

### 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.

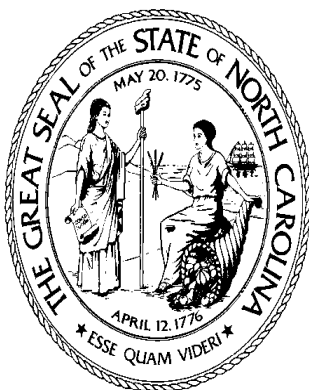
#### Subcommittee Members:

Cheryl Turner  
Joe Maimone  
Amy Ruck Kagan  
Leigh MObley  
Becky Taylor  
Eric Sanchez  
Helen Nance  
Mike McLaughlin  
Alex Quigley  
Sherry Reeves  
Tammi Sutton  
Greg Schermbeck  
Tracy Kelley  
Shannon Sellers  
Alan Hawkes  
Steven Walker  
Phyllis Gibbs

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

**Date of Review:**

10/28/2014



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Queen's Grant High School**

**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	9
II.		
	<u>MISSION and PURPOSES</u>	10
	Mission:	10
	Educational need and Targeted Student Population of the Proposed Charter School:	10
	Purposes of the Proposed Charter School:	13
	Goals for the Proposed Charter School:	15
	Concerns and Additional Questions	18
III.		
	<u>EDUCATION PLAN</u>	20
	Instructional Program:	20
	Curriculum and Instructional Design:	21
	Special Programs and "At-Risk" Students	24
	Exceptional Children	26
	Student Performance Standards	29
	Student Conduct:	32
	Concerns and Additional Questions	34
IV.		
	<u>GOVERNANCE and CAPACITY</u>	37
	Governance:	37
	Governance and Organizational Structure of Private Non-Profit Organization:	37
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	43
	Private School Conversions:	43
	Projected Staff:	44
	Staffing Plans, Hiring, and Management	45
	Staff Evaluation and Professional Development	48
	Enrollment and Marketing:	49
	Marketing Plan	49
	Parent and Community Involvement	50
	Admissions Policy	51
	<u>PROJECTED ENROLLMENT</u>	53
	Concerns and Additional Questions	54
V.		
	<u>OPERATIONS</u>	55
	Transportation Plan:	55
	School Lunch Plan:	55
	Civil Liability and Insurance	55
	Health and Safety Requirements:	56
	Facility:	56
	Facility Contingency Plan:	57
	Concerns and Additional Questions	57
VI.		
	<u>FINANCIAL PLAN</u>	
	Budget: Revenue Projections from each LEA 2016-17	59
	Total Budget: Revenue Projections 2016-17 through 2020-2021	60
	Personnel Budget: Expenditure Projections 2016-17 through 2010-2021	61
	Operations Budget: Expenditure Projections	64
	Overall Budget:	66
	Budget Narrative:	66
	Financial Compliance:	70

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

<u>Concerns and Additional Questions</u>	<u>72</u>
<u>VII.</u>	
<u>AGREEMENT PAGE</u>	
<u>Application Fee:</u>	<u>74</u>
<u>Applicant Signature:</u>	<u>74</u>
<u>VIII.</u>	
<u>APPENDICES</u>	
<u>OVERALL ASSESSMENT</u>	<u>74</u>
<u>Total External Evaluator Votes</u>	<u>75</u>
<u>Total Subcommittee Votes</u>	
<u>CSAB Votes</u>	<u>75</u>
<u>Initial Screening</u>	<u>75</u>
<u>External Evaluator</u>	<u>76</u>
<u>Charter School Advisory Board Subcommittee</u>	<u>85</u>
<u>Overall Summary</u>	<u>86</u>

## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Queen's Grant High School

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: *Queen's Grant Community School, 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: *Ted Biggers*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 10323 Idlewild Road  
Matthews NC 28105

Primary telephone: 704-545-0736 Alternative telephone: 704-545-0736

E-Mail address: carolinaboss@aol.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes: X

If so, provide the name of the third party person or group. Queen's Grant Community School and National Heritage Academies

List the fee provided to the third party person or group. None

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.

This application is to formally separate Queen's Grant Community School's

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

(Queen's Grant) high school grades (9-12) from the lower grades (K-8) and forming two schools - the K-8 portion governed by the existing Board and with the existing agreement with National Heritage Academies (NHA) to manage the school remaining in place, and the high school to be run independently and governed by an expanded Board - was a truly collaborative effort.

The current Queen's Grant Community School Board fully supports this formal split, and assisted in drafting, reviewing, and amending the application. Our Board will remain in place to govern the K-8 grades of Queen's Grant and we will expand our Board to oversee Queen's Grant High School (QGHS). Leadership of the current Queen's Grant High School was fundamental in its contribution to the development of the application, offering needed detail on the construction and content of current educational programming and providing the vision and expectations for operation as a school formally independent from the lower grades and governed by an expanded Queen's Grant Board. And finally, the management company for the K-8 grades at Queen's Grant, NHA, provided technical and writing assistance to the team that developed this application. Thus, each response in this application should be viewed as attributable to the collaborative effort of the Queen's Grant Community School Board and the leadership of the Queen's Grant High School with technical assistance provided by NHA.

We anticipate that a similar collaboration will help guide this application and through the approval process. Once this charter and the proposed separation is approved, NHA has offered to be available to the expanded Queen's Grant High School Board and staff to offer advice and assistance in its switch to a fully independent entity to help ensure a smooth transition during the planning phase and over the first few months of the new charter. *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>
---------------------------------	---------------------------------	---------------------------------

*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.* Queens Grant Community School NC

*What is the name of the nonprofit organization that governs this charter school?* Queen's Grant Community School, Inc.

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

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	09,10,11,12	525
Second Year	09,10,11,12	575
Third Year	09,10,11,12	650
Fourth Year	09,10,11,12	650
Fifth Year	09,10,11,12	650

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.

michael smith

Queen's Grant Community School, Inc.

Signature

Title

michael smith

09/26/2014

Printed Name

Date



<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<u>legalities?</u>	<u>Amy Ruck Kagan</u>	<u>Cover Page</u>
<u>Is this a replication of a K-12 school? Should this be a conversion since you are not having grades K-8?</u>	<u>Shannon Sellers</u>	<u>Cover Page</u>
<u>It is unclear what specific support NHA will provide the newly emancipated HS Board as it transitions or expands and at what cost.</u>	<u>Tracy Kelley</u>	<u>Cover Page</u>
<u>Given the performance (grad rates and achievement levels) what about the HS programs makes it a viable HS of choice, such that it will be an attractive option to draw new HS students (65 new HS students needed to get to 525)? Please describe the student retention strategy going forward. What do k-8 parent satisfaction surveys tell you about likely retention rates going forward?</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>
<u>Additional information should be provided regarding projected student enrollment. If the school is voting to officially split from the middle school, they should state how many students will transition to the high school. Or, the school should explain how they will recruit to hit projected student enrollment.</u>	<u>Greg Schermbeck</u>	<u>Grade Levels</u>
<u>current enrollment? expansion?</u>	<u>Amy Ruck Kagan</u>	<u>Grade Levels</u>
<u>525 students seems like a lot for the first year, especially in the Charlotte area. Current students will have to reapply.</u>	<u>Shannon Sellers</u>	<u>Grade Levels</u>

<b>Reviewer</b>	<b>Score</b>
<u>Cheryl Turner</u>	
<u>Joe Maimone</u>	
<u>Amy Ruck Kagan</u>	<u>Pass</u>
<u>Leigh MObley</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>Tammi Sutton</u>	
<u>Greg Schermbeck</u>	<u>Pass</u>
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Shannon Sellers</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:*

Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

*Clearly describe the mission of the proposed charter school:*

Queen's Grant High School will create and maintain an atmosphere of opportunity for every student. Holding students accountable for their actions in both academics and discipline is designed to create highly motivated students and actively involved parents across the spectrum of scholars served by our school. Our systems of support, intervention, challenges, and academic empowerment are designed to grow and nurture college-bound and college-successful students.

### **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.*

Queen's Grant High School (QGHS) is a currently operating school with approximately 460 students enrolled. Some of these students have already chosen the high-quality academic program offered by Queen's Grant Community School in grades K-8, and all are currently enrolled in the Queen's Grant High School program in grades 9-12. This application is submitted as a request to separate the two programs. The K-8 program is managed by National Heritage Academies (NHA), while we independently operate the high school program.

It has been an awkward and difficult task for the Queen's Grant Community School Board to manage a school that operates as two separate entities, one grades K-8 and the other grades 9-12. When the high school program was previously serviced by a different management company, Creative School Development (CSD), the Board still was able to clearly separate decisions made for each school. Because of several difficulties with CSD, however, the Board felt it was in the best interest of students to separate from them in 2012, and the high school program began operating independently. The now-bifurcated governance approach is simply unnecessary, and it is causing some difficulties of its own.

Separating the two schools formally and empowering the high school with its

own Board focused on high school operations as requested here will help us focus outreach and improvement efforts solely on the high school, while the current Board tends to affairs with the NHA-managed K-8 school. We strongly believe that switching to an expanded Board that can provide more operational expertise and support will help the Queen's Grant High School achieve the success it envisions.

Given the different management strategies for the two campuses and the planned facility development for the high school, we feel it is in the best interest for our students, families and governing board to now operate the high school under a separate charter.

#### Target Population

We plan to expand our high school enrollment to serve up to 525 students in grades 9-12 in the 2016-17 school year (we currently enroll about 460 students), growing to serve 650 students by 2018-19. Independence from the management-company-run K-8 program and our own, dedicated Board will help us enact a more robust community outreach and marketing programs in our fast-growing community, and the undistracted focus of our Board on our education program is expected to result in rapid improvements in our educational program, both of which will draw in new students. We anticipate that our larger student body will largely reflect the demographic composition of our current student enrollment: 53 percent White; 34 percent Black; 9 percent Hispanic; 3 percent Multiracial; and 1 percent Other.

We currently serve 3 percent ELL students, 13 percent exceptional children, and 10 percent of our student population qualifies for free and/or reduced priced lunch. Our current student population reflects the ethnic and racial composition of nearby high schools.

As an existing high school program seeking to simply separate from the existing K-8 program by a distinct charter agreement, we fully expect a seamless transition for our current students and their families while providing an attractive high school choice for additional students and families in our community. We acknowledge that our current students must reapply to the school and will make this process as simple as possible.

- 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).*

#### Projected Enrollment

We intend to serve up to 525 students in 2016-17 and will grow to serve 650 students by 2018-19. Formal separation from the K-8 program, which is being requested in this application, will create a governance team for the school that is laser-focused on and dedicated to just the high school grades. A reinvigorated community outreach and marketing effort in this regard and clarity in the education program and opportunities we offer are designed to take advantage of the population growth in the area, to reverse a slight down-tick in student population over the past two years, and to grow the school to its envisioned full capacity.

#### Percent of Students from Local LEAs

The majority (94 percent) of currently enrolled high school students at

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

Queen's Grant are from the Charlotte-Mecklenburg Schools (CMS) district, representing slightly more than 1.1 percent of the LEA's approximately 39,500 students in grades 9-12. We expect this enrollment pattern to continue moving forward as we grow our high school. If 94 percent of our full enrollment of 650 students come from the Charlotte-Mecklenburg LEA, it will represent approximately 1.5 percent of the CMS enrollment in grades 9-12. We anticipate that five percent of our students will come from the Union County LEA and one percent from the Cabarrus County LEA, also reflecting the current enrollment pattern at our high school. Union County serves approximately 12,326 students in grades 9-12. If five percent of our future enrollment of 650 students comes from the Union County LEA, it will represent approximately 0.3 percent of the Union County enrollment in grades 9-12. Cabarrus County serves approximately 9,011 students in grades 9-12. If one percent of our future enrollment of 650 students comes from the Cabarrus County LEA, it will represent 0.07 percent of the Cabarrus County enrollment in grades 9-12.

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

The Queen's Grant High School academic program strives for each student to reach their full academic potential, including by providing rigorous course studies. In our curriculum, we offer a combination of standard, honors, and Advanced Placement-level classes, meeting the academic needs of and challenging our diverse student body. We offer every course the state allows at the honors level.

Our high school's successful focus on college preparedness is evident when noting our graduates' college acceptances. In 2013-14, our students were accepted into many notable colleges, including various University of North Carolina campuses, East Carolina University, Boston University, Syracuse University, and more.

Comparisons with Local LEAs

At QGHS, we offer and will continue to offer many types of courses to meet the needs of our students. Similar to local high school choices, we offer Advanced Placement (AP) classes. AP is a program of college-level courses and examinations that gives motivated students an opportunity to earn college credit, college placement, or both, while they are still in high school. QGHS is committed to supporting students in their desire to take advantage of the college credit and placement opportunities afforded by the AP program. Additionally, while a number of Queen's Grant High School courses are designed to prepare students for the AP examination in that subject (such courses include "(AP)" in the course title), other courses are not formally designated but still include concepts from the AP examination to expose even more students to a greater level of academic rigor than is found in typical high school classes. Students who master the material in these courses are generally prepared for the AP examination in that subject, but extra review materials are offered in many of these subjects for students who become excited about and more confident in a deeper exploration of the content and decide they wish to further prepare and want to tackle the optional AP exam.

Queen's Grant High School also will continue to offer a smaller, more personal learning environment for students. While Charlotte-Mecklenburg high schools on average enroll 1,500 students each, Queen's Grant High School

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

will have a maximum total enrollment of 650 students, just under half the size of a typical district high school.

Many of the nearby high schools in the Charlotte-Mecklenburg and Union LEAs also use block scheduling. This means that students are not able to interact with each content area teacher each day. Queen's Grant High School is different: we are structured to allow and are committed to providing daily access for students to all teachers. Combined with a dramatically smaller overall size, we are able to provide students with a more intimate learning environment and a greater level of interaction between students and teachers. We believe this structure will help fulfill our mission to "foster a passion for learning."

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.*
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.*

QGHS will meet many of the legislative purposes for charter schools. We highlight three of these purposes below.

Expanded Choice (Purpose 3)

The vision for the Queen's Grant experience began in August 2002 with the opening of Queen's Grant Community School (K-8). Located in the heart of Mint Hill, this school offers families throughout the region an alternative choice to the Charlotte-Mecklenburg School System. The smaller learning environment characterized by an emphasis on academic achievement and moral character has been exceedingly successful. Here, staff and parents are able to partner together to build a culture characterized by strong minds and personal integrity.

It wasn't long before parents expressed a desire to build a high school so that the Queen's Grant experience would continue through the secondary

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

level. That vision began to take form in December 2006 when the State extended the Queen's Grant charter to include grade 9 and 10, with a plan to grow by a single grade each school year through grade 12.

The doors of our high school opened in August 2007 with 120 students in grades 9 and 10 at its temporary location at Garr Christian Academy on Wallace Road in Charlotte. In the Queen's Grant tradition, school leadership committed to recruiting highly qualified teachers, motivating each student to personal and academic excellence, and preparing students for post-secondary learning and success in life.

On August 19, 2009, Queen's Grant High School started the school year as a full high school (grades 9-12) with nearly 425 students from 40 different schools in the area, beginning a new chapter in the life of the school. On that first day of school, Mint Hill had a permanent charter high school as a quality choice for any student in the Charlotte-Mecklenburg area.

The termination of a troubled relationship with a management company in 2012 created some instability that likely contributed to a recent slip in enrollment and did contribute to some operational and financial challenges. Authorizing QGHS now to formally separate and be governed by our expanded operating Board will help stabilize, preserve, strengthen, and grow this unique and valued choice in the area.

#### Improving Student Learning (Purpose 4)

We are proud that in the 2012-13 and the 2013-14 school years Queen's Grant High School students were recognized by the North Carolina Department of Public Instruction as making substantially more progress than the state growth standard and received the categorization: Exceeds Expected Growth. Fewer than one-third of North Carolina public schools achieved this level of growth. In the 2012-13 school year, nearly three-fourths (72.0 percent) of Queen's Grant High School students exceeded the minimum ACT composite score of 117, which was significantly higher than both the CMS average (57.2 percent) and state average (58.5 percent). Updates to this data are not yet available for the 2013-14 school year. Additionally, 95 percent of students passed the rigorous Math III course.

To better prepare students for their future academic careers, we start the college-like experience early. Students entering Queen's Grant should expect a heavy workload that requires study, reflection, and written homework for each class each night. In addition, students are expected to complete various assignments outside of class, including but not limited to research papers, test preparation, group and individual presentations, and reading assignments with journaling.

Our goal is to now become one of the finest high schools in the state of North Carolina. With an unwavering commitment to improving student learning and ensuring that all our students are given the opportunity to be successfully prepared for college, career, and life.

#### Increasing Learning Opportunities for all Students (Purpose 5)

With both our full array of honors and AP courses for students as well as our comprehensive approach to educating our exceptional children population and interventions for other at-risk students, we have demonstrated our commitment to increase learning opportunities for all students. With an expanded Board independent from the K-8 program here, an independent

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

identity, and a dedicated oversight and continuous-improvement effort, we intend to strengthen our educational program in all aspects - from those designed for at-risk student to those for gifted students - increasing learning opportunities and college preparedness for all students we serve.

We also believe that changing our Board composition and having a Board solely focused on the governance and operations of QGHS will allow us to increase our high school graduation rate. In 2013-14, the state graduation rate was 83.8 percent of students; our graduation rate was slightly lower, at 79.2 percent. While we believe that this rate is artificially low due to some data reporting issues, we also acknowledge the importance of a high school diploma on the pathway for success of our students and note that our graduation rate has increased significantly each year since 2010-11. We are committed to increasing our graduation rate until we outperform both the state and CMS averages (83.8 and 85.2 percent, respectively). We have also set ambitious goals for student learning and graduation, as noted below.

### **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.*

We've organized our goals for student learning by subject, and made our goals applicable to each year of the charter contract we hope to receive. Our goals are ambitious and we plan to increase the rigor of our metrics each year.

QGHS will set the following academic goals for the first five years of operation under our new charter:

- Each year, the percent of students scoring proficient on the Math I End of Course (EOC) exam will increase, reaching a proficiency rate of at least 70 percent by Year 5.
- Each year, the percent of students scoring proficient on the English II EOC exam will increase, reaching a proficiency rate of at least 70 percent by Year 5.
- Each year, the percent of students scoring proficient on the Biology EOC exam will increase, reaching a proficiency rate of at least 70 percent by Year 5.
- The percentage of students scoring proficient on all EOC exams offered will meet or exceed the average for the local LEA each year over the first five years under the new charter.

Achieving these goals will set our students apart from students in CMS high schools: the most-recent proficiency rate for CMS on the EOC exam in Math I is 64 percent, in English II 66 percent, and in Biology 52 percent. This outperformance is also reflected in another goal:

- Each year, QGHS students will outperform local LEAs on the North Carolina Common Exams: Measures of Student Learning.

Additionally, to stress QGHS's effort to prepare students for college and beyond:

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

- Each year, all 11th grade students at QGHS will take the ACT (except those students whose IEP or 504 Plan requires otherwise) and on average students at the school will outperform the state average on the ACT Composite measure.
- Each year, a minimum of 25 percent of all 11th and 12th grade students will take one or more AP courses.
- In both Year 4 and Year 5 (and thereafter upon extension of our new charter), the 4-year cohort graduation rate will meet or exceed the cohort graduation rate of the local LEAs.
- Each year, the rate at which our graduating seniors are accepted at a 2- or 4-year college or other educational experience will increase, reaching a college acceptance rate of 80 percent by Year 5.

Our school will establish operational and financial goals, too:

- Annual student attendance rates will exceed that for local LEA high schools, and will average 90 percent or higher annually.
- Each year we will have an unqualified financial audit and end the year with a budget surplus.
- Each year, the school will post a 100 percent compliance record with all federal, state, and local reporting requirements.

Finally, our school's Board also will reflect our overarching commitment to continuous improvement. New Board members will receive comprehensive training in governance, charter school processes and procedures, freedom of information and open meetings laws, and similar areas. Each year, each Board member will receive additional training in governance and developments in the world of high school education. Our Board will take advantage of the opportunities offered by the North Carolina Department of Public Instruction's Office of Charter Schools and organizations such as the North Carolina Alliance for Public Charter Schools.

#### Communication to Stakeholders

At each Board meeting, school leadership will be required to report on the academic progress of students as a whole, by grade level, and by relevant student subgroup. When available, such reports will include data specifically tied to the above goals. Each year, the school will prepare a comprehensive report, reviewed and approved by the Board, that communicates progress toward each of the noted goals to parents and other stakeholders in the school community. School staff and parents also will be informed on the school's standing on each performance goal at other meaningful measurement points.

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

As noted above, the QGHS Board will require monthly reports on the school's progress in achieving our mission and charter goals. These reports will document trends toward our goals, note benchmarks being met, and identify any challenges being encountered in meeting these goals and plans to overcome these challenges.

Academic performance data reported to the Board that is related to our goals and our mission will include such things as: student performance on internal diagnostic and interim assessments in core subject areas; trends in growth in student learning gauged by internal assessments; college-readiness statistics such as the percent of students enrolled in AP courses and the



Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

performance of those students; and more. Reports on operational goals will include, among other things: expenditures-to-revenues budget reports; monthly student attendance rates; parental satisfaction; and the status of compliance with reporting requirements.

Both formal and informal discussions among the school administration and Board members will be initiated to focus on mission-aligned items. Student conduct reports, for example, will help indicate the degree to which students are being held accountable for their actions, and interim individual-student progress reports will do the same for academics. Reports on participation in AP classes, among other things, will help indicate the degree to which the school is creating real college-bound opportunities for all students. Reports from the school's Very Involved Parents Club and on extracurricular activities will provide an indication of how actively involved in the school parents are becoming.

In general, our Board will be continually informed on how the school is operating, how staff is delivering the educational program, and how students are performing. If our school shows signs of needing immediate improvement in any area, our Board is prepared and committed to bringing the resources necessary to address the area of need.

Our school will be one where everyone (parents, students, Board members, teachers, and administrators) has transparent access to the data being used to measure success.

<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
more about this separation between the two entities new boards?	Amy Ruck Kagan	Mission Stat
The mission statement doesn't really express clear guiding principles that are compelling and likely to produce high quality educational outcomes. The mission statement describes a school focused more on inputs rather than outputs. The mission dosen't express the ideal, long term impact and scope and scale of the school.	Tracy Kelley	Mission Stat
Evidence is attached however additional evidence would be preferred. The school should provide any wait-list information and any other reasons regarding expanding student enrollment.	Greg Schermbeck	Educational
There is a disconnect between the school performance level and the narrative. The schools' track record of success in achieving its mission provides a less than compelling base of evidence to support the contention that the school differs in any meaningful way other than size. The evidence of need the applicant presents is not dispositive, especially given proficiency and graduation levels.	Tracy Kelley	Educational
low FRPL waitlist info?	Amy Ruck Kagan	Educational
What is the exact target population? Why the increase in student number? Have you sent out surveys to see interest? Is there a current wait list for the high school? Appendix A addresses the trend with enrollment, but doesn't specify wait list, etc. How do you know that you will be able to increase enrollment by 100 students in year one?	Shannon Sellers	Educational
Purpose three goes into details about a previous management company, how does this relate to expanded choices in educational opportunities.	Shannon Sellers	Purposes of
Purposes are identified and well defined.  The Charter School team should ask additional questions regarding the shift from the previous mgmt. company and moving forward. Public trust from local families must still be in place in order to hit the projected student enrollment.	Greg Schermbeck	Purposes of
Applicant explanations for purpose #3 is not focused on improving student outcomes, rather it is on strengthing the governance structure of the school. Applicant explanation for purpose #4 and #5 are aspirational as Queens Grant is on the states chronically under-performing HS list with EOG and EOC that, in some cases do not outperform the state; and a graduation rate below state and district average	Tracy Kelley	Purposes of
Performance goals are outlined however more detail is needed. Reaching a proficiency rating of at least 70% is a low bar and not specific for the following years. Goals should be clear and set in order both students and teachers to set a clearly defined path to hit those goals.  Further, "outperforming the state average on the ACT" is also not a clear goal. The state average will vary each year based on a number of factors. Again, the school should set clear goals that both teachers are students are able to work towards.	Greg Schermbeck	Goals for th
What information will be shared at each board meeting? Benchmark assessments are mentioned in the last section, but they are not outlined in the first section? 70% seems a low goal for the 5 year mark. What is the breakdown beginning in year one? A 504 plan would not exempt a student from the ACT; only an IEP could require a student to take a different state approved assessment. Students are not exempt from the ACT standard. What is the expectation for graduation cohort rate the first three years of existence? This standard will still be on your school report if you open 9-12 in the first year.	Shannon Sellers	Goals for th

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

<p><b>Applicant describe 70% proficiency goals which are low and evidences low expectation for both teaching and learning. Last years EOC for Math and Biology are below the state average. Plans to "meet or exceed" or "out perform" are not measurable and do not meet the evaluation criteria. Goal to have just 25% of students take AP exam is low, also. And to aim for graduation rat that exceeds CMS district is also low level expectations and not aligned to mission for all students to be college bound.</b></p> <p><b>Seems as if the applicant goals were set to low to guarantee attainability rather than to ensure high- quality outcomes.</b></p> <p><b>There is no articulation of how school will integrate CCR (College and Career Ready Standards).</b></p>	<p><b>Tracy Kelley</b></p>	<p><b>Goals for th</b></p>
--	----------------------------	----------------------------

<b>Reviewer</b>	<b>Score</b>
Cheryl Turner	
Joe Maimone	
Amy Ruck Kagan	Pass
Leigh MObley	
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Tammi Sutton	
Greg Schermbeck	Pass
Tracy Kelley	Fail
Shannon Sellers	Pass
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.

##### Assessment Strategies

We will assess student learning in each classroom with formative assessment techniques. Our formative assessment process will be characterized by teachers collaborating to select appropriate end-of-unit assessments based on chosen learning goals. Instructional blocks will be designed to build student learning toward mastery of the content, and a variety of assessments and other checks-on-understanding will be incorporated into daily instruction. Results of these assessments will be analyzed by teachers at the student and classroom level to determine what knowledge or skills need further development and to gauge the effectiveness of their instruction.

We also will measure learning through teacher-made quarterly exams and the end-of-course exams.

##### Meeting Student Needs

An unwavering commitment to academic rigor can be a difficult concept for incoming students to grasp. Many students entering high school go through a transitional phase during which they must relearn basic study skills, test preparation methods, and college-bound work ethic. At Queen's Grant High School, academic rigor is defined as a multi-faceted concept that encompasses curricular, contextual, and institutional expectations, as well as student and faculty behavior that reflects a core belief system. Our belief system at QGHS emphasizes that growth cannot occur without hard work, and that growth is essential to achieving the primary mission of the school: to be prepared for success in higher education. Academic rigor involves all aspects of teaching, learning, and assessing in order to promote student growth in knowledge of the discipline, and to ensure that students analyze, synthesize, and critically evaluate the content under study. Academic rigor results in assessment outcomes which clearly reflect the full range of academic achievement among students.

Students entering Queen's Grant High School should expect a heavy workload that requires a minimum of twenty minutes of study, reflection, and written homework for each class, each night. In addition, students are expected to complete various assignments outside of class, including but not limited to research papers, test preparation, group and individual presentations, and reading assignments with journaling.

##### Instructional Methods

Numerous different instructional methods will be used by QGHS teachers, all

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

designed to allow differentiation for students' learning styles. Included among these will be: teacher-led direct instruction, small- or large-group work led by students or teachers; cooperative learning, which uses differentiation in role assignment; learning centers, which allow for multiple means of receiving and demonstrating knowledge; and, tiered lessons, which encourage process differentiation and allows a constructive scaffolding approach to building content knowledge.

### **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.*

#### Basic Learning Environment

We will offer a traditional period-based schedule, with six class periods offered each day. In addition, QGHS provides students with the opportunity to take courses through the North Carolina Virtual School that we do not offer. Please see the syllabus for Math I, presented as a sample course scope and sequence in Appendix B.

#### Class Size and Structure

Queen's Grant High School will have a structured learning environment with high expectations for all students. We strive to have class sizes of no more than 25 students per class. Teachers will use a variety of instructional techniques to engage students and challenge them in their learning. As noted above, any given classroom at any given time may involve teacher-led direct instruction, small- or large-group work, and other instructional methods, depending upon the subject matter being taught and the learning needs of individual students.

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.*

#### Curriculum Alignment

The curriculum currently in place at Queen's Grant High School is increasing educational outcomes for our students, evidenced by the results it has helped produce in student achievement. As noted previously, in the 2012-13 and 2013-14 school years QGHS students were recognized by the North Carolina Department of Public Instruction as making substantially more progress than the state growth standard. Fewer than one-third of North Carolina public schools achieved this level of growth. In 2012-13, nearly three-fourths (72.0 percent) of Queen's Grant High School students exceeded the minimum ACT composite score of 117, which was higher than both the CMS average (57.2 percent) and state average (58.5 percent). Updates to this data are not yet

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

available for the 2013-14 school year. Additionally, 95 percent of students passed the rigorous Math III course.

We believe that becoming an independent charter high school, with our expanded Board focused solely on the educational program, will help strengthen even this proven curriculum further and increase both the absolute proficiency of QGHS students and the rate of growth of learning at our school.

#### Mission

Aligned with the state's Future-Ready core course requirements, the academic program at QGHS is designed to ensure that all students leave high school with the skills and knowledge for the life course they've set out before them. While ensuring that the state standards are met, this educational program design fulfills our main mission purpose: to foster a passion for learning and equip college-bound students with the tools for academic success.

#### Student Population

As noted previously, QGHS currently offers and operates a grades 9-12 educational program. We know our students and know what supports they need to succeed. Under the requested charter that formally separates us from the existing K-8 program, our high school will continue to meet the needs of students at this school of choice. We have adopted a practice of continuous improvement where we frequently analyze our curriculum, structure, and educational programming to ensure that our students not only meet state Future-Ready requirements, but improve overall performance year after year.

#### North Carolina Accountability Model

We will continuously review and revise our model to ensure that we meet the standards set out for us in the North Carolina Accountability Model.

- 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.*

QGHS faculty will receive extensive and ongoing professional development in several instructional delivery methods, including teacher-directed instruction, project based instruction, computer assisted instruction, and group and individual learning. To facilitate differentiated and creative teaching methodologies in a teacher-directed classroom, the teacher at QGHS is both the leader and a model.

The teacher will:

- Prepare the lesson.
- Consider the students' prior knowledge and experience with the material.
- Decide the most effective way to present the material to be mastered.
- Engage the students in a thought-provoking lesson.
- Monitor for student comprehension throughout the lesson.
- Provide for continued learning opportunities and practice with the material.

The teacher carefully leads students through the lesson while simultaneously responding to them and their curiosity.

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

Our students' probability of success and readiness for college or other postsecondary opportunities is expected to increase specifically because of the quality of instruction our school will provide and the high academic performance and behavioral expectations to which we will hold all students. Additionally, students will benefit from the time and information we share in advance of their enrollment with us. Prospective QGHS families will be provided with a course planning guide that lists the standard courses and elective choices available as a reference when choosing classes for each academic year (see Appendix B2). Students will work with our college and guidance counselors on how best to fulfill graduation requirements both for the state of North Carolina and for Queen's Grant High School.

Also, please see "Instructional Methods," above in the "Instructional Program" section.

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.*

Our school provides and will continue to provide courses and study tracks that meet the requirements of the state's Future-Ready Core course of study, including options that allow students to meet requirements of the Career Prep course of study and the College/University Prep course of study. These multiple tracks will ensure not only that each student has accumulated the knowledge and skills necessary for success in life after high school, but that each student will be well-prepared for whatever the choice of future plans awaits - college or a career in the work-world. Students must meet all requirements for graduation on the track that they select.

We want college to be the next step for all our students. We know that not all students will choose a college path, however, and will prepare these students for other postsecondary opportunities with a similar excellent high school education.

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?*

We strive to have all students graduate within four years of entering Queen's Grant High School. As part of our commitment to that objective and to our mission, we have set the state's Future-Ready Core requirements as our graduation requirements. The specific requirements are detailed below.

#### Earn Credit Hours

Our school will meet the Future-Ready Core requirements, with each student enrolling under our new charter needing to accrue 22 units as follows: 4 credits of English; 4 credits of Mathematics; 4 credits of Social Studies; 3 credits of Science; 1 credit of Health/Physical Education; and 6 Elective Credits. The elective credits will include: 2 credits from Career and Technical Education (CTE), Arts, or Spanish, as the student chooses, and 4 credits in an area of concentration chosen by the student with the input of parents and the school guidance counselor. The concentration area will be in any of the elective areas, or will be in a core subject area.

Staff at the school will ensure students meet these graduation requirements in several ways: we will assist entering freshmen to develop a four-year plan of study and will revisit this plan individually with each student to

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

ensure he/she is on-track to earn 22 credits in the proper course distribution; we will ensure that any exceptions made in a student's educational plan still will allow him/her to graduate according to the Future-Ready Core requirements; and, we will provide professional development to our school staff that emphasizes the need to collaborate with families to ensure students stay on track to be Future-Ready.

#### Calculation of Grade Point Averages

Students will earn credit hours by taking a year-long course (1.0 credit) or a semester course (0.5 credit) and earning at least a grade of 70/D-. Grade point average (GPA) is calculated using only courses that were taken by a student while in high school. The cumulative GPA is calculated by dividing the sum of all quality points earned by the sum of all courses attempted while in high school.

Quality points will be assigned based on the grade earned as follows: A+ or A (96 or above), 4.0 points; A- (93-95), 3.667 points; B+ (91-92), 3.333 points; B (88-90), 3.0 points; B- (85-87), 2.667 points; C+ (83-84), 2.333 points; C (80-82), 2.0 points; C- (77-79), 1.667 points; D+ (75-76) 1.333 points; D (73-74), 1.0 point; D- (70-72), 0.667 point; F (0-69), 0.0 points. An additional point is added to these amounts for any course taken that is an Honors level course; two additional points are added for any course taken that is an AP course.

#### Information on Transcripts

Each course taken and the grade earned will be recorded on a student's transcript. If a student fails a course and enrolls in a Credit Recovery course, both the original course taken and failed and the credit recovery course will appear on the student's transcript.

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.*

As shown in Appendix C, our students are in class 180 days per year. Our school day runs from 7:50 a.m. to 2:40 p.m. (with 30 minutes allocated daily for lunch). We provide 1,140 instructional hours per year, exceeding the 1,025 minimum hour requirement.

#### Tenets of Mission

We have organized our class schedule and our academic calendar to align with our mission. By providing a consistently longer school day, we allow students to interact with each of their teachers and receive support daily. This helps students to foster a passion for learning and allows teachers to formatively assess student progress and adjust instruction as needed so that students are well prepared for college.

#### Education Plan

As noted previously, our school calendar contains six daily periods so that our students interact with each teacher, each day. We believe that this creates an intimate learning community that enhances student success.

### **Special Programs and "At-Risk" Students**

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to*



Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

*provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

Queen's Grant High School believes in taking a proactive approach to student growth. Weekly departmental and all-staff meetings provide teaching staff and school administration the opportunity for team planning with an instructional focus. Comprehensive staff training and workshops in the areas of learning style and differentiation are conducted at least annually. Students identified as being at-risk for academic failure are offered before- and after-school tutoring to help address deficits in achievement in all core academic areas, and teachers and staff are trained in how to identify, work with, and ensure proper supports for such students. Teaching staff are provided with building-level support through the school psychologist, guidance counselors, and student services staff.

Students identified as at-risk of academic failure are referred to the Child Study Team for additional evaluation and academic and/or behavioral support. Formal school-based plans, including Individualized Education Programs (IEPs), Section 504 Plans, English Language Learner Plans, and Positive Behavior Supports are developed, implemented, and monitored.

We have also recently implemented a summer learning program for students to earn credit for additional courses or for courses that were not passed during the previous school year. This program has been successful for all our students, and especially our at-risk students.

As noted above, the before- and after-school tutoring offered is not just for students with IEPs or 504 Plans, but for any student that wants additional help or who has been identified by teachers or parents as struggling with their regular classwork. The school also offers a specially designed "math lab" to provide extra instructional help and academic coaching to students specifically struggling with any level of math.

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 of ELL Students

Queen's Grant High School will identify for ELL screening any new student who indicates that his or her primary language used at home is not English. A home language survey will identify students that must take the W-APT provided by World-Class Instructional Design and Assessment (WIDA; see: [www.wida.us/](http://www.wida.us/)) to determine their proficiency in English.

Parents and guardians of students identified by the W-APT as ELL will be provided a document that includes the placement decision for the student into ELL services and their right to refuse ELL services at any time, written in the primary language of students' homes. At QGHS, ELL students will be expected to participate in all required assessments to monitor their academic progress as well as their English proficiency.

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

#### Instructional Programs

As needed, our school will implement programs specifically designed to deliver academic content knowledge to ELL students and to assist in students' acquisition of English language skills. Programs currently at place in the K-8 part of the school - Sheltered English Immersion and English Language Development - will be the preferred programs used in our high school.

#### Monitoring ELL Students

Another assessment offered by WIDA, the ACCESS test, will measure students' proficiency and progress in learning English. Queen's Grant High School will administer the ACCESS assessment each year to every ELL student. Results on this assessment will determine whether the student is ready to exit the ELL program (see below), or to inform the design of ELL educational services needed for each individual ELL student in the coming school year.

#### Exiting the ELL Program

For an ELL student 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.

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.*

#### Instructional Programs for Intellectually Gifted Students

QGHS teachers will continuously observe and frequently monitor student academic progress. During this process, students who may be intellectually gifted and who continuously excel at assigned classroom work will be identified and counseled, with parental collaboration, to enroll in Honors courses to ensure that they remain continuously challenged. We also offer an array of Advanced Placement courses for exceptionally performing students wanting a more intense challenge and the opportunity to earn college credit.

#### Monitoring and Evaluating Progress of Intellectually Gifted Students

In collaboration with these students and their parents or guardians, school staff will provide counseling and information that specifically tracks progress toward fulfillment of requirements for the state's College/University Prep Course of Study. This may include taking classes through the North Carolina Virtual School for advanced courses desired to be taken by the student that are not offered on the QGHS campus.

#### **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 of Exceptional Children

We have worked with DPI staff to ensure that we are keeping adequate records for identification of EC students and are properly documenting the services provided to these students. We will continue to work with DPI staff to ensure our EC program is of high-quality and meeting the needs of all our students.

Staff will request and review all relevant records from a student's prior school for each newly enrolling student, and particular attention will be made to determine whether a student had received special education services in a previous year. Whenever a new student enrolls at QGHS, the student's parents or guardians will be asked if their child has an IEP or a 504 Plan, and if so, will be asked to provide all relevant documentation they may have. School staff will immediately request all relevant student records from the prior school, QGHS will begin providing any needed services identified in a student's current IEP or 504 Plan immediately.

Students who need special education services may enter the school without an active IEP. A teacher or a parent who finds that a student is unusually struggling with classroom assignment may request that the student be referred to the school's Child Study Team (CST). The CST will include appropriate members of the school's special education instructional and services staff, and a representative of the school's leadership team. The student's parents also will be given the opportunity to participate in the CST deliberations. The CST will analyze all prior-school records and all current data on classroom performance, behavior incidents, state assessments, and any other relevant information that may help determine whether the child should be referred for services or evaluated formally. If parents disagree with a decision by the CST against an evaluation, they may request and receive one.

The team will determine whether testing is needed to determine if the student has an eligible exceptionality (if so, parent notice and consent will be requested). This team also will be responsible for identifying the

student's needs and developing an IEP to address these needs.

#### ChildFind

QGHS will be open for enrollment to any child wishing to enroll and qualified for enrollment in a public high school in North Carolina. We will advertise the school and conduct area outreach without bias, and will ensure that all outreach efforts include information acknowledging that our school is welcoming to exceptional children. Any parent with an exceptional child wanting to enroll in QGHS will be offered an opportunity to meet with school leadership and the school's special education instructional staff and the CST to get information and to have any questions answered. The school will comply with Child Find requirements of IDEA, including 34 CFR 300.125, and will provide notification to parents consistent with state and federal requirements.

#### Records

If a complete copy of any EC student's record is not received from the prior school within 14 days of the request, we will reach out to the prior school once again for additional information, and if the response or records are insufficient, the CST will initiate the special education referral or re-evaluation process.

Records will be managed confidentially as defined in the North Carolina Policies Governing Services for Exceptional Children and any additional guidance from the Department of Public Instruction. Access to records will be provided only in a secure and confidential manner. All records will be kept in a locked file cabinet and signed out when they are reviewed. All electronic records will be entered and maintained in a password protected system.

#### 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.*

QGHS is committed to serving students in the least restrictive environment, and strives to ensure that exceptional children are part of the general education program at least 80 percent of each school day, as allowed by their IEPs and 504 Plans. We are committed, too, to providing individualized one-to-one and small-group instruction in both general education and pull-out settings, again as allowed by students' IEPs and 504 Plans, whenever student needs call for these instructional approaches.

Services for EC students involving specified special instruction will, when possible, practical, and in the best interest of the student, be delivered in general education classrooms. Otherwise, services will be provided to EC students in a resource room as determined by the CST. Any teacher involved in the education of EC students will receive support from a supervisor and/or a dedicated member of the CST to ensure that EC students are

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

receiving the proper and complete modification of instruction and other accommodations required by the IEPs or 504 Plans.

All EC students will receive instruction from highly-qualified teachers certified in special education, and the school will ensure that enough special education teachers are on staff to provide services in a high-quality manner to all EC students. Special education teachers will work closely with a member of the school's leadership team and the CST to ensure that any special or additional professional development needs are met to ensure the ongoing delivery of high-quality services. Deans will discuss student progress to their IEP annual goals at one-on-one meetings with teachers.

The school will contract with or have on staff a school social worker, psychologist, and therapists. Additional special education-related staff also may be added in any given year once the school knows the needs of its entering student population. All contractors and ancillary staff will possess state-required credentials before providing services to eligible students. All related services required by student IEPs and 504 Plans will be scheduled and arranged to be provided in accordance with those plans, whether contracted, arranged with the local school district, or provided by a qualified staff member.

We have hired an EC Coordinator to ensure we provide the additional support that students need. We will plan to provide direct instruction English and math classes in the resource room. We will either look for a teacher that is licensed to teach special education and highly qualified in the core content area or we will ensure that we have two teachers in the resource room to co-teach these classes. We will also have inclusion classes for math and English where the EC teachers will push-in to the classroom and co-teach classes. Parents will be provided progress reports on IEP goals and objectives along with the school's progress report and report card period.

Our Teacher Prepared Quarterly Benchmarks (similar to the EOC exams) will provide baseline measurements for EC students (and all students). Special education teachers and the CST will use results from these exams to measure academic progress and identify areas needing additional intervention and services. The CST will work with the teachers to adjust instruction if necessary to meet the student's needs. The final administration of these internal assessments will help measure whether these students are making appropriate progress toward specified growth targets.

The principal is the school's Section 504 compliance official, ensuring that all students qualifying under the IDEA receive a free and appropriate public education. The school 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 law and regulations.

### **Student Performance Standards**

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive*

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

*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.*

Student Performance Standards: In sum, our student performance standards are for our students to outperform the traditional public school districts available to them. We plan to measure performance specifically on the Algebra EOC exam, the English II EOC Exam, the Biology EOC Exam, and the North Carolina Common Exam: Measures of Student Learning. We will also measure our ACT Composite score against the state average to ensure that we are providing a better educational opportunity for students. These ambitious goals, with accelerating target proficiency levels each year, help us to meet not only the legislative purposes of charter schools but the expectations of our students and families.

Our academic goals are as follows, noting that the expected student proficiency level increases each year until the fifth year of operations when at least 70 percent of students are proficient on each measure:

- Each year, the percent of students scoring proficient on the Math I End of Course (EOC) exam will increase, reaching a proficiency rate of at least 70 percent by Year 5.
- Each year, the percent of students scoring proficient on the English II EOC exam will increase, reaching a proficiency rate of at least 70 percent by Year 5.
- Each year, the percent of students scoring proficient on the Biology EOC exam will increase, reaching a proficiency rate of at least 70 percent by Year 5.
- The percentage of students scoring proficient on all EOC exams offered will meet or exceed the average for the local LEA each year over the first five years under the new charter.
- Each year, QGHS students will outperform local LEAs on the North Carolina Common Exams: Measures of Student Learning.
- Each year, students at QGHS taking the ACT on average will outperform the state average on the ACT Composite measure.
- In both Year 4 and Year 5 (and thereafter upon extension of our new charter), the 4-year cohort graduation rate will meet or exceed the cohort graduation rate of the local LEAs.

Please see the "Goals" section above for additional goals and further discussion of them. We will also monitor our school's implementation of the Future-Ready track and graduation requirements.

Evaluation Tools and Assessments: Queen's Grant High School will administer all state and federally mandated tests, evaluating results in a manner that informs our instructional practices, educational program, and course offerings.

#### Additional Assessment Tools

QGHS also will continue the current practice of developing and using Teacher Made Quarterly Benchmark exams. These exams are a cumulative assessment of

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

student knowledge and skill, and the data from results of the first quarter's exam will be relied upon heavily to inform instruction early in the school year. Our year-long course structure will similarly benefit by these quarterly assessments, with each preceding quarter's result allowing teachers to more precisely refine their teaching techniques for the subsequent quarter, and to allow the opportunity to revisit instruction of any content as needed.

#### Using Data to Drive Instruction and Improve the Curriculum

State-mandated assessments at the high school level provide comprehensive evaluation of both student achievement and progress, and of the effectiveness of curriculum and instruction. End Of Course (EOC) tests are administered in Math I, English II, and Biology, and QGHS has established student performance goals relative to each of these exams.

Measures of Student Learning are administered in: Geometry; Algebra II; Pre-Calculus; Advanced Functions and Modeling; English I; English III; English IV; Earth Environmental Science; Physical Science; Chemistry; Physics; World History; Civics and Economics; and United States History. These assessments provide standardized data that will enable us to monitor student achievement in these courses. \*See overflow section.

\* Continued from "student performance standards".

The ACT-PLAN and the ACT, administered to all tenth and eleventh grade students at QGHS, respectively, provide standardized data on whether students are meeting the benchmarks for college-level coursework in the areas of reading, English, math, science, and writing. Additionally, the results of Advanced Placement exams will be used to determine the effectiveness of instructional strategies in place in those accelerated classes.

#### Policies and Standards for Student Promotion

We will offer the Future Ready curriculum to all our students. To be promoted from one grade to the next, QGHS expects students to earn a specified number of credits in designated subject areas.

To be promoted from a freshman to a sophomore, at a minimum a student must have earned a grade of 70 ("D") or above and earned a course credit in each of the following: English (English 9); Math (Math I or higher); History; and one other course.

To be promoted from a sophomore to a junior, at a minimum a student must have fulfilled the requirements of freshman year plus earned a grade of 70 ("D") or above and earned additional course credits in each of the following: English (English 10); Math (Geometry or higher); History; Science; and, 3 other units of credit.

To be promoted from a junior to a senior, at a minimum a student must have fulfilled the requirements of junior year plus earned a grade of 70 ("D") or above and earned additional course credits in each of the following: English (English 11); Math (Algebra 2 or higher); History; Science; Foreign Language; and, 3 other units of credit.

Queen's Grant High School students enrolled in English II, Math I, and Biology will participate in the EOC (End of Course) tests. Results from the End of Course assessments will be used as at least 25 percent of the

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

student's final grade for each respective course. All sophomores will take the ACT-PLAN. All juniors will take the ACT.

#### Promotion of Students with Special Needs

Students with special needs will be provided exceptions from these standards as dictated by their IEPs, and all other exceptions made by the school will be in accordance with state regulations for doing so. All promotion decisions for students with special needs will be made by the principal, in conjunction with the Child Study Team.

#### Communication with Parents

All promotion criteria will be discussed with parents/guardians upon enrollment and at orientation sessions before school starts each year.

#### Exit Standards for all Students

At our school, graduating from high school in four years is an expectation, and we work to provide every support and opportunity that allows each student to achieve this goal. As noted above, we will follow the Future-Ready high school program standards and all graduation requirements and exit standards will be aligned with this program. Our current four year graduation rate is 79.2 percent and our five year graduation rate is 81 percent. We will continuously work to narrow the gap between these rates and to increase our graduation rate year over year.

Additionally, Queen's Grant High School's graduates have the opportunity to be recognized for their academic achievements while in high school. The following honors noting outstanding student academic achievement will be awarded:

- Principal Honors: Students with a weighted GPA of 4.20 or higher.
- Highest Honors: Students with a weighted GPA between 4.00 and 4.19.
- Honors: Students with a weighted GPA between 3.75 and 3.99.

All students that have taken a minimum of 22 credits and have been enrolled as full-time students for four semesters are eligible for consideration for graduation honors. Any student who successfully satisfies the school's graduation requirements for credit hours is allowed to graduate.

#### **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*



Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

*when a student is suspended or expelled.*

Please see Appendix D for the school's policies regarding student discipline and the code of conduct.

Promote Effective Discipline

To promote effective discipline, QGHS maintains a student Honor Code, a "standard of behavior that every person should have for oneself." The Honor Code, appearing prominently in the Student Handbook provided to each student and his or her family prior to the start of each school year, covers topics such as academic integrity, plagiarism, inappropriate collaboration, dishonesty in in-class or take-home examinations, dishonesty in papers, duplicating work to submit for different courses, interference with other students' work, purposefully missing deadlines, and more.

The Student Code of Conduct itemizes unacceptable behavior by students and categorizes violations by seriousness into four tiers of offenses. Disciplinary responses include actions, specified in the Code, ranging from conferences and detentions to in-school suspensions, short-term out-of-school suspensions, medium-term out-of-school suspensions, long-term out-of-school suspensions, or expulsion.

Alignment with Mission and Educational Plan

Our Honor Code serves to promote a culture of accountability among students, a key tenet of our mission. We believe that students are unable to excel academically without accountability for their behaviors and actions. We will create this culture from day one with each newly enrolling class and will maintain this culture as students' progress through the school.

Student Handbook

Included in the Student Handbook are the practices we will use to promote effective discipline; a list of offenses, including definitions, that may result in suspension or expulsion; the rights of students with disabilities in actions that may lead to suspension or expulsion; and policies and procedures defining due process rights for students that are suspended or expelled, including grievance procedures.

<b>Section III: Education Plan Concerns and Additional Questions</b>		
<p>The instruction program and methods are very vague. What assessments will be used? What instructional methods will be used? Appendix B appears to be a Pacing Guide but no detail exist as to where it came from, curriculum, etc. There is no evidence provided that the information above will lead to improved student performance.</p>	Shannon Sellers	Instructiona
<p>The applicant does not describe quality instruction that is researched-based and that has been effective in meeting the needs of the targeted student population. Instructional practices are not sufficiently addressed to demonstrate an effective school framework for the target population and there is no nexus between the instructional practices and the schools mission. There is no description of how instruction will be differentiated to meet student needs or research basis for the limited instructional practices. The assessment strategy does not specific a list of assessments and their is no plan for corrective action, early detection, or interventions. There is not description of how the school will monitor the effectiveness of its academic program.</p>	Tracy Kelley	Instructiona
<p>The instructional program and methods are not coherent. A number of strategies or listed however it is unclear how each will be utilized. Assessment strategies are only described to be used and no clear process is outlined. The school states that it plans to use assessments at the end of units and quarters. That will not be sufficient in truly monitoring student performance. No documented evidence is provided or referred to regarding the school's proposed approach.</p>	Greg Schermbeck	Instructiona
<p>how are formative assessments being monitored and normed? what is being done with the data? need more detail about overall program</p>	Amy Ruck Kagan	Instructiona
<p>There is no clearly defined, researched-based curriculum with the potential to raise achievement levels that is aligned to state standards. The applicant presented a curriculum framework that is not clear and does not align with schools stated mission and goals.</p>	Tracy Kelley	Curriculum a
<p>The attached calendar is complete and coincides with the tenets of the proposed mission.  Though it is difficult to determine, it appears the attached Curriculum Outline is simply a copy of an existing outline. It is unclear where the document came from or where it originated.  The attached Core Content document is a course planning or selection document. It guides students and families in choosing the appropriate courses but not does provide a clear details for elective courses.</p>	Greg Schermbeck	Curriculum a
<p>more info on virtual offerings</p>	Amy Ruck Kagan	Curriculum a
<p>What instructional methods will be used to drive instruction? The Scope and Sequence doesn't specify what curriculum is being used or where it came from. Appendix B2 seems to be that of a course catalog for parents/students to select courses.</p>	Shannon Sellers	Curriculum a
<p>composition of CST? more detail about prevention and intervention how is it determined that students are at risk? tutoring or summer program?</p>	Amy Ruck Kagan	Special Prog
<p>Additional evidence should be provided regarding enhance academic options for gifted students. The honors courses and virtual classes listed will likely not be enough to truly challenge gifted students.</p>	Greg Schermbeck	Special Prog
<p>The schools plan to support students not yet on track to proficiency does not evidence a plan to provide additional time through individualized instruction via tiered instruction, a data driven approach to prevention, early detection, and support. There is no description for how flexible tiers of research based interventions will supplement, enhance and provide access to the core curriculum for students needing support. The school schedule, as described, is not flexible enough to provide time for core instruction and additional academic supports during the school day. After school tutoring is</p>	Tracy Kelley	Special Prog

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

optional and typically ineffective for otherwise disengaged students of this age. There is little articulation of how staff will regularly monitor student progress (collaborative planning structures, data-driven decision making process, frequency)with data from the system used to drive instructional decisions throughout the tiered process. There is no system of interventions that allows students to move along a continuum of services and change placements according to identified progress or needs.		
How will you identify students that are "at-risk?" This information is not included. Are you saying that each child that is identified as "At-risk" will receive an IEP? More clarity is needed on what you will do for those students that are identified, "At-Risk." For Academically Gifted students, what will you do to differentiate their instruction? A great chance exist that not all students in Honors/AP courses will be academically gifted.	Shannon Sellers	Special Prog
Section provides adequate information.	Greg Schermbeck	Exceptional
What is the process if a parent ask for their student to be evaluated for special education services? What will be the process for child find of students not yet identified? This section is out of compliance in regards to who determines if a student should be evaluated.	Leigh MObley	Exceptional
Clarification is needed on the following statement: "Any parent with an exceptional child wanting to enroll in QGHS will be offered an opportunity to meet with school leadership and the school's special education instructional staff and the CST to get information and to have any questions answered." Charter schools cannot persuade parents one way or the other about enrolling the child based on a disability. This statement sounds like the school could possibly encourage a parent not to enroll his/her child at the school.	Shannon Sellers	Exceptional
This section is out of compliance as it is written in regards to the continuum of services and specially designed instruction. How will school provide the continuum of services? How will school provide specially designed instruction in all academic and functional areas for students who require it per their IEPs?	Leigh MObley	Exceptional
Section provides adequate information.	Greg Schermbeck	Exceptional
concerned about the D promotions why only some of the EOC exams? process of developing teacher designed assessments?	Amy Ruck Kagan	Student Perf
Again, the goals are not specific until the end of year 5. There is no set standard for the first four years. State exams take place at the end of the year and will not be available during the current year. Do alike subject teachers use the same Quarterly benchmark assessments? If not are the benchmark assessments, reliable in preparation for the state exams? How will you monitor student achievement during the year prior to the state exams?	Shannon Sellers	Student Perf
How will teachers be trained in development of quarterly benchmark assessments to ensure rigor and reliability.	Tracy Kelley	Student Perf
Goals are clear, specific and measurable however not incredibly rigorous. Reaching 70% proficiency by year five is not a high bar for students to work towards.  The listed assessment tools are geared toward quarterly and unit exams. Teachers should analyze data daily in order to differentiate instruction and respond to students needs before unit and quarterly assessments are administered.	Greg Schermbeck	Student Perf
The section in the student handbook regarding discipline for students with disabilities does not meet the requirements per NC policies and IDEA. Information regarding the MDR process is out of compliance.	Leigh MObley	Student Cond
Additional information should be provided regarding student conduct and behavior. A list of unacceptable behaviors and potential consequences are provided however it is unclear which behaviors lead to specific consequences. This should be specific for both students and staff. There is also no mention of an overall theme that will guide student conduct or how positive student behaviors will be promoted and celebrated.  The attached draft handbook is sufficient however it appears to be a copy of a handbook that is already in use.	Greg Schermbeck	Student Cond

Reviewer	Score
Cheryl Turner	

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

Joe Maimone	
Amy Ruck Kagan	Pass
Leigh MObley	Fail
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Tammi Sutton	
Greg Schermbeck	Pass
Tracy Kelley	Pass
Shannon Sellers	Pass
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:* Queen's Grant Community School, Inc.

*Mailing Address:* 10323 Idlewild Road, Matthews, NC

*City/State/Zip:* Matthews NC 28105

*Street Address:* 10323 Idlewild Road

*Phone:* 704-545-0736

*Fax:* 704-545-0736

*Name of registered agent and address:* Ted Biggers

*FEDERAL TAX ID:* 56-2241498

**Tax-Exempt Status 501 (c)(3)**

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

- X Yes (copy of letter from federal government attached: Appendix E)
- No

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

**Governance and Organizational Structure of Private Non-Profit Organization:**

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

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

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>	<b>Past or Present Professional Licenses(s) Held</b>	<b>Has any disciplinary action been taken against any of these professional licenses?</b>
Todd Lamb	Director	MECKLENBURG	Banker		

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

Jef Freeman	Treasurer	MECKLENBURG	Business Owner		
Vickey Cook	Secretary	MECKLENBURG	Educator		
Carol Weddle	Vice President	MECKLENBURG	Private Business		
Ted Biggers	President	MECKLENBURG	Mayor of Mint Hill		

**Please provide the following in this location of the APPLICATION:**

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

The primary purpose behind this request is to effectuate a formal separation of the high school program at Queen's Grant from the K-8 program, providing our high school with our expanded Board. Our expanded Board thus will be focused solely on the high school grades, overseeing among other things: community outreach efforts tailored to families with high school-aged children and organizations with particular interests in high school students; an educational program and structure specifically designed to prepare students for college and career; professional development plans uniquely fashioned for the high school grades, progress toward mission, educational and operational goals, and much more.

Importantly, our current Board will be the K-8 Board and still will oversee a school and educational program that is operated by a management company (National Heritage Academies). Our high school does not have a partnership with a school management company, and thus will benefit greatly from a Board whose members bring with them exceptional skills not just in governance and operations, but in oversight of the operational aspects of a school as well.

If this charter is granted, we will apply for a separate 501c3 non-profit status and will also ask the State Board of Education to remove grades 9-12 from the current Queen's Grant Community School charter.

**Functions and Duties**

Our Board has the responsibility to promote the mission and vision of QGHS and to ensure that it operates effectively, efficiently, and ethically. We will do so by, among other things, adopting and implementing policies and practices that ensure effective governance, transparency, and good patterns of communication between the Board, school leadership, and our school community. We view as critically important our charge to uphold the expectations and goals set forth in the school's mission statement and charter. 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 is in compliance with all charter, state, and federal requirements.

**Roles and Responsibilities**

The Board will perform functions including but not limited to the following:  
 -Articulating, maintaining, and driving our mission throughout the school community.

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

- Reviewing, revising, and setting academic goals, and monitoring the progress toward those goals.
- Ensuring the efficient and effective operation of the school.
- Establishing the school's annual budgets and ensuring proper financial procedures are in place and effectively implemented.
- Ensuring sufficient enrichment programs are created that supplement the education program.
- Appointing officers and committees as needed, amending bylaws as needed, ensuring compliance with open meetings, conflict of interest, and freedom of information laws, and other Board operations and functions.
- Retaining independent legal counsel to assist in the oversight role, and hiring an independent auditor to conduct an annual school audit.
- Developing and maintaining effective relations with the charter school office and NCDPI.

#### Lead Administrator

The principal, who serves at the pleasure of the Board, will be responsible for and accountable to the Board for the performance of the school. He or she will report to the Board at regularly scheduled time periods and any other times the Board deems necessary on that performance on a variety of metrics. When a vacancy in the principal position occurs, the Board will advertise for the position locally, statewide, and on various national job-posting services that cater to the school leadership community. If determined necessary or desirable, the Board also may contract with a recruiting firm for its services. Finalists for the principal role will be interviewed by the Board. Input from the out-going principal, representatives of the school's leadership team, and/or the faculty also may be considered during hiring.

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 composed of five members. We are community leaders, educators, and parents in the community with experience governing a charter school. We will properly use all the powers and duties permitted by law to manage the business, property, and affairs of our non-profit corporation, and have the skills and experience to properly oversee the operation of a public charter school. The Board will ensure that the school operates according to the terms and conditions of our authorizing charter, as well as all applicable federal and state laws. As noted above, we plan to expand our Board to include addition skill sets if we are granted a charter to ensure QGHS's operations are smooth and to the standards that we desire. We will specifically look to add an educator with experience in high school and ideally in managing an exceptional children program and delivering services to exceptional children in a compliant way that meets the individual needs of such students.

As the Board we will be responsible for overall school governance, including but in no way limited to: the adoption of fiscal, academic, personnel, discipline, and grievance policies as appropriate; leadership and teacher hiring and termination decisions; approval and evaluation of the overall educational plan and needed revisions to it; the establishment of an

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

effective formative assessment program that generates student performance data useful to inform curricular and instructional decisions; and ensuring that proper academic supports exist for any and all students needing them (other duties, roles, and responsibilities of the Board are described above). All of these roles and responsibilities feed into our overarching responsibility to become an excellent school that achieves its academic and operational goals and that ensures our school fulfills its mission "to foster a passion for learning and to equip college-bound students with the tools for academic success."

The Board will evaluate the performance of the school leader annually, providing feedback sufficient to support professional development and growth plans for the subsequent school year. The academic and operational performance of the school will be the dominant features of any such evaluation.

If awarded the requested new charter, the Board of our newly independent high school will explore adding an additional seat on the Board for a leader of the school's parent group to ensure governance representation for this key stakeholder group. We also will explore creating a more formal advisory role for the leadership of the school's student governance committee.

- 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?*

We came together as a Board because of our interest in public school choice and our desire to provide a high quality, character-based education to students. We know that our work to govern a new high school, if our charter application is granted, may be strengthened by adding members to our Board. We are prepared to do this and will select new members that enhance our collective skill set to both govern and operate our high school.

We will seek to anticipate upcoming vacancies on our Board. To do this, our directors are asked to notify the Board president if a director does not wish to remain on the Board early in the year of the member's term expiration. We will be proactive in recruitment for potential vacancies by maintaining a list of contacts who may wish to serve on the Board. Appointments to the Board will be made in accordance with the school's bylaws.

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. Board members' special expertise in such areas as finance, education, legal, 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, and demonstrate a commitment to represent the school to the community.

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

We will meet monthly, or more as needed to ensure a smooth transition.

- 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).*

We will continue to participate in on-going professional development opportunities that allow us to grow as a Board. We will look for opportunities provided by the Office of Charter Schools, North Carolina Charter Schools Association, and North Carolina Charter Schools Alliance. We will also seek out online development opportunities. Our Board will reach out to other charter high schools to explore the potential to tap other successful governance training resources and to foster collaborative training opportunities.

New Board members will receive comprehensive training in governance, charter school processes and procedures, freedom of information and open meetings laws, and similar areas, and we will require that all directors participate in training each year. Each director will be free to select the topics that best meet his or her needs; however, the Board president may ask that all members attend a selected common training session if deemed beneficial to improved governance and oversight of the school.

- 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.*

We will adopt a conflict of interest policy to ensure that no actual or perceived conflicts of interest arise. The Board will govern the school with an overriding consideration for ethical behavior and processes. The Board's bylaws will direct that a Board member facing any direct or indirect conflict of interest with regard to any transaction contemplated by the Board shall disclose this conflict to 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.

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.

In cooperation with our legal counsel, our Board has completed criminal background checks for our members and sent those results along with a summary to the office of charter schools. Two of our Board members had minor traffic offenses (Biggers (3), Cook (1)), which are further detailed in Appendix G and the letter submitted to the Office of Charter Schools. Our three remaining members (Lamb, Freeman, Weddle) had no offenses. We believe that in no way do any of these offenses hinder our ability to effectively govern Queen's Grant High School.

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

We will use and follow Robert's Rules of Order to govern meetings of the Board.

School leadership will develop draft policies for consideration by the Board. The Board will review and discuss these draft policies, revising as necessary and desired to ensure such policies align with the school's mission and are appropriately consistent with the Board's responsibilities.

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

When in final form, the Board will present the policies for adoption at a public meeting.

The Board will ensure that our school has all necessary policies and procedures in place - including policies for exceptional children and ELL students, student records, disciplinary procedures and due process, emergency situations, and financial operations - and will consult with counsel on the development of such policies.

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, we do not intend to create any advisory bodies, councils, or associations to participate in governance of the school.

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

#### Parent Grievances

Our teachers will be the first place for parents and guardians to bring grievances. Teachers will respond to parents quickly and respectfully. If the grievance is not resolved, parents or guardians can take their concern to an assistant principal or to the principal. If the grievance is not resolved with school leadership, the grievance may be brought to our Board. We will address all written or verbal grievances at our public meetings or before.

The policies and procedures for parent grievances will be noted in the Student Handbook, provided to each student and his or her parent or guardian before the start of each school year.

#### Staff Grievances

Staff will first take their grievance to the head of their department. If not resolved to the complainant's satisfaction, the grievance may be taken to an assistant principal, and next to the principal if not resolved there. If the grievance is not resolved at any of these levels, it can be brought before our Board.

The Board will expect regular reports from the principal about any staff and parent grievances presented to the school and how these grievances were resolved.

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

#### Include in the Appendices:

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

6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

**X Not Applicable**

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

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

**X Not Applicable**

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

**Not Applicable**

1. The proposed charter school will be governed by an existing charter school 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.

This application requests the separation of the high school grades (9-12) from the current K-12 Queen's Grant Community School. The elementary and middle school grade levels (K-8) are currently managed by the education management organization National Heritage Academies, an arrangement in place since the school's inception. The high school grades, in contrast, have not been operated by National Heritage Academies. This request formalizes this construct by, appropriately, separating the organization into a K-8 school and the high school described here. We are informed that if this requested charter is granted, the K-8 school will seek a material change to its charter to formalize that side of this construct.

QGHS is ready, willing, and very able to continue the programs we have successfully implemented over the past six years. We are even more excited, however, to empower ourselves as a separate school through this new charter in a way that positions us for growth - increasing student academic success, enhancing our ability to serve more students, and deepening our presence in the community and our contributions to the area's economic and social success.

Parental demand for our high school programs is sufficient to allow us to grow thoughtfully, and the lessons we've learned over the past six years of operation have allowed us to refine our program and replicate best practices continuously. These efforts are demonstrated in our academic results: in 2012-13 and 2013-14, our students achieved a growth rating of Exceeds Expected Growth. While we have in the past struggled in some financial and organizational measures, as evidenced by our negative fund balance and recent EC audit, we believe that our requested separation will provide us better visibility to any issues such as these that may arise at QGHS, and better responsiveness to address such issues.

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

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

We project that the demographics of our future student enrollment will be similar to the demographics of our current high school student population: 53 percent White; 34 percent Black; nine percent Hispanic; three percent Multiracial; and one percent other. We currently serve 3 percent ELL students, 13 percent exceptional children, and approximately 10 percent of our student population qualifies for free or reduced-priced lunch. These demographics have remained consistent over the past three years at QGHS.

The current enrollment of our high school grades is 459 students, only slightly lower than our requested first-year new chartered amount of 525. Instability in our high school - particularly separation from a management company in 2012 - is a likely cause of recent declines in our student enrollment. The independence requested through this charter application and the stability it will provide is meant to help correct this blip.

We expect that with a newly expanded Board (one focused on the operations of the school rather than on the oversight of a management company that is running nine of the school's 13 grade levels) our independent high school will be able to more effectively conduct community outreach and marketing efforts and, coupled with the student population growth in the county, will easily be able to hit our enrollment targets. Additionally, we expect that the new dedicated focus on governing just the high school grades will have an immediate impact on the quality of our high school's operations and offerings, with a longer-term positive impact on academic performance, which will result in increased demand by new students.

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.

Our Board will seek to add new members as needed as we govern QGHS to enhance our breadth of knowledge and skills. We believe that our current members have deep roots in the community and longstanding knowledge of the factors that inspired us to originally create QGHS. We will seek to add to our Board new members who will bring additional experience in managing an independent high school, for example. We would like to add an educator to our Board, too, who will help us to each year improve our academic program to meet the challenging goals that we have outlined in our application.

We believe that our Board has served our students well to date, but plan by obtaining the requested separate charter to better ensure that our services significantly exceed the expectations of our students and the community as a whole.

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.

We anticipate filling the positions below for the first year of our new charter term, 2016-17. As student enrollment increases, our staff will increase accordingly, as reflected in our budget.

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

#### Administrative:

Principal: 1.0

Assistant Principal: 1.0

Registrar: 1.0

Office Administrator (FTE): 1.5

Facilities: 1.0

Business Manager: 1.0

Medical/Nurse (FTE): .1

Guidance: 1.0

#### Instructional

Core Content Teachers: 25.0

Music (FTE): 1.0

PE Teacher (FTE): 1.5

Art Teacher (FTE): 1.0

Drama Teacher: 1.0

Exceptional Children Teacher(s): 4.0

Exceptional Children Aides (FTE): 2.0

Total Personnel (FTE): 35.5

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

Because our school is currently in operation, we benefit from already having in place a complete, qualified staff. Only new vacancies and staff needed for our growth plan will need to be filled, and we will do so with highly-qualified teachers. As our school grows, we will add teachers that are highly-qualified and who show alignment to our mission and vision.

#### Recruiting High-Performing Teachers

We will continue to conduct outreach for new teachers at notable teacher education programs in North Carolina, as well as posting vacancies with various electronic job-search services, including those that specialize in teaching positions. Methods used; methods that have proven to be successful recruiting tools for us in the past, include Teacher-Teacher.com, and Craigslist.com.

#### Retaining High-Performing Teachers

Our professional development program actively supports the needs and interests of teachers, providing an environment for career progression that creates an incentive for excellent teachers to stay with us.

- 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.*

Our Board will govern and oversee the school. As noted in our organizational chart, all staff will report up through the school's principal. The principal is the only employee that will report directly to our Board. Our intended governance structure is displayed in Appendix F and we have included our employment policies as Appendix O.

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

We have created a standard process and timeline for newly hired staff members to ensure that all needed documentation is completed. This process also includes our criminal background check process, which is consistent with that of Charlotte-Mecklenburg Schools, as required by law (see Appendix J and O for a draft of this policy).

Employment at the school will be on an at-will basis. We will create a working environment that allows administrators to make decisions sensitive to the demands of students, and that includes identifying 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.

The school's Employee Handbook, provided to each employee on or prior to the first day of work and always available at the school's front office, will offer information on the corrective-action and termination processes.

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

Our school budget offers details on the salary ranges and benefits that will be offered to our employees. Our teaching salaries will range from \$30,900 to \$51,800. Our administrative salaries will range from \$30,000 to \$84,900.

Our school does not offer health insurance. Due to the small number of employees, we are not able to provide attractive coverage at a reasonable rate. As a result, we do offer our employees a "benefit waive" payment (\$216.18 per paycheck). Our employees have historically used this amount to either purchase insurance or to pay the fees associated with any insurance program they may be eligible to participate in through their spouse. We also offer our employees the opportunity to participate in a 457(b) retirement savings account, with the school matching up to three percent of the employee's contribution.

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

Any formal grievances of employees are to be brought to the school principal in writing. The principal will review and propose resolution for each grievance. In the event of a grievance against the principal, the grievance will be brought to the Board in writing. The Board will review and respond to each grievance it receives.

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

We do not anticipate any positions with dual responsibilities at this time.

*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.*

QGHS will ensure that we have adequate staff to meet the needs of our exceptional children, ELL, and gifted students. Each year, we will analyze the needs of our student population and will build staffing to meet those needs. As our school grows, we will hire both regular classroom teachers

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

that meet the needs of our students and specially skilled teachers that can meet the needs of students with special needs, ELL students, and gifted students.

Our budget includes 6.0 FTE staff that will serve students with special needs in the first year of the new charter, including one EC program coordinator, three EC teachers, and two EC paraprofessionals. Our full-time EC and Transition Plan Coordinator will handle the administration of the EC program. At this time, a separate ELL staff member is not needed; we will continually evaluate students through the W-APT and ACCESS assessments to ensure that all needs are met, and will immediately hire an ELL teacher if one is needed.

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).*

Our Board will directly supervise the school's principal, who will report directly to the Board. All other employees will report to us through the principal. Qualifications for the principal, administrative positions, and instructional staff are detailed below.

All staff will meet "highly-qualified" requirements, as possible, for the grade levels and subject matter that they teach.

Principal: The principal will be dedicated to achieving the school's mission. We have a current principal in place and here we list the qualifications that would be desired for any new principal candidate.

Qualified applicants to lead 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. The responsibilities involved in this are: developing and evaluating the educational program to ensure conformance to state, federal, and Board 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.

Assistant Principal: In addition to sharing administrative responsibilities of the school as assigned, the primary responsibility of the assistant principal is to observe, coach, and provide feedback to all assigned teachers. Additional responsibilities include: overseeing and monitoring the character development curriculum and its lesson integration, design, and delivery; delivering professional development; and, providing training for effective classroom management.

Teachers: Teachers will have the appropriate teaching licensure as required by law. In addition, teachers will be expected to: meet and instruct students at designed times and locations; supervise assigned students at all times; arrive and leave at designated times or until all students have vacated the teacher's area of responsibility; serve duty according to assigned area; maintain professionalism and courtesy when dealing with students, parents, and staff; attend and participate in faculty and staff

meetings; enforce and uphold all rules; maintain records as required; maintain communication with parents; and, take reasonable steps to ensure a clean, pleasant, and positive educational environment.

### **Staff Evaluation and Professional Development**

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

The assistant principal, with support from the principal, will ensure that all teachers have appropriate licenses and receive professional development to support both their current and newly needed instructional practices.

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.*

#### **Mentoring and Retaining Staff**

The school provides a minimum of 30 hours of professional development opportunities for teachers, including one 10-hour Continuing Education Unit (CEU) in literacy instruction that will fulfill the requirements for teacher licensure. We also implement the beginning teacher support program (BTSP) to mentor our new teachers. This level of support will help to ensure we retain our teachers.

#### **Staff Evaluations**

Staff evaluations are done using the format and process available through PowerSchool. In previous years, QGHS evaluated teacher using the process prescribed by the State Board of Education (the "McREL system"), and much of the content of that process also continues. All teachers, principals and peer evaluators receive training on the evaluation process, and all teachers are provided with the evaluation rubric to be use and a schedule of all components of the evaluation process. As part of the process, teachers rate their own performance at the beginning of the year and reflect on their performance throughout the year. Before the first formal observation, the principal meets with each teacher to discuss the lesson to be observed and a copy of the lesson plan is shared. Formal observations last an entire class period, and the principal conducts at least three observations annually, including at least one formal observation. Following the formal observations, the principal meets with each teacher to discuss the strength and weaknesses of the teacher's performance as categorized by the evaluation rubric. The teachers' performance is scored according to the rubric, and a professional development/growth plan is developed to accompany the evaluation.

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

Central to our school's professional development program are three major units: one on literacy, noted above, to ensure our teachers have the continuing education necessary for licensure renewal; a second on what we call "Establishing the Stallion Standard," focused on what it takes to become and stay a successful teacher in our school; and a third unit called "Reaching the Next Level," which focuses on using data to drive instruction and strategies for individually tailoring the delivery of academic content (differential instruction) to ensure the greatest student success. These



professional development programs are provided in-house to all teachers.

We are currently reviewing and updating our professional development offerings to ensure that we continue to provide opportunities for our teachers to learn and improve their teaching practice. We believe that professional development is a key area for growth under a new charter. We would like to invest more significantly in our offerings and work to provide more learning opportunities for staff both within and outside of our school.

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.*

As noted throughout the application, we are an existing high school program with a fully staffed school. As such, comprehensive training for existing staff on our school model is not required to the same degree as if we were starting a new school. Still, of course, we provide continuing professional development for current teachers and some special training for any new teachers. For example, each year before the first day of school, we start our professional development program with sessions designed to acculturate teachers to the academic and behavior performance expectations of our school. We will continue this practice under a new charter.

Additionally, all teachers receive training on data-driven instruction, differentiated instruction, and the support systems (Child Support Team; tutoring programs, math lab, etc.) that exist for assisting students who struggle with classroom assignments.

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.

#### Professional Development Offerings

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

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

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

Admission information meetings are held at the Queen's Grant High School campus on numerous, well-advertised evenings during the school year (for example, admission information meetings this past school year were scheduled for November 7 and December 5, 2013, and January 9 and February 6, 2014). For the 2014-15 school year, we have also held tours on August 12 and September 2 for interested families. If this application is finally approved in January 2016, we will modify our admission information meetings appropriately after that point to reflect our new independent status. These meetings are led by the school principal, who is available to all parents for questions and requests for additional information. For the 2013-14 school year, our tours resulted in approximately 280 applications and nearly 120 students that enrolled at Queen's Grant High School. In our budget, we have included \$3,000 per year for marketing our school. These funds will be used to produce handouts to share throughout the local community. We may also choose to promote our school through the local media with newspaper ads, etc.

Additionally, the school arranges for walking tours of the high school campus each week beginning in early October. These consist of small, personalized tours that last about 45 minutes, and provide prospective parents and students with a chance to see what life in our high school will be like.

### **Parent and Community Involvement**

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

Queen's Grant High School has an active and engaged parent community. Called the VIPs, Very Involved Parents, this group actively supports the school with fundraising, teacher appreciation luncheons, ideas for improving the programming at the school, volunteering for clean-up and other activities, providing student recognition services, and more. In past years, VIPs have given \$1,000 each year to each academic department. The VIPs' (see <http://qghsvip.wordpress.com/>) mission is to "benefit your child, and help your school." Among the benefits of this active parent group, it notes, are the following:

"There's no better way to know what's happening in your school."

"The VIP offers a variety of programs designed for parents as well as students."

"VIP functions are opportunities to meet other parents and teachers, building rapport and discussing issues that are on your mind. You can share ideas, concerns, and experiences."

"VIP can be a way for you to more effectively suggest change at your child's school."

"You'll demonstrate to your child the importance you place on education."

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

The well-developed, active VIP organization provides a wonderful outlet for communication from the school to parents, as well as tremendously valuable organization to ensure parent engagement in the school. We have a great working relationship with our VIPs and count on their feedback and insights, and fully expect this arrangement and benefit to the school to continue when we formally separate from the K-8 program.

In addition to the activities of our parent group, the VIPs (see above), the school has created numerous clubs that partner the school with students and their families for a variety of extracurricular activities, activities that are designed to deepen the student's commitment to the school, broaden his/her experience beyond academics, and create an additional opportunity to form a bond between the school and families of its students. Among the activities that have been created - many initiated by students and parents themselves - and which exist at the school are: Art Club; Community Connections; Music Club; National Honor Society; Photography Club; Recycling Team; and Student Council. These clubs and activities will continue under our new charter.

## **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.*

We know current QGHS students will be not automatically re-enrolled in our school if we are granted a new charter, and that each student will be required to re-apply for admission. We also understand that students graduating from 8th grade at Queen's Grant Community School will not be given preference for enrollment in our high school.

We will begin taking applications for 2016-17 immediately after final approval of this charter. For subsequent school years, we will begin taking applications after the 20th day of the start of the current school year. The deadline for application for enrollment will be the second Friday in December. We will accept applications until the 20th day of the new school year.

Open enrollment is designed to give all interested parents equal opportunity for their student to attend QGHS. During open enrollment, all applications get equal consideration regardless of the date submitted: an application received at the end of open enrollment receives equal treatment to one received on the first day.

If a student withdraws, we will send all information properly requested by the student's new school. If a student leaves our school, we may offer their

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

seat to the next student on the waiting list for that grade level. When new students transfer in, we will request their educational records from their previous school and will make the best placement decisions while we await these records.

Neither current high school students at QGHS nor rising 8th graders from Queen's Grant Community School will be given enrollment preference at the newly independent high school.

Following the close of open enrollment, if the number of applications exceeds the number of open seats a random selection lottery will determine admission. If the number of applications does not exceed the number of open seats, all applicants are accepted for their respective grade.

Lotteries are open to the public, and will be held for any grade in which the number of applications exceeds the number of openings. Names are randomly selected and applicants are accepted based on the order in which they are selected. The lottery continues until all names are drawn. Applicants who are not accepted are placed on a waiting list in the order their names were drawn. Students currently enrolled in the school will automatically be admitted for the next school year as long as they have applied for reenrollment by the deadline.

**Sibling Preference:** Siblings of currently enrolled non-12th grade students are given enrollment preference over students without enrolled siblings. Siblings of accepted students will be offered the first available seat in their grade or placed on a waiting list with preference. Siblings are defined as children who have at least one common parent/legal guardian AND are living in the same household at least 50 percent of the time.

Subsequent preference is given to children of the principal, teachers, and full-time teacher assistants.

**Waiting Lists:** Applicants who are not accepted are placed on a waiting list in the order their names are selected.

As grade levels fill by the lottery, students are added to grade level waitlists in the order applications are received. Students remain on the waitlist until a seat becomes available or enrollment closes. Currently enrolled students do not need to reapply but must express their intention to return for the following school year. If a student expresses that they will not return, their seat is released for the following year. When withdrawing, a parent must sign a withdrawal form before student records will be released to the receiving school.

We will not require any pre-admission activities. A form is to be signed by the parent for withdraws and transfers. Students are required to have each of their teachers sign the form verifying that all textbooks, supplies, and other school property have been returned in good condition. Students may not transfer in after the 20th day of the school year.

**PROJECTED ENROLLMENT**

**2016-17 through 2020-2021**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Charlotte-Mecklenburg Schools
- LEA #2 Union County Public Schools
- LEA #3 Cabarrus County Schools

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900	LEA 130
Grade 09	124	6	2	135	7	2	153	8	2	153	8	2	153	8	2
Grade 10	123	7	1	135	7	2	153	8	1	153	8	1	153	8	1
Grade 11	123	6	1	135	7	1	153	8	2	153	8	2	153	8	2
Grade 12	124	7	1	135	7	2	153	8	1	153	8	1	153	8	1
	494	26	5	540	28	7	612	32	6	612	32	6	612	32	6
	525			575			650			650			650		

<b>Section IV: Governance and Capacity</b> <u>Concerns and Additional Questions</u>	<b>Reviewer</b>	<b>Page Reference</b>
--	-----------------	-----------------------

Reviewer	Score
----------	-------

## **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.*

Queen's Grant High School does not provide student transportation, but does encourage the use of - and provides parent orientation on - the free, on-line service called CarpoolAssist (see: <http://www.carpoolassist.com/home/index>). Billed as "one stop for all your carpooling needs," and highlighted as providing handy carpool-connection services for parents whose children go to a local school or to make after-school activities more convenient. The service is free to all users.

This arrangement has been in place at the high school at Queen's Grant for several years, and it has worked very well for our entire student population. We will ensure that transportation is not a barrier to any student attending our school.

Our budget accommodates anticipated costs for transportation arrangements needing to be made for students with IEPs and other special situations.

### **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.*

Queen's Grant High School's hot lunch program is run by a group of parent volunteers. During the school year, single-item lunch purchases are available any day school is open. We have vendors who offer hot lunch items for purchase several days a week, too, such as Pizza Hut and Chick-Fil-A. Additionally, the school makes available a number of items to supplement student lunches: sliced apples, yogurt, string cheese, granola snacks, grapefruits, juices, water, milk, trail mix, vitamin waters, lemonade, snack crackers, chips, cookies, fruit snacks, etc.

If a student is identified who cannot pay for a school lunch, we do and will continue to ensure that one is provided.

### **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.

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$3,000,000		\$5,891.00
Officers and Directors/Errors and Omissions	\$2,000,000		\$1,000.00
Property Insurance	\$4,206,500		\$10,069.00
Motor Vehicle Liability	\$1,000,000		\$250.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$314.00
Other	\$1,000,000		\$3,049.00
Total Cost			\$20,573.00

\*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.

michael\_smith 09/25/2014

(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.*

*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).*

Our school is currently operating in a facility that meets most of our needs, and can operate at this campus under the plans of the new charter. If granted this new charter, however, we intend to explore a variety of possibilities that will allow the school to expand physically and provide a greater sense of permanence by developing more traditional school buildings. We currently are exploring various options for facilities, including an arrangement with a company that would construct a school building for us and allow us to lease the facility on "rent to own" terms that will establish a schedule allowing us to eventually purchase the building while allowing affordable rental rates up to that point.



Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

Once we secure our requested charter and become an independent school, we will determine the best route to secure the desired facility for our school, and will at all times ensure that we remain in compliance with all building codes and requirements. We will work with a local building inspector, too, to ensure that an educational certificate of occupancy is in effect at all times.

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.

We currently lease portable classrooms, our administrative building, and the land. Altogether, our school occupies 41,140 square feet, and our average cost per square foot for the portables, administrative building, and land space is \$16.59.

**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 believe that our current facility meets our needs and will use this facility as our contingency plan. We rent this facility and have ensured that, should we be granted a charter, we will be able to remain in this lease as long as it takes for us to finalize plans to meet our long-term facility needs.

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
How will you ensure that transportation is not a barrier? does this impede access?	Shannon Sellers	Transportati
	Amy Ruck Kagan	Transportati
A thorough transportation plan is not provided and carpooling is not a sufficient plan for all students. Additional information and the related budget should be included for a realistic transportation plan.	Greg Schermbeck	Transportati
There is no mention of the school taking place in the Free and Reduced Lunch program. More questions should be asked regarding how the school will ensure all students are fed.	Greg Schermbeck	School Lunch
There is no money stipulated in the budget for lunches. How will you ensure that students who cannot pay for lunch will receive a lunch?	Shannon Sellers	School Lunch
Since the school is already in operation, the Charter School team should ensure that facilities are adequate and will be moving forward.	Greg Schermbeck	Facility and

<b>Reviewer</b>	<b>Score</b>
Cheryl Turner	
Joe Maimone	
Amy Ruck Kagan	Pass
Leigh MObley	
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Tammi Sutton	
Greg Schermbeck	Pass

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

Tracy Kelley	Pass
Shannon Sellers	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

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p><b>State Funds:</b> 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 1<sup>st</sup> month average daily membership.</p> <ul style="list-style-type: none"> <li>In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides</li> <li>In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located.</li> </ul> <p><b>Local Funds:</b> Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p><b>Federal Funds:</b> Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p><b>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</b></p>			
	<p>LEA #1 600 - Charlotte-Mecklenburg Schools</p>			
	<b>Revenue</b>	<b>2014-2015 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2016-2017</b>
	State Funds	\$4,505.20	494	\$2,225,568.80
	Local Funds	\$2,318.40	494	\$1,145,289.60
	Federal EC Funds	\$3,768.11	30	\$113,043.30
	<b>Totals</b>			\$3,483,901.70
	<p>LEA #2 900 - Union County Public Schools</p>			
	<b>Revenue</b>	<b>2014-2015 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2016-2017</b>
	State Funds	\$4,546.19	26	\$118,200.94
Local Funds	\$2,009.91	26	\$52,257.66	
Federal EC Funds	\$3,768.11	2	\$7,536.22	
<b>Totals</b>			\$177,994.82	
<p>LEA #3 130 - Cabarrus County Schools</p>				
<b>Revenue</b>	<b>2014-2015 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2016-2017</b>	
State Funds	\$4,419.46	5	\$22,097.30	
Local Funds	\$1,590.00	5	\$7,950.00	
Federal EC Funds	\$3,768.11	1	\$3,768.11	
<b>Totals</b>			\$33,815.41	

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
-State ADM Funds	\$2,365,867	\$2,663,774	\$3,011,388	\$3,011,388	\$3,011,388
-Local Per Pupil Funds	\$1,205,497	\$1,319,343	\$1,492,718	\$1,492,718	\$1,492,718
-Exceptional Children & Federal Funds	\$124,348	\$136,782	\$150,460	\$150,460	\$150,460
-Other Funds*	\$49,761	\$54,737	\$60,210	\$71,158	\$71,158
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	<b>\$3,745,473</b>	<b>\$4,174,636</b>	<b>\$4,714,776</b>	<b>\$4,725,724</b>	<b>\$4,725,724</b>

**\*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	\$84,900	\$84,900	1	\$87,447	\$87,447	1	\$90,070	\$90,070	1	\$92,773	\$92,773	1	\$95,556	\$95,556
Assistant Principal	1	\$63,400	\$63,400	1	\$65,302	\$65,302	1	\$67,261	\$67,261	1	\$69,279	\$69,279	1	\$71,357	\$71,357
Registrar	1	\$30,000	\$30,000	1	\$30,900	\$30,900	1	\$31,827	\$31,827	1	\$32,782	\$32,782	1	\$33,765	\$33,765
Office Administrator	1	\$37,200	\$37,200	1	\$38,316	\$38,316	1	\$39,465	\$39,465	1	\$40,649	\$40,649	1	\$41,869	\$41,869
Facilities	1	\$32,400	\$32,400	1	\$33,372	\$33,372	1	\$34,373	\$34,373	1	\$35,404	\$35,404	1	\$36,466	\$36,466
Business Manager	1	\$65,000	\$65,000	1	\$66,950	\$66,950	1	\$68,959	\$68,959	1	\$71,027	\$71,027	1	\$73,158	\$73,158
Medical/Nurse	.1	\$12,000	\$1,200	.1	\$12,360	\$1,236	.1	\$12,730	\$1,273	.1	\$13,110	\$1,311	.1	\$13,500	\$1,350
Guidance	1	\$45,900	\$45,900	1	\$47,277	\$47,277	1	\$48,695	\$48,695	1	\$50,156	\$50,156	1	\$51,661	\$51,661
A - Total Admin and Support:	7.1		\$360,000	7.1		\$370,800	7.1		\$381,923	7.1		\$393,381	7.1		\$405,182
Instructional Personnel:															
Core Content Teacher(s)	25	\$35,630	\$890,750	27	\$36,699	\$990,873	30	\$37,800	\$1,134,000	30	\$38,934	\$1,168,020	30	\$40,102	\$1,203,060
Music Teacher	1	\$25,000	\$25,000	1	\$25,750	\$25,750	1.5	\$26,523	\$39,785	1.5	\$27,318	\$40,977	1.5	\$28,138	\$42,207
Pe Teacher	1.5	\$39,033	\$58,550	1.5	\$40,204	\$60,306	1.5	\$41,410	\$62,115	1.5	\$42,652	\$63,978	1.5	\$43,932	\$65,898
Art Teacher	1	\$32,400	\$32,400	1	\$33,372	\$33,372	1.5	\$34,373	\$51,560	1.5	\$35,404	\$53,106	1.5	\$36,466	\$54,699
Drama Teacher	1	\$30,900	\$30,900	1	\$31,827	\$31,827	1	\$32,782	\$32,782	1	\$33,765	\$33,765	1	\$34,778	\$34,778

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

Exceptional Children Teacher(s)	4	\$39,675	\$158,700	4	\$40,865	\$163,460	4.5	\$42,091	\$189,410	5	\$43,354	\$216,770	5	\$44,655	\$223,275
Exceptional Children Aides	2	\$18,000	\$36,000	2	\$18,540	\$37,080	2.5	\$19,096	\$47,740	3	\$19,669	\$59,007	3	\$20,259	\$60,777
Substitute Teachers	0	\$47,000	\$0	0	\$48,410	\$0	0	\$49,862	\$0	0	\$51,358	\$0	0	\$24,000	\$0
B - Total Instructional Personnel:	35.5		\$1,232,300	37.5		\$1,342,668	42.5		\$1,557,391	43.5		\$1,635,623	43.5		\$1,684,694
A+B = C - Total Admin, Support and Instructional Personnel:	42.6		\$1,592,300	44.6		\$1,713,468	49.6		\$1,939,314	50.6		\$2,029,004	50.6		\$2,089,876
Administrative & Support Benefits															
Retirement Plan	2	\$1,664	\$3,328	2	\$1,880	\$3,760	2	\$2,125	\$4,250	2	\$2,189	\$4,378	2	\$2,254	\$4,508
Fica/Medicare Tax	7.1	\$4,311	\$30,608	7.1	\$4,871	\$34,584	7.1	\$5,505	\$39,086	7.1	\$5,670	\$40,257	7.1	\$5,840	\$41,464
Futa & Suta	7.1	\$775	\$5,503	7.1	\$876	\$6,220	7.1	\$990	\$7,029	7.1	\$1,019	\$7,235	7.1	\$1,050	\$7,455
Benefit Waive	7	\$1,513	\$10,591	7	\$1,710	\$11,970	7	\$1,932	\$13,524	7	\$1,990	\$13,930	7	\$2,050	\$14,350
D - Total Admin and Support Benefits:	23.2		\$50,030	23.2		\$56,534	23.2		\$63,889	23.2		\$65,800	23.2		\$67,777
Instructional Personnel Benefits:															
Retirement Plan	17	\$1,121	\$19,057	19	\$1,133	\$21,527	22	\$1,106	\$24,332	22	\$1,139	\$25,058	22	\$1,173	\$25,806
Fica/Medicare Tax	34.3	\$2,235	\$76,661	36.3	\$2,386	\$86,612	39.3	\$2,491	\$97,896	39.3	\$2,566	\$100,844	39.3	\$2,642	\$103,831
Futa & Suta	34.3	\$618	\$21,197	36.3	\$660	\$23,958	39.3	\$689	\$27,078	39.3	\$709	\$27,864	39.3	\$731	\$28,728
Benefit Waive	34.3	\$3,933	\$134,902	36.3	\$4,199	\$152,424	39.3	\$4,383	\$172,252	39.3	\$4,515	\$177,440	39.3	\$4,650	\$182,745
Incentives/Stipends/Bonuses	31	\$1,290	\$39,990	31	\$1,290	\$39,990	31	\$1,290	\$39,990	31	\$1,290	\$39,990	31	\$1,290	\$39,990
E - Total Instructional Personnel Benefits:	150.9		\$291,807	158.9		\$324,511	170.9		\$361,548	170.9		\$371,195	170.9		\$381,100
D+E = F - Total Personnel Benefits	174.1		\$341,836	182.1		\$381,044	194.1		\$425,436	194.1		\$436,995	194.1		\$448,877
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30.3		\$410,030	30.3		\$427,334	30.3		\$445,812	30.3		\$459,181	30.3		\$472,959
B+E = H - Total Instructional Personnel (Salary & Benefits)	186.4		\$1,524,106	196.4		\$1,667,179	213.4		\$1,918,938	214.4		\$2,006,818	214.4		\$2,065,794

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

G+H = J - TOTAL PERSONNEL	216. 7		\$1,934,136	226. 7		\$2,094,512	243. 7		\$2,364,750	244. 7		\$2,465,999	244. 7		\$2,538,753
------------------------------	-----------	--	-------------	-----------	--	-------------	-----------	--	-------------	-----------	--	-------------	-----------	--	-------------

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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
	Administrative & Support:					
Office:	Office Supplies	\$15,500	\$17,050	\$18,755	\$18,755	\$18,755
Facilities	Facility Lease/Mortgage	\$682,331	\$750,564	\$825,621	\$825,621	\$825,621
	Rent Of Equipment	\$8,600	\$9,460	\$10,406	\$10,406	\$10,406
	Maintenance & Repair	\$143,000	\$157,300	\$173,030	\$173,030	\$173,030
	Custodial	\$41,500	\$45,650	\$50,215	\$50,215	\$50,215
Utilities	Phone	\$5,500	\$6,050	\$6,655	\$6,655	\$6,655
	Gas	\$1,650	\$1,815	\$1,997	\$1,997	\$1,997
	Electric	\$42,000	\$46,200	\$50,820	\$50,820	\$50,820
	Water/Sewer	\$6,500	\$7,150	\$7,865	\$7,865	\$7,865
	Trash	\$5,700	\$6,270	\$6,897	\$6,897	\$6,897
Other	Administrative Support	\$17,600	\$19,360	\$21,296	\$21,296	\$21,296
	Contracted Services - Management Services	\$70,000	\$77,000	\$84,700	\$84,700	\$84,700
	Contracted Services - Special Ed Services	\$60,000	\$66,000	\$72,600	\$72,600	\$72,600
	Contracted Services - Office	\$23,000	\$25,300	\$27,830	\$27,830	\$27,830
	Contracted Services - Athletics	\$45,600	\$50,160	\$55,176	\$55,176	\$55,176
	Insurances	\$47,000	\$51,700	\$56,870	\$56,870	\$56,870
	Legal And Audit	\$38,150	\$41,965	\$46,162	\$46,162	\$46,162
	Marketing Plan	\$3,000	\$3,300	\$3,630	\$3,630	\$3,630
	Travel And Meetings & Meals	\$11,700	\$12,870	\$14,157	\$14,157	\$14,157
	Other (Field Trips, Dues & Fees, Board Expenses)	\$115,250	\$126,775	\$139,453	\$139,453	\$139,453
	<b>K - TOTAL Administrative &amp; Support Operations</b>	<b>\$1,383,581</b>	<b>\$1,521,939</b>	<b>\$1,674,135</b>	<b>\$1,674,135</b>	<b>\$1,674,135</b>
	Instructional:					
Books And Supplies	Instructional Materials & Supplies	\$52,000	\$57,200	\$62,920	\$62,920	\$62,920
	Curriculum/Texts	\$40,000	\$44,000	\$48,400	\$48,400	\$48,400
	Copier & Printing Costs	\$12,000	\$13,200	\$14,520	\$14,520	\$14,520
	Testing Supplies	\$8,000	\$8,800	\$9,680	\$9,680	\$9,680
	<b>L - TOTAL Instructional Operations</b>	<b>\$112,000</b>	<b>\$123,200</b>	<b>\$135,520</b>	<b>\$135,520</b>	<b>\$135,520</b>
	<b>K+L = M - TOTAL</b>	<b>\$1,495,581</b>	<b>\$1,645,139</b>	<b>\$1,809,655</b>	<b>\$1,809,655</b>	<b>\$1,809,655</b>



Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

	OPERATIONS					
--	------------	--	--	--	--	--

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
J - TOTAL PERSONNEL	\$1,934,136	\$2,094,512	\$2,364,750	\$2,465,999	\$2,538,753
M - TOTAL OPERATIONS	\$1,495,581	\$1,645,139	\$1,809,655	\$1,809,655	\$1,809,655
J+ M =N TOTAL EXPENDITURES	\$3,429,717	\$3,739,651	\$4,174,405	\$4,275,654	\$4,348,408
Z - TOTAL REVENUE	\$3,745,473	\$4,174,636	\$4,714,776	\$4,725,724	\$4,725,724
Z - N = SURPLUS / (DEFICIT)	\$315,756	\$434,985	\$540,371	\$450,070	\$377,316

**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 currently serves about 460 students. Although our school is projected to grow to serve 650 students in 2018-19, we have planned our enrollment conservatively so that our first year budget only expects 525 students. While this is an increase over our current enrollment, as described earlier in this application we believe that formal separation of the high school from the K-8 program will allow our newly expanded Board and independent high school to more effectively market itself to our rapidly growing community. We do not anticipate any problems with the enrollment targets included in this application. As we are still determining the best long-term facility plan for our school, we have kept overall enrollment assumptions fairly conservative, ensuring that we will not exceed the reasonable capacity of our current buildings. We do not have a break-even point of student enrollment: we will always adjust our facility plan and our annual budget to enable our school to serve all students that enroll.

We believe that expanded our student enrollment, as projected here, will allow us to ensure that our budget is balanced and that we are able to begin building a fund balance, as demonstrated in our budget here. We intend to resolve our disputed lease payments prior to the final approval of this charter, which would allow our school to start with a small positive fund balance. Each year, we plan to set aside approximately \$350,000 to build our fund balance. The student enrollment numbers proposed here allow us to develop a strong fund balance at the end of our first charter term. If student enrollment is lower, we will still be able to operate our school and will adjust our contributions to our fund balance as necessary.

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

We know very well the importance of maintaining a balanced budget and growing a contingency fund as a result of our current struggles. If our school receives fewer funds or funding amounts are lower than anticipated, in consultation with school leadership we as a Board will make the difficult decisions that may be necessary to ensure budgetary balance and both short-term and long-term fiscal viability. We will strive to maintain current

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

academic programs, and if we must make budget cuts we will first look to do so in elective courses and extracurricular activities. Should such budget reductions be insufficient, we will look to reduce staff while maintaining instructional quality, possibly by slightly increasing the class size of each section in each grade.

A financial goal of our new Board will be to develop an annual budget that allows for the creation of a contingency fund that grows meaningfully on a cumulative basis throughout the five years of our first charter term.

*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*

Our budget does not rely on sources of funds other than state, county, and federal allocations to schools. To supplement our academic program, our parent organization (VIPs) will fundraise and provide additional opportunities for our students.

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

14.8:1 in Year 1, increasing to 14.9 when full.

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.*

We do not intend to contract for services with third-party organizations. We may, as student needs dictate, contract for services for exceptional children, based on their IEP requirements. We intend to have our chief financial officer oversee all accounting and financial services. This includes developing policies and procedures for our Board to approve to select contractors and issue requests for proposals for large purchases. We will ensure that all competitive bidding requirements are followed for all purchases that we may make.

If we deem it necessary in the future, we also may contract with an organization such as Acadia NorthStar to help oversee the business aspects of our high school program, such as accounting and compliance, if the Board determines such assistance is necessary. We believe that our adjusted Board structure will not require this service and therefore have not completed this section of Appendix V at this time.

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

Our budget has been constructed to deliver our academic program and curricular offerings that will put students on the path to college acceptance, in accordance with our mission. As a school that has operated successfully for more than six years, our decision not to provide student transportation has proven not to be a barrier for students to enroll in and attend the school. Our program currently has approximately 460 students enrolled who use CarpoolAssist services online, use public transportation, are transported to school by their parents, or have arrangements for their own transportation. We will ensure that transportation is not a barrier to students attending our school.

As referenced elsewhere in this application, we continue to explore new and better facility options for our school, while knowing that the facilities we currently occupy on our campus will provide suitable accommodations if we wish to stay where we are. We believe that we have a good school facility, but hope to be able to eventually provide the world-class learning campus that we desire for our students. If we are granted this charter, we will go ahead with our plans to make our desires into a reality and will research all the facility options available to us.

Our budget is balanced and school leadership is held accountable to meet the budget. This aligns with our vision of creating a culture of accountability for students, parents, staff, and our school leaders. Our Board will make difficult decisions to model this accountability, especially in our fiscal responsibilities.

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.*

We have not identified a specific percentage of expenditures to serve as a goal for a general fund balance, but will follow what we believe to be educational best practices and will have set aside at least three months of operating expenses in our general fund balance by the end of our first charter term.

Each year, our school will set aside funds for a contingency fund balance until we have at least the equivalent of three months operating expenses (25 percent of our annual total) in our contingency fund. It is our intention to first satisfy any outstanding obligations of our currently operating high school program prior to starting operations under our new charter, and then begin accumulating our contingency fund surplus.

As noted in our budget, we plan to set aside \$350,000 per year to build our fund balance.

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

Our school is currently in operation, we have a facility, and we receive state, local, and federal funding for the students that we serve. We also have many of the fixed assets necessary to run our school, including technology, furnishings, and curricular materials. As such, we do not plan to lease assets and will purchase any needed new assets with our per pupil funding revenue stream. This is reflected in our budget plan.

As mentioned earlier, we continue to explore long-term facility options to better meet the needs of our anticipated larger student body. We may choose to work with an external firm to construct a building and lease the building to us. We have had many conversations with companies with experience in building charter schools. If we are granted this charter, we will continue these conversations and seek all facility options for our students.

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*

All the assets (including furniture, equipment, curricular materials,

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

supplies, etc.) currently at the high school at Queen's Grant will be transferred to the new, independent Queen's Grant High School after the approval of this charter application. It is our intent to operate in our new configuration with the assets we use now.

\*Continued from question "provide the student to teacher ratio that the budget is built on."

We do not base our budget on a particular student-to-teacher ratio. Our projected enrollment and staffing results in a student to teacher ratio of 14.8:1 in Year 1, increasing only slightly to 14.9:1 when the school is fully enrolled and fully staffed (Year 4).

**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's chief financial officer serves as a member of the administrative team at the school and will oversee our internal controls, including segregation of duties, safeguarding of assets, and accurate and adequate record keeping. If we deemed it necessary in the future, we may also look to hire a firm, such as Acadia NorthStar, to assist us with our back office functions. If we are granted this charter, we will formally adopt policies that delineate the internal controls we desire.

We will contract with an independent auditor annually to perform an audit of our school. We will make sure the audit report is completed prior to any required state deadline. We have included the costs of this annual audit in our budget.

Our Board takes financial compliance matters very seriously and understands the importance of strong financial governance. The school has had financial challenges over the past three years due to both underperformance by our prior management company, a partnership that was terminated at the end of fiscal year 2012, and efforts related to building a permanent school facility. A brief chronology of events follows.

On February 2, 2012, Queen's Grant Community School was placed on "Financial Cautionary Status" as the result of a significant decrease in the fund balance and a small \$6,971 ending deficit in the General Fund for FY 2010-11. The school was informed that the status would remain until the deficit was removed. The deficit was created by expenditures initiated by the prior management company to develop a permanent facility plan, later determined to be a flawed plan, and also by investments that were required to provide adequate temporary facilities.

During the 2012-13 school year, we made significant improvements to the school site and the negative fund balance increased to \$120,744. We received a follow-up communication from the state's Local Government Commission in May 2013 concerning the continued negative fund balance, completion of the annual audit after the standard due date of October 31, 2013, and adoption of a balanced budget for the 2012-13 school year. The school submitted a formal response in June to address these concerns.

As of June 30, 2013, the school continued to carry a negative fund balance of \$126,113, essentially the same amount as the previous year. The cause of these negative fund balances is almost exclusively related to facility development costs and the lease rate with our previous management company, including \$275,000 in disputed rent payments to this management company. We chose to set-aside this amount in our operating budget as a protective financial cushion, a very conservative approach, while we work through the issue with our previous management company.

If we are successful in our efforts, which we anticipate, and do not need to pay this disputed rent amount, we will IMMEDIATELY have a positive fund balance. Our cause for optimism is valid: the school has paid reduced rent

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

for more than a year, and the rent level claimed by the landlord to be due was rejected as a matter of law by the court. We expect to resolve this issue prior to the 2015-16 school year and during our planning year as an independent high school under our requested new charter.

Our school is now self-managed, and our financial status has stabilized.

As we move forward with this application, we are also seeking a qualified partner to undertake a valid and valuable facility development plan that will enhance the school's ability to serve the community.

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

We have no known or possible related party transactions.

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

We have contracted with Deloitte & Touche to conduct previous annual audits. Our 2013-14 audit will be conducted by Plante Moran (see Appendix V for their response for 2014-15). We will evaluate other firms annually for quality of service, experience, and price.

Name: Deloitte & Touche, LLP

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

Phone: 704-887-1500

Fax: 704-887-1631

Name: Plante Moran

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

Phone: 616-774-8821

Fax: 616-774-0702

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Additional information should be gathered regarding the current enrollment of the existing school and how these projected numbers were created.	Greg Schermbeck	Budget Reven
Appendix S is attached however no information is provided. Questions should be asked regarding where the \$49,761 will come from.	Greg Schermbeck	Total Budget
No additional information is in Appendix S although it is attached.	Shannon Sellers	Total Budget
what are the other funds listed (appendix s says no outside funds)	Amy Ruck Kagan	Total Budget
Given the school is projected to serve a high number of students, the administration team will need to be larger than two. The budget should be reviewed in order to increase the size of the administration team to adequately serve all students.	Greg Schermbeck	Personnel Bu
what is .10 part time nurse concerned about only 4 EC teachers	Amy Ruck Kagan	Personnel Bu
How will you maintain qualified teachers without paying for insurance?	Shannon Sellers	Personnel Bu
How much money will be spent on Professional Development?	Shannon Sellers	Operations B
Budget is realistic and aligns with the application.	Greg Schermbeck	Operations B
high maintenance and repair costs why the admin support cost? what is the contracted services/mgmt. costs what is the contracted services for office and athletics? marketing cost low high amount in other (field trips,etc.) low instructional costs	Amy Ruck Kagan	Operations B
What is the break even number of students? Planning to increase by 100 students in Charlotte is not realistic. What is your current wait list? Why is there no other fundraising for the school other than by the VIP group? There is not a financial contingency plan.	Shannon Sellers	Budget Narra
The school should provide any "wait-list" information that would support its case to break away and serve an increased number of students.  Again, the \$47K earmarked as "Other Funds" should be explained in greater detail. Given that the school is already in operation, a review of their financials should take place to get a better sense of the financial stability.  Specific percentage of expenditures have not been identified. Much more information is needed here.	Greg Schermbeck	Budget Narra
did not see CFO on the budget instructioanl percentage should be identified no real contingency	Amy Ruck Kagan	Budget Narra
relying soley on parent fundraising for enrichment activities is not fiscally sound planning.	Tracy Kelley	Budget Narra
Again, the existing school should be reviewed in order to determine its financial stability.	Greg Schermbeck	Financial Au

<b>Reviewer</b>	<b>Score</b>
Alex Quigley	
Cheryl Turner	
Mike McLaughlin	
Sherry Reeves	
Alan Hawkes	
Helen Nance	
Tammi Sutton	



Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

Amy Ruck Kagan	Pass
Shannon Sellers	Pass
Leigh MObley	
Steven Walker	
Tracy Kelley	Pass
Becky Taylor	
Joe Maimone	
Greg Schermbeck	Pass
Eric Sanchez	
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).*

michael\_smith

Date: 09/26/2014

**Applicant Signature:**

The foregoing application is submitted on behalf of Queen's Grant High School (*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: michael\_smith

Board Position: Queen's Grant Community School, Inc.

Signature: \_\_\_\_\_

Date: 09/26/2014

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.

<b><u>Total Initial Screening Votes</u></b>	
<b>No</b>	<b>Yes</b>
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.

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

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.

<b><u>CSAB Votes</u></b>	
<b>No</b>	<b>Yes</b>

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

<b><u>Initial Screening</u></b>
---------------------------------

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

<b>Mission, Purposes, and Goals</b>	- shannon1974
<b>Education Plan</b>	- shannon1974
<b>Governance and Capacity</b>	- shannon1974
<b>Operations</b>	- shannon1974
<b>Financial Plan</b>	- shannon1974
<b>OVERALL</b>	- dtsmith840 - shannon1974 - shannon1974

### **External Evaluator**

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> The mission statement doesn't really express clear guiding principles that are compelling and likely to produce high quality educational outcomes. The mission statement describes a school focused more on inputs rather than outputs. The mission doesn't express the ideal, long term impact and scope and scale of the school. - kelleystacy</p> <p><u>Mission Statement</u> more about this separation between the two entities new boards? - aruckkagan</p> <p><u>Educational Need and Targeted Student Population</u> There is a disconnect between the school performance level and the narrative. The schools' track record of success in achieving its mission provides a less than compelling base of evidence to support the contention that the school differs in any meaningful way other than size. The evidence of need the applicant presents is not dispositive, especially given proficiency and graduation levels. - kelleystacy</p> <p><u>Educational Need and Targeted Student Population</u> What is the exact target population? Why the increase in student number? Have you sent out surveys to see interest? Is there a current wait list for the high school? Appendix A addresses the trend with enrollment, but doesn't specify wait list, etc. How do you know that you will be able to increase enrollment by 100 students in year one? - shannon1974</p> <p><u>Educational Need and Targeted Student Population</u> low FRPL waitlist info? - aruckkagan</p> <p><u>Educational Need and Targeted Student Population</u> Evidence is attached however additional evidence would be preferred. The school should provide any wait-list information and any other reasons regarding expanding student</p>
-------------------------------------	---

	<p>enrollment. - gschermebeck</p> <p><u>Purposes of Proposed Charter School</u>  Applicant explanations for purpose #3 is not focused on improving student outcomes, rather it is on strengthening the governance structure of the school.  Applicant explanation for purpose #4 and #5 are aspirational as Queens Grant is on the states chronically under-performing HS list with EOG and EOC that, in some cases do not outperform the state; and a graduation rate below state and district average - kelleltracy</p> <p><u>Purposes of Proposed Charter School</u>  Purpose three goes into details about a previous management company, how does this relate to expanded choices in educational opportunities. - shannon1974</p> <p><u>Purposes of Proposed Charter School</u>  Purposes are identified and well defined.</p> <p>The Charter School team should ask additional questions regarding the shift from the previous mgmt. company and moving forward. Public trust from local families must still be in place in order to hit the projected student enrollment. - gschermebeck</p> <p><u>Goals for the Proposed Charter School</u>  Performance goals are outlined however more detail is needed. Reaching a proficiency rating of at least 70% is a low bar and not specific for the following years. Goals should be clear and set in order both students and teachers to set a clearly defined path to hit those goals.</p> <p>Further, "outperforming the state average on the ACT" is also not a clear goal. The state average will vary each year based on a number of factors. Again, the school should set clear goals that both teachers and students are able to work towards. - gschermebeck</p> <p><u>Goals for the Proposed Charter School</u>  Applicant describe 70% proficiency goals which are low and evidences low expectation for both teaching and learning. Last years EOC for Math and Biology are below the state average. Plans to "meet or exceed" or "out perform" are not measurable and do not meet the evaluation criteria. Goal to have just 25% of students take AP exam is low, also. And to aim for graduation rate that exceeds CMS district is also low level expectations and not aligned to mission for all students to be college bound.  Seems as if the applicant goals were set to low to guarantee attainability rather than to ensure high-quality outcomes.  There is no articulation of how school will integrate CCR (College and Career Ready Standards). - kelleltracy</p> <p><u>Goals for the Proposed Charter School</u>  What information will be shared at each board meeting? Benchmark assessments are mentioned in the last section, but they are not outlined in the first section? 70% seems a low goal for the 5 year mark. What is the breakdown beginning in year one?  A 504 plan would not exempt a student from the ACT; only an IEP could require a student to take a different state approved assessment. Students are not exempt from the ACT standard.  What is the expectation for graduation cohort rate the first three years of existence? This standard will still be on your school report if you open 9-12 in the first year. - shannon1974</p>
<b>Education Plan</b>	<u>Instructional Program</u>

	<p>The instructional program and methods are not coherent. A number of strategies or listed however it is unclear how each will be utilized.</p> <p>Assessment strategies are only described to be used and no clear process is outlined. The school states that it plans to use assessments at the end of units and quarters. That will not be sufficient in truly monitoring student performance.</p> <p>No documented evidence is provided or referred to regarding the school's proposed approach.</p> <p>- gschermebeck</p> <p><u>Instructional Program</u></p> <p>The applicant does not describe quality instruction that is researched-based and that has been effective in meeting the needs of the targeted student population. Instructional practices are not sufficiently addressed to demonstrate an effective school framework for the target population and there is no nexus between the instructional practices and the school's mission. There is no description of how instruction will be differentiated to meet student needs or research basis for the limited instructional practices.</p> <p>The assessment strategy does not specify a list of assessments and there is no plan for corrective action, early detection, or interventions. There is no description of how the school will monitor the effectiveness of its academic program. - kellestracy</p> <p><u>Instructional Program</u></p> <p>The instruction program and methods are very vague. What assessments will be used? What instructional methods will be used?</p> <p>Appendix B appears to be a Pacing Guide but no detail exists as to where it came from, curriculum, etc.</p> <p>There is no evidence provided that the information above will lead to improved student performance. - shannon1974</p> <p><u>Instructional Program</u></p> <p>how are formative assessments being monitored and normed? what is being done with the data? need more detail about overall program - aruckkagan</p> <p><u>Curriculum and Instructional Design</u></p> <p>The attached calendar is complete and coincides with the tenets of the proposed mission.</p> <p>Though it is difficult to determine, it appears the attached Curriculum Outline is simply a copy of an existing outline. It is unclear where the document came from or where it originated.</p> <p>The attached Core Content document is a course planning or selection document. It guides students and families in choosing the appropriate courses but does not provide clear details for elective courses. - gschermebeck</p> <p><u>Curriculum and Instructional Design</u></p> <p>There is no clearly defined, researched-based curriculum with the potential to raise achievement levels that is aligned to state standards. The applicant presented a curriculum framework that is not clear and does not align with the school's stated mission and goals. - kellestracy</p> <p><u>Curriculum and Instructional Design</u></p> <p>What instructional methods will be used to drive instruction? The Scope and Sequence doesn't specify what curriculum is being used or where it came</p>
--	--

	<p>from. Appendix B2 seems to be that of a course catalog for parents/students to select courses. - shannon1974</p> <p><u>Curriculum and Instructional Design</u> more info on virtual offerings - aruckkagan</p> <p><u>Special Programs and "At-Risk" Students</u> Additional evidence should be provided regarding enhance academic options for gifted students. The honors courses and virtual classes listed will likely not be enough to truly challenge gifted students. - gschermbek</p> <p><u>Special Programs and "At-Risk" Students</u> The schools plan to support students not yet on track to proficiency does not evidence a plan to provide additional time through individualized instruction via tiered instruction, a data driven approach to prevention, early detection, and support. There is no description for how flexible tiers of research based interventions will supplement, enhance and provide access to the core curriculum for students needing support. The school schedule, as described, is not flexible enough to provide time for core instruction and additional academic supports during the school day. After school tutoring is optional and typically ineffective for otherwise disengaged students of this age. There is little articulation of how staff will regularly monitor student progress (collaborative planning structures, data-driven decision making process, frequency)with data from the system used to drive instructional decisions throughout the tiered process. There is no system of interventions that allows students to move along a continuum of services and change placements according to identified progress or needs. - kellelytracy</p> <p><u>Special Programs and "At-Risk" Students</u> How will you identify students that are "at-risk?" This information is not included. Are you saying that each child that is identified as "At-risk" will receive an IEP? More clarity is needed on what you will do for those students that are identified, "At-Risk." For Academically Gifted students, what will you do to differentiate their instruction? A great chance exist that not all students in Honors/AP courses will be academically gifted. - shannon1974</p> <p><u>Special Programs and "At-Risk" Students</u> composition of CST? more detail about prevention and intervention how is it determined that students are at risk? tutoring or summer program? - aruckkagan</p> <p><u>Exceptional Children – Identification and Records</u> Section provides adequate information. - gschermbek</p> <p><u>Exceptional Children – Identification and Records</u> What is the process if a parent ask for their student to be evaluated for special education services? What will be the process for child find of students not yet identified? This section is out of compliance in regards to who determines if a student should be evaluated. - michelle_mobley</p> <p><u>Exceptional Children – Education Programming</u> Section provides adequate information. - gschermbek</p> <p><u>Exceptional Children – Education Programming</u></p>
--	---

Clarification is needed on the following statement: "Any parent with an exceptional child wanting to enroll in QGHS will be offered an opportunity to meet with school leadership and the school's special education instructional staff and the CST to get information and to have any questions answered." Charter schools cannot persuade parents one way or the other about enrolling the child based on a disability. This statement sounds like the school could possibly encourage a parent not to enroll his/her child at the school. - shannon1974

Exceptional Children – Education Programming

This section is out of compliance as it is written in regards to the continuum of services and specially designed instruction. How will school provide the continuum of services? How will school provide specially designed instruction in all academic and functional areas for students who require it per their IEPs? - michelle\_mobley

Student Performance Standards

Goals are clear, specific and measurable however not incredibly rigorous. Reaching 70% proficiency by year five is not a high bar for students to work towards.

The listed assessment tools are geared toward quarterly and unit exams. Teachers should analyze data daily in order to differentiate instruction and respond to students needs before unit and quarterly assessments are administered.

- gschermebeck

Student Performance Standards

How will teachers be trained in development of quarterly benchmark assessments to ensure rigor and reliability. - kelleytracy

Student Performance Standards

Again, the goals are not specific until the end of year 5. There is no set standard for the first four years.

State exams take place at the end of the year and will not be available during the current year. Do alike subject teachers use the same Quarterly benchmark assessments? If not are the benchmark assessments, reliable in preparation for the state exams? How will you monitor student achievement during the year prior to the state exams? - shannon1974

Student Performance Standards

concerned about the D promotions  
why only some of the EOC exams?  
process of developing teacher designed assessments? - aruckkagan

Student Conduct and Discipline

Additional information should be provided regarding student conduct and behavior. A list of unacceptable behaviors and potential consequences are provided however it is unclear which behaviors lead to specific consequences. This should be specific for both students and staff. There is also no mention of an overall theme that will guide student conduct or how positive student behaviors will be promoted and celebrated.

The attached draft handbook is sufficient however it appears to be a copy of a handbook that is already in use. - gschermebeck

Student Conduct and Discipline

The section in the student handbook regarding discipline for students with disabilities does not meet the requirements per NC policies and IDEA. Information regarding the MDR process is out of compliance. - michelle\_mobley



<p><b>Governance and Capacity</b></p>	<p><u>Tax-Exempt Status 501 (c)(3)</u>  don't they need a new tax id? - aruckkagan</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>  The organizational chart is attached, but more information could be provided. The chart should break down department heads, teams for teachers and teachers taking on leadership roles. There is also no mention of grade level breakdowns.</p> <p>Appendix G is attached however the resumes for each board member is very minimal. Additional information regarding their professional experience should be provided. - gscherbeck</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>  it is unclear how the expanded board will be integrated with the existing board, and the rationale for expanding rather than creating a separate board.  Please explain how the proposed governance structure is an expansion rather than a board split. - kelleltracy</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>  Is this an expanded board, split board, or completely new board? What will be used to evaluate the board and lead administrator? What is the term limit for a board member? What is the removal process for board members? - shannon1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>  need specific info about board member breakdowns for two schools - aruckkagan</p> <p><u>Proposed Management Organization (EMO/CMO)</u>  No boxes were selected as the EMO / CMO does not apply. - gscherbeck</p> <p><u>Proposed Management Organization (EMO/CMO)</u>  N/a - shannon1974</p> <p><u>Charter School Replication</u>  Strong rationale is included however additional academic and financial information should be shared. Test scores and benchmarks should be listed for each grade level and the financial issues that were experienced should also be detailed.</p> <p>Appendix S is attached but not information is provided. Additional questions should follow. - gscherbeck</p> <p><u>Charter School Replication</u>  it is unclear the extent to which this a true replication of the k-8 model. The applicant admits to low student achievement levels, fiscal mismanagement and governance challenges all of which are materially related to the existing governance board, but presents nothing different to ensure similar struggles, except for a partnership with EMO Heritage schools. evidence of community support was less than compelling and unreliable, and the applicant does not describe any academic or non academic community partnerships to support it in achieving its mission. - kelleltracy</p> <p><u>Charter School Replication</u>  additional info about decreased enrollment  concerned about new board  HS expertise? - aruckkagan</p> <p><u>Charter School Replication</u></p>
---------------------------------------	---

	<p>Is this a true replication of an existing charter since you are only wanting to be 9-12 and the school you are replicating is K-12? Academic results and growth at DPI shows that Queen's Grant Community School exceeded growth not just the high school. Where is this information coming from? There is no clear information regarding finances. - shannon1974</p> <p><u>Projected Staff</u> A list of staff members is included however related qualifications is not listed. - gscherbeck</p> <p><u>Staffing Plans, Hiring, and Management</u> A sound is not provided. The school should not rely on the same tools to continue to produce quality teachers. The school should explore other avenues to expand it's reach. Craigslist.com should not be listed as a tool to recruit high-quality teachers. - gscherbeck</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant plans to make no substantial staffing changes despite achievement levels and low grad rates. Retention and recruit plans lack specificity. - kellestracy</p> <p><u>Staffing Plans, Hiring, and Management</u> teacher attrition rate- historical - aruckkagan</p> <p><u>Staff Evaluation and Professional Development</u> There is no mention of a PD framework or guide that teachers will follow. The school does list specific courses and trainings but not a clear plan that teachers will follow throughout the year. The development plan should follow a clear plan, similar to a scope and sequence for students.</p> <p>Three formal observations is not sufficient in developing teachers. Additional observations and a clear process for feedback is essential. - gscherbeck</p> <p><u>Staff Evaluation and Professional Development</u> How will professional growth plan be monitored and evaluate for effectiveness? There is nothing especially compelling about the PD plan, evaluation, job embedded PD opportunities etc that makes the proposed school innovative or likely to produce positive student outcomes. The daily PD opportunities lack intentionality and it is unclear if the necessary structures, practices, systems are to be in place to support CPT that is effective and data driven. - kellestracy</p> <p><u>Staff Evaluation and Professional Development</u> Instructional methods are still unclear. What types of instructional methods professional development will be offered? - shannon1974</p> <p><u>Staff Evaluation and Professional Development</u> staff eval through PowerSchool? what is new about this plan? - aruckkagan</p> <p><u>Marketing Plan</u> Additional information and specific marketing plans must be provided. The school should spell out specific dates, a target number of students and benchmarks for recruitment numbers throughout the year. This level of detail will ensure the school hits their projected enrollment numbers. - gscherbeck</p>
--	--

	<p><u>Marketing Plan</u> What are you going to change in your plan if you become a separate school? Information will have to be clearly spelled out especially since current students will have to apply for enrollment. - shannon1974</p> <p><u>Marketing Plan</u> no real plan for moving forward - aruckkagan</p> <p><u>Parent and Community Involvement</u> There is not a lot of information that is provided however the already existing parent organization seems intentional. Additional questions should be asked regarding the scope and capacity of the parent group. Questions should also be poised regarding how new parents can become involved and how parents who are outside of the group will receive communication. - gscherbeck</p> <p><u>Parent and Community Involvement</u> There is no guarantee that the VIP group will be strong if this application is approved. How will the board communicate with parents if this application is approved? How will the school communicate with parents after - shannon1974</p> <p><u>Admissions Policy</u> unclear policies and protocols - aruckkagan</p> <p><u>Projected Student Enrollment (Table)</u> Table is complete however more information is required as to how additional students will be recruited to the HS and if there is a current waitlist. - gscherbeck</p> <p><u>Projected Student Enrollment (Table)</u> 525 students in the first year as compared to the 400 the school currently has is a huge increase in Charlotte. Where will the new 100 students come from? How do you know the interest is there? - shannon1974</p>
<p><b>Operations</b></p>	<p><u>Transportation Plan</u> How will you ensure that transportation is not a barrier? - shannon1974</p> <p><u>Transportation Plan</u> does this impede access? - aruckkagan</p> <p><u>Transportation Plan</u> A thorough transportation plan is not provided and carpooling is not a sufficient plan for all students. Additional information and the related budget should be included for a realistic transportation plan. - gscherbeck</p> <p><u>School Lunch Plan</u> There is no money stipulated in the budget for lunches. How will you ensure that students who cannot pay for lunch will receive a lunch? - shannon1974</p> <p><u>School Lunch Plan</u> There is no mention of the school taking place in the Free and Reduced Lunch program. More questions should be asked regarding how the school will ensure all students are fed. - gscherbeck</p> <p><u>Facility and Facility Contingency Plan</u> Since the school is already in operation, the Charter School team should ensure that facilities are adequate and will be moving forward. - gscherbeck</p>

<p><b>Financial Plan</b></p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Additional information should be gathered regarding the current enrollment of the existing school and how these projected numbers were created. - gscherbeck</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> No additional information is in Appendix S although it is attached. - shannon1974</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> what are the other funds listed (appendix s says no outside funds) - aruckkagan</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> Appendix S is attached however no information is provided. Questions should be asked regarding where the \$49,761 will come from. - gscherbeck</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> How will you maintain qualified teachers without paying for insurance? - shannon1974</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> what is .10 part time nurse concerned about only 4 EC teachers - aruckkagan</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> Given the school is projected to serve a high number of students, the administration team will need to be larger than two. The budget should be reviewed in order to increase the size of the administration team to adequately serve all students. - gscherbeck</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> How much money will be spent on Professional Development? - shannon1974</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> high maintenance and repair costs why the admin support cost? what is the contracted services/mgmt. costs what is the contracted services for office and athletics? marketing cost low high amount in other (field trips,etc.) low instructional costs - aruckkagan</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Budget is realistic and aligns with the application. - gscherbeck</p> <p><u>Budget Narrative</u> The school should provide any "wait-list" information that would support its case to break away and serve an increased number of students.</p> <p>Again, the \$47K earmarked as "Other Funds" should be explained in greater detail. Given that the school is already in operation, a review of their financials should take place to get a better sense of the financial stability.</p> <p>Specific percentage of expenditures have not been identified. Much more information is needed here. - gscherbeck</p> <p><u>Budget Narrative</u> relying solely on parent fundraising for enrichment activities is not fiscally sound planning.</p>
------------------------------	--

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

	<p>- kellestracy</p> <p><u>Budget Narrative</u>          What is the break even number of students? Planning to increase by 100 students in Charlotte is not realistic. What is your current wait list?          Why is there no other fundraising for the school other than by the VIP group?          There is not a financial contingency plan. - shannon1974</p> <p><u>Budget Narrative</u>          did not see CFO on the budget          instructional percentage should be identified          no real contingency - aruckkagan</p> <p><u>Financial Audits</u>          Again, the existing school should be reviewed in order to determine its financial stability.          - gscherbeck</p>
<b>OVERALL</b>	<p><u>Cover Page</u>          It is unclear what specific support NHA will provide the newly emancipated HS Board as it transitions or expands and at what cost. - kellestracy</p> <p><u>Cover Page</u>          Is this a replication of a K-12 school? Should this be a conversion since you are not having grades K-8? - shannon1974</p> <p><u>Cover Page</u>          legalities? - aruckkagan</p> <p><u>Grade Levels Served and Total Student Enrollment:</u>          Additional information should be provided regarding projected student enrollment. If the school is voting to officially split from the middle school, they should state how many students will transition to the high school. Or, the school should explain how they will recruit to hit projected student enrollment. - gscherbeck</p> <p><u>Grade Levels Served and Total Student Enrollment:</u>          Given the performance (grad rates and achievement levels) what about the HS programs makes it a viable HS of choice, such that it will be an attractive option to draw new HS students (65 new HS students needed to get to 525)?          Please describe the student retention strategy going forward. What do k-8 parent satisfaction surveys tell you about likely retention rates going forward? - kellestracy</p> <p><u>Grade Levels Served and Total Student Enrollment:</u>          525 students seems like a lot for the first year, especially in the Charlotte area. Current students will have to reapply. - shannon1974</p> <p><u>Grade Levels Served and Total Student Enrollment:</u>          current enrollment? expansion? - aruckkagan</p>

<b>Charter School Advisory Board Subcommittee</b>	
<b>Mission,</b>	

Queen's Grant High School - Queen's Grant High School seeks to foster a passion for learning and to equip college-bound students with the tools for academic success.

<b>Purposes, and Goals</b>	
<b>Education Plan</b>	
<b>Governance and Capacity</b>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

### Overall Summary

<b>Initial Screening</b>  <b>10/28/2014</b>	OCS deems this application complete.  The CSAB voted unanimously to deem this application complete on November 14, 2014.
<b>Application Review</b>	On January 12, 2015 the CSAB subcommittee voted to move this application to interview. The subcommittee vote was 6 yes to 0 no. The full CSAB vote was 10 yes to 0 no for interview.  Concerns outlined consisted of the following:  Steven: we interview them Gibbs: seconded Becky and Alex: Move them forward. All in favor unanimously carries.
<b>Application Interview</b>	
<b>OVERALL</b>	Applicant group withdrew from the process on 3/9/15.