals are minimum standards - we will always seek to do better.

We will establish operational goals, too:

- Student Attendance: Each year, Gateway Charter Academy will average a student attendance rate at or above 93 percent.

- Parent Engagement: Each year, Gateway Charter Academy will have an overall parent satisfaction rate of 80 percent, with at least 50 percent of parents responding to our survey.

- Performance of Management Partner: Each year, our Board of Directors will review the performance of, and provide feedback to, our education management partner. The review will be used to identify our management partner's successes and opportunities to improve its future performance. Accountability goals expected to be put upon our management partner include: a 100 percent compliance record in reporting and other regulatory areas; and, the development of an annual comprehensive school improvement assessment and plan of action.

- Audit: Each year, Gateway Charter Academy will receive an unqualified audit.

Communication to Board: As detailed in the following question, our Board will receive status reports on progress toward these goals at each monthly meeting. Throughout the course of each school year, our Board will be provided data that answer critical questions, such as:

- Are students meeting expectations and are they proficient and growing academically?
- How are special student subgroups performing?
- Are our 8th-grade students college-ready?
- Are parents satisfied?

Parents and students, too, will be informed of the school's progress toward its goals through periodic informational newsletters and special bulletins. Of course, individual student performance will be communicated through regular report cards and during scheduled parent-teacher conferences, at a minimum.

Attribution: Board and NHA

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

Our school will be one where everyone (Board members, teachers, administrators, students, parents, and our management partner) uses information to measure success. As a Board, we are focused on ensuring that our membership includes experience in K-12 and higher education, public service, business, marketing, and financial planning, so that we are able to effectively plan for and oversee progress toward achieving our mission. Further, our work throughout the community, on boards of other organizations, and on the Guilford County Commissioners will provide valuable insight and access to community leaders who will help ensure our school starts well and remains a valuable asset for the community for years to come.

We will require monthly reports to inform us of the school's progress in achieving our mission and charter goals. These reports, provided by both school leadership and our management partner, will detail benchmarks met, document trends toward the achievement of overarching goals, and discuss potential challenges in meeting each performance objective and how to address them.

These reports also will include operational information pertinent to student performance, such as student count numbers, attrition percentages, student attendance, student discipline, percent of students below grade-level, percent of exceptional children, and more. School leaders, in conjunction with NHA as appropriate, will provide us with the information needed to assess all aspects of the school's performance, including:

- Absolute and comparative student performance on internal diagnostic and interim assessments.
- Growth in student learning.
- Current status under state and federal accountability systems.
- College readiness status.
- Vital statistics on our student population, including demographics, enrollment count, free or reduced-priced lunch count, and exceptional children count, as well as the corresponding achievement levels of these subgroups.
- Parent satisfaction and other stakeholder information.

Discussions will be held between school leaders and our Board on: school culture; the delivery and results of staff professional development; student attendance and enrollment trends; programs of parental and community involvement; results of various elements of the school's internal formative assessment program; staff performance recognition programs; and, employee and staff grievances or concerns. Our Board will be continually apprised on how the school is operating, how staff is delivering the educational program, and how students are performing. There should never be a situation in which testing results come as a surprise to school leadership or the Board. Should our school be lacking in any area, our Board and operational partner are committed to bringing the necessary resources to address the area of need. We will also look to annually contract for a review of NHA's performance to ensure that we are meeting all performance requirements in our charter and we are satisfied with NHA's commitment to our school.

School staff and parents also will be informed on the school's standing on

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each performance goal at meaningful measurement points. For single-point measurement goals, for example, we will expect data annually. We will also use trend data as appropriate, such as monthly attendance rates, to forecast annual outcomes and make necessary adjustments during the school year if possible.

We will take advantage of the online and in-person training opportunities offered through the North Carolina Department of Public Instruction's Office of Charter Schools, which offers more than 15 hours of training to board members on various aspects of charter school governance. Additional training opportunities will be pursued through organizations such as the North Carolina Alliance for Public Charter Schools, which has historically offered training for charter school board members.

Attribution: Board and NHA

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
The mission statement is generic and does not tell what the school will do.	Lisa Swinson	Mission Stat
The mission statement isn't active, which is odd.	Kristen Vandawalker	Mission Stat
Appendix A provides statistical information that evidences a need for school choice in the proposed area. The evidence for how the school's education plan is similar to what the LEA is providing to their students. Targeted population is east side of Greensboro.	Lisa Swinson	Educational
Overall this section lacks detail and evidence to support the claims about NHA's operational and academic track record. What does this mean? "Gateway Charter Academy will create its own "prosperity zone" for neighborhood students and their families." If NHA is providing the facility, how will it be sited? what is the board's input or involvement in this decision? What is the anticipated Sped population? FRL population? What is the evidence that proves that NHA has successfully recruited students in 6 grades for such a large school in year one? What percentage of students will be "at-risk" and what students are included in this designation? What evidence exists that NHA schools successfully serve these types of students? What is the basis for assuming title 1 funds will be available?	Kristen Vandawalker	Educational
Since applicant replicating Research Triangle, data for that school should have been included. The information presented was for all NHA schools. NHA has other schools in NC, the data from those schools would align better with this application.	Lisa Swinson	Purposes of
This section lacks evidence to support the assertions about the success of other NHA schools. The claims of meeting purposes 5 and 6 are a little thin.	Kristen Vandawalker	Purposes of
Part of the innovative practices that were listed earlier list several intervention strategies that the school will use that is "different from the LEA". With this in mind, the percentage of 65% for early literacy seems low. Five percentage points is comparative and not excessive.	Lisa Swinson	Goals for th
The goals are not clearly addressed in SMART terms and do not clearly increase in rigor annually. Goals appear to lack rigor overall, what is the basis for the low goals? Clarify: what are the tests used to measure the various goals? Why is one Math class indicative of post-secondary readiness? If the state and district averages are so low (as asserted earlier) why is outperforming these (and only by 5% points) a sufficiently rigorous goal? The parent satisfaciton goal seems to yield an actual measurement of only 40% of parents satisfied as an end result, how is this sufficient? The answer regarding how the board will know if the school is working towards mission attainment lacks evidence that the board will be able to understand and determine for themselves the satisfactory progress of the school. Being informed is not enough.	Kristen Vandawalker	Goals for th
Not all goals are rigorous, and therefore not aligned to the mission/purpose. Specifically, 65th percentile for K-1 (early literacy) in year one and in year five; one would expect to see this number rise by year five. And, post-secondary readiness: it is unclear what completion of Math I means. Question for interview: what is Math I? Also, five years to get to "exceed expected growth" means that potentially for the first four years all grades meet expected growth. For children below grade level, which is this school's target population, that is not enough progress (e.g., they could be meeting expected growth, but be continuously below grade level).	Kathryn Mullen Upton	Goals for th

<p>Regarding the comparative measure, the goals are similarly mediocre: by the end of the fifth year, the proposed school will outperform the district by at least five percentage points. If the district performance is very low (as stated in Appendix A1), exceeding by five percentage points after five years is not going to get kids college-ready.</p>		
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Reviewer	Score
Cheryl Turner	
Joe Maimone	
Carol Ann Hudgens	
Kathryn Mullen Upton	Fail
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	
Lisa Swinson	Fail
Alan Hawkes	
Steven Walker	
Phyllis Gibbs	

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.

Our instructional program is built on four foundational pillars: academic excellence, student responsibility, character development, and parental partnerships (see "Purposes" above).

Meeting Student Needs: At-risk programming will include additional teachers and assistants, staff dedicated solely to interventions, plans for extended learning time, and increased focus for targeted student subgroups. This will include some or all of the following: an academic intervention coach to coordinate our systematic intervention strategy; full-time teachers and part-time tutors to provide interventions; an after-school blended-learning program and onsite summer learning; and biweekly progress monitoring to ensure that goals are being met. Implementing an educational program that meets the needs of all students is a core component of our mission.

Instructional Methods: Teachers will use various instructional methods to promote engagement, describe instructional intent explicitly, and implement appropriate rigor. Focused lessons will include direct instruction, modeling, demonstration, development of metacognitive awareness, and teacher think-alouds, among other methods, and they will be conducted in whole-group or small-group settings as student needs dictate. Guided instruction may be done with large groups or small, needs-based groups during workshop time or during content-area learning blocks to allow for differentiation of instruction. At times, collaborative learning will be used to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or to participate in collaborative, inquiry-based learning of curricular content. Finally, students will be assigned independent work to practice applying skills or knowledge that has been previously learned; to extend individual learning through the application of knowledge and skills to novel situations; or, to promote the development of higher-order thinking skills.

Teaching will include effective, research-based instructional strategies embedded within lesson plans and implemented during instruction. Strategies that have high probabilities of effectiveness, such as those identified by researchers at Mid-continent Research for Education and Learning (Marzano, Pickering, and Pollock, 2001), will be used by teachers in accordance with student need. Because effective learning requires that teachers shift the cognitive load to students, teachers will develop students' knowledge, understanding, and skill incrementally through appropriately sequenced lessons and units of instruction.

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Assessment Strategies: Gateway will administer all state-required assessments and other required measurements of academic progress and proficiency. We also will have a formative assessment process embedded into our instructional approach. Included in our school's formative assessment process will be the administration of a nationally normed exam, such as the NWEA MAP, multiple times each year. This approach will provide measures of student learning from an annual baseline, allow comparisons with other NHA-partner schools, measure individual student progress over time, and provide us with a national peer-group comparison point. We also will administer a college-readiness assessment such as the ACT Explore exam to all 8th-grade students. We will use those results with students in a manner that empowers students to go on to a challenging college-preparatory high school.

These instructional methods and assessment strategies have worked: students entering NHA-partner schools below grade-level proficiency grow academically 50 percent faster than average annually to close achievement gaps. NHA-partner schools also outperform their local school district three-fourths of the time, posting even higher rates at partner schools in urban areas. Please see Appendix U for detailed information on the performance of students at other NHA-partner schools.

Attribution: NHA

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.

We expect that Gateway will open with a large percentage of students already at-risk of academic failure, and we have planned our academic program accordingly. Launching a school for students with these challenges will require a comprehensive approach to intervention from day one, and we are replicating this Intensive Learning Program (ILP) model at Gateway. The ILP structure will include more at-risk instructional programming, additional staff dedicated solely to interventions (including additional teachers, tutors, and an academic intervention coach), plans for extended learning time, increased learning intensity in specific areas to targeted student subgroups, and more frequent progress monitoring.

Learning Environment and Structure: Each classroom will be primarily structured as a direct-instruction model. Each teacher will be effectively trained and frequently coached to employ a variety of instructional approaches (including modeling, think-alouds, etc.), and to use differentiated instruction as appropriate. Small-group settings also will be created when they best benefit the delivery of the lesson at hand. Teachers will establish opportunities for collaborative and inquiry-based learning to deepen students' understanding of various topics. As noted above, independent work will be assigned as practice in applying previously learned concepts and to promote the development of higher-order thinking skills.

Our curriculum and instructional design is age appropriate, as it has been specifically designed by our management partner NHA to meet the needs of students in kindergarten through the eighth grade. NHA operates exclusively K-8 schools and has honed its program to serve the diverse needs of all

students in those specific grade levels.

We will structure our instruction through intentional planning. Instruction at the school will be driven by a collaborative planning approach that includes the implementation of a formative assessment program, which in turn offers frequent and varying measures of progress to help determine the best approaches to teaching and learning. Planning is characterized by three sequential but interrelated steps: year-long planning, unit planning, and daily planning.

Year-long Planning: Year-long planning organizes the grade-level curriculum into a long-range framework. Teachers' year-long plans are used to ensure that students have the time and opportunity to learn what is necessary to meet all grade-level standards.

Unit Planning: Unit-level planning stems from the year-long planning process, and results in specific units of instruction that are based on the scope and sequence of the educational objectives outlined in the year-long plan. Unit planning aligns with the implementation of the school's formative assessment process. Adjustments to instruction are made based on this student-elicited evidence. Students also use the assessment results to track their learning and measure growth toward their academic goals using graphing or another form of record keeping.

Daily Planning: Once unit-level plans are developed, daily instructional planning allows teachers to connect standards with specific instructional resources, effective teaching strategies, and the instructional methods that best support students' daily learning.

Class Size: We will have four kindergarten classes with approximately 25 students in each class. In grades one to five, we will have three classes per grade level with approximately 28 students per class.

Structure: Classroom teachers will receive support from grade-level deans and work in grade-level teams to meet student needs and plan effectively. Our academic intervention coach will support teachers and intervention staff to ensure students who need additional support are receiving it and that academic achievement is improving. Teachers will also meet in vertical teams to ensure that students are learning the needed skills at each grade level.

Attribution: Board and NHA

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

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Our curriculum has been carefully aligned to the North Carolina State Standards and the North Carolina Accountability Model by our management partner, NHA. Checkpoints for understanding are integrated throughout the instructional program.

Alignment to Mission: The curriculum follows a thoughtful progression of standards that is designed to prepare students for lifelong success in and outside the classroom, a key outcome of achieving our mission. Our inclusion of a strong character development curricular component aligns with our mission of creating "a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility."

Alignment to Student Population: Gateway Charter Academy will be the first charter school in our community designed and prepared from the outset to serve an at-risk student population. We will have additional staff dedicated solely to interventions, plans for extended learning time, and increased focus of instruction for student subgroups to help ensure that the school's standards are met. The assessment program we will have in place will ensure that the curriculum and instructional approaches work for our students. We will continually review and adjust as necessary for student success.

Alignment to Accountability Model: To ensure that the curriculum is properly supporting instruction and student learning, and that achievement is on track to meet and exceed the performance goals contained in North Carolina's Accountability Model, our school will implement and maintain a strong internal formative assessment process. This formative assessment process consists of four main components:

1. **Identifying Objectives and Determining Assessments:** Teachers will collaborate to identify objectives for units of instruction based on the year-long plan and will determine end-of-instruction assessments to gauge students' learning status at the end of each unit. Assessment methods will be selected based on the chosen learning goal and sound assessment design.

2. **Developing Building Blocks:** After the educational objectives are reviewed and appropriate end-of-instruction assessments are determined, grade-level teams will identify building blocks of instruction that scaffold student learning towards mastery of each educational objective. These building blocks will be used to construct a variety of formative assessments that will be woven into daily instruction and serve as check points during the learning process.

3. **Analyzing Evidence:** Whether gathered through building-block assessments or end-of-instruction assessments, teachers will analyze evidence at the student and classroom level. The specificity of the building-block assessments enables teachers to determine exactly what knowledge or skills need further development for particular students. As teachers meet to examine student work, they will gauge the effectiveness of their instruction and determine students' degree of mastery of the educational objectives. They will analyze evidence to discover student misconceptions and to identify knowledge or skill gaps that may inhibit successful student learning.

4. **Responding to Evidence:** As units are prepared, teachers will identify

opportunities for planned instructional adjustments prompted by evidence from the building-block assessments or end-of-instruction assessments. If learning progresses more quickly than expected, then instruction will move at an accelerated rate through the unit plan. If learning progresses more slowly than expected, then more time will be spent delivering instruction within the unit. Teachers will consider end-of-instruction assessment evidence to develop subsequent units of instruction.

This process will help ensure the school's curriculum, instructional approach, and, most importantly, student progress are aligned with and on track to meet the state's Annual Measureable Objectives.

Attribution: Board and NHA

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.*

Mastery of Instructional Strategies: As noted previously, our teachers will be prepared and expected to use a variety of instructional methods representing the most effective way to enhance learning for each individual student. Our primary methods will include direct instruction, modeling, demonstration, think-alouds, and more. Guided instruction may be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks to allow for differentiation of instruction (please see the prior section for details of the instructional program).

As part of the school's overall effort to manage instruction, the school's instructional leadership will work individually with teachers to ensure that appropriate teaching techniques are used to enhance student learning and promote high expectations. Teachers will receive training through focused professional development. They will receive support through weekly observations and subsequent coaching and feedback sessions to ensure that they successfully implement teaching techniques that have been shown to promote student learning.

Instruction will be driven by an intentional and collaborative planning approach spearheaded by teachers. This approach includes three sequential and interrelated steps: year-long planning, unit planning, and daily planning. Our formative assessments will inform planning by offering frequent and varying measures of progress to help determine the best approaches to teaching and learning.

Teachers also are expected to help students embrace the school's instructional efforts by initiating strategies that help students to take responsibility for their own learning. This may include the use of learning goals as an instructional tool and helping students set individualized goals for themselves. This approach provides both students and teachers with a clear understanding of the desired focus skill, and allows teachers to articulate what they are teaching while allowing students to describe what they are learning and work at the appropriate level of difficulty (Marzano, 2009).

In addition to scheduled school-wide professional development sessions and

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intensive summer pre-school opportunities, teachers will be observed frequently and provided formal feedback weekly with their dean as a way to receive timely coaching, brainstorm strategies for unique challenges, and offer modeling of especially effective techniques to other teachers.

Increased Academic Achievement: These instructional strategies provide both a comprehensive approach to delivering educational content and the flexibility to adapt instructional approaches to individual student needs and learning styles. Combined with a formative assessment process that provides multiple measures of individual student performance levels, this flexibility will allow our school, as a whole, to adapt the delivery of educational content as student needs dictate. In turn, this is expected to result in the ability of each and every student, regardless of his or her academic starting point, to make measurable academic progress throughout the school year.

This combination of effective research-based instructional strategies, attention and adaptation to individual student needs, and meaningful and student-centered professional development closely aligns our instructional approach with our mission and will result in academic success for the students we will serve.

Intensive Learning Program (ILP): Adopting the ILP model to meet the needs of what we expect to be a large number of at-risk students, our additional ILP staff will receive supplemental training on at-risk instructional strategies, including methods for small group instruction and individualization of content.

Attribution: NHA

- 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.*

Gateway Charter Academy will be a K-8 school and as such, will not have high school graduation requirements for students. Students at our school will be expected to progress academically through one grade level each year, however. Consistent with our mission, our program is designed to ensure that graduating eighth grade students have the opportunity to attend and succeed in a challenging high school program.

Our principal will have the final decision regarding the promotion, acceleration, and retention of students. The practice of promoting students who have failed to master grade-level curriculum is incompatible with our mission. If a student fails to meet the third-grade requirements of the NC Read to Achieve mandate, additional interventions and a personalized reading improvement and monitoring plan will be offered. If not proficient after these interventions, the student will be retained unless they meet a good-cause exemption. Retained students will receive additional intervention support.

Specific systems, processes, and personnel are incorporated into our school model to ensure that students do indeed receive the content, instruction, and interventions necessary to progress academically as expected. Our deans will serve as the direct managers for teachers in specific grade-level cohorts and ensure that instructional plans are aligned and scaffolded

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appropriately across all grade levels to ensure smooth upward transitions for students.

Our formative assessment process (discussed in detail elsewhere) is designed to include multiple checkpoints throughout instruction that measure students' understanding of content. Teachers analyze data at both the classroom level and individual student level and then identify building blocks of instruction that scaffold student learning towards mastery of each educational objective. The specificity of these building-block assessments enables teachers to determine exactly what knowledge needs further development in each student, and to individualize instruction as appropriate to ensure that each student learns as expected. School leadership will consistently review the data for all grade levels and ensure that the school's curriculum and instructional approach is accelerating student learning. School leaders will report this information to our Board throughout the year.

For students who struggle and show indications that they may not acquire the expected knowledge and skills planned for a particular grade level, the school has a formal, comprehensive, progressive structure of intervention designed to bring those students back on track (see the section on at-risk students, below). These programs, which also are supported and informed by the school's formative assessment process, are designed specifically to ensure that by the end of one grade level, students are academically ready to transition to the next grade level.

As part of our internal assessment program, our school will be administering nationally normed exams multiple times each year. These assessments will supplement the annual state exams. Results of these assessments will allow us to better gauge how our students compare to peers across the country. The intent is to ensure that each student is given the opportunity for success in high school, college, and beyond.

We plan to provide to our students a guide to area high schools and their performance to ensure that our eighth-grade graduates are aware of the opportunities available to them.

This envisioned success is real and achievable: Students attending NHA-partner schools have a tremendous track record of preparedness for high school. Ninety-six percent of students completing eighth grade at NHA-partner schools go on to graduate from high school, easily surpassing the national average for low-income students (70 percent) and all students combined (80 percent) (NCES, 2013).

Attribution: NHA

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?*
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.*

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Gateway Charter Academy's school-year calendar (Appendix C) will align with the Guilford County Schools standard calendar. We will exceed the minimum instructional hours and anticipate providing 1,170 hours of instruction. Included are nine days dedicated to professional development, and four parent-teacher conference days. The school day will run seven hours, starting at 8:15 a.m. and ending at 3:15 p.m., and providing 6.5 instructional hours per day. Our Board will review, modify, and approve a school calendar on an annual basis.

Correspondence with Tenets of Mission and Instructional Plan: A master schedule will organize instruction, in which every attempt will be made to schedule math and ELA/reading courses in the morning, and science and social studies are maintained as focused priorities in the schedule. The draft schedule provides time for daily grade-level teacher team planning meetings while students participate in special and co-curricular areas (e.g., music, art, and physical education, etc.). Planning teams will meet at least weekly to adjust teaching on the basis of student learning evidence.

We believe teachers and staff need to be in the classroom and will hold teachers and staff accountable for absenteeism. If a student is scheduled for a day of class, we believe the teacher should also be in the classroom. Obviously, emergencies happen and there may be academic conferences or professional development needs that take a teacher out of the classroom.

The academic calendar has been designed to enable students to learn the content included in the school's curriculum while providing instructional staff the support and professional development they need. The additional hours of instructional time will ensure the effective implementation of our mission, an environment where achievement thrives.

As part of our ILP, and in order to support student learning throughout the summer and guard against summer learning loss - especially for our ED students - we will implement a summer learning program. "A number of researchers have found that nearly all the differences in achievement between poor and middle class children can be attributed to changes in learning that take place over summer," (The Learning Season, Nellie Mae Education Foundation, 2007). For this reason, summer learning is a priority for our school. Two programs will be offered during the summer:

Remote Program: "Children from low-income families are likely to have less access to reading materials during the summer than middle-class children. Low-income parents typically have fewer books at home, read to their children less often, and have less educational attainment than parents in higher income families, and have less flexibility in work hours. Finally, parents who work long hours and rely on public transportation cannot easily access public libraries," (The Learning Season, Nellie Mae Education Foundation, 2007). For these reasons, every child will select eight books at their Lexile and interest level to bring home and read over the summer.

Targeted Program: Additionally, students who need the most academic support will attend a summer learning program at our school. "A body of evidence suggesting that carefully designed and implemented summer programs that combine the best of youth development and academic enrichment can make a difference in preventing summer learning loss. These programs embed intentional academic content in engaging, fun activities, delivered by

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trained staff in a context of close relationships between counselors and campers and positive social dynamics," (The Learning Season, Nellie Mae Education Foundation, 2007). This full-day, four-week program will have small classes with teachers who already have a relationship with the students, focus on the foundation skills each student needs to build, and include enriching experiences to sustain student engagement.

Attribution: NHA

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.*

We know we will serve many students who are at-risk academically and have prepared our staffing model with this student population in the forefront. We take responsibility for ensuring that all our students master the grade-level content articulated in applicable learning standards.

As such, we've planned our academic program to provide more specific at-risk instructional programming, additional staff dedicated solely to interventions, plans for extended learning time, and increased learning intensity in specific areas to targeted student subgroups. This front-end investment is funded with grant money from federal Title I funding, private foundations, and/or supplemental investments from NHA. This intensive teaching program will follow the Title I guidelines.

Systems of Prevention and Intervention: We will use a three-tier approach (Response to Intervention, or RtI), described below, to prevent students from becoming academically at-risk, to proactively identify students struggling academically, and to provide needed academic support to put them on a path to success.

Tier One Intervention: In Tier One, classroom teachers will respond to student learning needs as a part of regular classroom instruction. All students will complete a screening assessment at the start of each school year, which will provide useful information for planning more effective instruction. In addition, short-cycle assessments will be used during daily instruction to check for understanding. Students who have not yet demonstrated mastery will receive supplemental support in the classroom through re-teaching, cooperative learning, differentiated instructional strategies targeting individual student need, and use of learning centers and alternative materials.

Tier Two Intervention: If students do not master content through the first tier of intervention, more prescriptive interventions will be applied based on teacher referrals, parent input, and data from classroom, end-of-instruction, nationally normed, and state assessments. Students will receive supplemental interventions using programs and approaches proven to accelerate student learning. Other intervention strategies may be provided in the classroom or in a workshop setting, or delivered through supplemental support outside of class during non-core educational programming. Progress will be monitored frequently to ensure that the interventions are effective.

Tier Three Intervention: If data show that a student is not making

sufficient progress after Tier Two interventions, a teacher will refer that student for Tier Three interventions. The teacher and intervention support staff will review current intervention strategies and student progress, and work together to monitor that student's learning patterns and progress. Tier Three interventions will include an intensified approach that focuses on selected high-priority reading and math skills. One-on-one concentrated tutoring will also be considered when appropriate. If these interventions do not succeed in achieving the desired level of learning, the school's exceptional children team will conduct a special education referral meeting to decide whether exceptional child testing is needed. We recognize that special education referrals can be conducted prior to the completion of Tier Three interventions, as dictated by student need.

Continued Academic Progress and Growth: Our comprehensive plan to address the needs of students at-risk of academic failure underscores our school's mission to ensure that "high standards and quality instruction support a learning environment where achievement thrives" This approach has been proven effective at other NHA-partner schools, where the rate of academic growth for students entering below grade-level is 150 percent compared to the national average of 100 percent; this represents faster academic progress than expected and reflects the closing of achievement gaps.

Attribution: NHA

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.*

Identification: Our staff will work with families to identify English Language Learners (ELLs) through home-language surveys, informal interviews, and the state's screening assessment (W-APT, provided by WIDA). Initially, the school will give all new students the Home Language Questionnaire (HLQ). If the HLQ indicates that a student's home language is something other than English, the student will be identified as a potential ELL. Current data indicates that we will serve seven percent ELL students.

Our ELL coordinator will conduct an informal interview of each student identified as a potential ELL. If the interview confirms that a student speaks a language other than English, the student will be given a screening assessment to determine his or her proficiency in English. If the student scores at a level designated as not requiring ELL services, the screening process will stop. If the student scores at any lower level, the student will be classified as an ELL and placed appropriately in our ELL program.

Parents or guardians will be informed in writing about our available ELL programs and services. Written in a language the parent or guardian understands, information will include the placement decision for their child and their right to refuse ELL services at any time. This note will be provided within 30 days for students enrolling at the beginning of the year and within 10 days for students enrolling during the year. ELLs will participate in all required state, school, and classroom assessments to

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monitor their progress in core content areas and English proficiency.

Instructional Programs: Our school will implement a two-part program: Sheltered English Immersion (SEI) will be used in the general classroom, and a program called English Language Development (ELD) will be used for students requiring specific English language acquisition instruction. SEI will be the vehicle for ELLs to acquire grade-level content, while ELD will be used to specifically increase proficiency in English. All ELLs will have a Language Acquisition Plan (LAP) that will contain specific goals for each student to quickly acquire both social and academic proficiency in English. The LAP will detail accommodations and modifications needed to be implemented in the classroom, as well as on standardized assessments to support our ELLs.

Monitoring and Evaluation: Each year, we will administer the ACCESS test to measure students' progress learning English. For students not testing sufficiently proficient in English, we will use the results combined with teacher observation and input to determine services to be provided through the ELL program for the coming school year.

For an ELL to exit the program, he or she must score at the state-approved level for exit on the ACCESS. In addition, the school will examine data to verify that the student's classroom performance also indicates that the student is ready to exit the ELL program and succeed without additional supports and programming. School staff will closely monitor students for two years after they leave the ELL program to ensure that they are not experiencing academic regression due to language barriers. If a student who leaves the ELL program is found to be experiencing difficulty due to language constraints, the student may be reassessed and may re-enter the ELL program.

We believe that all teachers are teachers of ELLs, and we will include ELL students in all school classes and activities at our school. ELLs will have access to high-quality education and instruction, and will become fully proficient in listening, speaking, reading, and writing, consistent with the school's common standards and goals. While being held to the same high expectations of learning and behavior established for all students, ELLs will be evaluated with assessments that are aligned with state and local standards and that take into account the language-acquisition stages and cultural backgrounds.

Attribution: NHA

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.*

We will work with parents and students to identify gifted and talented students from all backgrounds, and to provide instruction that nurtures and fully grows that excellence. Students who possess exceptional gifts and talents will receive the direction, time, encouragement, and resources to maximize their potential.

Identification: As part of our assessment program, Gateway Charter Academy will use an assessment in reading, language usage, and mathematics that is aligned to national norms. This will allow the school to identify students who are performing at the very highest levels, a potential indicator of a student's identification as gifted and talented. For all students, including those performing at the highest levels, we believe it is critical to ensure continued growth. For this reason, we are committed to continually monitoring students' progress and adjusting learning opportunities when growth is inadequate. In addition to using assessment results, classroom teachers will monitor mastery of curricular content, measured through classroom assessments that are administered as part of the school's formative assessment program. The formative assessment program is a planned process by which teachers and students adjust their approaches to teaching and learning based on insights from frequent, varying, and ongoing evaluations of progress.

Instructional Programs: Classroom teachers will offer gifted and talented students differentiated instruction and extended opportunities through a variety of means, including: enrichment lessons, exercises, and content; differentiation in content, process, products, and/or learning environment; infusion of tasks requiring higher-order thinking skills; and individualized learning opportunities. When needed, the school will accelerate grade-level or content-level learning for individual students, taking into consideration his or her specific needs. Students at or above grade-level will be consistently challenged with classroom curricular content and high-quality instruction.

If necessary, we will create an entire accelerated cohort group comprised of students both above grade-level proficiency and students who are designated as gifted and talented, allowing an entire student subgroup to move through the curriculum at a more rapid pace. This allows opportunities for students to be systematically challenged with higher-order thinking skills and project-based learning within a common peer group, and by the creation of an accelerated section at each grade level.

The school's professional development program also will include training on the education of gifted students. The school leadership team will be responsible for working with teachers to develop plans for addressing the needs of students identified as gifted and talented; for evaluating gifted and talented services; and, for evaluating the progress that these students make with respect to their learning goals. Other topics for professional development may include professional learning communities, differentiated instruction, and co-teaching strategies targeted to gifted and talented students. Deans will meet weekly with instructional staff to review lesson plans and provide feedback. Deans also will observe staff weekly and provide them with feedback on the quality of their instruction and effectiveness in meeting the needs of all students, including those who are gifted and talented.

Plan to Monitor and Evaluate: The school's periodic nationally normed assessments will generate results that help set individual learning targets and measurable objectives for all students. The school will use results from these assessments to set higher individual learning targets and more rigorous growth objectives to monitor and measure the progress of gifted and talented students.

Attribution: NHA

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)*

Identification: Exceptional children will be identified upon entry at our school by either an active individualized education plan (IEP) or the ChildFind process. If parents of a new student state their child has previously received special education or has an IEP or Section 504 plan, we will ask the parent for any documentation. If the parent has no documentation, we will initiate a records request from the prior school. Staff will also review all student files to see if they were enrolled in a special education program at the previous school; if so, we will immediately ask that school for relevant records. We will implement the student's existing IEP or Section 504 Plan until we convene a meeting to review this plan.

ChildFind: We will include ChildFind in our marketing efforts to attract the broadest possible spectrum of students, including those with special needs. Our outreach will use media, direct mail, and parent information meetings to target all area families with students of appropriate ages. Parents expressing interest in enrolling exceptional children will be invited to meet with our special education department to review the program and to ask questions. Our school will comply with ChildFind requirements of IDEA, including 34 CFR 300.125, and will provide notification to parents consistent with state and federal requirements.

We will be responsible for identifying students who need special education services but enter our school without an active IEP. If a student struggles with classroom assignments, a teacher or parent may refer the student to the Intervention Assistance Team (IAT), which will include the principal, a classroom teacher, and the referring teacher. The student's parents or guardian will also be invited to participate. The IAT will determine appropriate education and service options by analyzing screening data, Response to Intervention results, classroom performance, discipline data,

state assessments, and any information parents provide. Outcomes include: continuing current intervention and progress monitoring through the RtI process; conducting additional interventions; referring for a Section 504 evaluation; referring to the special education team for a possible comprehensive evaluation; and conducting no further action while monitoring academic and social experience. In addition, in accordance with IDEA and Section 504, at any time, the parents can refer the student for a special education evaluation, and a properly convened team will decide whether to proceed with the evaluation. If parents disagree with an IEP Team decision not to conduct an evaluation, the parent has all procedural rights, including the right to request a due process hearing, as set forth in the North Carolina Handbook on Parent's Rights.

The IEP Team will include a special education teacher, parent, a general education teacher of the child, an appropriate LEA representative, and anyone else with relevant knowledge of the child. The team will determine whether psycho-educational or other testing is needed to determine if the student has an eligible exceptionality in accordance with state policies. Parental notice and consent will be requested before testing. If eligible, this team will be responsible for identifying the student's needs, developing an IEP to address these needs, and then implementing the IEP.

Record Request, Confidentiality, and Compliance: We will request records from the student's previous school or district of origin. If we don't receive complete records within 14 days of the date the school is notified that the student is a special education student, we will reach out to the prior school for more information. If the requested information is not obtained, our school will initiate the special education referral or re-evaluation process. We will collect, handle, secure, and share these documents with parents in accordance with all relevant state and federal laws and regulations.

Attribution: NHA

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.*

Educational Programs and Staffing: We will offer exceptional children individualized services and tailored instruction that provides access to, and promotes progress in, the general education curriculum. We will serve all children according to their individualized academic, functional, social, and emotional needs.

We are committed to serving students in the least restrictive environment (LRE), while providing the full spectrum of placements, as appropriate for each student. These placements may include the general education setting and individualized one-to-one and small-group instruction with both disabled and

non-disabled peers as appropriate. We will prepare and execute individualized strategies for our full range of students, realizing that the LRE for some students may be in a more supportive environment.

Students requiring specially designed instruction will have their services delivered in the general education classroom or will receive services in a resource or separate setting based on individual needs and a decision by the IEP Team considering the requirement for services to be provided in the LRE. Teachers of exceptional students will be provided with consultation and staff development by a dean and special educator to ensure that students receive the modification of instruction and assessment accommodations required by student IEPs.

The school will recruit and hire highly qualified teachers certified in special education to help ensure high-quality instruction. All new staff, including special education teachers, will participate in an orientation session prior to the start of the school year. Each teacher will work closely with a dean on a weekly basis to focus on his or her specific professional development needs.

Special education teachers will be on staff to provide academic support to students with IEPs. The school will also provide ancillary staff, such as a school psychologist, occupational and speech therapists, and a school social worker, as either employees or contracted providers. Additional staff may be added once the school determines the needs of its student population. Credentials of all staff will be reviewed to ensure compliance with the highly qualified teacher requirements, and teachers who do not possess the required credentials will be provided with a reasonable amount of time to meet state requirements. Ancillary staff will possess state-required credentials before providing services to eligible students.

Support Systems and Oversight: Our school will employ special education personnel to provide programs and services for exceptional children and manage the administrative responsibilities and compliance associated with the services. A member of the school leadership team will oversee the special education program. The principal will serve as the school's Section 504 compliance official, ensuring that the school adheres to all applicable provisions of federal and state law relating to exceptional students, including ensuring that all students qualifying under Section 504 and the IDEA receive a free and appropriate public education.

We will abide by the applicable provisions of IDEA and the Family Educational Rights and Privacy Act of 1974 as they relate to exceptional children. The school will retain this data and prepare any reports needed by the state to comply with federal and state law and regulation.

At a minimum, the role of our special education staff will include the following responsibilities: facilitate effective communication with students, parents, teachers, the school leadership team, special education staff, and appropriate social service and community-based agencies; form a partnership with the classroom teacher to develop appropriate instructional practices to meet student needs as detailed in the IEPs and act as a resource to classroom teachers; meet all requirements for special education activities at the school; schedule and hold all initial, re-evaluation, and annual review meetings pertaining to each student's special education program within required timelines; ensure compliance with all applicable

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state and federal special education requirements; provide instruction in a general education classroom setting to the greatest extent possible (consistent with LRE requirements); provide instruction to an individual or groups of students in a separate location, as appropriate; administer formal and informal educational assessments to guide instructional decisions when appropriate; and, maintain documentation of services, progress monitoring data, data specific to progress on IEP goals and objectives, observation logs, communication logs, and any other data specified in a student's IEP.

Monitoring IEP Implementation and Academic Progress: A dean will be designated to oversee the implementation of IEPs and will conduct weekly one-on-one meetings with special education staff to discuss exceptional student progress and the timing of annual reviews and three-year re-evaluations. In addition, each IEP will be reviewed to determine the duration of services to verify compliance with the student's IEP. Progress reports will accompany report cards, and deans will discuss student progress relative to IEP annual goals at one-on-one meetings with teachers. General education teachers will keep a record of the accommodations and modifications that are to be made in the general education setting relative to instruction and testing.

The school will administer its norm-referenced assessment multiple times each year and results will be used to gauge progress against goals. Special education teachers will use this information to determine areas of critical need for special education students and make instructional decisions to positively affect student achievement. In addition to this norm-referenced assessment, special education providers will use curriculum-based assessments and other data collection tools to monitor progress on IEP goals and objectives.

Communication on IEP Implementation: Parents will be provided progress reports on IEP goals and objectives consistent with the school's report card marking period. Special education teachers also will discuss these progress reports individually with students. Special Education Procedural Safeguards will be provided to each student's parent or guardian: upon referral for special education testing; at least annually when conducting an annual review of the student's IEP; whenever there is a change of placement; and, whenever a manifestation determination meeting is being conducted. School staff involved in the education of exceptional students will meet regularly to share strategies that are resulting in the meeting of IEP academic and other goals, and discuss opportunities to improve special education programming.

Related Services: Students with IEPs requiring related services (including speech, social work, physical, and occupational therapy, etc.) will be provided such services consistent with their IEP. Services will be provided by properly certified and licensed therapists and providers who will be employed, contracted through an agency, or, if the option is available and desired, contracted through the local school district or other entity.

Attribution: NHA

Student Performance Standards

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

Goals: Briefly stated (see "Goals for the Proposed Charter School" above for additional discussion of these goals), our school performance standards are:

- **Early Literacy:** In both kindergarten and first grade, students will score at or above the 65th percentile in reading and math as measured by beginning-of-year to end-of-year learning growth on a nationally-normed standardized assessment.

- **Comparative Success:** By the third year, students at Gateway Charter Academy will exceed the average performance of comparable local district students on state assessments, and by the end of the first charter term, this outperformance will be by at least 5 percentage points.

- **Postsecondary Readiness:** Eighth-grade students in at least their third year at the school will successfully complete Math I (formerly Algebra I) and as a cohort will earn at least a 75 percent passing rate on the Math I end-of-course exam.

- **State Accountability:** Each year, the mean normal curve equivalent gain on the Education Value-Added Assessment System for Gateway Charter Academy will be, at a minimum, "Meets Expected Growth." By the end of our first charter term, the school will "Exceed Expected Growth" targets established by the state.

Evaluation Tools: The school will administer a nationally normed assessment in the fall and the spring to measure each year's academic growth. These assessments also will be used as a tool to improve instruction. Additionally, a college-preparedness exam such as the ACT Explore exam will be administered to all 8th-graders. This exam will provide students with feedback on competency gaps relative to their career aspirations and offer insights into their academic readiness for college.

Promotion/Retention: The principal is authorized to make initial grade placement of students and has the final decision regarding the promotion, acceleration, and retention of students. A student is expected to progress through one grade each year, but the practice of promoting students who have failed to master grade-level curriculum is incompatible with our mission. On occasion, it may be in a student's best interest to accelerate him or her more than one grade or retain him or her to repeat a current grade. If a parent or teacher wishes a grade-level change to be considered, a written request is to be provided to the principal for consideration. These criteria will be shared with families in the parent-student handbook.

If a student fails to score proficient on the state's 3rd-grade reading test

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and the results are validated through re-testing, additional interventions and a personalized reading improvement and monitoring plan will be offered. If not proficient after these interventions, the student will be retained unless they meet a good-cause exemption. Retained students will receive additional intervention support.

Any decision to retain an exceptional child will be determined by the principal, in consultation with the IEP Team. Special education students may not be retained based solely on their exceptionality, but retention may account for factors such as a student's ability to fit in socially and emotionally with their present grade level.

Exit Standards: Students will exit our school and be promoted to high school in accordance with the North Carolina Student Accountability Standards. As stewards of student learning, however, we believe that students should leave our school academically prepared for a rigorous high school program and with the required skills, both social and academic, to graduate from high school and be college ready. The practice of promoting students who have failed to master part of their grade-level curriculum is incompatible with the state's gateway standards, our academic goals, and as the description of our mission states, to ensure "high standards and quality instruction support a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility."

Attribution: Board and NHA

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.*

Promotion of Effective Discipline: The guiding philosophy behind our school discipline policy and our positive school culture begins with a commitment to offer families a public charter school with a challenging academic program. We will enact a program called Behave with Care, which includes school-wide behavior and classroom management practices. We will establish a learning environment that ensures that students feel welcomed and supported while outlining clear rules, procedures, and structures to help students understand the consequences of their actions. This program will be similar in all classrooms and grades to foster a consistency in expectations, ensure that students are familiar with the rules, and help teachers develop self-managing classrooms and reduce disruptive behavior. As a result, the

discipline policy will become an embedded part of the culture of our school.

Behave with Care is designed to reinforce positive student behaviors so other behaviors become less likely. Teachers and school staff will consistently reinforce positive behavior using strategies such as relationship-building, development of classroom contracts, precise praise of positive behavior, and individual student affirmations. Teachers will set expectations for their students at the beginning of the year and will refer to and reinforce the expectations, supported by a school-wide formal behavior management system, throughout the year. Students will always know what is expected of them and will be challenged to hold themselves and each other accountable.

Our Behave with Care approach is built on research-based programs for reinforcing positive behaviors, correcting problem behaviors, setting clear expectations, and building teacher-student and peer relationships. It emphasizes preventing problem behavior, developing pro-social skills, and addressing negative behaviors by solving problems and applying consistent consequences. These proactive measures will establish and strengthen a positive culture at the school.

Equitable Application: We will ensure that the Behave with Care program is equitably applied to all students at the school, while remaining mindful of individual student needs. Our six-level, school-wide system clearly outlines examples of behaviors at each level and appropriate consequences. Teachers will record the details of incidents in AtSchool, our computerized student information system. This will ensure that all behavior incidents are noted and treated consistently, and that records of the incidents are always available to parents. Weekly teacher observations and feedback will help ensure consistency from student to student and from classroom to classroom.

Professional Development: To successfully implement Behave with Care, our school will provide professional development specifically designed to help school leaders and staff build positive, productive, and trusting relationships with students. This includes training before the start of each school year, with ongoing support throughout the year in the form of additional face-to-face professional development, e-learning, virtual classroom instruction, observations with feedback and coaching, and video modeling. Teachers will learn strategies to establish safe and orderly classrooms, reinforce positive behaviors, address problem behaviors, and encourage students to take responsibility for their actions.

Offenses; Application to Students with Disabilities; Due Process: Our Board has reviewed, and attached in Appendix D, a draft parent-student handbook, which includes information on major aspects of the student discipline policy, including offenses eligible for disciplinary action. We will adhere to the NCDPI policies and procedures to ensure that we follow due process and grievance procedures when we are considering suspending or expelling students with disabilities or suspected disabilities.

Attribution: NHA

Section III: Education Plan Concerns and Additional Questions		
Applicant provided Appendix U to detail information concerning student performance. Schools with the highest minority population have the lower scores. These schools have been in existence for over 5 years. Although the school has interventionist, there are no teacher assistants that are assigned to work in the classrooms. With the large class size, how will student needs be met.	Lisa Swinson	Instructiona
Appendix U was not included.	Kathryn Mullen Upton	Instructiona
What are the Marzano strategies to be implemented? This section lacks evidence to support the assertions about NHA academic track record.	Kristen Vandawalker	Instructiona
The applicant provided a list of standards and did not give course scope and sequence. The applicant did not provide information about how this will be tailored to their population.	Lisa Swinson	Curriculum a
Question for interview: Appendix B indicates the proposed school will use a K-8 curriculum designed for NHA partner schools. Does this include any off-the-shelf materials? If so, which ones? What was the rationale for their selection?	Kathryn Mullen Upton	Curriculum a
Do teachers do their own academic plans, or are these provided/mandated by NHA. What is the basis for assuming 16 students will leave the school after K? Does NHA operate NC schools already? What is the basis for the assumption that 9 teacher workdays will be sufficient, especially in the founding year? How will 3 days of PD and two teacher workdays be sufficient, especially for the founding staff? How do the teacher workdays align with the assessment schedule? Are summer programs mandatory? How are they funded? A set of standards for ELA is provided, NOT sample curriculum. Little information is provided about the curricula. Are the materials NHA developed, or are proven products used, or are teachers expected to develop their own materials? The presentation of stadards rather than curriculum is a disappointing oversight based on NHA's considerable experience writing charter applications, and demonstrates lack of understanding of the difference between curriculum and standards on the part of the board?	Kristen Vandawalker	Curriculum a
What are the anticipated sources of private funding and what evidence is available to support the assertions that Title 1 funds or private funds will be garnered? Is the funding from NHA a loan or donation? What is the evidence supporting the success of SEI and other named programs for ELLs with student populations similar to the proposed gateway population? Are the languages of students currently served by NHA the same as those anticipated at Gateway?	Kristen Vandawalker	Special Prog
Plan includes state and federal mandates.	Lisa Swinson	Exceptional
Clarify: how do plans presented for students with special needs provide access to the general education program? the character program?	Kristen Vandawalker	Exceptional
Please see comments regarding goals in previous section. There is not a clear promotion/retention policy: the decision is made by the school principal.	Kathryn Mullen Upton	Student Perf
This section is largely a re-statement of the goals section, not a discussion of student performance standards. What are "good cause" exemptions to retention?	Kristen Vandawalker	Student Perf
As stated earlier, 5 percentage points is comparable and not excessive. Applicant did not describe how data will be used to serve students.	Lisa Swinson	Student Perf
The applicant provided some details regarding the discipline of students with disabilities. The applicant should consider including language regarding "disciplinary removals/change in placement" and the requirements to provide service during removals. References should also be made to the requirement to hold a manifestation determination.	Carol Ann Hudgens	Student Cond
Is behave with care an NHA program? When and how are teachers trained in this program? How is norming between teachers promoted and monitored to ensure fair enformcement/application of the program? what is NHA's track record with this program? what evidence supports the assertion of	Kristen Vandawalker	Student Cond

<p>success of this program and equity of enforcement? Why does the mission statement differ from the vision presented in the handbook? How long is the school day in NC and in the comparison district? What is Moral Focus? is this the character ed program? Has it been reviewed by the board? What is the "commitment to excellence contract?" What happens if parents don't meet the volunteer targets? What is the American Heritage program? Will it be tailored to be relevant to the specific students at this school? has it been reviewed by the board? Will the handbook be modified more appropriately for the specific school (eg to reference NC standards, not CCSS)? How are the many specials listed here provided on a regular basis if six hours of academic time are included in the seven hour day? or are these included along with core subjects in that calculation? Are the search and seizure policies legal in NC? How are student rights protected? How are students protected during body searches? Offense levels are not included, so it is not possible to assess whether the discipline system reasonably assigns consequences to various offenses. Is it legal in NC to expel a student without a hearing? Why is the hearing not automatically required, rather than the onus being placed on the family to request the hearing? Is attendance a legitimate discipline requirement in NC? If lateness or absence can result in suspension or expulsion, how are students and families supported in modification of behavior? Why is a more supportive option such as grade retention not used? Why do K-5 students not have recess?</p>		
<p>Discipline plan aligns with mission.</p>	<p>Lisa Swinson</p>	<p>Student Cond</p>

Reviewer	Score
Cheryl Turner	
Joe Maimone	
Carol Ann Hudgens	
Kathryn Mullen Upton	Pass
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	
Lisa Swinson	Fail
Alan Hawkes	
Steven Walker	
Phyllis Gibbs	

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: Gateway Charter Academy, Inc.

Mailing Address: 325 N. Edgeworth Street

City/State/Zip: Greensboro NC 27401

Street Address: 325 N. Edgeworth Street

Phone: 336-379-8651

Fax: 336-379-8651

Name of registered agent and address: Nicholas J. Bakatsias (legal counsel - Carruthers and Roth.)

FEDERAL TAX ID: 46-4192980

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?
Ashlee	Direct	GUILFORD	Developmen		

Wiley	or		t Officer		
Debra Wilson	Director	GUILFORD	K-12 Educator		
Jeffery Hyde	Secretary/Treasurer	GUILFORD	Owner and Operations Manager, Aesthetic Images Pho		
Jeffrey Phillips	Director	GUILFORD	Owner-Operator Phillips Wealth Management . Guilfo		
Robert Parrish	Board President	GUILFORD	Assistant Professor, Elon Law School		

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.*

Functions and Duties: Our Board understands and takes seriously our charge to uphold the expectations and goals set forth in our mission statement and charter and to act as fiscal stewards at the school. Our Board has the primary responsibility of promoting the goals of the school, and will do so by adopting and implementing policies that ensure effective governance, transparency, and good patterns of communication among the Board, school leaders, and our management partner. We will perform the functions essential to governing an excellent school, ensuring that students are learning, that funds are appropriately managed, and that our school complies with all charter, state, and federal requirements. We will review and update policies as necessary with input from our legal counsel, John Flynn of Carruthers & Roth. We learned a great deal during our attempt last year to secure a charter and we've grown as a board in our understanding of our governance responsibilities - which we've outlined in further detail below.

Roles and Responsibilities: Our Board will perform functions including but not limited to:

- Articulating, maintaining, and driving our mission throughout the school community.
- Reviewing and approving academic goals.
- Reviewing and approving school policies.
- Holding NHA accountable for the efficient and effective operation of the school and for the achievement of academic goals.
- Monitoring performance toward academic and operating goals.
- Reviewing and approving the school's annual budgets and ensuring that proper financial procedures are in place and effectively implemented.
- Ensuring that sufficient enrichment programs are created to supplement the education program.
- Appointing officers and committees as needed.

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- Adopting, amending, and repealing bylaws as needed.
- Retaining independent legal counsel to assist in oversight, and hiring an independent auditor to conduct an annual school audit.
- Developing and maintaining effective relations with NCDPI and the Office of Charter Schools.
- Ensuring that meetings are conducted in accordance with open meetings laws and that we comply with conflict of interest and freedom of information laws.

We also will regularly receive reports on student performance and assessment data from the school, which will include operational information pertinent to student performance such as student count numbers, attrition percentages, attendance, discipline, percent of students below grade-level, percent of students with an IEP, and more. School leaders, with NHA as appropriate, will provide us with the information needed to assess all aspects of the school's performance.

Our Board is independent of NHA. As the charter holder for the school, we are responsible for achieving charter goals and advancing our mission. We are partnering with NHA to deliver an educational program that we are confident will serve our community well, achieve our charter goals, and advance our mission. Our Board will hold NHA accountable for results. We will retain independent legal counsel, will annually contract with an independent auditor, and will contract with a third-party evaluator of the educational program as deemed appropriate.

Hiring Lead Administrator: The Board will collaborate with NHA in hiring, evaluating, and overseeing the school principal. NHA offers an experienced and expert school leadership recruitment team that identifies and evaluates school leaders for their skills, experience, and personal attributes. These specialists are experienced in evaluating both internal and external applicants, and while our Board and NHA will leverage their recruitment networks to identify qualified external applicants, we will work with NHA to first identify and recruit outstanding candidates from within the network of NHA-partner schools. Please see Appendix F for an organization chart outlining our intended governance structure.

Attribution: Board and NHA

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.*

Our Board is currently comprised of five members and we have reserved an additional position on our Board for a parent of an enrolled student. Our disparate backgrounds in education, law, business, finance, marketing, nonprofit governance, and community advocacy and service will help us ensure that the school will always be academically, operationally, and financially viable.

As needed, we will seek new members who possess the experience and ability to individually make a meaningful contribution to the Board and to effectively govern the school. Qualifications for Board members will include

an interest in children and their education, enthusiasm for the school and commitment to its mission, and willingness to give time and energy to the school. Board members' special expertise in such areas as finance, education, law, business, and governance will help address the ongoing needs of the school. Board members must be willing and able to represent the community and interpret our student community's needs and views; be committed to an innovative and high-standards approach to public education; demonstrate a commitment to represent the school to the community; and, be knowledgeable about the unique challenges our students face in east Greensboro.

Ensuring Educational and Operational Success: As the Board, we will be responsible for overall school governance, including: the adoption of fiscal, academic, personnel, discipline, and grievance policies as appropriate; decisions about hiring and terminating teachers; and, managing the relationship with NHA. It will be our primary responsibility to hold NHA accountable for the successful operation of the school. In addition to our Board members' service on nonprofit and governmental boards, we also have a member, Debra Wilson, who chairs the Summerfield Charter Academy Board and is intimately familiar with what it takes to effectively govern a charter school. Further, we've toured other NHA-partner schools, including PreEminent Charter School, Research Triangle Charter Academy, Greensboro Academy, and Summerfield Charter Academy and have spoken with each school's principal and board members. We understand the unique challenges the students and families face and what the schools are doing to help ensure all students achieve at high levels. We believe our planned Intensive Learning Program from day one will be a critical factor in ensuring we start out on the right foot.

Evaluation of the School and the School Leader: We will require school leaders and NHA to provide us with regular reports on student performance, assessment data, operational data, and any perception data. We will use this information to assess the school's progress towards our performance goals, and performance of the school leader. When necessary, we may also contract for an evaluation of NHA to ensure that NHA and school leaders are meeting and exceeding expectations. Through our Services Agreement with NHA, our Board maintains the authority to express reasonable dissatisfaction with the principal. If NHA and the principal have been given sufficient time and support to remedy an issue and there has been insufficient improvement, the Board can order that the principal be terminated.

Involvement of Key Stakeholders: We will ensure that all stakeholders are represented before us, and we have reserved a position on our Board for a parent. This will make us attentive to parent desires and needs in our governance. We will also welcome feedback from parents and any parent groups at our board meetings.

Attribution: Board and NHA

- 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?*

Our membership came together as a result of our passion for the east Greensboro community, and the shared desire to drive meaningful investment in our community. We believe that providing the opportunity for and access

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to high-quality public school choices for area families is one of the best long term investments we can make. Our Board members bring to the school extensive experience in education, law, business, finance, nonprofit governance, and community advocacy and service. We have diverse and deep commitments to the community, including service on the Board of County Commissioners, non-profit boards, the Greensboro Children's Museum, Justice for All NC, Interactive Resource Center, and Transition Network.

We understand how important it is to offer high-quality public school choices to our families and community. As an example, we've seen the impact made by the Elon Law School and its Greensboro campus. The campus opened in 2006 and helped spark some revitalization in the downtown area with new student economic and social activity and with an influx of highly educated men and women from across the country.

Our lead applicant, Robert Parrish, recognized an opportunity to match his long-time interest in public charter schools with Greensboro's efforts for economic and social revitalization. Considering at an earlier time joining the board of the NHA-partner school in Summerfield, Mr. Parrish was unavailable to do so at that moment; this proposed charter school in east Greensboro is an even better match for Mr. Parrish's interests. As a Guilford County Commissioner, Jeff Phillips has watched the educational success that non-profit boards and NHA have helped bring to the communities of Summerfield and west Greensboro, and has discussed for a number of years with fellow board member Jeff Hyde the need for investment in the form of a quality public charter school in the east Greensboro area. Mr. Parrish and Mr. Phillips sought out other Board members who would complement their skill set and the services provided by NHA.

Our Board will seek to anticipate vacancies to the greatest extent possible. For example, we will ask members to notify the Board Chair early in the year of the member's term expiration if he or she does not wish to renew his or her term. We will be proactive in recruitment for potential vacancies by maintaining a list of contacts and associates who may wish to serve on the Board. Appointments to the Board to complete the terms of vacant seats will be made in accordance with our bylaws.

Attribution: Board

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

Our Board plans to meet monthly or more often if necessary.

Attribution: Board

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).*

Over the last two years our Board has done a great deal of research, training, and preparation in our efforts to secure a charter for Gateway Charter Academy. As we've stated elsewhere in this application, we learned a great deal from our first charter application effort, and are now even more acutely aware of what it will take to effectively establish and operate Gateway Charter Academy.

Board Orientation and Training: All our founding Board members will participate in orientation before and during the first year of operation. Future Board members will also be trained using this framework during their first year of Board service. This training will be structured around three modules that cover a broad range of governance topics. A typical example of structure and content follows.

- Module 1 will discuss, among other things: the governance model of the school, including Board roles and responsibilities; details about Board processes and procedures; the structure of Board meetings and the open meetings and public records laws; and, information about the school's programs, systems, and policies.

- Module 2 will discuss, among other things: parliamentary procedures and the role of Board members in the use of such procedures; a review of the school's bylaws and articles of incorporation; a review of the Services Agreement with the school's management partner, including a discussion about roles and responsibilities of both the Board and NHA, autonomy of the Board and oversight of NHA, reports due to the Board, and termination procedures; a review of the charter and delineation of responsibilities to the authorizer; and, a discussion of the lease and its provisions.

- Module 3 will discuss, among other things: proper use of executive sessions and the limitations on items that can be discussed out of public; structure of public comment periods at Board meetings; reviewing, approving, and overseeing school budgets; allocation of Board funds and their proper use; meaning and impact of AYP/No Child Left Behind requirements; meaning, impact, and reporting of state assessments and the school's formative assessment process; the School Improvement Plan process; our student discipline policy and behavior management system; our parent-student handbook; resources available to the Board and the school through NHA; parent satisfaction survey; annual reporting requirements; and, crisis management.

We will schedule a minimum of three to five hours of governance training for Board members each year, and we will select programs that best meet the current needs of individual members and the school. Our Board certainly will take advantage of the training opportunities offered through the Office of Charter Schools. We understand the office provides more than 15 hours of valuable training to board members on various aspects of charter school governance.

We will also seek support and advice on board governance training from other charter school board members in our area, board members from the NHA-partner school we intend to replicate, RTCA, and a number of national and local sources, such as the Center for Public Skills Training, the National Charter School Resource Center, the North Carolina Alliance for Public Charter Schools, and the North Carolina Public Charter Schools Association.

Attribution: Board and NHA

- 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.*

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Ethical Standards and Conflicts of Interest: Our Board will govern the school with respect, dignity, and the utmost consideration for ethical behavior and processes. Pursuant to the Board's bylaws, a Board member shall inform the Board of any actual or perceived conflict of interest with regard to any transaction contemplated by the Board. Conflicts of interest include transactions in which a member of the Board has a material financial interest, or with which the member is presently serving as a director, trustee, officer, or general partner of another party. The transaction may be approved only by a vote of the majority of Board members who have no conflict of interest.

Existing Conflicts of Interest: There are no existing relationships of founding Board members that could pose an actual or perceived conflict of interest if this charter school application is approved. The Board will consult our independent legal counsel should any real or apparent conflict of interest ever arise.

Avoiding Actual and Perceived Conflicts: As noted, pursuant to the Board's bylaws, a Board member shall inform the Board of any direct or indirect conflict of interest related to any transaction contemplated by the Board. The Board will consult our independent legal counsel should any real or apparent conflict of interest ever arise. Our legal counsel will also provide support and advise as we review transactions for any actual and perceived conflicts of interest.

Please reference Appendix H for a copy of our bylaws, which includes a conflict of interest provision, as well as Appendix J for our draft conflict of interest policy.

Criminal Background Checks: In cooperation with our legal counsel, our Board has completed criminal background checks for our members and included those in Appendix G. One of our Board members (Wilson) had a minor traffic offense, which is further detailed in Appendix G and a letter submitted to the Office of Charter Schools. Our remaining four members (Parrish, Hyde, Phillips, and Wiley) had no offenses. We believe that in no way does this minor offense hinder our board's ability to govern a high quality public charter school.

Attribution: Board and NHA

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

With assistance and guidance from our legal counsel, the Board will ensure that our school has all necessary policies and procedures in place, including those related to discipline, student records and the Family Educational Rights and Privacy Act (FERPA), special education, English Language Learner (ELL) student identification and related services, emergency procedures, and fiscal operations. School leaders, in conjunction with our legal counsel, will develop draft policies consistent with law and our operating model for consideration by the Board. The Board will review and discuss these draft policies, revising as necessary and desired to ensure that such policies are aligned with the school's mission and are appropriately consistent with the Board's responsibilities. When in final form, we will present the policies for adoption at a public meeting.

We also benefit from the work that other NHA-partner school boards in North Carolina have done to craft appropriate policies. We have reviewed these

policies and have included a draft set of policies here as Appendix J.

Attribution: Board and NHA

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.

At this time, our Board does not intend to establish any formal advisory bodies, councils, or associations affecting the governance of the school. Should it be deemed necessary or desired, the Board will create committees (e.g., finance; school culture; etc.) to meet as a subset of the Board on specific topic areas and report back to the entire body at regular Board meetings.

Appendix F presents an organization chart illustrating the structure of our school, including the relationship among the Board, our management partner, the school leader, the academic leadership team and teachers, and other staff. The Board will oversee the school's management partner (NHA) and, in collaboration with NHA, the school's principal. In turn, the principal oversees the academic deans, each of whom oversees a group of grade-level teachers (such as: K-2; 3-5; and 6-8). The principal also oversees the administrative functions, headed by the school's registrar. Our Board and NHA will jointly employ teaching staff. The Board will have ultimate hiring and firing authority. Consistent with our vision for our school, we will also have a parent body at our school that will help fulfill our mission. We have included the parent body on our organization chart to show the value that we place on parents and not a specific reporting structure. Our Board and school leaders will work closely with any formed parent groups for the benefit of students.

Attribution: Board and NHA

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

Parent Grievances: Classroom teachers will be the first line of communication for parents and guardians to address concerns. Teachers will respond to parent inquiries promptly, respectfully, and in accordance with our guidelines for handling parent grievances. If parents are unsatisfied with the response from their student's classroom teacher (or if the nature of the complaint does not involve a classroom teacher), parents may contact a designated member of the school leadership team to arrange a meeting to discuss the concerns. Gateway Charter Academy will make every reasonable attempt to respond appropriately to parent concerns in a way that resolves the issue satisfactorily.

On the rare occasion when speaking directly with the teacher or the school leadership team does not resolve the concern, parents or guardians may bring the unresolved concern to the parent relations department of NHA. This department helps parents and guardians work with school leaders to resolve such conflicts. Parents have several ways to report a concern. They can call the department using a toll-free number which is provided in the parent-student handbook and also may be requested from the school's main office. Parents may also report concerns using the "Contact Us" page of the NHA website or by emailing NHA at its general contact email address. That address is also listed in the handbook and available from the school's main office.

If these efforts do not resolve the issue to a parent's satisfaction, concerns may be brought directly to our Board. Parents should directly contact the Board if they have concerns relating to a Board policy or decision, if there is an alleged violation of laws or the terms of the charter, or if parents have concerns about the school management or operations. Concerns brought to the Board may be presented verbally in an open meeting or in writing. The Board will address the concern at or before the next public meeting.

Procedures for Employee Grievances: We will adopt a process to help staff resolve concerns or grievances with the following features. The dean will be teachers' first line of communication for addressing concerns (deans will address any concerns to the principal). As a second option, staff may contact a representative at the NHA Service Center. Employees also may take advantage of a third option, an employee hotline that lets them provide feedback anonymously. Concerns submitted confidentially via the hotline (online or via phone) are immediately escalated to the NHA service center for review. In the rare event that staff cannot resolve a concern by speaking directly with the school leaders; by communicating with an NHA representative; or, by communicating through the hotline, staff may bring the unresolved concern to our Board.

Employment between staff and the Board and NHA is on an at-will basis, and teachers will be jointly employed by the Board and NHA. Policies and procedures have been defined to handle unacceptable performance by teachers or school leaders. School leadership will have the ability to effectively identify ineffective staff, designing support programs and professional development for them as appropriate or terminating them if deemed necessary. In the event that performance is unacceptable, and depending on the particular circumstances, discipline may occur. Discipline may include a warning, creation of a performance coaching plan or performance improvement plan, or suspension/administrative leave. Employees will receive additional coaching when necessary because we hope all employees can grow and succeed. If a teacher does not meet performance expectations or if there is a significant violation of policies or procedures, termination of employment may be recommended to the Board.

Attribution: Board and NHA

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)

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5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

Not Applicable

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

Name of the Company: National Heritage Academies
Address: 3850 Broadmoor Ave., SE
Grand Rapids MI 49512
Website: www.nhaschools.com
Phone Number: 616-222-1700
Contact Person: Mack Moore
Fax: 616-222-1700
Email: mmoore2@nhaschools.com

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include an executed copy of the management agreement as Appendix L of the specified EMO or CMO.*

Our Board has reviewed and executed a Services Agreement with NHA. We have concluded that it provides the desired arrangement for the school. We commit to due diligence in our oversight of NHA's performance.

The NHA partnership offers a comprehensive educational program including curriculum, professional development, staffing, and more, as well as a facility for our school. NHA serves more than 54,000 students in 80 schools in nine states, and has more than 20,000 students on waiting lists. This includes seven schools in North Carolina serving more than 4,500 students with waiting lists totaling nearly 3,000 students.

Best Educational Interest: We chose to partner with NHA because of its strong academic record and its long-standing, successful partnerships with schools:

- A partner charter school board has never terminated its Services Agreement with NHA.
- Since 2011-12, all 35 charters for NHA-partner schools up for renewal were successfully renewed by those schools' authorizers. In fact, since the first NHA-partner school opened, NHA-partner schools have successfully applied for and been granted renewal of their charters on all but one occasion (in 2005, Rochester Leadership Academy Charter School in New York was not renewed after failing to meet goals in its accountability plan).

Best Financial Interest: Our Board welcomes NHA's solid financial footing and the direct investment it has pledged to our school. In the operation of

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partner schools and the construction of facilities, NHA has invested significant financial resources, as well as its reputation:

- In building a new school, NHA typically leverages millions of dollars in private capital to create a new or renovated facility.
- Consistent with our Services Agreement, NHA will fund and deliver the educational program desired by the Board even if public revenues come up short. In this way, NHA assumes all financial risk.

Attribution: Board and NHA

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

Our Board has followed the public charter school and school choice movement for years. We've seen the successes, the failures, and, importantly, characteristics of schools that have been able to persevere. We have been impressed by those schools, and their ability to consistently improve student achievement while maintaining financial viability and effective operations. One such school is Greensboro Academy, here in Guilford County and operated by NHA. The school is perennially a top performer and has overwhelming parent demand. We are also involved with the new NHA-partner school in our area, Summerfield Charter Academy, and have been impressed with the resources and programs provided.

While we are aware of and have researched other EMOs and CMOs, it is NHA's full-service commitment -including commitment of financing with no indebtedness for our Board - that was a key factor in our decision. We were motivated in particular by seeing NHA's work locally, and importantly, NHA's success in urban areas around the country.

NHA also encouraged us to look at other options and to examine national studies on charter school performance, such as the well-known reports issued by CREDO, and other state-specific charter-school analyses. Stanford University's CREDO study (Jan. 2013) found that the change in performance associated solely with attending an NHA-partner school was positive in both reading and math. These effects have been maintained across the large and diverse portfolio of NHA-partner schools.

NHA's track record of academic success and its commitment to long-term successful partnerships with its schools makes it uniquely positioned and unquestionably qualified to deliver the educational program envisioned for Gateway Charter Academy. We believe, with the appropriate board oversight, that an experienced educational management organization is essential to our plan of establishing a long-term quality public charter school choice in east Greensboro.

Attribution: Board

3. *Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

We have chosen NHA because of the overall record of student success at NHA-

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partner schools. Approximately one third of NHA's 80 partner schools serve a student population where at least 90 percent qualify for free or reduced-price lunch. We have specifically researched other NHA-partner schools with similar student populations to the one we hope to attract to Gateway Charter Academy, including RTCA in Durham NC, Detroit Merit Charter Academy and Legacy Charter Academy in Detroit MI, and Atlanta Heights Charter School in Atlanta, GA. Each is an example of what we'd like Gateway to be to the east Greensboro community - a strong school choice that is improving the public education landscape for a community lacking in resources. For more detailed information on these schools, and other NHA-partner schools, please see Appendix U.

Greensboro Academy is the second highest-performing NHA-partner school in the country; Summerfield Charter Academy, which opened in fall 2013, is showing early signs of success with high student proficiency - and both are in here in Guilford County. Wake Forest Charter Academy just opened in fall 2014 and does not yet have test results. While lower in overall proficiency, the three other NHA-partner schools in the state - RTCA, Forsyth Academy, and PreEminent - continue to improve their academics and offer case studies that support why NHA is a good choice for us.

RTCA:

- RTCA has shown positive results in the past two years when the Board and NHA placed a new school leader.
- RTCA exceeded expected growth in 2013-14.
- From fall-to-spring 2013-14, RTCA students' proficiency grew at a rate 25 percent greater than the national average - the school's highest growth rate in the last four years.

Forsyth Academy:

- Forsyth Academy enrolls more than 81 percent minority students, compared to a county average of 58 percent.
- Forsyth Academy in 2013-14 outperformed all five neighboring schools serving similar student populations in reading.
- From fall-to-spring 2013-14, Forsyth students' proficiency grew at a rate 25 percent greater than the national average.

PreEminent:

- PreEminent serves twice as many at-risk students as the Wake County district average (75 percent); approximately 6 out of 166 schools in the county serve a higher proportion and the county average is less than half of the percentage at PreEminent (35 percent).
- In 2013-14, PreEminent was designated a Reward School and earned a five-year charter renewal.

Highest and Lowest Performers: On the spring 2014 NWEA assessment, the highest-performing NHA-partner school was South Arbor Charter Academy in Ypsilanti, MI, where 89 percent of students tested proficient in all subjects combined. The lowest-performing NHA-partner school was River City Scholars Charter Academy (RCS) in Grand Rapids, MI, where 22 percent of students tested proficient in all subjects combined. The difference in performance between these two schools can be attributed in part to the amount of time each school has had to educate its students (RCS is in its 3rd year of operation, while South Arbor is in its 15th); and in part due to the fact that the majority of students entering RCS do so well below grade-

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level proficiency, while many of the students who enter South Arbor do so close to, at, or above grade level. In both cases, however, NHA has embraced its obligation to ensure accelerated academic growth of all students. Research shows that on average students increase their academic performance each year they attend an NHA-partner school (CREDO, 2013). This is true of both new NHA-partner schools and those that have operated for many years.

Nearly 70 percent of students at all NHA-partner schools meet or exceed typical growth in an academic year. The most recently available data (2012-13) shows that at more than 75 percent of NHA-partner schools' students outperform their peers at local district schools they would otherwise attend.

Attribution: Board and NHA

4. *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

Governance Structure: We will oversee NHA and, with NHA, will oversee the principal. The principal will oversee the academic deans and the school's administrative staff. Please see Appendix F for a copy of our organizational chart.

Board Independence: Our Board is independent of NHA. We will hold the charter for Gateway and will be responsible for achieving our goals and advancing our mission. The terms of our Services Agreement with NHA ensure we are able to hold NHA accountable for school results as NHA provides the educational program. We will also retain independent legal counsel and annually contract with an independent financial auditor and third-party evaluator of the educational program.

Our use of the school facility will be defined in a separate Lease Agreement. If we choose to terminate our management relationship with NHA, the lease entitles us to remain in the building for the rest of the school year, with an option to rent for another year at the same rate, while public per-pupil aid continues to flow to the school to sustain operations. This gives us additional independence.

Throughout its history, NHA has worked with local community leaders to develop and launch four to six new charter schools each year. As it has amassed this experience, NHA has honed its process. NHA's expertise in opening and operating charter schools also means that our founding Board members can appropriately focus their energies on governance. And, with NHA providing start-up funding and facility arrangements, our founding Board members will not be required to raise funds, secure real estate, or arrange difficult-to-obtain facilities financing. Our signed Services Agreement has been legally reviewed, NCDPI-approved, and successfully followed with authorizer oversight for seven existing and one preliminarily approved NHA-partner schools in North Carolina. We are confident we have chosen the right management partner.

Attribution: Board and NHA

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

With help from independent legal counsel, the Board and NHA have executed a

Services Agreement that spells out the relationships that will exist among charter school employees, the school, and our management partner, NHA (see Article VIII of the draft agreement in Appendix L). We believe that the best structure for our school is to have joint employment of the teachers with NHA, and to have the school's principal and deans directly employed by NHA. Our Board will govern the school, and essentially hires NHA to operate the school. In the process, we will hold NHA and school leaders accountable for the success of the educational program and, as an essential part of that, the management of school staff.

Through our Services Agreement with NHA, the Board maintains the authority to express reasonable dissatisfaction with the principal. If NHA and the principal have been given sufficient time and support to remedy an issue and insufficient improvement has occurred, the Board can order that the principal be terminated.

We have reviewed and included draft employment policies in Appendix O, which our Board will modify as necessary and adopt should we receive a charter.

Attribution: Board

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*

We have ensured, through review with our legal counsel, that our Services Agreement requires NHA to keep our Board in compliance with our charter contract at all times - including making progress toward and achieving the defined performance objectives. The performance objectives are below, and will ensure we are consistently reviewing our school's progress toward these objectives.

Annual Evaluation Metrics: Accountability metrics expected to be used to hold NHA accountable for academic, operational, and financial results include:

- Specific student academic performance metrics on early literacy, comparison to local district school students, postsecondary readiness, and state accountability (see "Goals" for details).
- The Board will conduct a formal annual performance review of NHA.
- Attendance will meet or exceed 93 percent.
- A parent satisfaction survey will generate a response rate of 50 percent or more and will show satisfaction of 80 percent or higher.
- The school will receive an unqualified audit annually.

Contract Termination: We may terminate our agreement with NHA prior to the end of the term, with or without cause, with 90 days' written notice. We also may terminate the agreement if NHA fails to remedy a material breach of the charter within 30 days' notice (e.g., failure to account for or make expenditures approved by our Board; failure to follow Board-approved policies; receipt of an unsatisfactory performance rating for the school; etc.). Even if we terminate our management relationship with NHA, our Lease Agreement allows us to remain in the school for the rest of the school year and to rent it for another year at the existing rate. In any instance of termination, per-pupil funding aid will continue to flow to our Board to finance operations.

We expect excellence from NHA. If that mark of excellence is not met, we

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will work with NHA to fix it or will look for alternate ways to best serve our students.

Attribution: Board and NHA

7. *Is the facility provided by the EMO/CMO? Y*

- If yes, include as Appendix M a detail of the buyout formula for the nonprofit board of directors to purchase the facility if a buyout formula or process exists.

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

9. *Provide as Appendix N the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO provide confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

There are seven NHA-partner schools in North Carolina in arrangements that are similar to the proposed partnership for our school. Six have maintained positive fund balances over the past three fiscal years (2012, 2013, 2014) respectively, and the seventh is a new school this year:

- Greensboro Academy: \$24,376; \$25,369; \$23,362.

- Forsyth Academy: \$14,977; \$19,410; \$10,698.

- Research Triangle Charter Academy: \$28,525; \$25,926; \$43,013.

- PreEminent Charter School: \$43,829; \$30,248; \$37,622.

- Queen's Grant Community School (K-8 program only): \$65,831; \$67,943; \$61,243.

- Summerfield Charter Academy: \$30,134.

- Wake Forest Charter Academy opened this fall and does not yet have a fund balance.

A significant benefit of our partnership with NHA is the company's commitment to providing the initial and ongoing investment needed to ensure a successful opening. This investment will include securing a facility, making contributions to ensure that the educational program is fully implemented from day one, and contributing (not loaning) further financial support if revenues fall short of expenses.

Through both the Services Agreement and Board oversight, NHA will be obliged to manage and operate the school in accordance with the budget approved by the Board. Expenditures during the academic year shall not deviate materially from the provisions of the approved budget without advance Board approval. As necessary, the Board will review and approve amended budgets based on student need.

The Services Agreement with NHA also clarifies that NHA assumes the obligation for all expenses, and thus assumes all the financial risk: if expenses exceed revenues in any given year, the obligation to cover the shortfall is NHA's, and NHA must cover all Board-approved operating costs of the school. In exchange, logically and appropriately, the Board allocates all revenue to NHA; the residual between revenue and expenses, if any, is NHA's financial compensation.

Attribution: Board and NHA

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

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means that a new charter school will be governed separately from the charter school the application is modeled after.

Not Applicable

1. The proposed charter school will be governed by a new governing board
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

We chose to replicate Research Triangle Charter Academy (RTCA), an NHA-partner school in Durham that opened to serve students in 2000 and now serves approximately 684 students. The RTCA Board and NHA placed a new school leader in 2012 and the academic performance since then has seen gains in student proficiency in each subject, even with the transition to a more difficult state assessment. The RTCA Board has demonstrated strong governance and oversight of NHA, consistently holding NHA to the highest levels of academic, organizational, and fiscal performance. The school has consistently received unqualified audits.

Student academic achievement is a key reason that we have decided to replicate RTCA. Consider the following:

- RTCA exceeded expected growth in 2013-14 and met more AMOs than Durham County.
- Student growth on NWEA in 2013-14, the growth that will close achievement gaps, was 25 percent greater than the national average.

We are also compelled by the high levels of parent engagement and satisfaction at RTCA. In 2013-14, 81 percent of parents were satisfied and 83 percent of parents were proud their children attend RTCA.

We believe that RTCA brings to life the NHA-partner school model that we desire to share with families.

Additionally, we've researched other NHA-parent schools serving similar student demographic populations we hope to serve, including Detroit Merit Charter Academy (DMCA). DMCA serves an at-risk student population and continues to exceed expectations. For the 2013-14 school year, DMCA was noted as a Reward School by the Michigan Department of Education by "beating the odds" and outperforming similar schools that students would have attended.

At schools across the country, NHA has high academic achievement, engaged parents, and students that are given opportunities for success in high school, college, and life. For more details on NHA-partner schools, please see Appendix U.

Attribution: Board and NHA

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

Over the past three years RTCA has maintained a steady student enrollment averaging 672 students. Student demographics at RTCA over the past three years have reflected nearby Durham County Schools and averaged:

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- Black: 74 percent
 - Hispanic: 18 percent
 - White: 5 percent
 - Other Ethnicities: 3 percent
- And, about 60 percent have qualified for free or reduced price lunch.

RTCA is a part of the larger NHA-partner school network. Student enrollment at NHA-partner schools has increased over the past three years from about 44,700 students to more than 54,200 students today. On the whole, NHA-partner schools serve 68 percent of students categorized as minority and 66 percent of students qualifying for free or reduced price lunch.

Throughout the NHA-partner school network there are many schools that serve a similar student population to the students we hope to attract to Gateway Charter Academy, including DMCA, Atlanta Heights Charter School, and Legacy Charter Academy, each offered earlier in this application as examples of success and again in Appendix U. The success of these schools makes a strong case for why we have chosen to replicate RTCA and partner with NHA.

Attribution: Board and NHA

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

We believe our Board is exactly the type of group needed to help improve students lives in the underserved areas of our community. Our members have long-discussed the need for additional educational choice in east Greensboro - one of the few remaining areas of the county without a public charter school. We recognize the challenges faced by the community - including high rates of poverty, single parent households, unemployment, and low rates of academic achievement - and believe we can do something about it.

In order to manage these challenges, bring Gateway Charter Academy to life, and ultimately fulfill our mission, we've established our Board membership so that we represent a diverse cross-set of skills, experience, age, race, and perspectives. Our Board is comprised of representatives from local government, including a Guilford County Commissioner; a professor from the Elon School of Law; a K-12 educator with a diverse array of experiences and certifications as well as experience chairing a charter school board; local business owner; and, marketing professional.

Further, we've learned from our experience. We applied for a charter in the last round and were denied. While we were originally quite discouraged by the decision, our desire to serve the students and families in east Greensboro remained. We took the advice of the Charter School Advisory Board and did additional due diligence on our management partner NHA, and are even more confident in our selection. Our intended ILP program will provide the necessary resources for our school to quickly move students who are below grade level to proficiency.

We believe, in partnership with NHA, that we have all of the skill sets needed to establish and operate a high-quality public charter school choice in the east Greensboro area. Truthfully, we don't believe there is a group of individuals more ready, able, and willing to try - or more likely to succeed.

Attribution: Board

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix T

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.

Gateway Charter Academy will have sufficient staff to meet the needs of our student population. We outline below the staff that we expect when our school is full and we serve 772 students in kindergarten through eighth grade.

Administrative

Principal: 1.0
Dean: 4.0
Registrar: 1.0
Office Administrator: 1.0
Student Recruitment Specialist (FTE): 0.5

Instructional

Core Content Teachers: 28.0
Music, Art, PE, etc.: 3.0
English Language Learner Teacher: 1.0
Interventionists (FTE): 4.1
Intervention Aides (FTE): 0.3
Summer Teachers (FTE): 1.3
Library Technology Specialist: 1.0
Exceptional Children Teacher(s) : 5.0
Exceptional Children Aides (FTE): 4.4
Social Worker (FTE): 0.6
Recess Aides: 1.0
Substitute Teachers (FTE): 1.4

Total Personnel : 58.6

Gateway Charter Academy will also benefit from the support of many NHA staff at the NHA Service Center who will provide services such as back office support to the school. On our behalf, NHA will also contract for additional services including with a food-service provider and janitorial staff.

Attribution: Board and NHA

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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Recruiting: Excellent teaching in each classroom is fundamental to student academic achievement and will be fundamental to achieving our mission. We will have a relentless focus on effective instruction for every student, in every classroom, every day. To conduct the teacher recruiting process, our school will draw on our knowledge of our community and the extensive candidate network and recruitment capabilities provided by our management partner, NHA. Below are recruiting strategies that are among those to be used.

Traditional Recruiting: NHA is constantly seeking and screening potential candidates through traditional and digital marketing strategies, including job fairs, university career fairs, social media, advertising, and direct referrals. We will advertise online, in select local markets, and throughout the NHA network of 80 operating charter schools. Our Board is also planning to recruit candidates through our own community networks. Applications for employment will be available through our school's website.

Campus Relationships: NHA will continue to leverage the established partnerships with colleges and universities on behalf of Gateway Charter Academy. This gives our school prime access to the best student teachers and upcoming graduates as soon as possible. NHA also has established a dedicated campus liaison position to support and further these relationships, including establishing closer relationships with East Carolina University and all University of North Carolina campuses.

Referral Networks: Research indicates that most teachers find teaching positions through referrals, so we will actively pursue new candidates through referrals from our networks and current staff at NHA-partner schools in North Carolina and around the country. *See the overflow section.

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.*

In accordance with this application and our Services Agreement with NHA, teachers will be jointly employed by our Board and NHA and administrators and other staff will be employed directly by NHA. We believe this arrangement best matches our intended organizational structure, where the Board holds NHA accountable to meet our schools academic, financial, and organizational goals. Our school leader will report directly to NHA and we will hold our leader accountable alongside of NHA. We have also chosen to jointly employ teachers so that we can keep a focus on the work of teaching and learning that occurs in each classroom each day. As a Board, we want to employ our teachers and have this connection to the classroom, while also wanting to defer to NHA for the administration of employee benefits, retirement, and the required compliance documentation and reporting for our teachers.

This arrangement facilitates the effective administration of employment benefits while maintaining our Board's authority to control the hiring and firing of teachers. We have been advised that this arrangement also complies with N.C.Gen.Stat. 115C-238.29F(e)(1) and was reviewed and approved by legal counsel for the Department of Public Instruction in 2012. Please reference Appendix O for more detail on our draft employment policies.

Attribution: Board and NHA

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

We will create a working environment that allows administrators to make decisions sensitive to the demands of students, and will determine staffing based on skill and performance to best serve the needs of students.

Hiring; Background Checks: NHA uses a human resource software system to manage all personnel-related transactions. In addition to managing compensation and payroll functions, NHA also oversees all background check, licensure, and compliance functions for employees at our school (and at other partner schools). Our Board will adopt a criminal background check policy consistent with that of Guilford County Schools as required by law (Appendix J).

Teachers will be jointly employed by our Board and NHA. Teachers will be recommended by school leadership to the Board for hiring consideration, and NHA will collaborate with and thoroughly brief the Board on personnel selected to fill school leadership positions.

Dismissing Personnel: Employment at the school will be on an at-will basis. School leadership will have the ability to identify ineffective staff, terminating their employment, or offering additional support to them as appropriate. In the event that the performance of an employee is unacceptable, and depending on the nature, degree, and circumstances of the incident or incidents, disciplinary action may be taken. Discipline may include a warning, creation of a performance coaching plan or performance improvement plan, suspension, or administrative leave. If an employee does not meet performance expectations after appropriate interventions, or if there is a significant violation of policies or procedures, termination of employment may be recommended to the Board.

Our school's draft Employee Handbook (Appendix O) will include information on the corrective-action and termination processes. We will ensure that it is provided to each employee on or before the first day of work and always available at the school's front office.

Attribution: Board and NHA

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

The school budget included in this application offers detail on proposed salaries for all positions.

Gateway Charter Academy will operate under a performance-based compensation philosophy, and will implement NHA's "Total Rewards" approach to compensation. This approach rewards administrators, faculty, and staff who have the greatest impact on student learning and achievement. The Total Rewards approach uses and evaluates all aspects of staff compensation (base pay, incentive pay, recognition programs, benefit design, tuition programs, etc.) to help recruit staff, invest in them, and encourage and reward behaviors that are proven to enhance student learning.

Our "pay for performance" philosophy rewards outcomes. We will measure student academic growth and proficiency robustly, and hold staff accountable

for success. Staff will be evaluated and rewarded based on the accomplishments of the school. Teachers and deans will be evaluated on the academic performance of students in the classrooms they oversee. As part of the annual review process, base salaries or hourly wages for administrators, faculty, and staff will be evaluated and modified based on these individuals' accomplishments. Our administrators also will be empowered to identify and terminate ineffective staff, or offer them additional support, as appropriate.

Components of the Total Rewards structure include: base pay, differentiated based on years of experience and performance; incentive bonus plans by category of employee, and additional compensation for supporting other activities (tutoring, mentoring new teachers, coaching sports, etc.); medical, dental, and vision insurance, historically with relatively with low co-pays and deductibles; a 401(k) retirement plan with employer match; life and accidental death and dismemberment insurance; short- and long-term disability insurance; a tuition reimbursement program, and more. *See overflow section for additional information.

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

Grievance: Our school's distributed leadership approach includes weekly one-on-one time for deans to provide coaching and feedback to teachers. This coaching time, distinct from the weekly observations, specifically includes discussions designed to elicit and address concerns teachers may have. Most issues of concern to teachers should be addressed in this cooperative and collaborative forum. If a teacher's concern requires additional attention, the matter will be referred to the principal and if necessary, heard by the Director of School Quality (DSQ), an experienced school administrator who supervises and mentors small groups of schools and school principals. In addition, NHA's employee ethics hotline is an avenue for employees to anonymously report concerns if they do not feel comfortable speaking directly to their principal or DSQ. The Board will be informed of this step and kept fully apprised of the situation. As a final step, and recognizing the role as joint employers of the school's teachers, the Board will ensure that there is a structure and time to hear grievances from teachers, in executive session if necessary.

Termination: Our staff evaluation data will inform retention, promotion, and termination decisions. If data show that a teacher is not performing adequately, he or she will receive additional coaching and professional development to foster improvement in identified areas. Final employment decisions, made by the school leader with help from the NHA employee relations team, will be sensitive to the needs of students and can include terminating the employment of ineffective staff. Our Board will participate in all teacher termination decisions.

Attribution: Board and NHA

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

We do not expect to have positions with dual responsibilities outside the school. If it is necessary to have a position with dual responsibilities within the school, such as a social worker who is funded from the general budget and also serves exceptional children through exceptional children's funds, we will ensure that this position is appropriately funded, that accounting is accurate, and that all compliance and reporting requirements

are met.

Attribution: NHA

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.

The school will recruit teachers licensed in special education to ensure quality instruction for exceptional children. We will have teachers to provide academic support to exceptional students with IEPs, and we will hire or contract with a school psychologist, occupational therapist, speech therapist, and social worker as needed. Additional special education staff may be added as the needs of our students become clear. We review credentials to ensure compliance with "highly qualified teacher" requirements; ancillary staff will have state-required credentials before providing services. We also will add qualified staffing for ELL and gifted students as needed.

Our first-year budget includes 5.6 full time equivalent (FTE) staff to meet the needs of exceptional children in year one. When our school is full, we expect to have 9.4 FTE. We have also predicted 0.8 FTE in ELL staffing in year one and 1.0 FTE at full enrollment.

Attribution: NHA

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).

Principal: The principal will be dedicated to achieving our school's mission. He or she must hold the unwavering belief that all children can and will learn if they receive the right opportunities. Qualified applicants for our school will have a proven record of achieving significant rates of student growth. Strong leadership and management skills are also required, as is the ability to provide instructional support to teachers. To these ends, the principal must be committed to and capable of developing school culture, promoting student achievement, and implementing seamless school operations. Among the numerous responsibilities involved in this are: developing and evaluating the educational program to ensure conformance to state, federal, Board, and NHA standards; collaborating with our Board on hiring and evaluating school staff; implementing a school-wide tool for parent and community communication; reporting school activities and academic achievement to our Board at regular Board meetings; establishing all school procedures and systems; monitoring the use of data in lesson planning and evaluating effectiveness in student academic growth; and, much more.

Principal candidates will have: a bachelor's degree (Master's degree preferred) and three or more years related experience and/or training or equivalent combination of education and experience; exceptional language skills, mathematical skills, reasoning ability, and interpersonal skills. Principals will possess all administrative licensures required by law.

Deans: In addition to sharing administrative responsibilities of the school with the principal as assigned, the primary responsibility of the deans is to observe, coach, and provide feedback to all assigned teachers through weekly one-on-one conversations. Additional responsibilities include: overseeing and monitoring the character development curriculum and its lesson integration, design, and delivery; delivering professional

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development; and, providing training for effective classroom management.

Deans will typically have: a bachelor's degree and a minimum of three to five years of experience in teaching or administration, or an equivalent combination of education and experience; superior language skills, mathematical skills, and reasoning ability; and, an effective collaborative approach to mentoring and developing those who report to him or her. Deans will possess administrative licensure as required by law.

Teachers: Teachers will have earned a bachelor's degree, be highly qualified, and have the appropriate teaching licensure as required by law. In addition, teachers will have a demonstrated ability to: communicate and work effectively with parents; adapt teaching style to individual students' specific needs; adapt to differences and changes in characteristics of students, programs, leadership, staff, and community; use varied teaching methodologies to accommodate students' unique learning styles; evaluate tests and measurements of achievement; and, work effectively as a team member.

Teachers will be responsible to show capabilities in implementing the curriculum; coordinating with educational assistants; maintaining current achievement level information; assigning additional studies to students not meeting or exceeding achievement; keeping accurate student records; establishing classroom procedures; ordering supplementary education materials; requesting parent volunteers; and, reporting all education-related activities to the principal. Qualifications will include a bachelor's degree and appropriate teaching license. Special education and ELL teachers also will evidence knowledge about education strategies particular to the special student populations they serve, and will demonstrate effectiveness in adapting instructional and behavioral approaches as necessary.

Attribution: Board and NHA

Continued From Question: "Explain the board's strategy for recruiting and retaining high-performing teachers."

Career Fairs and Conferences: Recruiters and ambassadors will actively participate in local, regional, and national career fairs and conferences. This allows access to upcoming teacher graduates and current teachers who are in the market for new employment opportunities.

Workforce and Talent Pipeline Planning: NHA offers a unique aspect to our strategic planning efforts through its workforce planning team. NHA's workforce planning function allows us to gain a deep understanding of the current labor supply and demand in the area, state, and beyond. This planning function helps to prepare for current and future hiring and serves as another competitive advantage.

Diversity Sourcing: We believe that this active approach to finding and attracting teachers of color gives our school an advantage in maintaining a diverse staff. Minority teacher candidates are found and contacted on an ongoing basis to proactively develop stronger pools of diverse talent.

NHA currently employs more than 2,400 teachers and 1,300 supporting school staff, effectively managing recruitment and other elements of school

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staffing across the nine states in which its partner schools operate.

Retaining: A number of systems and practices will be implemented to encourage a positive culture among school staff and to motivate, engage, reward, develop, and retain high-quality school faculty and staff. The school leadership team will have multiple opportunities to formally and informally recognize faculty and staff: for example, at scheduled staff celebrations, such as American Education Week, Teacher Appreciation Week, and National Charter Schools Week. An instant "spot rewards" program and a peer-recognition program also will be implemented. All employees will be surveyed for job satisfaction at least annually, providing school leaders with an opportunity to improve teacher-retention strategies.

Importantly, our school's "Total Rewards" approach to compensation rewards administrators, faculty, and staff who have the greatest impact on student learning and achievement, creating a structure where our best teachers have clear incentives to stay.

Attribution: NHA

*Continued From Question: "Outline the school's proposed salary range and employment benefits for all levels of employment."

Teachers at our school will be hired at salary rates that align closely with the state's base salary scales for teachers of similar experience and education levels. In our budgeting process we assumed a salary range for teachers of \$35,000 to \$38,250, and used an average of \$36,670 for budgeting purposes. Our teachers will then be eligible for annual increases and bonuses. As we progress through our first charter term, high-performing teachers in our school will have the opportunity to earn more than teachers with the same education and experience based on the state's payscale. Our salary scales will follow the model outlined here for teachers who hold their master's degrees as well.

All teachers, whether novice or experienced, will be evaluated regularly and rewarded no less than annually based on their performance and that of their students. As such, high-performing teachers at our school will have the opportunity to earn more than their length-of-service and degreed peers in school systems with set salary schedules.

Attribution: NHA

Staff Evaluation and Professional Development

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

NHA will manage teacher licensure and professional development (PD) reporting and compliance, and will report this information to our Board and other entities as required.

Attribution: NHA

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.*

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Mentor: All new teachers will be assigned a mentor teacher who will address day-to-day questions and concerns. Scheduled meetings with the mentor will provide ongoing support for new teachers surrounding the curriculum, instructional practice, and classroom management. Mentors also will conduct periodic classroom observations and provide feedback to the teachers after each visit to further improve teaching and learning in the classroom. We will also ensure that all new teachers participate in the Beginning Teacher Support Program for additional mentoring and support.

The school's leadership structure is intentionally designed to enable each teacher to work closely with his or her grade-level dean on a weekly basis to focus on specific development needs. Each teacher is observed weekly, and weekly meetings are then held with the dean to provide feedback and coaching based on these observations or other needs stated by the teacher. This is time for the teacher to reflect on his or her teaching practices and ask questions. Teachers will work with their dean to address individual professional development needs as identified from teaching practices found in the Teacher Observation Protocol (TOP). The TOP includes over 60 research-based teaching skills and techniques, additional resources (such as Teach Like a Champion and e-learning), and coaching questions that guide in teacher development.

Retain: Several factors combine to support a commitment to individual professional growth and the retention of exceptional instructional staff. These include: the frequency and quality of coaching around instructional practice; the extensive plan of professional development; the intentional tracking of high-performing teachers to positions of greater responsibility and stature; the "Total Rewards" approach to compensation and benefits; the creation and maintenance of a school environment that promotes scholarly learning; and, a culture of building-wide respect of students and staff.

Evaluate: Teacher performance will be continuously evaluated using both quantitative and qualitative measures. Our school will use a pay-for-performance compensation model, with performance measured by student achievement. The evaluation system for teachers will have four main components: (1) student learning results; (2) instructional and classroom management practices; (3) parent engagement; and (4) professional accountabilities. All components are rated using a five-level scale: exemplary, highly effective, effective, inconsistently effective, and ineffective.

Each teacher will be evaluated twice each year by his or her dean. Deans will use data from their weekly teacher observations for the entire evaluation period to form the evaluation scores, and will discuss the results with each teacher during a one-on-one session. Each dean will receive professional development training on how to properly conduct evaluations as a part of his or her comprehensive new dean training program. In addition, as each dean finishes this training, he or she will sign a statement of accountability pledging to implement the evaluation tool with fidelity and integrity.

Teachers' competence in classroom management and instructional and professional practices will be evaluated based on multiple observations, feedback, and coaching provided by deans. The weekly observations and feedback (using the TOP) and the mid-year and year-end evaluations will help

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define professional development goals for each teacher. Progress toward those goals will be used to evaluate teachers. Parent engagement data will be collected from our annual parent satisfaction surveys.

This comprehensive approach is designed to continuously grow our school's talent and to keep our top-performers for the long term. It focuses on coaching and evaluating staff; developing an internal professional advancement track; and, practicing a "Total Rewards" merit-based program of compensation.

Attribution: NHA

- 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.*

High-quality instruction stems from clear expectations, frequent observation, consistent feedback, and an intentional focus on developing teachers' practices. Professional development will be integrated throughout our culture, beginning with an intensive orientation and training before the first school year and as a prioritized element of the school calendar thereafter. We will provide training for all staff on teaching at-risk students and offer extra, intensive sessions for ILP staff.

Core Components: Our PD program will include: assigning mentors to new teachers; weekly teacher observation, feedback, and development; creation of professional learning communities; daily time for common grade-level planning; weekly grade-level team meetings with deans to provide feedback on and support for our common approach to instruction; and, monthly grade-level team meetings with the principal to ensure a unified school-wide approach to instruction. Regular grade-level and cross-grade-level team meetings also will be scheduled where teachers can share ideas for increasing student achievement.

Through our partnership with NHA, our teachers will have access to a wide variety of resources and learning opportunities, including seminars, conferences, video libraries, web-based resources, book studies, and e-learning programs.

Effective Implementation of Educational Program: Our school leadership team will be responsible for determining professional development needs and will work in conjunction with NHA to develop a customized plan to meet those needs. Each year, the school will draft a School Improvement Plan (SIP), a comprehensive needs assessment with identified actions to meet those needs in the coming year. The SIP will analyze student achievement, the school environment, the teacher community, the parent community, and the administration. The school will focus and prioritize building-wide professional development efforts on areas identified in the SIP.

Attribution: NHA

- 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.*

Prior to school opening: All new teachers will participate in New Teacher

Orientation (NTO), a multi-day immersion program designed to ensure buy-in to the school's purpose and vision, and to address specific curricular and instructional needs. The NTO training is then actively supported with coaching and additional training throughout the year.

A sample NTO agenda is outlined below:

- Monday: Purpose & Vision; Behave with Care (conduct and culture).
- Tuesday: Curriculum and Curricular Tools.
- Wednesday: Formative Assessment; Individualizing Instruction.
- Thursday: Grade-level Best Practices; Observation, Feedback, and Planning.

During NTO, our new teachers and leaders will begin to build the desired learning culture by learning the practices necessary to connect with students, establish expected behaviors and routines, and manage classrooms. The training provided at NTO will focus on establishing a positive and proactive culture and self-management of classrooms by training teachers how to: structure the classroom in ways that promote responsible student behavior; engage students in building school culture; intentionally develop strong positive relationships with students; explicitly teach students how to behave responsibly in every classroom situation; focus more time, attention, and energy to acknowledge responsible behavior than to respond to misbehavior; and, pre-plan responses to misbehavior to ensure they are brief, calm, and delivered in a consistent manner.

All new teachers and leaders will also be instructed on the principles of effective instruction and the instructional strategies used to enhance learning in each of the core content areas. Each grade-level teacher will also receive specific training in the use of the curricular tool components.

Participants in NTO will have the opportunity to interact with and receive instruction from master teachers in their specific content area or at their specific grade level. The focus of these sessions will be developing classroom management plans, examining the school's character development curriculum, reviewing effective instructional practices, and sharing practical ideas for working with specific students. This includes new special education teachers and ELL teachers who will be trained in relevant topics by master special education and ELL teachers and expert representatives from NHA.

Ongoing opportunities: To supplement NTO, new leaders and teachers will participate in additional school-based staff-development days prior to the start of school. This professional development will communicate additional expectations to teachers and staff, including non-instructional processes and procedures, and will provide new teachers with the opportunity to conduct grade-level planning with their colleagues. These days are also designed to deepen knowledge around core concepts related to the formative assessment process, classroom management, building student relationships, and school-wide behavior support systems.

Attribution: NHA

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.

Our calendar, daily schedule, and staffing structure accommodate robust professional development for staff.

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A total of nine days are allocated for professional development, including: New Teacher Orientation (see above); NHA-University, a collaborative leadership training week for school leaders and teachers across NHA's 80 partner schools; and four full days within the school year. Also, our teachers' daily schedule incorporates 45 minutes of planning time for teachers. At least one planning period each week will be dedicated to development in grade-level teams, and 30 minutes of a planning period each week will be dedicated to a one-on-one meeting with each teacher's dean to discuss feedback and provide coaching for ongoing development.

We believe that there should be no artificial limits to professional development opportunities for our staff, and our school calendar and structure will accommodate all needed staff development. We will differentiate our offerings to ensure students are learning. We will allow administrators to schedule faculty meetings at appropriate times that do not impede teaching and learning. Teaching staff schedules also will be established to permit cooperative and collaborative meetings with parents.

The school's staffing structure aligns with the daily calendar to allow teachers both individual and common planning time while student instruction in "specials" - art, gym, music, etc. - is occurring. To support collaboration among peers, professional learning communities will be established that allow common grade-level planning during this time. Together, teachers will review the current lesson plans and plan upcoming lessons in ways that ensure common delivery and alignment with the school's curriculum. The school's calendar and staffing plan also allow regular grade-level and cross-grade-level team meetings to be scheduled where teachers can share ideas for increasing student achievement and mentor one another.

Attribution: NHA

Enrollment and Marketing:

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

Marketing Plan

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

Our school's marketing and outreach efforts will be designed both to achieve a broad awareness of the school and to ensure it is known as a valuable institution immersed in the local culture and an active contributor to the economic and social success of our community. These efforts will include significant grassroots outreach to families in the local area. Not intending to serve a special population of students, the school will be marketed to all area residents without bias, with the intent that we will reflect the demographic composition of the Guilford County Schools in our area.

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Our knowledge of the community will form the basis of our marketing efforts. Together, the Board and representatives from NHA will assess the interest of prospective parents through the use of diverse community focus groups, public opinion polls, and more. This will provide important information about perceptions of the neighborhood, education needs that are not being met, and the relative attractiveness of features of our new school.

If we are notified of the preliminary approval of our charter application, marketing efforts will intensify. A dedicated local admissions representative with strong community knowledge will be hired (at NHA's expense) before the opening of the school. The representative will leverage our Board's knowledge and lead grassroots marketing and the building of community relationships including outreach to: area daycare suppliers; local chambers of commerce and other community businesses; area churches, temples, and other houses of worship; HeadStart and other community educational programs; community recreational organizations; Boys/Girls Clubs, YMCAs, and other youth activity centers; and more.

Formal advertising efforts may include outdoor ads (municipal buses and bus stops; billboards; etc.), radio spots, television announcements, local and community newspaper display ads, and/or Internet media advertisements several months before the school's opening, as needed.

School representatives will host monthly enrollment information meetings for parents at a location convenient for broad community participation. These meetings will be promoted by various means such as direct mail, digital marketing, and grassroots marketing to the neighborhoods within a three-mile radius of the school. At these meetings, parents will learn more about the school's mission, design, and overall academic program, and will have the opportunity to ask questions and engage the school's representatives in productive dialogue. The school will also host events specifically designed for parents of students with special needs in order to provide a forum to allow these families to learn more about the school's exceptional children's services. These meetings will be an open dialogue, sharing information with parents about our school but also hearing from parents about matters that are important to them. Feedback from parents and guardians will directly impact the type of before- and after-school programming hosted at our school, as an example.

Parents interested in enrolling their children will be invited to various orientation events to learn more detail about the curriculum; meet the principal and teachers; obtain information about the school's character development program; and, learn how they can take an active role in their child's education. These events will also have a social component to encourage parents to come together to help us develop a vibrant school community even before the start of school.

Attribution: Board and NHA

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*

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for building engaging partnerships between the family and school that strengthen support for student learning.

Communication with Parents before Opening: Strong parental involvement often is the result of effective school-home communication. Gateway Charter Academy is committed to maintaining an atmosphere of open dialogue between school leaders and parents. We will begin these partnerships as early as possible.

As soon as we are notified of the preliminary approval of our charter application, our Board and NHA will build on our community relationships toward specific relationships with prospective parents. Families will be contacted through a variety of methods to inform them about our school's mission, the enrollment process, and how they can become involved in the school.

A monthly newsletter, website, and Facebook page will keep interested families aware of and connected to the latest happenings of the school as it prepares to open. Social media websites will be used to help form and maintain connections between school leaders and parents. While our school is constructed, a temporary school office will be available for staff contact and prospective parent visits.

During these months before the school opens, school staff and parents will initiate the relationships that will strengthen and grow throughout our school community. This pre-opening rapport with prospective parents will peak with a family orientation held at the end of the summer to allow enrolled students and their families to meet the principal, the student's teacher and classmates, and other school staff.

Engaging Parents: Starting in our first year, parents will have two opportunities each year to complete a survey called "Voice of the Parent." This survey will seek to ensure that parents' expectations and students' needs are understood and met. Voice of the Parent is designed to systematically drive action and accountability so that we remain parent-, student-, and community-focused. These surveys will be confidential, and the feedback received will be compiled into summary statistics for use at the school leadership and Board levels.

To encourage parents' presence and active involvement, the school building will include a dedicated parent room. This room will allow parents a place to gather and build relationships with one another, discuss matters of mutual interest, and afford them an opportunity to feel comfortable and take ownership in the school. The room will also be equipped to provide parents access to online school materials and AtSchool, an online student information platform developed by NHA. AtSchool will allow parents to monitor their children's academic progress, behavior, and attendance over the course of the year. AtSchool provides information related to assigned student homework; offers resources for homework assistance; presents scores on various assessments and progress growth information; and, posts newsletters and school calendars. AtSchool will synchronize with teachers' monitoring of student progress, and help remind teachers of previous and ongoing student needs.

Our school will actively engage parents in their children's learning. Prior to each school year, we will make parents and each student aware of grade-

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level performance expectations. Student progress against those goals will be communicated to parents regularly through: direct teacher communication; AtSchool; progress reports; report cards; and, parent-teacher conferences.

Parents also will be encouraged to help form clubs or groups to support extracurricular or school-time activities in the building. Consistent with our mission, we will facilitate the formation of a parent organization at our school. Our Board will expect that the parent organization support our mission and student body in all it does and report to the board frequently on the organization's initiatives. We will ensure our parent organization has the necessary policies and procedures in place to stay in compliance with law, including those necessary for sound financial management.

Attribution: Board and NHA

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.*

Our school will comply with all applicable federal and state laws for admissions and enrollment. We will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin, or any other basis that would be illegal for a public school.

Open Enrollment Period (OEP): When the charter is approved, an OEP for the first year of operation will be established prior to June 30 and will be included in a notice of open enrollment. The OEP will not be shorter than 30 calendar days. Our Board, at a public meeting, will confirm the Notice of the OEP and application process, a process designed to ensure that people most likely to be interested in the school are informed. On behalf of our Board, NHA will widely distribute the OEP notice.

Applications: Applications for the school year will be accepted beginning on the first day of the OEP. If applications received during the OEP exceed offered seats in any grade level, a random selection process will take place for that grade level. If applications received are fewer than offered seats in a grade level, all eligible applicants will be accepted and there will be no random selection process for that grade.

Applications received after the OEP will not be eligible to participate in the random selection process. If seats are available, late applications will be added to the end of the accepted list in the order received. If no seats

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are available, late applications will be added to the end of the waiting list or, if the late application is entitled to preference, inserted in the waiting list immediately before all applicants on the waiting list with a lower enrollment-preference category.

A list with the name of each student who submitted an application during the OEP will be created with the student's name, birth date, grade level, street address, and names and grade levels of any siblings who are also applying for admission. From this list, a card will be created for entry into the random selection process. If siblings apply for the same school year, one surname card will be entered into the random selection process to represent all of the siblings applying at the same time. If that surname card is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade-level capacity.

If a card is drawn and there is no space available in the appropriate grade, applicants will be placed on the waiting list in the order in which they are drawn. After the random selection process is complete, late applications will be processed in accordance with the procedures above.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, that available seat will be filled by the first student on the waiting list for that particular grade.

Preferences: Children of members of our Board will be granted preference in the school's lottery. Children of the school's full-time employees will also be granted preference. Once a student has attended the school, he or she will be given first preference to enroll for the subsequent school year. After that, preference will be given to siblings of that student.

Re-Enrollment: Students enrolled in the school will be eligible to re-enroll for successive years without entering the random-selection process. All applicants on a waiting list must re-submit an application for the following school year to be eligible for enrollment.

Withdrawals/Transfers: When a student withdraws, that creates an open seat to be filled by another student through the waiting list process. Students wishing to legally transfer into the school mid-year shall be admitted if a seat in that grade is available or will be placed on the waiting list.

Please see Appendix J for a full copy of our draft admissions policy.

Attribution: Board and NHA

PROJECTED ENROLLMENT

2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Guilford County Schools

LEA #2

LEA #3

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000
Kindergarten	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 01	84	0	0	84	0	0	84	0	0	84	0	0	84	0	0
Grade 02	84	0	0	84	0	0	84	0	0	84	0	0	84	0	0
Grade 03	84	0	0	84	0	0	84	0	0	84	0	0	84	0	0
Grade 04	84	0	0	84	0	0	84	0	0	84	0	0	84	0	0
Grade 05	84	0	0	84	0	0	84	0	0	84	0	0	84	0	0
Grade 06	0	0	0	84	0	0	84	0	0	84	0	0	84	0	0
Grade 07	0	0	0	0	0	0	84	0	0	84	0	0	84	0	0
Grade 08	0	0	0	0	0	0	0	0	0	84	0	0	84	0	0
	520			604			688			772			772		

Section IV: Governance and Capacity	Reviewer	Page
<u>Concerns and Additional Questions</u>		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.

Aligned with Mission: Gateway Charter Academy will work diligently to ensure that the school is accessible to all students and that transportation needs are not a barrier to any child attending the school. We do not plan to provide bus transportation to the general student population, either directly or through contract with Guilford County Schools. However, we will offer parents and guardians resources and support to coordinate their transportation needs, and we will provide transportation as required by an individual student's IEP or other applicable law.

Transportation Program: Our school will establish a program for parents called "RideFinder." This is an online tool established in other NHA-partner schools with great success that matches parents seeking to carpool with other parents. Parents log in to the school's website, enter their address, and automatically see other parents who have expressed an interest in carpooling and how near those families live. Both personalized and written training on the use of this program (including appropriate reminders of the assumption of risk when operating a vehicle) will be offered by the school to all parents of enrolling students.

The RideFinder program to be established by the school will streamline the process of information-gathering and provide parents instant access to carpooling options within their school community. This program has worked well and proven to be successful at other NHA-partner schools in North Carolina and elsewhere; we anticipate that it will work even better at our school, as locating in east Greensboro puts us in a high-density area even more convenient for ride-sharing and for students to walk.

We believe that asking parents to partner with us in transportation will allow members of the staff to greet students and parents during morning drop-off and afternoon pick-up, providing students a transition between school and home that is safe, smooth, and feels welcoming. This approach also will allow staff an additional point-of-contact with parents, and allow parents an additional opportunity to become a part of the day-to-day life of the school. Finally, it allows students to arrive at school more focused on the activities of the day and with lower levels of anxiety and distraction than often attributed to school bus rides.

We recognize that this transportation strategy may not prove to be a viable option for every family, however. Before the first day of school, during an orientation program for families, we will work with parents to address and coordinate their transportation needs to ensure these needs are not a barrier to any child wishing to attend the school. In addition to the RideFinder program, school staff will work to identify and plan the use of public transportation options that are available, and if needed, make arrangements with private carriers. The school's budget also has built in \$10,000 to cover the cost of such transportation needs, which alsomay

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include transportation for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs. We will adjust our budget for transportation as necessary to meet student need.

Targeted Population: Gateway Charter Academy will not be targeting a specific student population, but will be marketing to and serving students throughout the east Greensboro area. With the assistance of the RideFinder program, families living near other families will be able to access all needed information for arranging carpooling or other transportation options.

Aligned to Budget: This transportation plan aligns with the budget plan, which as noted above includes an allocation of \$10,000 to cover special transportation arrangements. NHA will incorporate the RideFinder online parent tool into the school's technology network.

We will ensure that no child is denied access to Gateway due to lack of transportation.

Attribution: NHA

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.

The importance of providing meals to our students will be recognized at our school, and meals will be provided. Following the United States Department of Agriculture (USDA) procurement requirements and in compliance with Federal Regulation 7 CFR 210.16, a provider will be contracted to operate our food-service program. Students will pay the full set price for school meals unless they qualify for free or reduced-price meals under the National School Lunch Program.

All meals will meet the nutritional requirements set forth by the USDA for the National School Lunch Program. Our food-service provider will provide extensive support to the school with menu planning, nutritional analysis, food-handling safety, and sanitization. A hot meal for lunch will be offered daily, and a cold breakfast will be offered if needed. The goal is to meet students' needs and ensure that students can focus on the work of learning and not be distracted by hunger.

As part of the attendance process, teachers will ask each student if he or she needs a lunch that day or if one was brought from home. If a student needs a lunch, the teacher will note that in the student data system. If a student doesn't qualify for free meals and doesn't have enough money in his or her lunch account to purchase a meal, the teacher will notify the office so arrangements can be made to provide that student a lunch, including charging the school's discretionary account if necessary, to ensure that each student, each day has access to a school lunch.

NHA will contract with the food-service provider on behalf of our school. NHA has experience in handling all the required aspects of these programs, and the Board will hold NHA accountable to ensure the efficient management

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of our school's meals program. As necessary, we will look to the North Carolina Department of Child Nutrition Services for resources in overseeing the compliance of our food-service program.

Attribution: NHA

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$2,000,000		\$2,500.00
Officers and Directors/Errors and Omissions	\$2,000,000		\$881.00
Property Insurance	\$25,000		\$338.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$100.00
Other	\$2,000,000		\$1,300.00
Total Cost			\$5,300.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

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

robertparrish 09/23/2014

(Board Chair Signature)

(Date)

Facility:

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

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

We began our real-estate search efforts prior to the submission of last year's application for Gateway Charter Academy. We have continued this search and believe we have small number of properties that will work for our intended academic program. We plan to continue our search and leverage other resources to ensure that we have not left any suitable properties in our target-area off of our list. Should our charter application be advanced, we will begin more significant due diligence on the properties we've identified and should our charter be approved, we will move expeditiously to choose a property and complete the necessary municipal approvals. Given our positions in the community and NHA's experience in the county, we know we are well-suited to secure land and complete the construction or renovation of our school in sufficient time for a successful 2016 school opening.

Acquiring a Facility: As soon as our charter application is approved, the real estate we have worked with NHA to identify will be purchased by NHA, and construction or renovation of the school facility will begin. NHA's typical construction period lasts less than five months, and NHA has a very successful history in both building new school facilities and renovating existing structures to accommodate schools.

NHA makes a multi-million-dollar up-front investment to cover construction and construction-related costs. The school and our Board do not pay anything up front. The school's facility, which will be financed privately, is built to house the entire planned K-8 academic program from day one, even though the school will be launched with fewer grades. Although this strategy may be more costly for NHA, it is valuable to our school because it eliminates potential disruption to the academic program in future years from having to undertake additional construction while school is in session.

Being able to occupy a facility specifically designed to house the educational program we intend to offer is a huge plus for our students and our faculty. We will be able to avoid the situations we've heard about where new charter schools try to fit into church basements or crowd into a facility that is too small or ill-designed for their programs. Further, we will not be requesting facilities financing from banks, or from the Guilford County Commissioners. A partnership with NHA that gives us the top-notch facility we need for our program is one of the great advantages of our school plan.

Obtaining an Educational Certificate of Occupancy: The Board and NHA will ensure that we are in compliance with all building codes in the development of a facility for our school. We will work with a local building inspector to timely determine if modifications to an existing facility must be approved by the North Carolina Department of Insurance for building code compliance. Our Board, and NHA, will ensure that we receive an educational certificate of occupancy for our school from a local building inspector. If the decision is made to build a new facility, we will ensure that NHA complies with all applicable land use processes, building requirements, and certifications, and that we obtain our educational certificate of occupancy prior to our school opening. We will also ensure that we have insurance

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coverage at or above what is required by applicable law. Our insurance quote in Appendix P includes coverage in all required areas.

Attribution: Board and NHA

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.

The projected cost is \$28.72 per sq. ft. Given the facility's single-use nature, a lease contingent upon renewal, and NHA's assumption of all financial risk, we are comfortable with this cost.

Attribution: Board and NHA

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.*

We began our facility search during the last charter application cycle and have continued that effort since. We have identified a number of properties that will suit the construction of a new facility, or will allow the renovation of an existing facility. We are continuing to research available facility options in our target area, so that should our charter be approved, we are well-positioned to choose the property best suited for the successful operation of our school and timely opening in August 2016.

The total size of the building envisioned for occupancy by Gateway Charter Academy will be approximately 45,000 square feet. Sufficient space for a play area, a play field, and adequate parking will also be secured. The envisioned school building will include: classrooms (estimate: 28); student support rooms (estimate: seven); an art room; a music room; a media center and library; a gymnasium; a parent room; a front office, and administrative spaces (estimate: seven). If constraints on space are needed for any reason, contingency options could include: combining the music and art rooms; modifying the play area, play field, or parking; consolidating administrative offices; and/or waiting and scaling up the number of classrooms and student support rooms only as the school grows from its starting configuration as a K-5 school to a K-8 school over three years.

Importantly, our school will have continued use of its facility even if the Board decides to terminate our Services Agreement with NHA. Through provisions in a separate Lease Agreement, if the Board terminates its Services Agreement with NHA, our school is authorized to stay in the facility, with NHA obliged to continue to manage and maintain the facility, for the remainder of the current school year. Additionally, our Board has the ability to lease the facility for a subsequent school year at the current rental rate. After that, our Board is free to purchase the building, negotiate a new lease agreement (with advice from our legal counsel), or find another location for our school.

Attribution: NHA

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
The plan lacks actionable detail. What types of transportation do the other NHA exemplar schools provide?	Kristen Vandawalker	Transportati
Transportation plan meets statute.	Lisa Swinson	Transportati
why is this insurance quote so much lower than the others in this cycle? Is the board ok with using this out of state vendor?	Kristen Vandawalker	Civil Liabil
The number in this section differs from the number in the operations budget. Question for interview: why the difference?	Kathryn Mullen Upton	Civil Liabil
A contingency plan was not included.	Kathryn Mullen Upton	Facility and
How does this lease rate compare with comparable facilities leased from agencies unrelated to NHA. What research was done to determine the reasonability of this rate?	Kristen Vandawalker	Facility and

Reviewer	Score
Cheryl Turner	
Joe Maimone	
Carol Ann Hudgens	
Kathryn Mullen Upton	Pass
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	
Lisa Swinson	Pass
Alan Hawkes	
Steven Walker	
Phyllis Gibbs	

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

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1410 - Guilford County Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,615.50	520	\$2,400,060.00
Local Funds	\$2,329.00	520	\$1,211,080.00
Federal EC Funds	\$3,574.51	78	\$278,811.78
Totals			\$3,889,951.78

Gateway Charter Academy - High standards and quality instruction support a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility.

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	\$2,400,060	\$2,913,116	\$3,318,252	\$3,723,387	\$3,723,387
-Local Per Pupil Funds	\$1,211,080	\$1,405,336	\$1,600,786	\$1,796,246	\$1,796,265
-Exceptional Children Federal Funds	\$278,812	\$408,665	\$456,332	\$503,998	\$503,998
-Other Funds*	\$1,549,942	\$974,522	\$647,990	\$472,900	\$472,900
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$5,439,894	\$5,701,639	\$6,023,360	\$6,496,531	\$6,496,550

***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.

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	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal	1	\$95,000	\$95,000	1	\$96,900	\$96,900	1	\$98,840	\$98,840	1	\$100,810	\$100,810	1	\$102,830	\$102,830
Dean	3	\$49,050	\$147,150	4	\$50,030	\$200,120	4	\$51,030	\$204,120	4	\$52,050	\$208,200	4	\$53,090	\$212,360
Registrar	1	\$31,480	\$31,480	1	\$32,110	\$32,110	1	\$32,750	\$32,750	1	\$33,400	\$33,400	1	\$34,070	\$34,070
Office Administrator	1	\$24,485	\$24,485	1	\$24,975	\$24,975	1	\$25,470	\$25,470	1	\$25,980	\$25,980	1	\$26,500	\$26,500
Student Recruitment Specialist	.5	\$28,080	\$14,040	.5	\$28,640	\$14,320	.5	\$29,210	\$14,605	.5	\$29,800	\$14,900	.5	\$30,390	\$15,195
A - Total Admin and Support:	6.5		\$312,155	7.5		\$368,425	7.5		\$375,785	7.5		\$383,290	7.5		\$390,955
Instructional Personnel:															
Core Content Teacher(s)	19	\$36,670	\$696,730	22	\$37,400	\$822,800	25	\$38,150	\$953,750	28	\$38,910	\$1,089,480	28	\$39,690	\$1,111,320
Music, Art, Pe, Etc.	3	\$36,670	\$110,010	3	\$37,400	\$112,200	3	\$38,150	\$114,450	3	\$38,910	\$116,730	3	\$39,690	\$119,070
English Language Learner Teacher	.8	\$36,670	\$29,336	.8	\$37,400	\$29,920	1	\$38,150	\$38,150	1	\$38,910	\$38,910	1	\$39,690	\$39,690
Interventionists	2.1	\$36,670	\$77,007	4.1	\$37,400	\$153,340	4.1	\$38,150	\$156,415	4.1	\$38,910	\$159,531	4.1	\$39,690	\$162,729
Intervention Aides	2.2	\$18,720	\$41,184	2.7	\$18,720	\$50,544	1.5	\$18,720	\$28,080	.5	\$18,720	\$9,360	.3	\$18,720	\$5,616
Summer Teachers	1.3	\$36,670	\$47,671	2	\$37,400	\$74,800	1.8	\$38,150	\$68,670	1.5	\$38,910	\$58,365	1.3	\$39,690	\$51,597
Library Technology Specialist	1	\$36,200	\$36,200	1	\$36,900	\$36,900	1	\$37,700	\$37,700	1	\$38,400	\$38,400	1	\$39,200	\$39,200
Exceptional Children Teacher(s)	3	\$36,670	\$110,010	3.5	\$37,400	\$130,900	4.5	\$38,150	\$171,675	5	\$38,910	\$194,550	5	\$39,690	\$198,450

Gateway Charter Academy - High standards and quality instruction support a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility.

Exceptional Children Aides	2.6	\$17,300	\$44,980	2.6	\$17,600	\$45,760	4.4	\$17,980	\$79,112	4.4	\$18,340	\$80,696	4.4	\$18,710	\$82,324
Social Worker	.4	\$36,670	\$14,668	.5	\$37,400	\$18,700	.6	\$38,150	\$22,890	.6	\$38,920	\$23,352	.6	\$39,690	\$23,814
Recess Aides	.8	\$21,100	\$16,880	.9	\$21,500	\$19,350	.9	\$21,900	\$19,710	1	\$22,400	\$22,400	1	\$22,800	\$22,800
Substitute Teachers	1	\$14,800	\$14,800	1.1	\$15,100	\$16,610	1.3	\$15,400	\$20,020	1.4	\$15,700	\$21,980	1.4	\$16,000	\$22,400
B - Total Instructional Personnel:	37.2		\$1,239,476	44.2		\$1,511,824	49.1		\$1,710,622	51.5		\$1,853,754	51.1		\$1,879,010
A+B = C - Total Admin, Support and Instructional Personnel:	43.7		\$1,551,631	51.7		\$1,880,249	56.6		\$2,086,407	59		\$2,237,044	58.6		\$2,269,965
Administrative & Support Benefits															
Health & Dental Insurance	6.5	\$10,470	\$68,055	7.5	\$10,680	\$80,100	7.5	\$10,900	\$81,750	7.5	\$11,110	\$83,325	7.5	\$11,340	\$85,050
Retirement Plan	6.5	\$1,440	\$9,360	7.5	\$1,490	\$11,175	7.5	\$1,530	\$11,475	7.5	\$1,560	\$11,700	7.5	\$1,590	\$11,925
Life & Disability Insurance	6.5	\$120	\$780	7.5	\$120	\$900	7.5	\$120	\$900	7.5	\$130	\$975	7.5	\$130	\$975
Workers Compensation	6.5	\$150	\$975	7.5	\$150	\$1,125	7.5	\$150	\$1,125	7.5	\$160	\$1,200	7.5	\$160	\$1,200
Fica/Medicare Tax	6.5	\$4,360	\$28,340	7.5	\$4,510	\$33,825	7.5	\$4,590	\$34,425	7.5	\$4,670	\$35,025	7.5	\$4,760	\$35,700
Futa & Suta	6.5	\$570	\$3,705	7.5	\$600	\$4,500	7.5	\$610	\$4,575	7.5	\$620	\$4,650	7.5	\$640	\$4,800
Tuition Reimbursement	6.5	\$730	\$4,745	7.5	\$820	\$6,150	7.5	\$830	\$6,225	7.5	\$850	\$6,375	7.5	\$870	\$6,525
Incentives/Stipends/Bonuses	6.5	\$10,010	\$65,065	7.5	\$11,160	\$83,700	7.5	\$11,440	\$85,800	7.5	\$11,730	\$87,975	7.5	\$12,010	\$90,075
D - Total Admin and Support Benefits:	52		\$181,025	60		\$221,475	60		\$226,275	60		\$231,225	60		\$236,250
Instructional Personnel Benefits:															
Health & Dental Insurance	35.2	\$10,470	\$368,544	41.6	\$10,680	\$444,288	46.1	\$10,900	\$502,490	48.4	\$11,110	\$537,724	48.1	\$11,340	\$545,454
Retirement Plan	36.2	\$690	\$24,978	43.1	\$710	\$30,601	47.8	\$720	\$34,416	50.1	\$750	\$37,575	49.7	\$760	\$37,772
Life & Disability Insurance	36.2	\$70	\$2,534	43.1	\$72	\$3,103	47.8	\$73	\$3,489	50.1	\$76	\$3,808	49.7	\$77	\$3,827
Workers Compensation	36.2	\$120	\$4,344	43.1	\$120	\$5,172	47.8	\$120	\$5,736	50.1	\$130	\$6,513	49.7	\$130	\$6,461
Fica/Medicare Tax	37.2	\$2,590	\$96,348	44.2	\$2,670	\$118,014	49.1	\$2,710	\$133,061	51.5	\$2,810	\$144,715	51.1	\$2,870	\$146,657
Futa & Suta	37.2	\$470	\$17,484	44.2	\$490	\$21,658	49.1	\$500	\$24,550	51.5	\$510	\$26,265	51.1	\$530	\$27,083

Gateway Charter Academy - High standards and quality instruction support a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility.

Tuition Reimbursement	36.2	\$370	\$13,394	43.1	\$320	\$13,792	47.8	\$330	\$15,774	50.1	\$350	\$17,535	49.7	\$360	\$17,892
Incentives/Stipends/Bonuses	36.2	\$760	\$27,512	43.1	\$770	\$33,187	47.8	\$790	\$37,762	50.1	\$820	\$41,082	49.7	\$840	\$41,748
E - Total Instructional Personnel Benefits:	290.6		\$555,138	345.5		\$669,815	383.3		\$757,278	401.9		\$815,217	398.8		\$826,894
D+E = F - Total Personnel Benefits	342.6		\$736,163	405.5		\$891,290	443.3		\$983,553	461.9		\$1,046,442	458.8		\$1,063,144
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	58.5		\$493,180	67.5		\$589,900	67.5		\$602,060	67.5		\$614,515	67.5		\$627,205
B+E = H - Total Instructional Personnel (Salary & Benefits)	327.8		\$1,794,614	389.7		\$2,181,639	432.4		\$2,467,900	453.4		\$2,668,971	449.9		\$2,705,904
G+H = J - TOTAL PERSONNEL	386.3		\$2,287,794	457.2		\$2,771,539	499.9		\$3,069,960	520.9		\$3,283,486	517.4		\$3,333,109

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	\$23,800	\$23,400	\$26,900	\$30,600	\$31,200
	Office Equipment	\$13,700	\$9,900	\$10,300	\$10,700	\$10,900
Facilities	Facility Lease/Mortgage	\$1,292,500	\$1,292,500	\$1,292,500	\$1,292,500	\$1,292,500
	Rent Of Equipment	\$4,800	\$5,200	\$5,700	\$6,100	\$6,200
	Maintenance & Repair	\$122,300	\$159,700	\$89,200	\$92,900	\$94,000
	Custodial	\$109,800	\$122,000	\$124,400	\$126,900	\$129,500
Utilities	Phone	\$3,700	\$3,800	\$4,200	\$4,600	\$4,700
	Gas	\$4,800	\$4,900	\$5,000	\$5,100	\$5,200
	Electric	\$4,000	\$4,100	\$4,200	\$4,300	\$4,400
	Water/Sewer	\$9,500	\$11,200	\$13,000	\$14,900	\$15,200
	Trash	\$5,700	\$6,800	\$7,900	\$9,000	\$9,100
Transportation	Transportation Plan	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Other	Administrative Support	\$112,900	\$112,700	\$112,100	\$153,245	\$145,841
	Contracted Services	\$129,400	\$163,000	\$197,900	\$202,100	\$206,300
	Curriculum Development And Intervention Services	\$31,300	\$37,200	\$43,000	\$66,800	\$66,600
	Facility Acquisition	\$161,500	\$0	\$0	\$0	\$0
	Food Plan	\$97,400	\$108,200	\$119,000	\$129,800	\$130,400
	Insurances	\$18,400	\$18,700	\$19,000	\$19,300	\$19,500
	Legal And Audit	\$84,500	\$84,800	\$84,800	\$108,300	\$105,200
	Marketing Plan	\$118,800	\$94,100	\$78,400	\$96,600	\$87,000
	Partner Relations	\$51,900	\$52,000	\$52,000	\$71,000	\$68,400
	Travel And Meetings & Meals	\$11,500	\$12,500	\$13,500	\$14,600	\$14,900
	Other (Field Trips, Dues & Feeds, Board Expenses)	\$44,000	\$44,600	\$45,200	\$45,800	\$46,000
	K - TOTAL Administrative & Support Operations	\$2,466,200	\$2,381,300	\$2,358,200	\$2,515,145	\$2,503,041
	Instructional:					
Classroom Technology	Technology Services	\$92,100	\$101,000	\$109,800	\$142,700	\$143,600
Instructional Contract	Staff Development	\$116,600	\$92,800	\$99,100	\$112,000	\$112,000
	Staff Recruitment And Retention	\$56,200	\$62,800	\$72,400	\$111,000	\$110,200
Books And Supplies	Instructional Materials & Supplies	\$87,300	\$66,100	\$71,200	\$76,300	\$76,500
	Curriculum/Texts	\$241,500	\$127,900	\$138,300	\$134,800	\$97,400

Gateway Charter Academy - High standards and quality instruction support a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility.

	Copier & Printing Costs	\$13,900	\$16,000	\$18,400	\$20,700	\$21,100
	Testing Supplies	\$37,800	\$39,400	\$40,900	\$53,000	\$51,700
	Other: Instructional Equipment	\$40,500	\$42,800	\$45,100	\$47,400	\$47,900
	L - TOTAL Instructional Operations	\$685,900	\$548,800	\$595,200	\$697,900	\$660,400
	K+L = M - TOTAL OPERATIONS	\$3,152,100	\$2,930,100	\$2,953,400	\$3,213,045	\$3,163,441

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$2,287,794	\$2,771,539	\$3,069,960	\$3,283,486	\$3,333,109
M - TOTAL OPERATIONS	\$3,152,100	\$2,930,100	\$2,953,400	\$3,213,045	\$3,163,441
J+ M =N TOTAL EXPENDITURES	\$5,439,894	\$5,701,639	\$6,023,360	\$6,496,531	\$6,496,550
Z - TOTAL REVENUE	\$5,439,894	\$5,701,639	\$6,023,360	\$6,496,531	\$6,496,550
Z - N = SURPLUS / (DEFICIT)	-\$0	-\$0	-\$0	\$0	\$0

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.

Our school will open to serve 520 students in grades K-5, increasing to full capacity of 772 students in grades K-8 by 2019-20. This is the standard opening size for NHA-partner schools; NHA has partnered with local boards to open 80 schools in nine different states, and has extensive experience in successfully opening and filling schools this size.

The performance of district schools in east Greensboro is very low, and parental satisfaction is also low. Our survey of area parents acknowledges a need for greater opportunities to make educational choices for their children a high interest in a school such as our locating in east Greensboro, and simply a need for a better school. We have little hesitation that our school's admission list will fill the instant we open our school. Please reference Appendix A1 for more information on the need for Gateway Charter Academy and the rationale for our projected enrollment numbers.

Our management partner, NHA, supports our school's mission to institute its complete educational program from day one by pledging the funds necessary to cover any operating expenses that might exceed revenues. Additionally, NHA will help ensure we have a positive cash flow. Through our partnership we will always have cash on hand to pay staff and cover expenditures from other unforeseen circumstances - even in advance of receiving our per-pupil funding - which we know can adversely affect new charter schools. We have not set a break-even point of student enrollment and appreciate NHA's commitment to our school despite any fluctuations in enrollment as we open. Our knowledge of the community and market research makes us confident we will attract enough students to meet the enrollment numbers included in this application and thus our revenue projections. Still, the pledge of support by NHA ensures us that the school will never be in a position that requires cuts to our envisioned educational program.

Attribution: Board and NHA

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

Gateway Charter Academy - High standards and quality instruction support a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility.

Our signed Services Agreement with NHA, and a letter of financial commitment from the organization, pledges funds, if necessary, to cover expenditures that exceed revenues in the early years of the school's operations as we grow to full K-8 capacity (see Appendix S, Revenue Assurances). The budget includes an expected contribution from NHA of approximately \$1.2 million in the first year of operation, \$600 thousand in Year 2, and \$225 thousand in Year 3. These are contributions to the school, not loans. The Services Agreement maintains NHA's commitment to providing sufficient revenue to meet the school's budgeted expenses in subsequent years if public revenues drop below our projections.

Attribution: Board and NHA

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

As described above, the expenditure projections in the first four years of operation do rely on funds other than state, county, and federal sources. These funds are in the form of no-obligation contributions - not loans - from NHA, with no financial repayment obligations whatsoever on the school or us as the school's Board, including beyond the first three years if need be. Please see assurance documentation in Appendix S. No other sources of outside nonpublic revenue are planned nor relied upon for any year of the school's initial charter term.

Attribution: NHA

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

16:1. *See overflow section for more detail.

- 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.*

Our Board's Services Agreement with NHA calls for NHA to provide the school with all necessary back-office functions, including financial management services, purchasing, business services, informational technology data reporting (PowerSchool), data warehousing, human resources, and payroll. We've reviewed these services in detail with NHA, as noted in Appendix V. We do not intend to contract with a separate financial management firm, or a PowerSchool provider, as those services (and more) are covered under our comprehensive Services Agreement with NHA.

NHA uses a standardized human resource, purchasing, and payroll software system to internally manage all transactions related to the personnel, purchasing, and payroll function. This administrative infrastructure supports full compliance with generally accepted accounting principles. NHA effectively manages compensation, payroll, licensure, and compliance for approximately 4,000 school-based employees in nine states. On behalf of our school, NHA will follow applicable state and federal law with respect to the selection of contractors and large purchases on behalf of the school, including competitive bidding or sole-source documentation as applicable.

Attribution: NHA

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

Gateway Charter Academy will annually maintain a balanced budget, structured to meet our mission: "high standards and quality instruction support a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility."

Our budget includes significant investment in our intended ILP program and the additional intervention staff needed to quickly accelerate student learning and close the achievement gaps we expect to see in enrolling students. We have also budgeted for a summer learning program that will help mitigate summer learning loss for many of our students they wont lose learning momentum. Additionally, Gateway Charter Academy will work diligently to ensure that the school is accessible to all students, and that transportation needs are not a barrier to any child attending the school. The school's budget also has built in \$10,000 to cover the cost of such transportation needs, which also may include transportation for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs.

Our school's management partner, NHA, has an established record of opening and operating 80 schools in nine different states, and in each has ensured the effective establishment of the school's entire educational program with the level of public revenue received and additional contributions by NHA. Not a single NHA-partner school has closed because of financial difficulties of any type. As part of our Board's professional development efforts, we plan to spend time learning from the Greensboro Academy and Summerfield Charter Academy Boards in governance areas such as budget management, teacher hiring, and academic progress monitoring. We will also consult with the Board at Research Triangle Charter Academy to better understand how they manage situations specific to the population of students they serve - a population much similar to the one we expect to serve at Gateway Charter Academy.

NHA-partner schools reflect the proper level of financial commitment to priorities within the schools' educational program. These priorities include: a robust professional development program; a distributed leadership model that allows greater coaching of classroom teachers; a full curricular program that emphasizes the core areas of math, ELA, science, and social studies while also allowing for art, music, gym, and other "specials." NHA-partner schools also are marked by a consistently competitive salary and employee benefit structure that encourages rewards to high-performing employees and creates an atmosphere that allows excellent teachers to take advantage of opportunities to grow in responsibility and leadership.

Our facility arrangement embodied in our Lease Agreement with NHA, assumes that no funds from banks, other lending institutions, outside corporations, foundations, or other sources will be needed.

Attribution: Board and NHA

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.

A significant benefit of our partnership with NHA is the company's commitment to providing both the initial investment needed to ensure a successful opening and the ongoing investment necessary to ensure that whatever educational programming need is planned and budgeted is fully covered, not just during start up or the early years, but all years of our school's operation. This investment includes securing a facility, making contributions to ensure that the educational program is fully implemented from day one, and committing to contributing - not loaning - any further financial support required if revenues fall short of expenses. The Services Agreement with NHA clarifies that NHA assumes the obligation for all expenses, and thus assumes all the financial risk: If expenses exceed revenues in any given year, NHA must cover all Board-approved operating costs of the school. The obligation to cover the costs is NHA's, and thus the need for the school to maintain a sizable fund balance is negated. Should our Board decide it is best for our students that we separate from NHA, we will be able to continue leasing the facility and will have per-pupil revenue to fund our operations while we make decisions on how to replace management services.

Our Services Agreement with NHA ensures that the annual budget will allocate funds to the Board to be spent on the school in a manner determined during the school year. These funds could be carried over year-to-year to establish an ongoing reserve fund. We are contemplating using these funds to create a fund balance and may set aside as much as half of these funds each year to build a fund balance. We will revisit our fund balance needs after each year of operations, as we annually evaluate the performance of NHA. If, as we believe will occur, we are satisfied with the performance of NHA and the strength of our Services Agreement, we will choose to reinvest these funds into the educational program at our school. The budget submitted with this application does not reflect such a potential surplus, as we haven't yet formally determined as a Board how we use these discretionary monies. It is our current inclination that these funds should be used to directly benefit our students during the same school year in which the funds are available.

While a substantial reserve fund is not intended, the risk that such a reserve fund would be designed to mitigate is in large part borne directly by our operating partner, NHA. NHA is committed to providing the educational program according to the budget we approve, regardless of fluctuations in public revenue. In our due diligence of NHA, we noted that it partners with seven schools in North Carolina, dating back to 1999. These schools have been operating with academic, organizational, and financial success and have been successfully renewed by the North Carolina State Board of Education multiple times. We recognize, however, the guidance from the North Carolina Department of Public Instruction to schools to show additional indicators of financial viability beyond the proposed Services Agreement with NHA. We know, too, that no school partnering with NHA has ever been closed for financial reasons and NHA has never walked away from a partnership with a school, even when enrollment or funding at the school has decreased.

While no substantial surplus is envisioned, there also is never a deficit.

Attribution: Board and NHA * See overflow for more information.

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

This budget assumes that no funds from banks, other lending institutions, outside corporations, foundations, or other sources will be needed. We want our school to start as a K-5 school and grow slowly to a K-8 school while still taking advantage of a fully implemented educational program. We also see the wisdom in occupying a facility constructed to house the entire K-8 model from day one, growing into the facility as needed. Accordingly, NHA has pledged operating grants sufficient to meet operating expenses above revenues received in the school's early years. NHA contributions are included in the line item "other funds", along with federal entitlement funds and a small amount of funds projected from food sales to students. NHA contributions are budgeted at \$1.2 million in the first year of operation, \$600 thousand in Year 2, and \$225 thousand in Year 3. These are contributions to the school, not loans. Appendix S includes a letter of revenue assurances from NHA, which further details the organization's initial and ongoing commitment to our school. Our executed Services Agreement also displays the commitment we have from NHA (see Appendix L).

Attribution: Board and NHA

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

The school will not have assets from other sources. Through our Services Agreement, NHA will purchase and provide assets on behalf of our school.

Attribution: NHA

*Continued from "Provide the student to teacher ratio the budget is built on".

The budget is not built on a specific student-to-teacher ratio, and the main drivers for budget expenditures are the number of students served, the number of classrooms used, and overall operational costs borne by the school. As the school grows by adding grade levels and classrooms in the first five years, so too does the projected staffing. The planned staffing pattern allows for a concentration of core subject teachers while offering co-curricular classes (music, art, physical education, etc.), and provides for staffing for special-needs students. The staffing model and budget reflect a 15 pupil-to-instructional staff ratio in our first three years and a 16 pupil-to-instructional staff ratio in our fourth and fifth year, when the school serves grades K-8.

	Year 1	Year 2	Year 3	Year 4	Year 5
Core Content Teachers:	19.0	22.0	25.0	28.0	28.0
Music, Art, PE Teachers, etc.:	3.0	3.0	3.0	3.0	3.0
ELL Teachers:	0.8	0.8	1.0	1.0	1.0
Exceptional Children Teachers:	3.0	3.5	4.5	5.0	5.0
Exceptional Children Aides:	2.6	2.6	4.4	4.4	4.4
Library / Technology Specialist:	1.0	1.0	1.0	1.0	1.0

Gateway Charter Academy - High standards and quality instruction support a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility.

Interventionists: 2.1 4.1 4.1 4.1 4.1
Intervention Aides: 2.2 2.7 1.5 0.5 0.3

Enrollment: 520 604 688 772 772
Teacher & Aides: Pupil Ratio: 15 15 15 16 16

Attribution: NHA

Continued from "Describe how the school will develop the fund balance."
In accordance with our Services Agreement with NHA, our Board will retain a discretionary expenditure fund to be used for Board-driven school purposes and programs. We are contemplating using these funds to create a fund balance and may set aside up to half of these funds each year to build an ongoing fund balance. We will revisit our fund balance needs after each year of operations as part of our annual evaluation of the performance of NHA. If, as we believe will occur, we are satisfied with the performance of NHA and with the strength the Board has under our Services Agreement, we will be comfortable choosing to reinvest these funds in the educational program at our school. Our budget with this application does not reflect this potential surplus, as we chose to reflect that these funds are used for student programming of some sort during each school year.

As noted in the response to Question four above, however, no fund balance is needed given the commitment of NHA to cover any needed expense not met by school revenues.

Attribution: Board and NHA

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?

Our school will have adequate internal controls and our Board will ensure these controls are followed consistently.

There will be many controls surrounding our financial processes, including that:

- Supervisors must approve and release entries into the payroll system before payroll is generated.
- Any requested changes require the approval of both the school principal and an official at NHA.
- Regular comparisons are done to staff rosters and payroll ledgers.
- An integrated computerized system manages all purchasing, general ledger, grant accounting, fixed assets accounting, and cash disbursements activities.

NHA also has formal written policies for purchasing, accounts payable, the use of corporate credit cards, board discretionary funds, principal discretionary funds, school money handling, deposits, and security policy. Our Board will review all of these policies, revise them as deemed necessary, and then adopt them.

We will contract with an independent auditor each year to perform a financial audit of the school. The audit fieldwork will be conducted in a timely manner to ensure that the report will be completed by the state-specified deadline. The audit expense will be included in the school's Board-approved budget.

Attribution: Board and NHA

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

There are no known or possible related party transactions at our school.

Attribution: Board and NHA

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.

Our Board is investigating the following audit firms:

Name: BDO USA, LLP

Address: 1001 Morehead Square Drive, Ste. 300, Charlotte, NC 28203

Phone Number: 704-887-4236

Name: Deloitte & Touche, LLP

Address: 550 S. Tryon Street, Ste. 2500, Charlotte, NC 28202

Phone Number: 704-887-1500

Name: Plante Moran

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Address: 634 Front Ave NW, Grand Rapids, MI 49504

Phone Number: 616-774-8221

We also have spoken to representatives from Plante Moran. See Appendices U and V.

Attribution: Board

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Working capital \$0	Lisa Swinson	Total Budget
What are the "other funds?" Are these NHA contributions? No financial history is provided.	Kristen Vandawalker	Total Budget
Why is the principal salary so much higher than the deans? The salaries don't seem to rise at a consistent rate, and the additional benefits seem skewed towards the administration as opposed to teachers.	Kristen Vandawalker	Personnel Bu
Overall, the increases/decreases year over year don't always make sense. they don't seem to align with enrollment. in general, clarifying the basis for the year over year changes would be wise. Clarify: which line items is NHA paying itself, which are paid to outside vendors? Why will the school pay for the whole facility before it is in use? The high lease rate and paying the full amount beginning in year one are concerning. why do maintenance and repair decrease over time? what is included in custodial? why is the school charged for facility aquisition if they don't own the building? what is "administrative support?" what is the basis for the year over year change? what is "contracted services?" what is the basis for the significant year over year increases? what is the basis for curriculum development/intervention increases and decreases, especially the large jump on years 4/5 when the school will have had students for multiple years? why does the insurance line here not match the quote? (over by \$13k?) what is included in legal and audit? these numbers seem really high. why do they jump so much after staying flat in years 1-3. what is the basis for the marketing line. These numbers seem very high. What are assumptions around increases and decreases? what is "partner relations?" what is the basis for the year over year changes? What is in the "other" lines in both sections? What is included in technology services? what is the basis for the increases? what is the basis for the year over year changes in staff development and recruitment/retention? why such a big jump in recruitment and retention in years 4/5? What is included in staff recruitment and retention? how is this different from what is included in the staffing budget? what is included in the intructional materials and curriculum/texts lines? What items purchased here does the school own? what are the copier and printing costs? are these separate from the office equipment above?	Kristen Vandawalker	Operations B
Technology services increases in year 4.	Lisa Swinson	Operations B
The number in Appendix P (insurance) is lower than the number in the operations budget. Question for interview: why the difference?	Kathryn Mullen Upton	Operations B
why is no surplus shown?	Kristen Vandawalker	Total Expend
Fund balances through year five are low. The narrative here indicates that the low fund balance is a purposeful part of the design. Please see questions for interview set forth previously regarding concerns about the low fund balances.	Kathryn Mullen Upton	Budget Narra
where does the summer school figure in the ops and instructional budget?. what is the proposed class size? the student/instructional faculty ratio is represented here as 15:1/16:1, but the core teacher:student ratio is 27:1? nether the budget nor this narrative demonstrates significant oversight of the board into NHA's spending	Kristen Vandawalker	Budget Narra

Reviewer	Score
Cheryl Turner	

Gateway Charter Academy - High standards and quality instruction support a learning environment where achievement thrives and where students are instilled with a commitment to academic excellence and personal responsibility.

Joe Maimone	
Carol Ann Hudgens	
Kathryn Mullen Upton	Pass
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	
Lisa Swinson	Pass
Alan Hawkes	
Steven Walker	
Phyllis Gibbs	

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).

robertparrish

Date: 09/25/2014

Applicant Signature:

The foregoing application is submitted on behalf of Gateway Charter 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: robertparrish

Board Position: Robert Parrish, Gateway Charter Academy, Inc.

Signature: _____

Date: 09/25/2014

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

Notary Public

Official Seal

My commission expires: _____, 20____.

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.

Total Initial Screening Votes	
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.

Total External Evaluator Votes	
No	Yes
3	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.

CSAB Votes	
No	Yes
0	11 JM, SW, CT, BT, PG, HN, AQ, AH, SR, ES, TS

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

Initial Screening	
Mission, Purposes, and Goals	- lsswinso
Education Plan	- lsswinso
Governance and Capacity	- lsswinso
Operations	- lsswinso
Financial Plan	- lsswinso
OVERALL	- dtsmith840 - lsswinso - lsswinso

External Evaluator	
Mission, Purposes, and Goals	<p><u>Mission Statement</u> The mission statement is generic and does not tell what the school will do. - lsswinso</p> <p><u>Mission Statement</u> The mission statement isn't active, which is odd. - kvandawalker</p> <p><u>Educational Need and Targeted Student Population</u> Appendix A provides statistical information that evidences a need for school choice in the proposed area. The evidence for how the school's education plan is similar to what the LEA is providing to their students. Targeted population is east side of Greensboro. - lsswinso</p> <p><u>Educational Need and Targeted Student Population</u> Overall this section lacks detail and evidence to support the claims about NHA's operational and academic track record. What does this mean? "Gateway Charter Academy will create its own "prosperity zone" for neighborhood students and their families." If NHA is providing the facility, how will it be sited? what is the board's input or involvement in this decision? What is the anticipated Sped population? FRL population? What is the evidence that proves that NHA has successfully recruited students in 6 grades for such a large school in year one? What percentage of students will be "at-risk" and what students are included in this designation? What evidence exists that NHA schools successfully serve these types of students? What is the basis for assuming title 1 funds will be available? - kvandawalker</p> <p><u>Purposes of Proposed Charter School</u> This section lacks evidence to support the assertions about the success of other NHA schools.</p>

	<p>The claims of meeting purposes 5 and 6 are a little thin. - kvandawalker</p> <p><u>Purposes of Proposed Charter School</u> Since applicant replicating Research Triangle, data for that school should have been included. The information presented was for all NHA schools. NHA has other schools in NC, the data from those schools would align better with this application. - lsswinso</p> <p><u>Goals for the Proposed Charter School</u> Not all goals are rigorous, and therefore not aligned to the mission/purpose. Specifically, 65th percentile for K-1 (early literacy) in year one and in year five; one would expect to see this number rise by year five.</p> <p>And, post-secondary readiness: it is unclear what completion of Math I means. Question for interview: what is Math I?</p> <p>Also, five years to get to "exceed expected growth" means that potentially for the first four years all grades meet expected growth. For children below grade level, which is this school's target population, that is not enough progress (e.g., they could be meeting expected growth, but be continuously below grade level).</p> <p>Regarding the comparative measure, the goals are similarly mediocre: by the end of the fifth year, the proposed school will outperform the district by at least five percentage points. If the district performance is very low (as stated in Appendix A1), exceeding by five percentage points after five years is not going to get kids college-ready.</p> <p>- kmullenupton</p> <p><u>Goals for the Proposed Charter School</u> Part of the innovative practices that were listed earlier list several intervention strategies that the school will use that is "different from the LEA". With this in mind, the percentage of 65% for early literacy seems low. Five percentage points is comparative and not excessive. - lsswinso</p> <p><u>Goals for the Proposed Charter School</u> The goals are not clearly addressed in SMART terms and do not clearly increase in rigor annually. Goals appear to lack rigor overall, what is the basis for the low goals? Clarify: what are the tests used to measure the various goals? Why is one Math class indicative of post-secondary readiness? If the state and district averages are so low (as asserted earlier) why is outperforming these (and only by 5% points) a sufficiently rigorous goal? The parent satisfaction goal seems to yield an actual measurement of only 40% of parents satisfied as an end result, how is this sufficient? The answer regarding how the board will know if the school is working towards mission attainment lacks evidence that the board will be able to understand and determine for themselves the satisfactory progress of the school. Being informed is not enough. - kvandawalker</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Appendix U was not included. - kmullenupton</p> <p><u>Instructional Program</u> What are the Marzano strategies to be implemented?</p>

	<p>This section lacks evidence to support the assertions about NHA academic track record. - kvandawalker</p> <p><u>Instructional Program</u> Applicant provided Appendix U to detail information concerning student performance. Schools with the highest minority population have the lower scores. These schools have been in existence for over 5 years. Although the school has interventionist, there are no teacher assistants that are assigned to work in the classrooms. With the large class size, how will student needs be met. - lsswinso</p> <p><u>Curriculum and Instructional Design</u> Question for interview: Appendix B indicates the proposed school will use a K-8 curriculum designed for NHA partner schools. Does this include any off-the-shelf materials? If so, which ones? What was the rationale for their selection? - kmullenupton</p> <p><u>Curriculum and Instructional Design</u> Do teachers do their own academic plans, or are these provided/mandated by NHA. What is the basis for assuming 16 students will leave the school after K? Does NHA operate NC schools already? What is the basis for the assumption that 9 teacher workdays will be sufficient, especially in the founding year? How will 3 days of PD and two teacher workdays be sufficient, especially for the founding staff? How do the teacher workdays align with the assessment schedule? Are summer programs mandatory? How are they funded? A set of standards for ELA is provided, NOT sample curriculum. Little information is provided about the curricula. Are the materials NHA developed, or are proven products used, or are teachers expected to develop their own materials? The presentation of stadards rather than curriculum is a disappointing oversight based on NHA's considerable experience writing charter applications, and demonstrates lack of understanding of the difference between curriculum and standards on the part of the board? - kvandawalker</p> <p><u>Curriculum and Instructional Design</u> The applicant provided a list of standards and did not give course scope and sequence. The applicant did not provide information about how this will be tailored to their population. - lsswinso</p> <p><u>Special Programs and "At-Risk" Students</u> What are the anticipated sources of private funding and what evidence is available to support the assertions that Title 1 funds or private funds will be garnered? Is the funding from NHA a loan or donation? What is the evidence supporting the success of SEI and other named programs for ELLs with student populations similar to the proposed gateway population? Are the languages of students currently served by NHA the same as those anticipated at Gateway? - kvandawalker</p> <p><u>Exceptional Children – Identification and Records</u> Plan includes state and federal mandates. - lsswinso</p> <p><u>Exceptional Children – Education Programming</u> Clarify: how do plans presented for students with special needs provide access to the general education program? the character program? - kvandawalker</p>
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	<p><u>Student Performance Standards</u> Please see comments regarding goals in previous section.</p> <p>There is not a clear promotion/retention policy: the decision is made by the school principal. - kmullenupton</p> <p><u>Student Performance Standards</u> This section is largely a re-statement of the goals section, not a discussion of student performance standards. What are "good cause" exemptions to retention? - kvandawalker</p> <p><u>Student Performance Standards</u> As stated earlier, 5 percentage points is comparable and not excessive. Applicant did not describe how data will be used to serve students. - lsswinso</p> <p><u>Student Conduct and Discipline</u> The applicant provided some details regarding the discipline of students with disabilities. The applicant should consider including language regarding "disciplinary removals/change in placement" and the requirements to provide service during removals. References should also be made to the requirement to hold a manifestation determination. - carolann_hudgens</p> <p><u>Student Conduct and Discipline</u> Discipline plan aligns with mission. - lsswinso</p> <p><u>Student Conduct and Discipline</u> Is behave with care an NHA program? When and how are teachers trained in this program? How is norming between teachers promoted and monitored to ensure fair enforcement/application of the program? what is NHA's track record with this program? what evidence supports the assertion of success of this program and equity of enforcement? Why does the mission statement differ from the vision presented in the handbook? How long is the school day in NC and in the comparision district? What is Moral Focus? is this the character ed program? Has it been reviewed by the board? What is the "commitment to excellence contract?" What happens if parents don't meet the volunteer targets? What is the American Heritage program? Will it be tailored to be relevant to the specific students at this school? has it been reviewed by the board? Will the handbook be modified more appropriately for the specific school (eg to reference NC standards, not CCSS)? How are the many specials listed here provided on a regular basis if six hours of academic time are included in the seven hour day? or are these included along with core subjects in that calculation? Are the search and seizure policies legal in NC? How are student rights protected? How are students protected during body searches? Offense levels are not included, so it is not possible to assess whether the discipline system reasonably assigns consequences to various offenses. Is it legal in NC to expel a student without a hearing? Why is the hearing not automatically required, rather than the onus being placed on the family to request the hearing? Is attendance a legitimate discipline requirement in NC? If lateness or absence can result</p>
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	<p>in suspension or expulsion, how are students and families supported in modification of behavior? Why is a more supportive option such as grade retention not used? Why do K-5 students not have recess? - kvandawalker</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> Question for interview: Appendix E was not included, is tax exempt status pending with the IRS? - kmullenupton</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> why does the board not have non-profit status yet given that this is their second application? - kvandawalker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Question for interview: is a monthly financial report part of the material for regular board meetings? It is not mentioned in the narrative. If so, who is responsible for giving the report? - kmullenupton</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Overall this section is lacking in detail and is vague. Does the Board hire and evaluate the ED and other staff, or are they NHA employees? Board size range is not in narrative. Structure/composition is not well discussed. It appears that the board was recruited by NHA, as opposed to having come together as a group and then vetted NHA as a vendor. What evidence supports the board's preparedness to evaluate NHA and hold them accountable? Why are only one month's minutes provided, this runs counter to the assertion of the board's activity over two years. What authority does the board have over the Office staff, deans, and aides if they are not hired by the board? Bylaws indicate a range of size from 5-9. 5 members are currently in place, a sixth seat will be filled by a parent. No plan for filling the other three members is presented here. No priorities for skill sets to add are presented. Verify that the ESP contract does not contradict bylaws, specifically on board membership, disposition of assets, etc. Why are the bylaws signed this year? how are they different from last year's? why? Enrollment period listed in the handbook started in October of this year? that's not legal, is it? Check against narrative description. Why do the board policies include policies for other states? will the policy document be modified to be specific to this school? Why does the board not have fundraising or attendance expectations? Does the public comment policy align with NC law? Are sufficient OML provisions included in the bylaws/policies, etc? - kvandawalker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Board comprises of a diverse group of individuals. - lsswinso</p> <p><u>Proposed Management Organization (EMO/CMO)</u> The management agreement does not have a date upon which the term ends; rather, the agreement continues automatically unless the authorizer fails to issue the charter (or the board or EMO terminate the agreement).</p> <p>In the event the EMO/Board contract is terminated, the school may lease the facility for up to one year following the termination. However, the management agreement states that "NHA shall have the right to remove from the school any equipment or other assets owned</p>

	<p>or leased by NHA." (L-3.) Question for interview: what is the board's plan to restock this property, which could include desks, curriculum, technology, etc., should this occur? What financial resources would it take to do this? And, with annual fund balances very low for a school this size (\$67K on the high end, and \$10K on the low end, according to the narrative), how would the board fund the purchases? Concern: even with the agreement to lease for an additional year, terminating the agreement and parting with all necessary equipment could mean the school closes if the management agreement is terminated.</p> <p>The amount of rent wasn't included in the draft lease, although based on the operations budget it appears to be \$107,708 per month or \$1,292,500 per year. That figure is roughly 24 percent of the overall expenditure budget in year one, and decreases to about 19 percent in year five. - kmullenupton</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Is NHA for profit or non profit? What other management companies were vetted? What evidence of financial track record was vetted by the board? Is the board aware of recent press regarding NHA and its sweep contracts? What financial information will be available to the board? Will contracts, staff compensation, lease information, receipts, etc., be available? No financial history was provided. Why does the board consider this appropriate? What level of faith does the board put into NHA's assertion that its low-performing school is in operation only three years, given the recent study (CREDO?) that asserts that schools that start strong stay strong and schools that start weak tend not to improve? What evidence is available that NHA has sufficient capacity to open this school in addition to numerous others across the country? Are the performance targets included in the contract? I don't see them? Will such low fund balances allow the schools to meet the NCDPI performance framework? Why does the board believe that operation with such low surpluses is in the best interest of the school? Who holds/owns the surplus funds, the board or NHA? How does NHA assume the financial risk? Is this in the form of a loan? Has the board researched the issues with Sweep contracts such as the one they have entered into with NHA? Does "all revenue" include fundraising dollars? How is a surplus actually established if all remaining year end funds belong to NHA? What percentage of annual revenues does NHA typically receive as "compensation" under these sweep agreements? How does this equate to management fees of other ESPs in NC and nationally? Why can NHA spend the Board account? Does NHA receive funds raised by the Board, parents, students, etc? Does the board realize that the master lease is with a related entity? Is all money is directly given to NHA, what, if anything, does the school own if they terminate the contract? Everything purchased with public funds? FFE? curriculum copies? - kvandawalker</p> <p><u>Proposed Management Organization (EMO/CMO)</u> What does the applicant consider as a "strong academic record"? Is this data for all schools or just NC? Greensboro Academy is a top-performer, as well as Summerfield, with a different student population. - lsswinso</p> <p><u>Charter School Replication</u></p>
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	<p>Appendix S was not included. - kmullenupton</p> <p><u>Charter School Replication</u> How is this school a replication of RTCA, specifically? How will it differ from other NHA schools? No detailed information for RTCA or 990 was provided. - kvandawalker</p> <p><u>Projected Staff</u> Projected staff aligns with instructional program narrative. Although the school has interventionist, there are no teacher assistants that are assigned to work in the classrooms. With the large class size, how will student needs be met. - lsswinso</p> <p><u>Staffing Plans, Hiring, and Management</u> Question for interview: what is the teacher turnover rate for the NHA network nationally, and in North Carolina? - kmullenupton</p> <p><u>Staffing Plans, Hiring, and Management</u> Overall, this section is underdeveloped. there is no evidence of an actual retention plan, appreciation of competitive compensation, or explanation of how the merit-based pay will work. lacking this detail makes it difficult to understand the personnel budget. No explanation of the vetting and hiring process is included? Will teachers demonstrate classroom skills in any way? What is NHA's track record with regard to hiring decisions, teacher and other staff retention, etc. Are bonuses included in the budget or just base salary? - kvandawalker</p> <p><u>Marketing Plan</u> Does NHA actually do marketing which seems to be implied by the contract? what level of involvement/input does the board have? It is unclear how the marketing plan will result in a diverse student body. - kvandawalker</p> <p><u>Parent and Community Involvement</u> Are parents surveyed once a year or twice a year? - kvandawalker</p> <p><u>Admissions Policy</u> The enrollment plan is somewhat vague. The timing for the enrollment period would be useful in evaluating this system? - kvandawalker</p> <p><u>Admissions Policy</u> Meets legal compliance - lsswinso</p> <p><u>Projected Student Enrollment (Table)</u> School may not be able to realistically reach these numbers as evidenced by the enrollment numbers versus projected enrollment numbers of existing charter schools in the area with similar demographics. - lsswinso</p>
<p>Operations</p>	<p><u>Transportation Plan</u> The plan lacks actionable detail. What types of transportation do the other NHA exemplar schools provide? - kvandawalker</p> <p><u>Transportation Plan</u> Transportation plan meets statute. - lsswinso</p> <p><u>Civil Liability and Insurance</u></p>

	<p>The number in this section differs from the number in the operations budget. Question for interview: why the difference? - kmullenupton</p> <p><u>Civil Liability and Insurance</u> why is this insurance quote so much lower than the others in this cycle? Is the board ok with using this out of state vendor? - kvandawalker</p> <p><u>Facility and Facility Contingency Plan</u> A contingency plan was not included. - kmullenupton</p> <p><u>Facility and Facility Contingency Plan</u> How does this lease rate compare with comparable facilities leased from agencies unrelated to NHA. What research was done to determine the reasonability of this rate? - kvandawalker</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> What are the "other funds?" Are these NHA contributions? No financial history is provided. - kvandawalker</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> Working capital \$0 - lsswinso</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> Why is the principal salary so much higher than the deans? The salaries don't seem to rise at a consistent rate, and the additional benefits seem skewed towards the administration as opposed to teachers. - kvandawalker</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> The number in Appendix P (insurance) is lower than the number in the operations budget. Question for interview: why the difference? - kmullenupton</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Overall, the increases/decreases year over year don't always make sense. they don't seem to align with enrollment. in general, clarifying the basis for the year over year changes would be wise. Clarify: which line items is NHA paying itself, which are paid to outside vendors? Why will the school pay for the whole facility before it is in use? The high lease rate and paying the full amount beginning in year one are concerning. why do maintenance and repair decrease over time? what is included in custodial? why is the school charged for facility aquisition if they don't own the building? what is "administrative support?" what is the basis for the year over year change? what is "contracted services?" what is the baisis for the significant year over year increases? what is the basis for curriculum development/intervention increases and decreases, especially the large jump on years 4/5 when the school will have had students for multiple years? why does the insurance line here not match the quote? (over by \$13k?) what is included in legal and audit? these numbers seem really high. why do they jump so much after staying flat in years 1-3. what is the basis for the marketing line. These numbers seem very high. What are assumptions around increases and decreases? what is "partner relations?" what is the basis for the year over year changes? What is in the "other" lines in both sections?</p>

	<p>What is included in technology services? what is the basis for the increases? what is the basis for the year over year changes in staff development and recruitment/retention? why such a big jump in recruitment and retention in years 4/5? What is included in staff recruitment and retention? how is this different from what is included in the staffing budget? what is included in the instructional materials and curriculum/texts lines? What items purchased here does the school own? what are the copier and printing costs? are these separate from the office equipment above? - kvandawalker</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Technology services increases in year 4. - lsswinso</p> <p><u>Total Expenditure Projections (Table)</u> why is no surplus shown? - kvandawalker</p> <p><u>Budget Narrative</u> Fund balances through year five are low. The narrative here indicates that the low fund balance is a purposeful part of the design. Please see questions for interview set forth previously regarding concerns about the low fund balances. - kmullenupton</p> <p><u>Budget Narrative</u> where does the summer school figure in the ops and instructional budget? what is the proposed class size? the student/instructional faculty ratio is represented here as 15:1/16:1, but the core teacher:student ratio is 27:1? neither the budget nor this narrative demonstrates significant oversight of the board into NHA's spending - kvandawalker</p>
<p>OVERALL</p>	<p><u>Cover Page</u> The applicants will be replicating Research Triangle. - lsswinso</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> While it appears there is an educational need (based on Appendix A1), only 34 percent of survey respondents indicated they were likely to enroll in a K-8 charter with a college-readiness focus. Without knowing the number of respondents, it's difficult to determine whether the enrollment figures are realistic. Question for interview: what was the response rate for the survey? - kmullenupton</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> There are currently 7 charter schools in the LEA that this applicant is seeking to place a school. 4 of the 7 schools did not reach their enrollment projections for this school year. - lsswinso</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What is the rationale for starting with six grade levels? what is the basis for believing that sufficient students in the upper grades can be recruited? - kvandawalker</p> <p><u>Appendices</u> Appendix U demonstrates lower performance at schools with higher FRL and minority populations in NC. Overall, the performance of the schools is not great except at their highest income, whitest schools? The same holds true, for the most part, nationally, the schools serving more FRL kids</p>

	perform worse. - kvandawalker
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	<p>The board members introduced themselves. Ms. Nance asked how partnering with NHA would serve the children they want to target. The board chair explained NHA had success in areas that were similar to the area they want to serve.</p> <p>Mr. Maimone asked them what was learned from last year to this year. The board chair explained they did more researched and they visited the schools. The information that was gained was internalized and the students would need more resources.</p>
Education Plan	<p>Mr. Sanchez asked for clarification on the curriculum. A member of the board explained the standards were based on NC standards. NHA has a curriculum that they have developed and it has been successful. At Summerfield charter there was a need for Spanish and NHA was open to adding Spanish.</p> <p>Mr. Sanchez asked what would be seen at the school. A board member replied you will see a back to basics for the students. There would be direct instruction, small groups, and manipulatives for math. There would be weekly unit assessments that are incorporated. The goals that are written in the application will be adjusted.</p>
Governance and Capacity	
Operations	
Financial Plan	<p>Mr. Maimone asked if these changes could occur with the current budget. A board member explained there was an internationalist added to the budget. Ms. Quigley asked what was learned by visiting PreEminent. A board member explained there was an intensive learning program with a separate dean and there would be five separate people who would just be working on intervention.</p> <p>Mr. Quigley noted the opening enrollment would be 520 students and would like to know the marketing strategies. The board replied the enrollment number could be amended. There have been some survey responses and the grass roots and relationship building would be the focus. The cost for marketing in the budget is \$118,000. The board anticipates a waiting list.</p> <p>Ms. Taylor asked if there was a minimum number of students that NHA required in order to partner. A board member replied there was not a minimum number. The facility would be a big marketing tool.</p>
OVERALL	<p>Mr. Walker made a motion to forward Gateway Charter Academy to the Ready to Open process. Ms. Gibbs seconded. Mr. Sanchez noted the board was not able to speak about the curriculum. Mr. Hawkes noted 83% of the schools that NHA works with are the at-risk demographics. He asked if a representative from NHA could come forward to address Eric's concerns. Mr. Walker made a motion to allow the NHA representative to speak. Ms. Turner seconded the motion. The NHA representative explained the teachers will teach the NC standards and they are paced out for each quarter. There will be a</p>

	workshop model. It is important the students leave on the college bound track. At PreEminent short term fixes were put in and it didnt work. Now, long term fixes have been implemented and are working. The motion carried unanimously.
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Overall Summary	
Initial Screening	The Office of Charter Schools deems this application complete.
10/21/2014	The CSAB voted unanimously to deem this application complete on November 14, 2014.
Application Review	<p>On February 9, 2015 the CSAB subcommittee voted to move this application to interview. The subcommittee vote was 6 to 0. The full CSAB vote was 11-0 .</p> <p>Concerns outlined consisted of the following: Minimum number to have a positive fund balance. Developing a fund balance is very difficult for a NHA school. There is no fund balance. What is the rate of return? NHA representative stated that NHA would provide funds should a school have to close. NHA serves a certain population well based on data, but the population of Gateway seems to be a different population that NHA doesnt serve well. Is this application tailored toward the population? What happens if the board doesn't like what the principal is doing since NHA hires the principal?</p> <p>Mr. Maimone motioned to move Ms. Reeves seconded in the subcommittee.</p> <p>In the full CSAB meeting Ms. Nance made a motion to move application to interview. Ms. Reeves seconded the motion.</p>
Application Interview	On March 10, 2015 the CSAB voted to recommend this application to the SBE to start the planning year. The full CSAB vote was 11-0.
OVERALL	This application will move forward to Ready to Open.