



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Movement School

Public charter schools opening the fall of 2017

Due 5:00 pm EST, September 25, 2015

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
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6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2016 Application Process

To open a charter school in the 2017-2018 school year

APPLICATION DUE DATE/TIME

September 25, 2015 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 25, 2015 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Movement School*

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

Name of non-profit organization under which charter will be organized or operated: *Movement Charter School*

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

Name of contact person: *Garrett McNeill*

Title/Relationship to nonprofit: *Director*

Mailing address: *11405 N Community House Rd
Charlotte NC 28277*

Primary telephone: *704-526-9080* Alternative telephone: *704-526-9080*

E-Mail address: *garrett@movementfoundation.org*

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: *X*

Yes:

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

No: *X*

Yes:

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

No:

Yes: *X*

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

What is the name of the nonprofit organization that governs this charter school? *Movement Charter School*

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year *2017* Month *August*

Will this school operate on a year round schedule?

No :

Yes: X

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
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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 governance, operations, 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.

movement
Signature

Garrett McNeill
Title

movement
Printed Name

09/24/2015
Date

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:

The mission of The Movement Charter School is lead students and families to the academic excellence and socio-emotional health that enables them to successfully persist through college and careers.

Clearly describe the mission of the proposed charter school:

Movement School believes that a free, world-class education is the birthright of every child. Our mission is to lead students and families to the academic excellence and socio-emotional health that enables them to successfully persist through college and careers. We do this by focusing our academic and social program on culturally-relevant pedagogy, character development, socio-emotional supports, and data-driven decision making.

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.*

Movement School targets student who live in and around west Charlotte. The US Census 2013 American Community Survey reveals that this geography is 73% African American, 17% White, with the remaining 10% being a mix of various racial groups. The 2013 Charlotte-Mecklenburg Quality of Life Study (QOLS) reveals that the average household income for neighborhoods in this geography is less than half the county average. In addition, QOLS study data reveal that twice the percentage of residents in the area receive public health insurance (e.g., medicaid) as compared to the county wide average.

Predominantly ethnic minority and low-income communities such as this one have unique educational needs. This need is mostly clearly demonstrated by two factors. First, the scores of other elementary schools in this geography show a need for additional educational opportunities. Ashley Park School, Bruns Academy, Reid Park Academy and Thomasboro Academy all serve students from this geography. The 2013-2014 EOG Composite proficiency rates for these schools are 43.1%, 35.7%, 25.9%, 26.7% respectively. In almost all cases these scores are lower for African American and economically disadvantages students. This alone illustrates the need for an additional educational options that provide students and families with the resources and services to be academically successful.

However, in addition to this, two of these schools are a part of the Project L.I.F.T. Initiative in Charlotte. The anticipated end of Project L.I.F.T. means that schools in this area that have seen an influx of resources, will soon lose those advantages. The fifty-five million dollar funding from local foundations and private donors, lasted from 2011 -2016. The five year project will dissolve at the same time as the proposed opening of the Movement School. The Movement School will provide an alternate opportunity. Students and parents facing less than ideal circumstances within their current public school structure will have a robust and promising option.

- 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).*

In 2017, the Movement School will open with 300 students in grades K-2. Based Charlotte Mecklenburg Schools 2014-2015 ADM for K-2 (24,697 students) this would represent 01.2% of the LEA's ADM. Enrollment at the Movement School would grow over the course of the next five school years by adding one grade each year to reach a total enrollment of 700 students in grades K-6 which would represent 0.85% of the LEA's 81,930 students in these grades.

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

The educational plan for the Movement School is designed to fit the unique needs of the low-income and ethnic minority and students it serves. The Movement school will follow the Common Core standards however the delivery of the curriculum will be vastly different. First, each teacher will be trained in the use of culturally-relevant pedagogy. This is a model based on the research of Gloria Ladson-Billings who identifies "the exemplary practices" of teachers of ethnic minority students and builds on these practices to build a model of excellent teaching. Teachers at the Movement School will be well versed in this approach.

In addition, while using the Common Core State and NC Essential Standards, this education plan is intentional about building in character development lessons as part of the instructional content. These lessons will be built across subject matter. However, there will also be opportunities for students to engage in character development through elective courses. Many of these lessons plans are publicly available through the Character Education Partnership. Students will also have community service projects and field trips that engage them around character development as well as Common Core State and NC Essential Standards.

Next, the Movement School will utilize a school social worker and additional support staff to provide the additional socio-emotional supports that students and families tell us they need. The Movement School will expose children and families to a variety of college and career exploration activities. At the same time, support staff will implement proven models of engaging parents to help meet the students non-academic needs. Support staff will carry caseloads of families and do referrals to outside agencies for financial assistance, counseling services, out-of-school time programs and any other services needed by families.

Finally, but perhaps most importantly, education plan at the Movement School will have a clear accountability model built on professional learning communities regular formative assessment, interim assessment, and summative assessment. Teachers will receive professional development on professional learning communities, how to do formative assessment via spot checks, exit tickets and variety of other assessment techniques. Teachers will also work in professional learning communities group at the grade and/or subject level. These teams will work together to develop lesson plans, develop assessments, review assessment data, make changes to instructional practices based on assessment data, and evaluate the effectiveness of these changes.

Overall, the Movement School will be a school where, culturally-relevant pedagogy, character development, college and career persistence, and data driven decision making create exceptional outcomes for the students in our geography.

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-218, 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.*

The Movement School will achieve each of the six legislative purposes of the charter school as set by the state of North Carolina. They are as follows:

Creating new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site: At the Movement School, opportunities for teachers are focused on their professional development through their professional learning communities. Each teacher will be a part of the professional learning community that is responsible for assisting or leading the school in the areas of curriculum development, student behavior interventions, lesson planning, student assessment, and teacher evaluation. In addition to more traditional forms of

professional development, teachers at the Movement School will benefit from non-traditional feedback and development such as learning walks and professional rounds (City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009). Instructional rounds in education. Cambridge, MA: Harvard Education Press). School leaders will facilitate these learning community meetings and experience and teachers will be exposed to research based best practices in their areas of work and interest.

Holding schools accountable for meeting measurable student achievement results: Classroom instruction and leadership decisions at the Movement School will be guided by the use of student achievement and behavior data. As discussed earlier, formative assessments will be used on a daily basis to check from student understanding of the taught concepts. Professional Learning Communities will use formative assessment data to adjust instructional practices and create student interventions that meet each students educational needs. Interim assessments will provide the school with a clear picture of progress that inform school leadership of needed adjustments to ensure student learning. Finally, the Movement School embraces the existing NC Accountability Models and will create the appropriate systems and processes to ensure efficient implementation at the school level.

Providing parents and students with expanded choices in the types of educational opportunities as well as providing learning opportunities to at-risk and gifted students: Culturally-relevant pedagogy is key to meeting the unique needs of the students who will attend the Movement School. The Movement School will also use technology, behavioral interventions, and academic interventions for both remediation and advancement of student academic and social development. Behavior counselors, mental health advisors and a school nurse on site provide support to families, that is lacking in several schools. A robust character development program that includes field trips, community service, academic lessons, clubs and activities will help provide unique opportunities for students to grow academically and socially.

Improving student learning: Research clearly shows that there are models for successfully teaching the ethnic minority and low-income student population that will make up most of the Movement School's student body. It is a proven fact that these students can learn given the proper supports and approach. The Movement School relishes the opportunity to implement these models.

Encourage the use of different and innovative teaching methods: The research around culturally-relevant pedagogy states that these teaching methods are not formulaic, rather they are developed over time and in collaboration with other teachers. Thus the Movement School will embrace new and innovative approaches that are relevant to the cultures of our students. These approaches will be developed, assessed and modified as part of the ongoing collaborative work done in professional learning communities; therefore ensuring that our students get the best possible instruction.

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.*

Movement School has set several performance goals and accompanying metrics to both monitor internally and demonstrate externally the success of our program. These metrics are focused on every facet of school development and have been set under the guidance of each board member in accordance with their specific areas of expertise. For the first school year, the Head of School will be responsible for reporting metrics to the Board of Directors and the school on a monthly and/or quarterly basis as appropriate. These metrics include but are not limited to:

1. Student Academic Achievement as measured by:

- a. Interim assessment data
- b. NC growth scores - Every year the goal is to meet or exceed expected growth.
- c. NC EOG scores - The first year of testing which will be year 2, Movement School's goal is to exceed peer group schools by 15%. By year 5, Movement Schools will meet or exceed the state average for state proficiency in grades 3-6. The overall goal for Movement Schools is to eventually be at 90% proficiency and to remain at a 90% proficiency.

2. Student Behavior as measure by:

- a. Student attendance rates - The goal is a minimum of 94% attendance in all years.
- b. Student behavioral referral rates - Years 1 & 2 are baseline years and by year 3 we want to reduce referrals by a minimum of 5% per year.
- c. Student suspension rates - Years 1 & 2 are baseline years and by year 3 we want to reduce suspensions by a minimum of 5% per year.

3. Teacher Satisfaction as measured by:

- a. Teacher satisfaction ratings (via teacher survey tool) - as measured by the North Carolina Teacher Working Conditions Survey. The goal is to meet or exceed state averages.
- b. Annual teacher retention rates - Maintain teacher retention rates of 85% or better.

4. Parent Engagement as measured by:

- a. Number of regular parent contacts - The goal is to have 95% of parents to have at least 2 direct contacts throughout the school year.
- b. Parent satisfaction ratings (via parent survey tool) - The goal of Movement School is to have an 85% parent satisfaction rating as measured by survey.

5. Operational Excellence as measured by:

- a. Parent and teacher ratings of a clean and safe school environment
- b. Health department rating for cafeteria - The goal is to be an A before the beginning of year 1 and to maintain that rating throughout the life of

the school.

c. Stakeholders ratings of facility, food service and transportation - The goal is for annual survey results to represent 85% satisfaction.

6. Governance and Finance as measured by:

a. Budget surplus numbers - The goal is for the school to meet budget goals as set at the beginning of each fiscal year.

b. Board meeting attendance rates - The goal is to have 100% of the board to attend meetings and committee participation as established in the board's individual goal-setting.

c. Financial goals - The finances and budget will be reviewed monthly by the finance committee and at all board meetings.

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

The governing board will receive monthly reports on program metrics from the Head of School and school staff at each board meeting. The school mission will be highlighted at the top of every report that is presented to the governing board. At each of these meetings, the first action item will be to read the school's mission statement. It is our belief that everything should flow out of our mission statement, and all activities should be viewed from this lens.

Metrics will then be reported to the board. The Head of School and school staff will track changes in metrics over time. When negative trends are detected, the Head of School will work with schools staff, Board Members, and outside consultants as needed to identify specific causes of the trends and develop the appropriate strategies to change these outcomes.

Strategy changes will be implemented and metrics will continue to be assessed in order to determine the efficacy of the implemented strategies. In this way, the governing board will assess and ensure progress toward the stated mission by implementing a continuous improvement process.

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.

Major Instructional Methods: The primary philosophy behind the choice of instructional methods is to use research based strategies that have proven effective with high poverty populations. The model will align to cognitive process theory that focuses on how students acquire, store, organize retrieve and express information. Instruction should be deliberate, intentional, systematic and precise. The school will use Learning Focused as a school wide instructional framework. "The Learning-Focused Strategies Model is a continuous improvement model designed to assist in using exemplary practices to increase learning and achievement.... It is a planning model that provides frameworks and tools for organization, planning curriculum, instruction and assessment" (M. Thompson and J. Thompson, 2009) Extensive research has identified what highly successful schools with high populations of at-risk students are doing to reach and maintain their achievement. These things are referred to as exemplary practices. Learning-Focused provides a framework for connecting exemplary practices. These strategies were selected based on meta-analysis research done by Robert Marzano, MCREL and the U.S Department of Education in 2002. A backwards planning model, similar to Understanding by Design, is used. Teachers begin planning by identifying the standards they want to teach. They then identify what they want students to know, understand and be able to do by the end of the unit. The final assessment is then designed. From there teachers develop Student Learning Maps for the unit. Individual lessons derive from the student learning maps. Every unit must include lessons that accelerate (preview), present the core content (acquisition), extend (application) and provide structured review of past concepts. Every unit has a unit essential question and every lesson has a lesson essential question which is presented at the beginning of the lesson and must be assessed in some way at the end of the lesson. Critical to the success of this model is an implementation that consistent and pervasive. Everyone has to use it all the time. The model provides enough flexibility that it can be adapted to meet the needs of all students.

Learning Focused is the framework for instruction, but daily lessons will include instructional strategies that include whole group-teacher directed, small group-teacher directed, technology supported lessons, independent activities requiring application of concepts as well as some project based lessons. Not all of these strategies will be used everyday, but they will be integrated into every unit to provide a variety of opportunities for students to acquire and demonstrate knowledge.

Assessment Strategies:

Assessment will be continuous and on-going. Besides formative, benchmark and summative assessments, every lesson includes predetermined assessment prompts. These are questions and prompts used to check for understanding at strategic points in a lesson. They are designed to help a teacher ascertain if the students are getting the information or skills needed to be able to answer the lesson essential question. Formal assessments will include teacher made assessments, School Net designed assessments as well as NWEA MAP given 3 times per year. Of course, all required state assessments will be taken as well.

Meeting Student Needs:

Meeting the individual needs of students is central to this model. In addition, to differentiation within the instruction, students will each have individual learning paths based on NWEA pre assessment within Classworks or NWEA Navigator. This will be used in technology centers. Small group instruction will be generated from this data and conducted by grade level interventionists. Every grade will have a 45 minute daily intervention period. This period will be used for remediation, reinforcement or extension as appropriate for each student.

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.

The basic classroom environment will be based on the structure of a balanced literacy classroom. This basic set up will be used for all core subjects. Each classroom will have a teacher directed station, a technology directed station, an instructional assistant or independent activity station, depending on grade level. Instruction begins with a mini-lesson that is whole group followed by students rotating through the appropriate stations. Kindergarten and first grade classrooms will be self-contained and will have a dedicated full-time assistant in each room. Second through eighth grades will be departmentalized. In second through fifth grade, one teacher will teach ELA, another math, with the third teaching science and social studies. They will function as a pod and all teachers will teach all students in the grade. Acceleration requiring regrouping will begin in 6th grade with some students taking pre-algebra. This will require an additional teacher who will teach pre-algebra as a pull-out. These students will take Math I in 7th grade and Math II in 8th grade. Consequently, the pull out model for these students will continue. Another group of students will begin pre-algebra in 7th grade, taking Math I in 8th. They will then be integrated into the pull out model. A similar structure will be used for students who will be taking English I in 8th grade. Class size in kindergarten will be 18 or 19. Class sizes in all other grades will be 25. Grade level, subject specific (if needed) interventionists will be assigned to every grade beginning in 2nd grade. Specialists will include full-time character education, physical education, technology(elementary) music or art, foreign language (middle school) and project based learning (middle school) teachers. Middle school will be a one-to-one environment with all

students having access to a laptop.

Curriculum

The curriculum will be standards based and derive from the Common Core and NC Essential Standards. Every student will have instruction in character education which will utilize a proprietary curriculum developed by Sugar Creek Charter School. No specific text book or packaged program will be used. Teachers have access to a resource library that contains all the teacher materials for every core subject textbook that has been approved by DPI. They also have access to on line resources. Teachers, then select from those resources the materials that will help them teach their intended standard most effectively based on the needs of their 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.*

The curriculum itself is the Common Core and NC Essential Standards. State assessments are based on this curriculum so is perfectly aligned to the accountability model. In addition, our targeted population very often needs social skills and soft skill training. This instruction will be included in the required character education class. This class will include instruction on character traits, social skills, alcohol and drug prevention, skills for academic success, financial literacy, citizenship (global and community), Framework for Understanding Poverty, as well as higher education preparedness and career exploration over the course of K-8. It is a highly structured curriculum designed specifically to meet the needs of this student population.

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.*

Teachers will have to become proficient at teaching balanced literacy and using a similar model for math. This model will be used K-8. Every teacher must be proficiently using the Learning Focused Model. All teachers receive extensive training in this model during their first 2 years of employment. Refreshers are given to all staff annually and as needed as issues arise. Teachers must become expert at unpacking the standards they teach. They not only have to understand what the standard entails, but how it will be assessed and what rigor looks like for that standard.

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.

Every grade level has a chart that is given to parents at the beginning of the year listing the reading and math competencies required to successfully complete the grade. Students begin with the end in mind. Parents receive notification at the end of the 2nd and 3rd quarters indicating their child's progress against the required grade level competencies. All students receive grade level instruction, but some also receive remedial support or acceleration based on their individual needs. The daily use of small group instruction and technology enhanced instruction is designed to take students from where ever they are to the grade level expectation at a minimum. Students who can exceed grade level expectations are stretched to do so. It is the goal of the school that 25% of all 8th grade graduates will graduate with 4 HS credits. Another 25% will graduate with 2 HS credits. Every 8th grader will graduate with at least 1 HS credit. In addition to academic preparation, the 8th Grade College and Career Readiness class is designed to prepare students to be successful in HS and beyond.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The calendar is a year round model. It provides 100 hours of more instruction than a traditional calendar, but is primarily used to meet the needs of high poverty students. Research shows that students from low income families do not generally get the same kind of academic stimulation during school breaks that there more affluent peers receive. Consequently, they often return to school with significant summer loss. The year round calendar keeps breaks to a minimum and mitigates some of the academic loss generally associated with long vacations.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

As with all aspects of its educational and operational models, the Movement School is committed to implementing research-based best practices. In addition, we not only believe that all students can learn but we are committed to ensuring that all students do learn. Thus the Movement School will use the North Carolina Multi Tiered Support System (MTSS) model to ensure the continued progress and academic growth of all students.

We will implement this model with three tiers. Tier I of the model is the general education curriculum, in this case the NC Common Core Curriculum. Even within these Tier I instruction, teachers will differentiate instruction to meet students needs. As mentioned earlier teachers will

conduct regular assessment to determine if students are progressing. Student assessment data are reviewed as part of teacher professional learning community meetings, ensuring mutual accountability and multiple teacher perspectives are included. Where students are performing below grade level in math, writing, or reading (and those with behavioral challenges) will receive a personalized education plan (PEP). The PEP contains goals for the student which are specific, measurable, attainable, realistic and time-bound (SMART) goals. These plans will be written and implemented by the classroom teacher. The development of the PEP enters students into Tier II of the model. In Tier II, the classroom teacher implements evidence-based instructional interventions for the students. These interventions must be in addition to anything else that is being provided in the classroom. The teacher also meets regularly with an intervention team. At the Movement Schools, intervention teams include: the head of school, the teacher, another teacher from the same grade level, a teacher from the grade level above, a teacher from the grade level below, a member of the administrative team, a member of the Special Education team and a member of the Climate and Culture team. (eg. Dean of Students, School Psychologist or Social Worker)

Meetings of the intervention team include reviews of student progress. If student assessments show student has met SMART goals, the student will be exited from Tier II and re-enter Tier I. However, if the student does not meet the identified SMART goals in the PEP, the intervention team can move the student to Tier III of the intervention model.

In Tier III of the model, students received targeted interventions that are provided for the student in addition to the existing Tier I and Tier II interventions. While the Movement School is still researching the specific interventions to be used in Tier III, some of the possible interventions include: Dreambox Learning, Math Perspectives, Leveled Literacy Intervention, and Compass Learning. Students may also enter Tier III of the model for behavioral challenges. Students who enter Tier III for behavioral concerns will receive an evidence-based group mentoring and life-skills intervention and a behavioral contract. Students may all be referred to other school support staff for additional services.

If a student does not demonstrate success in Tier III of the model they the intervention team may propose different interventions or refer the student for special education testing. All teachers and administrators at the Movement School will be constantly monitoring student academic and behavioral progress to ensure growth. In addition, the school will utilize technology to implement blended learning practices at all Tiers of the MTSS mode

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.*

As stated above, the Movement School will work ensure that all students demonstrated continued progress and growth. This includes that students for

whom English may be their second language. To do so the Movement School will:

1. Assess every student who has been identified as an English Language Learner (ELL) and all potential ELL students using the WIDA-ACCESS Placement Test (WIDA-APT). This assessment tool will provide feedback to help Movement School teachers and administrators provide placements and instructional plans for ELL students.

2. Ensure effective instruction for these students the Movement School will utilize a Sheltered Instruction Observation Protocol(SIOP) model. The SIOP model includes:

- a. Lesson preparation- that includes pre-lesson assessment and a plan for an ongoing cycle of assessment, instruction and re-teaching when needed.
- b. Building background- using and connecting background knowledge with the lesson in the classroom (creating relevance), making clear links to past learning, and a clear and intentional focus on key vocabulary.
- c. Comprehensible input- by ensuring that all instructional practices and methods can be comprehended by the student.
- d. Strategies- specifically, ensuring that we are teaching the types of cognitive (e.g., underlining, use of graphic organizers, re-reading) and meta-cognitive strategies (e.g., making predictions, properly using self-questions)that are commonly employed by good learning.
- e. Interaction- including large amounts of positive student talk and making room for student interactions with each other and the teacher.
- f. Practice and application- giving students the opportunities to practice and apply learned content.
- g. Lesson delivery- delivering instructional contact in a way that supports learning objectives and maintains student engagement.
- h. Review and assessment- reviewing lesson content and assessing students to determine mastery of content.

3. The SIOP model outlined above will be implemented with in the context of professional learning communities at the Movement School. These models both make provision for the ongoing monitoring and assessment of students. Student assessments will include the use of various assessments (including interim and summative assessments) to determine when students can be exited from ELL services.

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.*

At the Movement School we believe that all children will learn. In addition to learning what is required to be college and career ready, our school is designed to help all students reach their greatest academic and intellectual potential. In order to do this academically and intellectually gifted (AIG) students will receive instruction in an inclusive environment. There is great deal of research that supports the education of AIG students in heterogenous groupings. This research also suggests that teachers must have the appropriate training to make this environment beneficial to AIG

students. At the Movement School all teachers will receive training on how to differentiate instruction in order to meet the needs of AIG students. In addition, AIG students will receive opportunities for acceleration through the use of blended-learning models in the classroom. AIG students will also have opportunities for additional learning through independent study programs and student groupings across grade levels.

Incoming students will be identified as AIG by using records from their previous school. In addition, students have opportunities to be identified as AIG at any time. Teachers and administrators will closely monitor individual level student achievement on interim and summative assessments in order to identify AIG students. These same assessments will be used as a means of monitoring and evaluating all students will be utilized with AIG students. Assessment scores will not only be looked at to determine proficiency but also to monitor student academic growth.

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)*

The Movement School will be in complete compliance with the Individuals with Disabilities Act (IDEA). In addition, the Movement School will be in compliance of the Child Find mandate, Section 504 of the Rehabilitation Act and, general statutes.

To ensure compliance the Movement School will hire an exceptional children specialists for whom this is the primary responsibility. The process for serving these students begins with identification. The Movement School staff will review students' records from previous schools. This review will identify existing IEPs and 504 plans. School staff will follow up with previous schools as needed to obtain the propriety records. When students are identified as having a 504 plan or IEP, the EC specialist (along with school administrators) will be responsible for reviewing, revising, and/or implementing the existing plan.

If a student is referred for evaluation, the Movement School will utilize the services of a licensed School Psychologist. The School Psychologist will issue a written report on the evaluation. If the report indicates that the EC services then an IPE will be written for the student and implemented with fidelity as previously described. However, if a student is evaluated and does not qualify for EC services the student will be entered into the RtI process and referred to the intervention team.

If there is a student who has not previously been evaluated but who is believed to have an EC need that s/he will be evaluated. The parent of the student can request, in writing, to the school that the child be evaluated. If this is done, then the Movement School staff will hold an IEP meeting and allow the IEP team to make a decision. Also, if the student has gone through Tier III of the RtI process and has not demonstrated the necessary progress, the student will be referred to the EC specialist for evaluation.

Parents can also request in writing to have a child receive accommodations under section 504. School staff will meet with parent to write a 504 plan if appropriate documentation of medical condition is provided.

Administrative team members and the EC specialist will be a part of each IEP and 504 meeting to ensure compliance. Staff members will also be responsible for ensuring confidentiality of all EC and 504 records. These records will be maintained in files in a locked closet to which the EC specialist and administrators have the key. Staff will also maintain a sign-in/sign-out process for all records to maintain confidentiality and the records and ensure compliance.

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.*

As described earlier, the Movement School has designed an educational plan that ensures ALL children learn. Movement School will provide the full range of EC services as appropriate for each student. This same standard is applied to ensure that students with disabilities get a Free and Appropriate Public Education (FAPE). We believe it is important to provide students with disabilities the least restrictive environment. This is done through an inclusion model that includes differentiated instruction. Movement School classrooms will include both EC and non-EC students. EC teachers will co-teach these classes with the other teacher in the classroom. This allows for additional individual attention and group work for EC students.

Just as with other students at the Movement School, EC students receive culturally-relevant, data-driven, differentiated instruction in all their classrooms. Throughout the core instruction EC teachers are constantly monitoring EC students' IEPs and are altering the classroom instruction and assignment in order to be in compliance with the plans.

An important part of this work in the connections between the school, the student and the parents. To ensure all parties are communicating and working together. Parents will be invited to participate in quarterly meetings to ensure that all ideas and information are shared. If related services are needed then the IEP team will be convened. The referring adult will bring the appropriate documentation of the need. The team will review this documentation and IEP team will review options for the services to provide on-site. The Movement School will contract additional personnel as needed to provide the appropriate levels of service.

Student Performance Standards

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

Movement School will aggressively pursue a standard of excellence in all areas for our students. Based on the proven results of Sugar Creek Charter School in a similar target demographic, Movement Schools performance goals dictate that students will be 15% above those in their peer group by year 2, and by year 5 will be at or above the state average for all students moving towards an ultimate goal of 90% proficiency. Movement School will be using many of the same evaluation tools as Sugar Creek Charter School in addition to all required state testing.

Curriculum facilitators and grade-level teams will work together to develop assessments in reading, mathematics, and all remaining content based on the Common Core national standards as well as North Carolina Essential Standards. These assessments will be conducted in conjunction with state and federally mandated testing in order to ensure that student progress is accurately monitored, and it will help identify students who need additional teaching and/or remediation.

Movement School will assess multiple data points when making decisions on student promotion and retention. The focus areas for individual student decisions include: performance on state mandated testing, grades based on classroom performance, teacher recommendations, maturity and age appropriateness, and academic growth. If promotion is in question the following process will be implemented:

- An advisory committee will be established to arbitrate matters of promotion and retention.
- Students who are behind after Q1 will be identified by grade-level teams, and students who remain behind after Q2 will be added to a working list provided to the Intervention Team.
- Progress will continue to be tracked and any students who remain behind

after Q3 will be identified through an official "Promotion in Question" list provided to the Intervention Team.

-The Intervention Team will work with the student advisor to collect appropriate documentation regarding promotion/retention including: classwork, teacher observations, and assessment results in areas of deficiency.

-Though the parents of the child will be notified throughout the process, in Q4 they will have the opportunity along with a representative from the Intervention Team and the students teacher to present their situational assessment to the advisory committee.

-The advisory committee will review all appropriate documentation and peripheral circumstances and issue a decision regarding the student. This decision will be provided to the principal who has the ultimate authority to either accept or deny the committees decision.

-If accepted, the parents will be notified within 24 hours, and if denied the principal must give written explanation as to why and notify the parents within 48 hours.

With some students there are additional requirements or special circumstances that warrant exceptions to this promotion policy which include:

- Movement School will abide by state mandates as outlined in the Read to Achieve legislation for 3rd gradestudents and will retain any student who does not meet the legislations criteria for promotion.

- Movement School will review all IEPs for EC students to determine which students met their IEP goals. The students who achieved all IEP goals set will be promoted regardless of performance on standardized tests and grade-level assignments.

-Movement School will promote ELL students who are still below grade level due to language deficiencies who have less than 2 years of ESL instruction, unless strong case can be made for benefits of retention.

Exit Standards

Movement School will require that all exiting students be at or above grade level in reading and math as evidenced through state approved standardized testing. Alternative assessments as well as proficiency as demonstrated through reading and math portfolios can also fulfill the exiting requirements per the approval of the school principal. (Some ELL and EC students may qualify for exemption from portions of Movement Schools exit standards as long as they are able to qualify through appropriate alternative assessments demonstrating ability to succeed at the next level.)

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*

2. *A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
3. *An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
4. *Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

Similar to Sugar Creek Charter School, Movement School desires to help each student reach his or her full potential in academic achievement and moral maturity. Toward this end, staff will make every effort to keep students focused on the following ten character virtues, our Standards for Success in school, the workplace, and society at large. They include: Friendship, Responsibility, Courage, Citizenship, Respect, Kindness, Honesty/Integrity, Perseverance, Gratitude, and Self-discipline. These themes will be integrated throughout Movement School and into the curriculum in order to consistently shift focus towards these characteristics.

Movement School has developed a discipline plan that will allow students to be rewarded for appropriate behavior and receive negative consequences for inappropriate behavior. Rules that are posted and explained to students includes: Follow directions the first time given, Get attention the right way, Keep hands, feet, and mouth to yourself, Transition quickly and quietly, and Be in "Learning Position" at appropriate times. When students follow the rules they will be rewarded through programs designed to incentivize positive behavior such as student of the day, awards, and classroom positive behavior management systems.

Movement School will also execute the Code of Conduct to ensure that students are abiding by the rules and not disrupting others. With the target demographic Movement School is serving, it is a top priority for every child to feel safe in order to create a more effective learning environment. The hierarchy for consequences and other specific disciplinary processes and appeal information can be found in the Movement School Student Handbook's Code of Conduct. Teachers will also be trained to implement components of the Positive Behavioral Interventions and Supports (PBIS) in order to highlight and encourage the positive behaviors displayed within the student body.

Movement School's Code of Conduct has been engineered specifically for the target demographic it seeks to serve. Character development and positive reinforcement are critical for this demographic to achieve successful outcomes. Much research including, but not limited to, "The Early Catastrophe" from Hart and Risley, indicate that children living in poverty receive much more negative reinforcement than their peers. Positive results from evidenced-based programming such as Triple P and others have inclined Movement School to focus on reversing this trend through the combination of positive reinforcement and character development. However, when necessary, Movement School teachers will follow the protocol outlined in the Movement School Student Handbook for handling issues of discipline and misconduct.

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: Movement Charter School

Mailing Address: 11405 N. Community House Rd Ste 200

City/State/Zip: Charlotte NC 28277

Street Address: 11405 N. Community House Rd Ste 200

Phone: 877-314-1499

Fax: 800-762-4084

Name of registered agent and address:

Casey Crawford
11405 N. Community House Rd
Suite 200
Charlotte, NC 28277

FEDERAL TAX ID: 47-5153366

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?

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 board of Movement School will act as the governing body for the school through various functions as outlined below. The board will be responsible for hiring the lead administrator, developing and monitoring an annual budget, procuring a building, evaluating the lead administrator and key staff positions, monitoring programs and services, and managing additions as the school grows. The board is also responsible for consulting in these general areas: staff size, strategic long-term and short term planning, professional development, key hires, and financial allocations. It is the responsibility of the board to ensure financial resources are available for the sustainability and growth of Movement School. The board will also work to make sure Movement School remains in compliance with all federal, state, and local laws. The following positions are going to be held amongst the board: Chairman, Vice Chairman, Treasurer, and Secretary. To insist that no single person on the board is able exert too much control, these positions will rotate every 2 (two) years. Responsibilities for these roles can be found in the attached by-laws.

Movement School will recruit and hire the lead administrator from the current staff of Sugar Creek Charter School. As we look to replicate Sugar Creek and have engaged in this discussion with their representatives, we believe it would be in the best interest of Movement School to hire a teacher who already has experience with the model we are replicating. The Movement School board will hold an initial round of interviews with qualified staff at Sugar Creek and will narrow the field to 3 candidates after an in-depth evaluation. After visiting the school and conducting an assessment in the field, the board will consult with the administration and board of directors at Sugar Creek to finalize the hire. Through our bi-monthly assessment snapshots and monthly board meetings, the board will observe and advise the lead administrator closely during the first year. This person will be subject to 2 (two) evaluations to track progress and measure performance goals.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

The board will initially be comprised of 5 members who will be strategically selected based on desired skill sets for the governance of Movement School.

The Chairman will be the principal officer of the corporation. He/She will preside at all meetings of the board of directors and establish the agenda for all meetings. The Chair will also appoint all committees and other

boards. Along with the Secretary or any other authorized officer, the Chair will execute any deed, mortgage, lease, bond or other instrument which the board of directors has authorized to be executed with exceptions mentioned in the by-laws.

The Vice Chairman will perform duties specified by the board or the Chair.

The Treasurer will oversee and supervise accounting practices and financial operations employees, maintain books of account, have charge over all funds and securities of the corporation and be responsible for the receipt and disbursement thereof, chair the finance committee, and present financial reports to board on timely basis.

The Secretary will record the meeting minutes, see that all notices are duly given, be a custodian of the corporate records and the seal of the corporation, chair the nominating and governance committee, and perform other assigned duties.

The Movement School board will be in charge of developing and monitoring the budgetary considerations surrounding school operations. The board will recruit and hire the lead administrator, and it will also be involved in a consulting capacity towards strategic staffing plans. The board will also be in charge of initial marketing efforts. Long and short-term planning sessions will be conducted by the board along with the lead administrator, and the board will regularly monitor operational effectiveness and financial viability using various metrics.

Movement School recognizes the need for strength among various skill-sets for the successful growth of the school. The areas identified as most important include but are not limited to: education, finance, operations, marketing, and real estate. Great community and local government relationships are also vitally important to the success of Movement School. With the current structure, the board has representation in each of these key areas. One of our board members has experience working with Sugar Creek Charter School who Movement School is replicating. We also have the current Sugar Creek Charter School principal occupying a board position with Movement School to ensure integrity towards Sugar Creek's model when implementing in a new location. Other board members hold executive positions in multi-billion dollar companies focusing on lending, development, financial operations, marketing, and human resources.

One of the key elements for success in education and operations is the presence of two board members who have helped build and run an effective model at Sugar Creek Charter School. Through this expertise and the experience and knowledge of other members who have established start-up businesses with tremendous success, this board represents a the best possible collective of talents to ensure educational and operational success. The board will also use a variety of metrics to evaluate the success of the school and school leader. While academic performance will be the foremost indicator, Movement School will also establish metrics to measure culture and character development within the school at-large. The current board is highly committed to establishing a productive culture, and due to this, evaluation is necessary to measure successful implementation. Lastly, the Movement School board understands that true success is only

possible through the buy-in of the greater community and parents. The board is committed to changing the educational outcomes in west Charlotte which makes it necessary to have broad representation. Movement School seeks to be a piece of the fabric of the greater community and not as an entity set apart.

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?*

One of the founding board members is strongly committed to inner-city educational initiatives, and after researching effective models he discovered Sugar Creek Charter School. After investing in the local public school system and looking at alternative education in west Charlotte, it was determined that the only suitable option to effect the desired change was through opening a charter school using the principles learned by Sugar Creek. After consulting with the board and administration of Sugar Creek it was determined that they supported this endeavor.

Once it was determined this was appropriate, two board members were recruited from Sugar Creek Charter School who would be able to help in the development and implementation of the programs, procedures, and culture of Sugar Creek Charter School. With experience in these areas, the board members recognized it was necessary to have financial and operational acumen as well. This led to the recruitment of two additional board members who have a background in finance and operations with large companies. Many of these members also have relationships with other large companies across the country, educational foundations, and local government.

If a position is vacated, a meeting will be held to open the floor for potential replacement candidates within 2 (two) weeks of board member's departure. After recommendations are made and evaluated, the board will have an additional 4 (four) weeks to select a replacement. This replacement will then go through 8 (eight) hours of educational and field training before officially becoming a Movement School board member.

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

The board of Movement School will review the school snapshot semi-monthly as provided by the lead administrator. The board will also convene in regular monthly intervals for 2-3 hours for strategic planning and monitoring of performance goals.

5. *What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix J).*

Board members for Movement School will receive numerous opportunities for professional development as stated below. The board development strategy is designed for individuals to understand not only the school, but also the target demographic we are serving. Board members will be required to attend quarterly retreat sessions as well as at least 4 (four) professional development seminars. (Mandatory sessions include the "Bridges Out of Poverty" Seminar as well as 1 (one) school visit.)

Opportunities include:

January 2016 - Bridges Out of Poverty - A guest speaker who specializes in

the Bridges Out of Poverty curriculum will meet with board members to discuss the mindset of children and families living in generational poverty.

March 2016 - School Visit - Opportunity to visit Sugar Creek Charter School to ask questions with key administrators and teachers and tour their facilities.

June 2016 - Marketing 101 - Guest speaker who specializes in all forms of marketing will give presentation around digital marketing techniques, website design, and other elements directly related to Movement School's marketing efforts.

September 2016 - Walk in Her Shoes - Poverty simulation held in Uptown Charlotte that allows participants to experience firsthand the difficulties associated with generational poverty in Charlotte, NC.

October 2016 - School Visit - Opportunity to visit KIPP Gaston to ask questions with key administrators and teachers and tour their facilities.

January 2017 - Development Brief - Guest speaker from local economic development firm will be on hand to discuss development initiatives within west Charlotte and how the local school can fit into those plans.

February 2017 - Local Government - Meeting with local city council person for the site location to discuss initiatives the city is involved in along that particular area of Charlotte.

April 2017 - Consulting - Regional consultant with CMS and Project Lift will discuss the state of public schools and answer any questions associated with CMS and Project Lift Specifically

May 2017 - School Visit - Opportunity to visit Renaissance West Community Initiative to ask questions with key administrators and teachers and tour their facilities.

June 2017 - Legal Brief - Local Charter School legal expert will be on hand to discuss legal issues frequent to charter schools in North Carolina and answer any questions the board may have.

August 2017 - New Board Member orientation

As information is compiled over the course of training, a handbook will be developed for future board members. It is the responsibility of the member who is either leaving the board or recruiting a new member to provide a proper orientation as well as ensure the smooth transition of the new member. The new board member will be equipped with the handbook that is developed as well as required to attend at least 4 (four) professional development seminars throughout the year. (Bridges out of Poverty and at least 1 (one) school visit are mandatory.)

- 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.

Movement School board members will be given a questionnaire at the beginning of their term asking for any potential conflict of interests. Frequent areas of conflict will be highlighted, and the member will also have an opportunity to express any additional areas of perceived conflict. If areas of perceived conflict are deemed too excessive by the other board members or by a governing authority within the NC Office of Charter Schools, that member will be asked to immediately recuse their self from the board. An appeal can be filed by the board member within 2 (two) weeks and the issue will be resolved by a third-party arbitration panel selected pre-selected by the board, unless the recusal was requested by the NC Office of Charter Schools in which case the member would have to appeal through that entity.

Frequent conflict of interests include but are not limited to:

1. Financially beneficial relationships with vendors, out of school providers, or consultants
2. Confidential information regarding students
3. Confidential information regarding staff
4. Acceptance of gifts or favors
5. Business affiliate receiving financial benefits from Movement School
6. Relationship with individual on staff at Movement School
7. Parent of a child attending the school

If occasional conflict of interest occurs, the board member shall be excused from relevant decisions and voting, and excluded from quorum requirements for that meeting.

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

First and foremost, Movement School policies must be measured against the appropriate laws dictated by the North Carolina State Laws for Charter Schools. The board will seek legal counsel when drafting school policies to ensure this standard is met. The overarching operational, financial, educational and cultural policies will be set by the board. The lead administrator and key staff will be responsible for the day-to-day running of the school and will provide in-depth direct reports to the board on a monthly basis. As the overseer of day-to-day operations, it will be the responsibility of the lead administrator and key staff to develop policies for the upcoming school year based on success or failures from the current year. These policies will be voted on by the board before the beginning of the new school year and either approved or denied. The board also has the ability to add policies not addressed by the lead administrator and key staff. Typically this includes, but it not limited to, performance goals, facilities and operations, and financial policies. Once approved, the policy implementation will be the responsibility of the lead administrator and key staff

When deliberating on policies, the decision-making process at Movement School will include

1. Gathering and distributing applicable data points for particular policy - This phase of the process involves the vetting of the policy at hand. The data must indicate what is being proposed, why it is needed, when implementation should begin, and how it will be implemented. The information should then be disseminated between the members of the board.
2. An open forum (if appropriate)- At an open forum, the lead administrator and key staff are invited to participate in the discussion with the board.

At the open forum, information around the potential impact and cost of the desired policy should be discussed. It also allows the board to get direct communication with the staff involved in implementing the policy.

3. Closed Discussion - the board meets privately to discuss the data and any relevant information that was discovered in the open forum. Any potential alternatives are discussed, and the board expresses their individual opinions as they work towards a collective solution.

4. Full Agreement - After deliberating, the board must vote to either approve or deny a policy. While it does not require unanimous consent for a policy to be approved or denied, the board will work to come to full agreement on every policy. Even dissenting board members are asked to support the overall board's decision towards every policy in order create a united front in school governance.

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.*

As noted in the organizational chart, Movement School will establish a School Advisory Council that will report directly to the head of school. The School Advisory Council will be composed of 4 staff members, 4 parents, and eventually 4 students (eligible to be elected after the completion of 5th grade) that will provide broad and diverse representation of Movement School. The council will be responsible for advising the head of school on matters self-directed or as requested by the head of school and representing the interests/concerns of the greater population. The council will have no formal authority, but may request to present interests/concerns to the board of directors where applicable.

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

Any parents or staff who feel that they have been treated unjustly or unfairly for any reason has recourse to have the issue heard. Parents and staff members should normally attempt to address concerns informally, directly, and expressly, with those immediately involved in the matter. However, if such informal attempts are unsuccessful or, in rare circumstances are not feasible, the parent or staff member should follow the formal "Problem Resolution" procedure below:

Step 1

To begin the formal Problem Resolution procedure, the parent or staff member should first discuss the issue with the Lead Teacher promptly following the event. If it is a matter not under the direct supervision of a Lead Teacher and deals with matters of operations, finance, or general concern the parent or staff member should discuss the issue with the School Business Manager promptly following the event.

Step 2

If the parent or staff member feels that (s) he has not received fair treatment, or is otherwise not satisfied with the response, they may file an official grievance with the Assistant Director.

Step 3

If the parent or staff member still feels that (s) he has not received fair treatment, or is otherwise not satisfied with the resolution of the grievance, they may continue the grievance process. The parent or staff member has ten days to submit their intent to continue the grievance process

with the school director.

If no resolution can be reached, the parent or staff member must submit a written request through the head of school to the Grievance Committee of the School Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the school directors decision. All decisions of the Grievance Committee are final.

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

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not 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 a new governing board
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

It is Movement School's desire to provide a quality education for a high minority, high poverty neighborhood of students located on the west side of Charlotte. Sugar Creek Charter School has been successfully serving these

students for over a decade. Even with student population of 1400 students, Sugar Creek can not serve all of the students who would like to attend. Sugar Creek began the 2015-16 school year with over 300 students on their waiting list. Of those, approximately 31% were from the area Movement School intends to target. Obviously, this is an instructional option that parents in this community want.

Sugar Creek has been extremely successful. Assessment data for the 2014- 15 school year showed that 62% of Sugar Creek students were grade level proficient. This compared with the state average of 56.6% and the CMS district average of 59.2%. Sugar Creek served a student body that was 100% minority and 93% economically disadvantaged. Subgroup performance data has not yet been released, but it would be safe to assume that Sugar Creek outperformed their subgroups given that they outperformed the state. Data chart in Appendix U

Sugar Creek received a 10 year renewal in 2014. At that time, the Office of Charter Schools conducted a site visit and submitted a report to the Charter School Advisory Board and State Board of Education. A copy of that report is included in Appendix U. This report includes academic data for the past 7 years. Sugar Creek has never been out of compliance in Governance, Title I or II, Child Nutrition, Exceptional Children or on any financial warning status.

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

Sugar Creek has more than doubled its ADM since 2009. Enrollment in 2009 was 611. 2015-16 ADM is 1401. Sugar Creek has exhausted its facility at the main campus and cannot grow any further in K-8. They anticipate some growth in the next 2 years as they add 11th and 12th grade at the high school, but the K-8 campus is at capacity. This does not provide much room for new students as the school's withdrawal rate is below 5%.

Year	ADM
2015-16	1401
2014-15	1166
2013-14	965

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.

Each of the founding board members has a history of serving underserved communities. Some in education, but others in the area of affordable housing or community services. Each of the board members not only believes, but have shown through their commitment of time and energy throughout their lives, that generational poverty can be eradicated. It is the belief of all board members that this can best be achieved through a quality education surrounded by support services. This is consistent with the model they have chosen for their charter school.

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.

During the first year of operation (enrollment of 300 students) positions at the Movement School will include the following full-time positions:

Head of School

Dean of Students

Director of Instruction (yr 3)

Classroom Teachers (13)

Teachers Assistants (9)

Finance Officer/Registrar/Business Manager

Receptionist

Office Manager

Head Custodian/Facilities Director

Assistant Custodian (1)

Cafeteria Manager

Cafeteria Staff (1) 1 full time and 1 part time

PE Teacher

Music/Art Teacher

EC Coordinator/Teacher

EC Teacher

Speech & Language Therapist (1) (contracted)

School Psychologist (contracted)

School Nurse

School Social Worker

It will also include the following part-time positions:

Bus Drivers (4)

As this a replication of Sugar Creek Charter School, SCCS has agreed to seed the school with a head of school, dean of students and 3 lead teachers who are experienced Sugar Creek staff.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Movement School is dedicated to recruiting and retaining the most effective educators and school staff. To do this we will employ the following strategies.

1.) Create detailed job descriptions for each position.

2.) Post job openings on appropriate internet sources including: multiple social media sites, teachers-teachers.com, Craigslist, the Movement School Website, LinkedIn and online job finder/recruitment sites;

3.) Advertise through a variety of other resources and partner organizations including: Teach for America's Alumni networks, New Leaders networks, local colleges and universities, education professional associations such as the NEA, and local newspapers.

4.) Participate in job fairs

5.) Have school Board Members and leaders share jobs at national conferences and other networking opportunities

The Movement School will use research-based best practices in the retention of high-performing teachers. These include but are not limited to:

- 1.) Creating a culture of high expectations for teachers and students
- 2.) Evaluating teachers based on performance and offering annual salary increases based on their evaluation
- 3.) Providing effective ongoing feedback on teacher performance
- 4.) Providing rewarding professional development opportunities for all teachers
- 5.) Engaging teachers in decision making processes for schools
- 6.) An attentional focus on teacher retention by including it in school goals

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.*

The Head of School will supervise teachers. The Head of School will be responsible for the recruitment, hiring, evaluation and termination of teaching staff. However, the school staff can interact with the board by attending regular board meetings.

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

Movement School conducts a national criminal background check for every hired position and education verification.

The hiring procedures are as follows:

1. Submitted resumes are reviewed by the administrative staff
2. Panel interviews are conducted
3. When appropriate Movement School requires demonstration lessons
4. The final step is reference checks for each employee before hire

To dismiss school personnel:

1. All employees are at-will employees, however every effort will be made to assist employees who are not performing adequately to improve their job performance.

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

Movement School strongly believes in teacher retention and will invest to retain the best talent. Annually, Movement School will budget for salary increases up to 3% depending on teacher performance as measured through student growth performance metrics, peer reviews, and teacher growth metrics. All full-time Movement School staff will receive access to a health insurance package and retirement savings plan upon hire date. An explanation of benefits will be provided along with the rest of their on-boarding paperwork.

Head of School:	\$75,000-\$120,000
Director of Instruction	\$40,000-\$55,000
Dean of Students:	\$40,000-\$55,000
Receptionist:	\$20,000-\$45,000
School Business Manager:	\$40,000-\$80,000
Office Manager:	\$30,000-\$50,000
Teacher:	\$35,000-\$80,000
Teacher Assistant:	\$20,000-\$40,000

Head Custodian/Facilities Director \$35,000-\$50,000
Assistant Custodian: \$10,000-\$35,000
Cafeteria Manager: \$35,000-\$50,000
Cafeteria Staff: \$10,000-\$40,000
EC Coordinator: \$45,000-\$90,000
EC Teacher: \$40,000-\$80,000
Speech Teacher: \$40,000-\$80,000
School Social Worker: \$35,000-\$60,000
Technology Director: \$40,000-\$80,000
School Nurse: \$50,000-\$90,000
Bus Drivers: \$10,000-\$35,000

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

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have the issue heard. Employees should normally attempt to address concerns informally, directly, and expressly, with those immediately involved in the matter. However, if such informal attempts are unsuccessful or, in rare circumstances are not feasible, the employee should follow the formal "Problem Resolution" procedure below:

Step 1

To begin the formal Problem Resolution procedure, you should first discuss the issue with your Lead Teacher promptly following the event.

Step 2

If the employee feels that (s) he has not received fair treatment, or is otherwise not satisfied with the response, the employee may file an official grievance with the Assistant Director.

Step 3

If the employee still feels that (s) he has not received fair treatment, or is otherwise not satisfied with the resolution of the grievance, the employee may continue the grievance process. The employee has ten days to submit their intent to continue the grievance process with the school director.

If no resolution can be reached, the employee must submit to the school director a written request to the Grievance Committee of the School Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the school directors decision. All decisions of the Grievance Committee are final.

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

The following positions within Movement School will contain dual responsibilities:

- The office manager will also be responsible for administering Power School
- The receptionist will also be responsible for processing Accounts Payable

The following positions will be funded through the annual school budget as noted in the Personnel Budget through state and federally allocated monies.

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.

Movement School is committed to hiring the appropriate staff to allow the best opportunity for ALL students to excel, including those who have special needs, are ELL, or are gifted. As noted in the Personnel Budget, Movement School has allocated funds for an EC coordinator as well as an EC teacher for the specialized needs of EC students at our school. Also reflected is our intention to grow this staff as well as the necessary staff for identified ELL and gifted students in accordance with school growth.

In the hiring process, preference will be given to teachers holding a teaching certification in more than one of the certification areas of ELL, EC, or gifted students. Movement School is also committed to providing opportunities for teachers to become dual-certified in areas the school deems the highest priority. Movement School will also create an atmosphere with an 11:1 teacher-student ratio which will also help meet the individual needs of our EC, ELL, and gifted students.

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).*

Head of School: must possess an advanced degree (Masters or greater) in education or relevant field, teaching experience, previous school leadership experience, and possess or work to possess NC Principal Certification.

Responsibilities include:

- Oversee all curriculum and school programming
- Direct reporting to the board of directors
- Manage staff and the day-to-day operations of the school
- Monitor the schools financial position, student performance goals, operations, and staff satisfaction
- Implement the mission and culture desired by the board of directors
- Spokesperson for the school with local or national media engagements
- Ensure student and staff safety
- Develop long/short term strategic goals annually to present to board of directors
- Recruit and retain staff who are effective and are invested in the schools mission and culture
- Comply with all NC charter and public school laws and requirements

Teachers: must possess a bachelors degree from a four year institution. Teachers fully licensed by the state of North Carolina and teachers with experience are preferred. No fewer than 50% of the teachers employed will be certified through the state of North Carolina.

Responsibilities include:

- Create positive learning environment for students
- Meet school-wide and state mandated student performance goals
- Attend regular professional development opportunities
- Grade papers and perform other administrative duties
- Observe/evaluate student performance
- Develop curriculum collaboratively with grade-level team and director of instruction.
- Facilitate instruction for the class as a whole and with individual students when necessary
- Communicate with parents/guardians of students

Teacher's Assistant: must possess an associates degree or equivalent

experience in educational or instructional setting. At least 2 years of working with children at elementary level is preferred.

Responsibilities include:

- Assist in the instruction of students as advised by teacher
- Manage daily record-keeping procedures
- Create positive learning environment for students
- Assist with all tasks as directed by teacher

Finance Officer/Business Manager: must possess a bachelors degree from a four year institution in the fields of Finance, Business, or Operational Management. Must have basic working knowledge of accounting and appropriate accounting software. Must be proficient with Microsoft Office Suite and have great written and verbal skills. Ability to create working cashflow projections throughout the school year and oversee/manage school personnel. Develop reporting systems and operational framework for various tasks and train staff to implement.

Responsibilities include:

- Maintain financial records and work with CPA to file appropriate paperwork and answer any questions.
- Process payroll.
- Create bi-monthly financial snapshots for head of school and board of directors.
- Manage Accounts Payable/Accounts Receivable, deposits, and work with appropriate vendors.
- Publish reports, records, and other data related to school's finances and operations.

Office Manager: must possess high school diploma and have secretarial experience. Candidate must also be proficient with Microsoft Office Suite and have great written and verbal skills.

Responsibilities include:

- Report directly to Business Manager and assist with any tasks assigned
- Implement Power School requirements and monitoring
- Answer phone calls and forward or take messages when appropriate
- Assist with parent communication, signing students in and out, and maintain positive attitude when working with students, parents or visitors.
- Maintain inventory on necessary supplies and place orders when needed.

The cafeteria manager must possess a bachelors degree and have at least 5 years experience in a commercial kitchen or culinary degree from accredited institution. Candidate will be responsible for sourcing meals, managing cafeteria staff and maintaining clean eating environment as assessed by the local health department.

The custodial manager must possess a high school diploma and experience with custodial work in a school setting is required. Preference will be given to those with more experience.

The bus driver must complete a formal training program which includes possessing a CDL from the North Carolina Department of Transportation as well as the appropriate endorsements mandated to drive a school bus. Drivers must have a clean driving record, clean drug screening, and submit to random drug testing.

School Nurse - must possess current license to practice professional nursing in North Carolina. A bachelors degree in nursing is required or candidate must have nursing certification and be enrolled in program to receive bachelors degree.

Responsibilities include:

- Administer medication and develop/oversee health management protocols
- Implement preventive immunization programs, early detection, surveillance and reporting of contagious disease
- provide health assessment and develop/implement health plan for school
- Develop procedures for crises intervention for acute illness, injury and emotional disturbance.
- maintain and update health records
- Implement school medication policy and procedures
- prepare annual budget for school health supplies and provide to Business Manager
- Publish monthly reports to be delivered to head of school to update on condition of school health activities.

School Social Worker - must possess a bachelors degree from a four year institution with an emphasis in social work. Preference given to candidates who have previous experience in school setting.

Responsibilities include:

- Assess individual student need for counseling/assistance
- Communicate with parents, teachers and administrators on matters of social health.
- Maintain case files and reports to track student outcomes
- Provide counseling or treatment plans for students

Receptionist: must possess high school diploma and have secretarial experience. Candidate must also be proficient with Microsoft Office Suite and have great written and verbal skills.

Responsibilities include:

- Report directly to Office Manager and assist with any tasks assigned
- Answer phone calls and forward or take messages when appropriate
- Assist with parent communication, signing students in and out, and maintain positive attitude when working with students, parents or visitors.
- Make copies, file paperwork, and maintain clean and organized office space.
- Maintain inventory on necessary supplies and place orders when needed.

Staff Evaluation and Professional Development

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

The Head of School will be responsible for maintaining teacher licensure requirements and providing professional development.

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

In accordance with NC State Board of Education policy ID number TCP-C-004, Movement School teachers will participate in the North Carolina Teacher Evaluation Process to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards. This includes the teacher

developing a plan for professional growth (PDP). The Head of School will conduct the evaluation process annually. Teachers will participate in one of three evaluation cycles (Comprehensive, Standard or Abbreviated) as determined by the teacher's years of teaching experience. All teachers will complete a self-assessment to rate his or her performance using the rubric approved by the NC State Board of Education for evaluating North Carolina teachers. All teachers will use this self-assessment to identify which performance standards and elements to target as professional growth areas on their professional development plan(PDP). Teachers with more than three years of successful teaching experience will participate in either the "standard" or "abbreviated" observation cycle. Teachers with more than three years of successful teaching experience and who are in their license renewal year will be required to participate in the "standard" observation cycle which includes three observations utilizing all five of the NC Professional Teaching Standards with at least one observation being a formal observation with a pre- and post conference. Teachers participating in the "Standard" observation cycle will also receive a summary rating form during a summary rating conference. All other teachers with more than three consecutive years of teaching experience will participate in a similar but "abbreviated" cycle of observation with two formal or informal observations and a summary rating form that focus only on standards one and four of the NC Professional Teaching Standards.

Teachers with less than three consecutive years of employment must be evaluated on a "comprehensive" observation cycle which includes participation in our Beginning Teacher Support Program. In accordance with NC State Board of Education policy ID number TCP-A-004, beginning teachers in their first three years of teaching will be required to participate in a three-year Beginning Teacher Support Program. During this induction period beginning teachers will have a formal orientation, mentor support by a trained mentor who is successful in their area of licensure, and both formative and summative evaluations. Additionally, beginning teachers will participate in ongoing on campus professional development provided by the Head of School, Dean of Students or other designee targeted at the specific needs of teachers in their first three years of teaching. Off campus conferences and professional development will also be considered in order to provide beginning teachers opportunities to develop effective professional strategies. Topics of professional development could include (but are not limited to): positive behavior management, the use of effective instructional strategies, the use of data to improve instruction and differentiated instruction.

Mentor teachers or teacher leaders who support the beginning teachers will be provided with professional development from the Head of School or designee, such as the Regional Education Facilitator from NCDPI. All mentoring practices will be aligned with the NC Mentoring Standards. Mentors will participate in site based teacher support activities that further the mentor's understanding of the NC Mentoring Standards.

Providing beginning teachers the opportunity to learn under the direct supervision of expert teachers is a critical component of the Beginning Teacher Support Program at the Movement School. By providing strong mentoring, which includes on-the-job observations and coaching in the classroom helps retain beginning teachers by making them feel more competent and confident.

3. *Describe the core components of professional development plan and how these components will*

support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The Movement School will implement a tiered professional development plan to meet the professional development needs of the teachers. The tiered areas include professional development targeted to: teachers new to the Movement School (after the first year of operation), beginning teachers in their first three years of teaching, teachers targeted for specific professional development interventions based on classroom observations and walk-throughs, teacher leaders/ mentors, and uniform professional development for the entire faculty.

Utilizing a tiered system of professional development allows the Movement School to support the effective implementation of the educational program from many angles. Internally, teachers will be able to participate in clinical walk-throughs in an effort to see the effective implementation of best practices with an opportunity for reflection. Additional internal professional development includes whole staff professional development to ensure the consistent and pervasive use of the Learning Focused instructional framework and the school wide behavior plan. Teachers who need additional support in behavior management or instructional design/delivery will be provided opportunities to participate in small group discussions and other targeted professional development. Teachers will be provided one on one coaching through the use of teacher leaders and mentors. An online repository of professional development resources that includes videos, articles and links to pertinent information will be provided and teachers will be assigned different areas of focus based on need. Externally, teachers will be provided with opportunities to participate in local and regional professional development conferences presented by NCDPI, local universities and local RESA agencies.

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.

Two weeks prior to the first day of school all staff will participate in staff development which accounts for for nearly one third of the staff development hours for the entire school year. During this time teachers at the Movement School will be provided in depth training on the following topics:

-instructional framework used at the Movement School: Learning Focused is the framework for instruction. This framework uses research based strategies that have proven to be effective with students from poverty. It is a continuous improvement model designed to assist teachers in using exemplary practices to increase learning and achievement. Therefore, the professional development provided during the first two weeks of school will show teachers how to use this planning model that provides a framework and tools for organization, planning curriculum, instruction and assessment. Teachers will be shown how to use the model and be given an opportunity to develop lesson plans that ensure the use of the research based strategies (advance organizers, previewing vocabulary, assessment prompts, etc.) used in the instructional framework.

-behavior intervention plan used at the Movement School: The Movement School will adopt North Carolina's model for positive behavior support (P.B.I.S) in an effort to establish a more well-rounded approach to behavior. P.B.I.S. is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. The purpose of P.B.I.S. at the Movement School is to promote positive behavior among students by acknowledging/rewarding positive choices while providing consequences for negative choices. Staff will receive professional development in the expectations and requirements of the P.B.I.S. system.

-Ruby Payne's "A Framework for Understanding Poverty": Teachers at the Movement School will participate in this cultural relativity training. The purpose of this professional development is to provide the teachers with a cognitive framework for understanding poverty. This framework helps the teachers think about class from different perspectives and equip the teachers with tools to deal with the issues that students from poverty face on a daily basis.

-NC Professional Teaching Standards and the NC Teacher Evaluation Process used at the Movement School: During the first ten days of employment beginning teachers in North Carolina must be provided with an orientation that includes the NC teacher evaluation process and the NC professional teaching standards. Teachers at the Movement School will all be given a refresher of the evaluation process which includes a self assessment and completing the beginning of the year professional development plan.

-effective strategies and expected use of technology at the Movement School: The Movement School's technology plan will be explored with the faculty. Teacher's will be provided with school adopted devices and shown ways in which to include them in their instructional framework. Teachers will collaborate and plan activities that include technology effectively.

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.

Including the professional development that takes place prior to the start of the school year, teachers at the Movement School will earn up to 200 hours of professional development within a school year. Since professional development is a cornerstone of the Movement School, teachers will have many different opportunities to participate in professional development. Teachers will earn hours in general academic topics and focused topics such as literacy and specific content areas. The school calendar will contain two full weeks specifically for professional development prior to the first day of school. These professional development days will account for 70-75 hours of professional development.

Throughout the school year, the school calendar will contain two or three full day teacher workdays (approximately 16-24 hours) that will be used for professional development. Additionally, one early dismissal day will be scheduled each month (approximately 35 hours.) After dismissal on those days professional development will be provided to teachers on various topics.

Professional development will also take place each Wednesday. The staff will be required to stay an additional half hour on each Wednesday. Therefore, from 3:30-4:30 every Wednesday will be dedicated to professional development in the form of vertical planning or team planning (approximately 35 hours.)

Finally, professional development will be provided through the use of individual coaching from the Head of School, Dean of Students or other designee during the teacher's planning period or after school. This time will be used for individual coaching conversations regarding the individual teacher's instruction, academic/behavioral concerns or data driven decision making.

As professional development at the Movement School takes on many forms (individual coaching, large group presentations, online video & assignments, clinical walk-throughs, round table discussions, etc.) teachers will have varied and multiple experiences of professional development. Some of the professional development will come from the Head of School, Dean of Students or other designee. At times teachers will be participating in a self-guided module with a required product or will participate in a round table discussion or presentation facilitated by a teacher leader or mentor aimed at reflective practice and refining instructional techniques. External Professional development opportunities will also be made available to teachers at the Movement School.

Attached to this document is a proposed monthly professional development timeline. This is a starting point and does not include all of the external professional development opportunities for content area teachers such as Physical Education, Music, etc.

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.218.45(a-i) 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-218.45(e)).

Movement School will be targeting most of the marketing efforts towards the west Charlotte community. It is important to understand the target demographic in order to best develop adequate marketing mediums and materials. Movement School has decided to implement a mix of relational marketing as well as digital marketing geared towards west Charlotte. The timeline below details specific strategies and timeframes associated with the overall marketing plan.

January 2016-June 2016

- Work with a digital marketing specialist to develop a web presence through the following mediums: website, Facebook, Twitter, and Instagram
 - Create a short film describing the vision and mission of the school and use social media platform to begin promoting Movement School.
 - Develop unified branding strategy that incorporates the community of west Charlotte including, but not limited to: colors, logos, language, and style
 - Informally promote Movement School through the board's various spheres of influence.
 - Begin conversations with local leaders, government officials, Johnson C. Smith University, Crisis Assistance and others to begin promoting Movement School as well as developing strategic partnerships.
 - Door to door campaign in targeted neighborhoods of Biddleville, Seversville, Wesley Heights, Camp Greene, Ashley Park, Westerly Hills, and others with a brochures and door hangers.
 - Host a block party at a local community center that will be promoted through fliers, contacts, local daycares, and houses of worship that will bring the community together and enable Movement School representatives to share the vision. (All hosted events will highlight initiatives that Movement School hopes to focus on that will set it apart from other schools in the area including out-of-school events for students and parents, sports camps, donated school supplies, and other strategic initiatives that will benefit the students.)
 - Pursue local media opportunities through the radio, newspaper, and special events.

July 2016-December 2016

- Monitor traffic and interest on social media platforms through Google Analytics as well as other metric tracking software in order to effectively understand the social media traffic for promoting strengths and improving weaknesses.
- Host summer sports camp to promote vision of Movement School to parents and future students.
- Print and distribute brochures and fliers at community events and high-traffic areas.
- Continue to develop relationships with local leaders and strategic partners.
- Host a back to school event providing free supplies, free haircuts, food and games for children and their parents in order to share the vision of Movement School.

January 2017-June 2017

- Continue monitoring and improving social media platforms
- Develop another small video incorporating all the hosted events and the vision of Movement School in light of what children and parents were able to experience at these events. Distribute video through social media channels as well as through e-mail addresses provided by potential parents at these events.
- Secure endorsement from local celebrity or professional athlete who will promote the school through various speaking engagements and hosted events in the area.
- Begin monthly town hall meetings open to the public in order to share vision and answer any questions the community may have.
- Open house at the facility to allow potential parents and students to walk the grounds and ask questions.

July 2017–August 2017

- Hold ribbon-cutting ceremony at new facility and invite strategic partners, city and county government, local leaders, parents, and students.
- Order Movement School branded supplies including apparel, stickers, water bottles, backpacks, and other items.
- Distribute t-shirts and other branded materials to students and parents at initial orientation.

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.*

Movement School believes that the most effective education model centers around not only the student, but also their families. This begins with excellent communication between the school and families from the very beginning. Some of the mediums Movement School will engage for effective communication are through the school website, email distribution lists, drip marketing campaigns, facebook, twitter, and interpersonal contact.

Movement School's website will have the basic information about the school, list the board members, share the vision, and contain important announcement messages on the home screen. As time progresses, the website will eventually also serve as a resource for the student handbook as well as the academic calendar. Once we receive email and physical addresses for prospective families, they will be added to our distribution list where we will either mail or email important school information as well as other information that may prove helpful for parents and students.

Movement School recognizes that parent involvement within the targeted demographic may look different than that of other schools. After meeting with Sugar Creek Charter School and other local schools with a similar demographic, it was noted that most parents have multiple jobs, limited transportation, and limited resources. For this reason, Movement School will re-structure the traditional parent involvement expectations in order to accommodate these obstacles. Certain communication channels will only be for high-priority information, and all communication will contain simple vocabulary as well as visually explanatory material when applicable. Staff and faculty will also work with parents to establish times for meetings or phone calls that are conducive to their work environments.

Prior to the beginning of each school year, all new students and their parents will be invited to an orientation. This orientation will emphasize the culture and expectations of Movement School as well as provide an open forum for answering any questions. It will also include an opportunity to tour the school and meet the teachers and faculty. One of the main objectives of this orientation is to also outline the parent involvement expectations. While Movement School will offer traditional volunteering opportunities, the school will also highlight material that encourages parent involvement through creating space at home for productive learning. In addition to new student orientation, Movement School will also have a

"welcome back" night for all students and parents that includes summary of previous school year as well as goals, expectations, and relevant information for the upcoming year.

As discussed earlier, Movement School's priority towards parent involvement is at home based on the target demographic and challenges presented. The school will develop multiple creative strategies that allow all parents to foster an environment for education success. In addition, MovementSchool will hold monthly celebrations that will include food and drinks for children and their parents. This will allow for the staff, students and parents to connect outside of school and interact in an informal setting as Movement School strives to build healthy and productive relationships. The more traditional forms of parent involvement will include opportunities for parents to be involved through representation on the School Advisory Council, PTA, and classroom/event volunteerism.

Movement School recognizes that parent involvement is critical to growth and success. It is for this reason that Movement School has developed an all encompassing strategy directed towards the family unit. The more parents are involved with the school's mission and their child's education, the more success will be able to be achieved.

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.*

Movement School will not discriminate against any student and will not limit admission based on ethnicity, gender, religion, national origin, creed, intellectual or physical ability, measures of achievement, athletic performance, or ancestry

The Movement School application period will be from January 1-March 1 Applications must be received by the Movement School office no later than 11:59pm on March 1. They will be reviewed for completeness, checked for a valid North Carolina address and will be entered into a database. If the number of applications exceed available seats, a public lottery will be held in March, in accordance with all NC charter school laws. After the lottery is held, any applications not accepted will be placed on a waitlist based on the order pulled from the lottery. Any application submitted after March 1st will be added to the end of the waitlist according to the date/time submitted. Movement School will admit, and/or place in the lottery, any student who completes the application before the the deadline.

The process for the public lottery includes:

Notification of the date, time, and location of the lottery through an announcement on the website homepage and the email distribution list. Completed applications will then be verified for a valid NC address, a unique number will be assigned, and a ticket will be published. (Applications that meet the State regulations for priority admission will be placed on the acceptance list.) Numbered tickets will be pulled at random during a recorded public lottery for the remaining seats at each grade level until all seats are filled. Remaining tickets will be drawn and placed on the waitlist for each grade in the order they are pulled.

Per State rules, Movement School will give admissions preference to children of current employees and Board members and to current students' siblings. Once a student is enrolled at Movement School, families do not have to re-enroll each year; however they must submit an "Intent to Return" form so Movement School administrators can plan accordingly. Waitlisted students from the previous year must resubmit an application and participate in the lottery again.

All students will be notified of acceptance via mailed written letter and students will be required to attend an open house session and take a placement test to finalize the registration process. This session will be for informational purposes regarding Movement School specifically, and will allow us an opportunity to obtain information on students. Multiple sessions will be held at varying times to accommodate all parents schedules.

Once a family attends a session and the student completes the placement test, they must turn in the registration packet 2 weeks from notification to complete the enrollment. If a family does not complete the registration process prior to May 1, their seat may be forfeited and the next applicant on the waitlist will be accepted. Students who do not attend the first day of school or call in to notify the school of the absence by a Movement School determined date/time will forfeit their enrollment and must complete another application to be considered in the future.

Unless new legislation dictates otherwise, a charter school may refuse admission to any student who has been expelled or suspended from the public school under G.S. 115C390.5 through G.S. 115C390.11 until the period of suspension or expulsion has expired.

Families who wish to withdraw a student must notify Movement School in writing at least 3 days prior to withdrawal and are asked to complete a withdrawal survey for the school to collect and analyze data regarding withdrawals. Upon completing a required withdrawal form and receiving a transfer form from the student's new school, Movement School will provide all relevant and required records. If the family chooses to later re-apply, they must complete a new application and participate in the lottery process again.

PROJECTED ENROLLMENT 2017-18 through 2021-2022

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools
 LEA #2
 LEA #3

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

	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
	300			400			500			600			700		

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.

Recognizing that for most of our target demographic, transportation will be a hinderance, Movement School will make bus transportation available for all students. Similar to Sugar Creek Charter School, our bus routes will extend throughout western Mecklenburg County to allow unhindered access for all students. Movement School will purchase buses and perform all necessary maintenance. As reflected in the preliminary budget, assumed costs for maintenance and fuel have already been accounted for and we hold that this is a viable and sustainable line item for the future based on our projections.

We will provide a transportation survey in the enrollment packet for new students, and after analyzing the results will create available options for every family to ensure no child is denied access to Movement School on the basis of transportation.

Student drop-off, pick-up and carpooling are options available for every parent. At the "Welcome Back" to school event held annually before the beginning of classes, we will create opportunities for parent interaction to develop carpooling plans if desired. Once Movement School receives transportation survey analysis data, it will develop a plan with multiple pick-up and drop-off locations in west Charlotte to ensure transportation availability for all students. The routes will be concentrated in high-density, easily accessible areas.

With the following transportation options, Movement School will create free transportation options to all students in order to best serve our target demographic. In partnership with Movement Foundation, Movement School has assurances that the first 4 buses will be purchased on our behalf as evidenced in the accompanying letter from Movement Foundation. (See Appendix S)

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.

Similar to Sugar Creek Charter School, Movement Schools commitment to offering children a superior education extends to the meals that we provide for students. The School aspires to the highest possible quality in its breakfast and lunch programs, and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery. All students must submit a Free and Reduced Priced Meals Application so that payment status may be established. While these forms are being processed, all students who

desire meals provided through the School will receive them.

Parents are asked to make breakfast/lunch payments by check, made payable to the School and delivered to the School office. When it is necessary for a student to pay in cash, parents are encouraged to seal the money in an envelope with the students name printed on the outside. The envelope should be delivered to the teacher at the beginning of the school day to reduce the risk of loss or theft.

Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction.

Civil Liability and Insurance (GS 115C-218.20):

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,602.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,643.00
Property Insurance	\$3,071,500		\$5,041.00
Motor Vehicle Liability	\$1,000,000		\$355.00
Bonding Minimum/Maximum Amount	\$0	\$250,000	\$499.00
Other	\$1,000,000		\$11,200.00
Total Cost			\$21,340.00

*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 § 115C218.75.

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.

movement 08/11/2015

(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).

Movement School has been contacted by a local foundation in Charlotte, NC who is interested in purchasing a building on behalf of the school and leasing the facility at below-market rent. Working with their team, Movement School has identified 10 properties in the target area of west Charlotte that we have been exploring. Upon preliminary approval of the Movement School Charter, the board will execute the following plan to obtain a facility:

1. Work with a local commercial real estate firm to identify the 3 best possible options out of the 10 identified properties considering traffic patterns, population density and demographics, scope of renovation work, and cost.
2. Assess options with building committee and begin negotiations with most appropriate facility.
3. Place property under contract before August 1, 2016.
4. Apply for appropriate permitting for renovation work no later than November 1, 2016.
5. Renovate property during ready-to-open period in order to meet all regulations set forth in Certificate of Occupancy for Educational Use.
6. Obtain Certificate of Occupancy for Educational Use prior to May 1, 2017.
7. Submit to the Office of Charter Schools prior to beginning the first day of school.

Please attach copies of Facilities Inspections as Appendix R.

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.

Much depends on the space that will be chosen. \$165-185 psf if it is design/build on a vacant lot, and closer to \$55-65 psf if renovating existing building plus cost of land and existing building. Pricing is comparable to other projects in area.

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.

Movement School will discuss timeline with General Contractor with a finish date for proposed facility no later than 3 months prior to opening of school. In December 2016 the facilities committee will assess progress, and if behind schedule the following plan will be implemented:

1. Engage the local commercial real estate firm who helped with the search of the proposed facility. They are already familiar with our needs and with other properties in the area that could be suitable. (Contingency property search will be conducted simultaneously with search for proposed facility in order to not delay if proposed facility is not ready in time. The contingency property search will only include "turn-key" buildings that would require minimal up-fit for move-in.)
2. Enter into negotiations with contingency property no later than February 1, 2017.
3. Determine costs of renovation to comply with Certificate of Occupancy for Educational Use.
4. Apply for permitting no later than March 1, 2017.
5. Perform all necessary work and receive Certificate of Occupancy for Educational Use no later than June 1, 2017.
6. Execute a 1 (one) year lease with the contingency property along with 2 (two) renewable terms by June 15, 2017.
7. Submit to the Office of Charter Schools prior to beginning the first day of school.
8. Movement School has already secured a space for community meetings and "open house" forums if the proposed facility or contingency facility are not ready by the dates outlined in the enrollment and marketing section of this application.

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 2017-18

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 600 - Charlotte-Mecklenburg Schools

Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018
State Funds	\$4,505.20	300	\$1,351,560.00
Local Funds	\$2,457.27	300	\$737,181.00
Federal EC Funds	\$3,768.11	30	\$113,043.30
Totals			\$2,201,784.30

Total Budget: Revenue Projections 2017-18 through 2021-2022

INCOME: REVENUE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

***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 2017-18 through 2021-2022

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	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>

Operations Budget: Expenditure Projections 2017-18 through 2021-2022

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

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.

Members of the board of directors and other supporters associated with Movement School have spent time cultivating relationships in the west Charlotte community for the last 3 years. The total enrollment number that was projected was ascertained through various channels including surveys, informal conversations, and an analysis of the current waitlist of Sugar Creek Charter School. The board of Sugar Creek Charter School recognized that from their current waitlist of over 300 children, 30% of those were from the west Charlotte area. After much discussion, it was decided that Movement School would have immediate access to recruit these students to a model that replicates Sugar Creek Charter School. Through this information along with informal conversations with local community leaders, churches, and residents we feel comfortable that we will be able to recruit the 300 students necessary for year 1 and subsequent additions in years following. The positive response we received through survey data supplements the need for Movement School and a willingness from the community to send children to the school.

Given all the assumptions in both revenue and expenditure projections, we estimate a break-even number of students to be 275. This break-even is the lowest number of students that we must enroll in order to cover our anticipated expenses, however when we achieve our target enrollment goal of 300 students, Movement School will be operating with a surplus.

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

While early indications and measurable data metrics lead us to believe that anticipated revenues are reasonable assumptions, Movement School has outlined the following contingency plan based on the possibilities of budget shortfall:

1. Reduce the number of staff comparable towards each sector of budget shortfall.
2. Create more dual-role positions and eliminate replaceable staff positions.
3. Reduce spending on office/general supplies and leverage community partnerships and Classroom Central to subsidize.
4. Reduce salaries for Administrative and Support Personnel
5. Reduce the benefits package in years 1 & 2 for all full-time staff

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

Yes, as evidenced in the operational budget and accompanying letter from a local foundation, Movement School will be supplemented in certain areas for the first few years of operation. Movement Foundation has generously offered to provide space at no charge to Movement School for the first 2 years of operation. In year 3 that cost will be subsidized and from year 4 on, Movement School will begin paying the full designated rent amount for the space. The foundation has also agreed to furnish the space up to a limit of \$2 million inclusive of furniture, technology, buses and supplies in order to create more working capital during the first 2 years.

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

11:1 including support personnel

- 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.*

Movement School intends to contract for financial accounting services, EC supplemental services, as well as some professional development. Vendors will be selected based on previous relationship with Sugar Creek Charter School in order to leverage buying power as well as: reputation, experience with charter schools, references, and a criminal background check for vendors who come in contact with students.

Typically the head of school will send RFP to bid for the proposed need unless a preexisting relationship is in place with Sugar Creek Charter School. (In this circumstance, the board of directors will review the relationship and approve if deemed a fit for Movement School as well.)

Once bids are reviewed, head of school will approve the appropriate vendor.

Head of School must receive co-signature from School Business Manager for amounts over \$5,000 and board approval for amounts over \$20,000.

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

At Movement School, we desire for every aspect of our budget to reflect our commitment to the school's mission and core values. Below are some very specific ways that display our budget's alignment in the areas of mission, curricular offerings, transportation and facilities.

- When working with low-income families it is important that the children have access to the school. For this reason we will have access to 4 (four) buses starting in year one along with one bus manager as reflected in the budget. These buses will accommodate the transportation need of our students and as the school grows, so does the budgeted number of buses and drivers.

- Our target demographic will also not have the same access to food as students in a different demographic. For this reason we are including breakfast and lunch as a part of the meal plan for students to help address the issues of child hunger and subsequent learning loss. The budget is set

with the assumption of reimbursements for the children qualifying for free and reduced lunch through the Child Nutrition Program.

- Movement School has budgeted for a social worker and school nurse to help with guidance, counseling, medical needs and support for students, as their physical and mental health is a top priority. The budget reflects that Movement School's desire to help meet the needs of low-income students extends past the classroom.

- The success of Movement School is dependent upon the administrative staff and teachers. Movement School will seek the most talented teachers in order to give our students the very best there is to offer. For this reason we have a competitive benefits package and a competitive starting salary for all staff positions. This is reflected by the fact that in year 1, the personnel budget represents over 85% of school's total expenditures. Movement School has dedicated the appropriate funding towards teachers and staff to ensure a culture of excellence and to establish a solid foundation for successful outcomes.

-In the early years, professional development will be provided in conjunction with Sugar Creek Charter School professional development as an in-kind service. This will ensure a reliable replication of the Sugar Creek model as well reduce expenditures for professional development.

- Multiple Teacher Assistant positions ensure a low student to faculty ratio which is important when the goal is to develop authentic relationships and provide more individualized instruction.

- The budget also contains a spike in instructional materials and software in year 5. Movement School recognizes the need for students to have the appropriate tools to facilitate greater learning, and understanding children in the target demographic may not have access to a home computer, Movement School is purchasing laptops that every student will have access to at school.

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.

Movement School's goal is to have a general fund balance of 15% of Total Expenditures by year 3. Per the overall budget assumptions outlined below, we feel this is feasible and will work to maintain this fund balance in subsequent years.

In year 1 the surplus amounts to \$78,227 which represents 3.5% of Total Expenditures. These monies will go directly to the general fund account.

In year 2 the projected surplus is \$296,120 which represents 11.5% of Total Expenditures. These monies will be added to the general fund account which will create fund balance of \$374,347 which represents a year 2 general fund amount that is 14.7% of Total Expenditures.

In year 3 the projected surplus is \$258,858 which represents 7.8% of Total Expenditures. These monies will be added to the general fund account which will create fund balance of \$633,205 which represents a year 3 general fund

amount that is 19.2% of Total Expenditures.

These numbers are based on conservative budgetary assumptions and we feel confident that the general fund balance goal is attainable by the end of year 3 as long as enrollment expectations are met.

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

Per the mutually agreed upon terms with Movement Foundation, our school does not anticipate the financing of any facilities or equipment. Movement School will be responsible for utilities, security costs, cleaning and maintenance of the facility as noted in the Operational Budget.

The lease structure as outlined in the accompanying letter will require nothing upfront and Movement Foundation has agreed not to charge the school rent for the first 2 years of operation. Starting in year 3, Movement School will be required to pay 35% of the total lease amount and the foundation will subsidize the additional 65%. In years 4 and following, Movement School will be responsible for the full amount of the lease.

The anticipated building will be close to 85,000 square feet and Movement Foundation is willing to charge an amount of \$6.00 per square foot of space for the facility. This amount is well below the market rate for Class-A commercial property in Charlotte which is generally between \$17-20 per square foot based on conversations with our commercial real estate partner, CNL. One of the goals of Movement Foundation is to provide well-below market rent facilities to non-profit tenants in order to allow them to have more working capital.

6. *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.*

Yes, Movement School will have assets from Movement Foundation that includes facilities and a furniture, fixtures, and equipment allowance not to exceed \$2 million per the accompanying letter.

- Facility - secured commitment - anticipated delivery
- Furniture - secured commitment - anticipated delivery
- Telephones - secured commitment - anticipated delivery
- Computers - secured commitment - anticipated delivery
- School Buses (4) - secured commitment - anticipated delivery

Curricular Offerings:

- Movement School has designated funding for one teacher to be focused on the character development initiatives that are going to be implemented throughout the student body. Character development is an integral part of the successful outcomes within the educational and social models we look to replicate at Sugar Creek Charter School.

Transportation Plan:

- As mentioned previously, we have allocated in our budget the cost to

provide bus transportation to 100% of Movement School students. We believe that every child should have access to our school and that transportation should not be a hinderance. With our target demographic Movement School found it necessary to have transportation accessibility for all students.

Facilities:

- In order to best serve our students and staff, Movement School has aligned with a local foundation to help subsidize the facilities cost. The first few years, Movement School will be able to build the general fund and reach a sustainable operating budget for the longevity of the school. In year 4 when Movement School will be responsible for our full amount on the lease, it will represent...of our total budget and .. of our operations budget.

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?

Movement School is dedicated to financial integrity in all facets. The roles and responsibilities and lines of authority established between the board of directors, head of school, business manager, and outside auditing/financial services in the Governance and Staffing/Hiring section clearly illustrate this commitment.

Movement School has allocated monies for the position of School Business Manager who oversees all financial record-keeping and prepares semi-monthly reports for the head of school and board of directors. Movement School has also engaged in initial conversations with two complimentary firms for audit/financial services. Both firms have a proven track record with charter schools and both also work with Sugar Creek Charter School. The two firms are Acadia Northstar and Darrell L. Keller, CPA, PA.

These firms will handle finances, payroll, auditing, annual 990 reporting, etc. and will work primarily with the School Business Manager who will report directly to the Head of School. The board of directors will review the financials monthly and the Finance Committee will receive semi-monthly snapshots for tracking and monitoring.

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

Movement School does not have any known or anticipated related party transactions. Financial integrity is of utmost importance for Movement School and we have established a standard of excellence in financial management through our policies and procedures as established with our board of directors, head of school, independent auditor/financial services firm, and school business manager.

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.

DLK
Darrell L. Keller, CPA, PA
CERTIFIED PUBLIC ACCOUNTANT
PO BOX 1028
KINGS MOUNTAIN, NC 28086
(O) - 704.739.0771
(F) - 704.739.6122

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) 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 25, 2015 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check 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 25, 2015 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-218.1(c).

movement

Date: 09/24/2015

Applicant Signature:

The foregoing application is submitted on behalf of Movement 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: movement

Board Position: Garrett McNeill

Signature: _____

Date: 09/25/2015

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

Notary Public Official Seal
My commission expires: _____, 20____.