



Application Preliminary Evaluation Packet

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

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

Subcommittee Members:

Joe Maimone
Tammi Sutton
Steven Walker
Kenneth Tucker
Cheryl Turner
Buffy Fowler
Alex Quigley
Alan Hawkes
Lindalyn Kakadelis
Tracy Kelley
Lynn Kroeger
Nicole Charles
Phyllis Gibbs
Robert McOuat
Shaunda Cooper
Sherry Reeves
Jennifer Gnann

Bishop George W Brooks Male Academy - Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

Date of Review:

09/27/2017



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Bishop George W Brooks Male Academy

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

OCS September 2016

CHARTER SCHOOL
2016 Application Process
To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 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 19, 2016 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.
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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Bishop George W Brooks Male Academy - Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Bishop George W Brooks Male Academy

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

Name of non-profit organization under which charter will be organized or operated: *Bishop George W Brooks Academy*

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

Name of contact person: *Dr Samuel Misher*

Title/Relationship to nonprofit: *Board Chairman*

Mailing address: PO Box 36148
Greensboro NC 27416

Primary telephone: 336-312-1699 Alternative telephone: 336-312-1699

E-Mail address: bishopbrooksacademy@gmail.com

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

County: GUILFORD

LEA: 410-Guilford County Schools

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

No:

Yes: X

If so, provide the name of the third party person or group. Next Generation Academy

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

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

We met with the board of Next Generation Academy. Three of the board members from Next Generation have agreed to become board members for our school. Assistance was provided in addressing the comments from the previous submission in all sections of the current application.

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

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No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

**Demonstrate a clear and compelling need for the accelerated planning year*

Partner with a two of four year institution of higher education in North Carolina

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location*

Yes:

No:

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Bishop George W Brooks Academy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02	300
Year 2	K,01,02,03	400

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Year 3	K,01,02,03,04	500
Year 4	K,01,02,03,04,05	600
Year 5	K,01,02,03,04,05,06	700

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

bishopbrooks

Dr. Samuel Misher-Board Chairman

Signature

Title

bishopbrooks

09/22/2017

Printed Name

Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>It appears school is adding a grade level per year so k-8 school will be achieved in year 7, correct?</u>	<u>Buffy Fowler</u>	<u>Grade Levels</u>
<u>Is 100 students per grade level realistic considering it is all one gender?</u>		
<u>How will you handle transgender students? Will trans gendered students identifying as a boy be able to enroll?</u>		
<u>2018 is the first year for Next Generation Charter - will be in the same county.</u>	<u>Lindalyn Kakadelis</u>	<u>Grade Levels</u>
<u>Is adding 100 students per year academically and fiscally feasible?</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>
<u>Is BMA designed to be K-6 or K-8?</u>		
<u>How will school recruit the proposed number of students considering it would be a single gender school.</u>	<u>Lynn Kroeger</u>	<u>Grade Levels</u>
<u>The enrollment chart shows a K-6 but the narrative describes a K-8 ES and MS model.</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Joe Maimone</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Steven Walker</u>	<u>Pass</u>
<u>Kenneth Tucker</u>	
<u>Cheryl Turner</u>	<u>Pass</u>
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Alex Quigley</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Lindalyn Kakadelis</u>	<u>Pass</u>
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	<u>Pass</u>
<u>Nicole Charles</u>	<u>Fail</u>
<u>Phyllis Gibbs</u>	
<u>Robert McQuat</u>	
<u>Shaunda Cooper</u>	<u>Pass</u>
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Jennifer Gnann</u>	<u>Pass</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

Clearly describe the mission of the proposed charter school:

To become a productive 21st-century citizen and leader, every student will develop and demonstrate effective academic skills by participating in high-quality curriculum using engaging, research-based, and culturally relevant strategies.

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

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

The Southeast Greensboro community targeted by the Bishop George W. Brooks Male Academy (BMA) is often defined by its statistics. For example, of the 52,325 residents, over 60% are African Americans. The poverty rate is at 25% and the number of single-parent families led by females significantly outpaces the number of two-parent families. Having worked, lived, volunteered, and served residents through a myriad of programs and initiatives, the board is aware of and sensitive to the needs of this community that is characterized by low socioeconomic status, racial and ethnic diversity, and a multitude of single-family households. The targeted student population of BMA will mirror these demographics.

Data was collected in the Guilford County Schools district for where the proposed site for BMA will be located. Academic performance for elementary males ranges from 13.4-31% proficient. For middle school male students the data is telling. The performance component for middle school males ranges from 18-23% proficient. This is a concern for the BMA board. We believe it is critical our students read, write, and use cohesive speaking and listening skills and exhibit leadership skills to be productive citizens in their future schooling and work endeavors. The most concrete findings from the research on single-sex schools come from studies of Catholic schools, which have a long history of single-sex education, and suggest that single-sex schools do measurably benefit low socioeconomic students. (Weil, 2008).

- 2. What will be the total projected enrollment at the charter school and what percentage of the*

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

The Brooks Male Academy will be a K-8 school with a classroom student-teacher average ratio of 1-22 (significantly lower than the LEA classrooms), with a teacher assistant assigned to K-2 classrooms. The projected enrollment will be 900 male students with 300 students in the first year. The projected enrollment represents .97% of the LEA.

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

BMA would be a unique school community in the local LEA. There is no other single-gender elementary or middle school academic community in this area. BMA would be the only male charter school academy in the state. The education plan of BMA is based on the wealth of research data on the positive impact of creating "boy-friendly" learning environments. These contexts rival the traditional public school classroom that rewards students, generally, girl students, who sit still, multitask, listen carefully and passively, and are heavily verbal-emotive. Boys are typically single-task focused, spatial-kinesthetic learners who possess impulsive and aggressive behaviors. Thus, their learning environments must account for and leverage these characteristics to create a space that uses these behaviors for male students to engage in the learning process. The instructional plan for our charter school abides by these research-based principles. The inquiry-based instructional approach allows for increased experiential and kinesthetic learning opportunities that appeal to boy learners. The task-oriented assignments yield focused discussion, peer interaction, and physical movement that keeps boys energized and attentive in the learning approach. Utilizing assessment approaches that expand well beyond traditional tests and quizzes is also critically important for measuring student learning for boys. Using mixed assessment methods to use a variety of spatial-visual representations (e.g., storyboards, pictures, collages) connects to research on how boys learn, which states explicitly that teachers must use nonverbal planning tools to help boys bridge the gap between what they think and what they can express on paper. Infusing culturally relevant pedagogy into the instructional plan also appeals directly to developing boy learners. Not only does culturally relevant pedagogy require teachers to learn more about their students ethnic and racial cultural backgrounds but also it necessitates that teachers learn more about gender issues that impact the learning process. Thus, teachers are afforded the space to integrate into the instructional plan topics and ideas boys generally tend to like such as video games, sports, airplanes, trains, and science fiction. BMA will also employ a Reading teacher for grades K-2, 3-5, and 6-8 classrooms. The Reading teacher will work with students in their classrooms.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

1. BMA will create new professional opportunities for teachers to be responsible for the learning program at the school site. Since our targeted population is K-8 grade males who are not typically successful in their LEA, we will focus our professional development on those student needs. Research shows that effective teachers have the strongest effects on students who are struggling. We will promote the development of professional skills that enable teachers to create high-impact strategies for male students. Initial, recommended strategies will promote kinesthetic, hands-on movement, knowledge of cooperative learning strategies, incorporation of competitive learning, and communication skills as identified by Michael Gurian (2011), leading gender expert. Strategies will be linked to student success based on research and assessed for consistent student progress. Consistent, ongoing professional development will follow a rigorous process that allots for exploration of data, identification of strengths and weaknesses of students and/or curriculum, and opportunities to improve upon current practices. Culturally relevant pedagogy strategies will be included in teacher training to reinforce the need for emphasis on high achievement, incorporation of cultural identity, and building a sense of community. BMA will designate 7 professional development days before the beginning of school for the empowerment of teacher growth and improvement in teaching male students. Teachers will be given opportunities to share best practices and collaborate with colleagues during the professional development days and early release days (1/2 days) as indicated on the calendar. Additionally, the use of weekly professional learning communities will allow for teacher presentation, collaboration, and analysis of student success of all implemented strategies.

4. Improving student learning.

BMA's mission supports the development of effective academic skills with a high quality, research-based curriculum and use of culturally relevant strategies to improve student learning. This, in essence, will require methods that best meet the needs of male learners. There is growing evidence which shows that culturally relevant teaching approaches are having an influence on student outcomes, improving student learning, and engaging students who are often disengaged from teaching and learning (Gay, 2000; Nasir, McLaughlin, & Jones, 2009). In a study published in the Reading &

Writing Quarterly, first and second-grade students were asked to rate 30 researcher-developed passages reflecting the students immediate and historical backgrounds. In a descriptive analysis of the data, the students overwhelmingly rated the passages positively and preferred most the stories that they personally identified with, followed by those considered to be altruistic and/or fun. Passages that helped them to learn something also received positive ratings. (Cartledge, Keeseey, Jessica G. Bennett, Ramnath,R. & Council III, M.R. 2016). With this in mind, BMA will improve student achievement by focusing on proven instructional practices that provide rigor and allot for differentiation. Our primary instructional model will incorporate structured learning through the Gradual Release of Responsibility Model as outlined by Douglas Fisher and Nancey Frey (2013). This instructional approach will provide opportunities for male learners to receive teacher guidance with appropriate scaffolded support. Teachers will design lessons that promote literacy across all subject areas. Digital learning software will be utilized to give students access to multiple, instructional delivery methods. Digital data collection will be used to provide immediate feedback on student learning to both teachers and students. Student progress will be monitored daily, weekly, and quarterly through the use of formal and summative assessments. Students will set and track personal learning goals.

Data will not be used to penalize students, rather, as check points to drive student learning. BMA will utilize a standards based curriculum identified by the state. In science, inquiry and project based learning will be incorporated to support enrichment for all male learners. Students will need to show mastery of state standards with all learning models. Students that show a sharp deficiency in an objective or skill will be given additional intervention lessons to build skills and relevancy. Students who demonstrate mastery of objectives will have additional enrichment opportunities to expand their capacity for learning.

6. Encourage the use of different and innovative teaching methods.

In addition to rigorous academics, BMA will create an environment that centers on what is best for male students. Principles of male learning strategies that promote engagement, cooperative learning, competitive learning, choice, inquiry, and movement will be integrated. BMA will use a combination of structured teacher lessons through the Gradual Release of Responsibility Framework and Culturally Relevant Pedagogy. Both approaches allow for differentiation to meet specific needs of all students. More specifically, Gradual Release of Responsibility provides focused instruction (modeling strategies and skills), guided instruction, collaborative learning, and independent learning. During the collaborative learning portion of the Gradual Release Model students will be encouraged to collaborate through inquiry, problem-solving, leading to discussions and development of thinking with peers. Leading gender expert, Michael Gurian (2010) would support the incorporation of these strategies to address the needs of male learners. Male learning strategies will be balanced with culturally relevant pedagogy developed by researcher, Dr. Gloria Ladson-Billings (1995). Culturally relevant methods will create an atmosphere that focuses on achievement, recognizes cultures of all students and learning styles. Through a culturally relevant pedagogy, students will explore opportunities for leadership in the community, character development, and academics. Moreover, promotion of student leadership skills will enable BMA staff to become mentors and not just instructors. Mentoring of young males

is important for true leadership and character development. When developing student leaders, BMA will provide clear expectations and responsibilities. Leadership opportunities will be provided in classroom settings and school-wide. Service learning and partnerships with local community agencies will be sought out to create additional leadership experiences. Targeted character development will be emphasized school-wide to ensure students demonstrate appropriate character when in leadership and non-leadership roles. Character development will be addressed through positive behavior practices and restorative justice. Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. (Restorative Practices, 2017) Leadership and character development activities and lessons will be scheduled and planned. Moreover, our mission expects students to become 21st-century citizens and leaders. Our students will enter a job market different from the traditional workplace of their parents. They will need to be prepared to collect, synthesize, and analyze information; be prepared to work cooperatively with others to respond to changing social, economic, and global conditions (Longert, S. 2017). In order to accomplish this, meaningful technology integration will be implemented to allow for self-directed studies, tutorials, or exposure to a variety of delivery methods through videos or designated software. Additionally, meaningful technology integration will create leadership opportunities for students to take responsibility for their own learning.

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.*

Goal 1: The schools mission is focused on producing productive, confident leaders proficient in academics. With this mission at the core of our instruction, it is vital for BMA students to demonstrate proficiency in all academic skills. The basis for the school goals is the Performance Composite of the local school district. None of the schools in the targeted area have achieved a reading proficiency score higher than 35% since 2013. Based on the research from schools in the proposed area for the charter school, we will seek to improve reading proficiency to a projected goal of 70% on NC EOGs during our first year of testing.

Benchmarking and progress monitoring of math and literacy skills will be systematic at the BMA. After the initial benchmark assessment period, the board will examine and use the data to revise the reading proficiency goal to reflect a more accurate proficiency goal if needed.

Proficiency improvements will also be monitored by adequate progress rates in Reading 3D in grades K-3. Student performance on the NC K-2 mathematics assessments will also be used as a measuring reference for moving toward proficiency in mathematics.

70% year 1
75% year 2
80 % year 3
85% year 4

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90% year 5

Students in all grade levels reading at or above proficient levels in reading fluency as measured by Dynamic Indicators of Basic Early Literacy Skills including TRC (Text Reading and Comprehension):

- 70% Year 1
- 80% Year 2
- 90% Year 3
- 90% Year 4

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

The School Leadership Team will ensure that processes and procedures are in place to meet all deadlines established by the board. Teachers will be provided leadership opportunities to assist with decisions about curriculum, technology purchases, and school calendar events.

Finance: The board will work with school leadership and finance staff members to promote clean and transparent audit procedures. Governance: The Board will meet at least monthly in compliance with state requirements and the Boards bylaws.

Communication with the Board and Stakeholders: Information will be shared with stakeholders through monthly school reports and newsletters from the Lead Administrator detailing progress made. Monthly (or bi-weekly as requested) reports will be made to the Board and School leadership team. Each classroom teacher will be responsible for sending a weekly communication to parents about standards being addressed, paperwork deadlines, and upcoming events. At the end of each school year, at least 90% of the responses will be at least "agree" as indicated on the annual parent survey.

The effectiveness of the curriculum will be measured by student achievement via the North Carolina Testing Program including and not limited to End of Grade Tests, End of Course Tests, and Read to Achieve. The governing body will receive updates at each regularly scheduled board meeting (at least monthly) and will have access to the NC School Report Card that is created by the NC Department of Public Instruction on the school's web site. The Lead Administrator will maintain up to date progress toward meeting established goals and be prepared to share with the Board when requested.

At the end of each year, parents will complete a survey to answer questions about satisfaction with the board and school policies, communication curriculum materials, parental involvement, and technology. Staff input will be considered in examining and adjusting instructional goals and school culture.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Mission statement is vague and seems generic other than a school for boys.	Buffy Fowler	Mission Stat
Needs to make changes to describe the school's mission, not the Board's mission to "Institute a school." I am very interested in the mission being for young men. Especially due to the high percentage of failure with boys in the elementary and middle schools in the area.	Lindalyn Kakadelis	Mission Stat
How does a single sex school provide equity for children in Greensboro? Is 700 students feasible for a single sex school? What is the grade configuration for BMA, K-6 or K-8? The application indicates both. is there empirical data to support single sec data for grade K-6 (or possibly 8)? Is the data for middle is clear, why not operate a middle school?	Nicole Charles	Mission Stat
I would suggest tweaking the mission statement slightly to not be the mission of the board "to institute" but to be the mission of the school. It really just requires rewording.	Steven Walker	Mission Stat
The mission statement does not clearly identify why it exists.	Tracy Kelley	Mission Stat
The survey question did not ask if the respondent would be interested in an all-male school. What data do you have to support that supposition? Only 15% seemed interested in a K-8 school. Why were these grades selected for the school?	Jennifer Gnann	Educational
There appears to be a substantial need for a high quality school in the proposed area.	Steven Walker	Educational
Is the expected enrollment 700 or 900 students? Why does the application refer to both? Is there evidence that 900 boys are interested and willing to attend the school?	Nicole Charles	Educational
Survey did not go into detail that the proposed school was for boys. Survey did not provide detail about the mission or purpose of the school. Applicant did not prove educational need with survey.	Buffy Fowler	Educational
What digital software will be used - Which assessments - other than NC's EOGs will be used	Lindalyn Kakadelis	Purposes of
Very thorough explanation provided.	Shaunda Cooper	Purposes of
In the need section, the proficiency scores of the targeted population were very low. How does the school propose to be at 70% at the end of year one? The goals may be difficult to attain.	Steven Walker	Goals for th
The academic goals are made clear for K-3 year 1 but there is no discussion of the goals for 3-6 or even how those goals will be determined and which assessment will be used.	Tracy Kelley	Goals for th
What are the goals for grades 3-8?	Nicole Charles	Goals for th
What other types of data will be collected to determine growth for students? What types of assessments will be done to provide feedback between the EOGs? How will data be released to parents in the first two years since there will be no EOGs (3rd-8th) What finance, governance, and operation goals do you have?	Buffy Fowler	Goals for th
Goals do not mention growth? How will this be measured?	Lynn Kroeger	Goals for th

Reviewer	Score
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Bishop George W Brooks Male Academy - Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

Joe Maimone	Pass
Jennifer Gnann	Pass
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	Pass
Buffy Fowler	Pass
Alex Quigley	
Alan Hawkes	
Lindalyn Kakadelis	Pass
Tammi Sutton	
Sherry Reeves	Pass
Shaunda Cooper	Pass
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Pass
Tracy Kelley	Pass

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.

BMA is structured to be a K-8 academy with high academic and social expectations for students and staff.

Teachers will create lesson plans with best practices and students in mind. Lessons will be developed in the Gradual Release of Responsibility. This instructional practice assists with scaffolding higher level thinking, grade-level rigor and state standards for students. BMA will emphasize and perform frequent checks on students' understanding and confidence as an integral part of our teaching and learning process.

This lesson design is a critical part of BMA's mission of quality, researched best instructional practices. Teachers will activate students knowledge (ex. brainstorming, quick writes) and plan a culturally relevant, meaningful way for students to access skills or content. During instruction teachers will plan and incorporate a variety of engagement strategies encouraging students to explore through inquiry, problem-solve, lead discussions and develop thinking with peers. Balancing this approach with culturally relevant pedagogy will create an atmosphere that focuses on achievement, recognizes cultures of students and learning styles, and builds a sense of community.

To increase student interaction and engagement, teachers will incorporate cooperative learning and competition as an instructional strategy. Students will be taught how to lead cooperative and competitive instructional activities. Strategies will be taught, by teachers, in the Gradual Release of Responsibility involving cooperative groups in competition. This is especially effective when the students are allowed to formulate their own terms and rules of the contest, with coaching from the teachers which give students ownership over the activity. (Johnson D, Johnson R., 1991) Leading cooperative and competitive activities empowers students with communication and social skills to increase academic language and skills.

Students will be assessed throughout the school year with summative benchmarking in literacy and mathematics skills. Throughout instruction, students will be assessed formatively. Teachers will address students misconceptions and confusion throughout the lesson and determine if future instruction needs to be adjusted accordingly. Students will be given opportunities during and after lessons to express their thinking about their learning and understanding (metacognition). Progress monitoring and response to instruction will occur.

Using this data, students will participate in goal setting. Students will be informed where they are in their skills and be included in creating a plan for practice and growth. Tracking and understanding skills and growth will be a key leadership empowerment practice at BMA. Students will be taught how

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to engage in academic conversations about their teaching and learning experiences. Students will be able to participate and ultimately lead their goal setting conferences.

BMA will use assessments to form small group instruction for reading and math. For whole reading instruction, the staff will utilize quality balanced literacy materials with a variety of genres being represented for whole and small group. Math instruction will use guided instruction with hands-on, inquiry approach aligned to state standards. Science will emphasize engagement through hands-on experiments. Literacy and mathematical skills will be integrated into content areas to increase students interest, access, and understanding. This model will support teachers with professional development in differentiated instruction (including strategies for male students), cooperative learning and goal setting for academic growth.

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.

K-2 classes will have approximately 1:20 with older grades holding 1:22. Year 7 expects a total population of 900 students in Grades K-8. BMA students will work collaboratively, competitively, and independently to become 21st-century learners. There will be whole class instruction for teaching inquiry-based process and reading aloud of fiction and informational text. As students learn strategies, they will be encouraged by trained educators how to work through the inquiry-based process. Our students will learn to engage with text and content in order to generate questions to investigate. The classroom will be set up for large groups, small groups, and independent work. Flexible seating will be available. Tables will be available for experiments and projects. Students will use technology to research and record findings, photograph results, and journal their experiences digitally. At all levels, teachers will use Gradual Release to teach procedures and the use of academic vocabulary. BMA will foster the growth of inquiring learners piquing their curiosity, then teaching how to move toward generating questions for active study, research, and problem-solving.

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.*

BMA curriculum is aligned to the State Standards and the North Carolina Accountability Model. Lessons will follow quarterly pacing guides which align to state standards. Assessments will align to curriculum state standards.

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Lesson plans at each grade level will be created to identify the standards to be taught and an implementation timeline. Lesson plans will incorporate active engagement (manipulatives, experiments, annotating, small group, partner or group) strategies.

Monitoring for understanding will be integrated throughout the instructional program.

Alignment to Mission: The progression of standards followed by the curriculum is designed to ensure that all students, at all levels, become confident, academic citizens.

Alignment to Accountability Model: K-8 One of the ultimate goals of a reading program is to develop readers who not only comprehend what they read but who also want to read throughout their lives. Classroom libraries will be available from reading inventories. A broad range of experiences with a wide variety of books including leveled readers is crucial in any literacy program. Culturally relevant texts and diverse texts will be readily available for our students. The students should have some choice in the selection of their reading materials and books for at least part of their reading program. Key components will include a phonics based program through Balanced Literacy.

Alignment to Student Population: The educational program offered through BMA will offer parents and students in our community a public charter school choice serving a large population of academic underperforming students. Proven success has been demonstrated in other educational programs that use this model of alignment to students' educational needs.

Many of the targeted students enrolling in BMA will be coming from schools with performance composite scores below 31% so providing instruction that will move students to proficiency is paramount to our school mission and instructional program.

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 be expected to master a variety of instructional strategies and best practices. The effectiveness of the practices will be reviewed each year and evaluated by the BMA board, school leadership team and staff. The practices teachers will need to master include writing lesson plans in the Gradual Release of Responsibility. We chose using gradual release because it includes explicit academic language and a model for students to understand both the activity as well as the standard. It also includes scaffolding (we) and student practice (two and you) prior to releasing students to synthesize and create independently. This instructional technique is critical to the striving students. Teachers will also work collaboratively to plan using culturally relevant pedagogy. (Ladson-Billings, 1995). Professional development occurring at the beginning and throughout the year will ready BMA teachers for this task.

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.*

BMA's instructional plan is aligned to meet the needs of the students. Our

goal is to develop proficient readers and mathematicians. We will provide an educational plan that is unique to each students readiness as well as aligned to state grade-level expectations. We will begin by building a learning profile for each student. Students skills, level, and interest will be collected and examined. This information will be accumulated. Instruction will be based on objectives/state-standards, skills to be mastered, formative and summative assessment as well as adjustment based on instructional needs. This will ensure a students readiness to move to the next grade level. Frequency and duration of intervention, as well as enrichment, will be determined and adjusted based on progress monitoring and other formative assessment. Small groups and assessments will include individualization to best meet the needs of the students.

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 begins with intensive professional development two weeks before the first day of school. The professional development will include opportunities for teachers and leaders to collaborate and design lessons that fit the needs of a single gender student male population. In most schools, the professional development ends there. BMA will continue the professional development throughout the year specifically at the 22- and 45-day marks in each of the four grading periods with early release days and workdays. These days provide staff the opportunity to ask questions, problem solve, and make adjustments in teaching practices, student groups, and curriculum. The professional development is ongoing and designed to have PD team provide support to the teachers throughout the school year.

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 stated earlier students' skills, level and interest will be collected and examined. This information will be accumulated. Instruction will be based on objectives/state-standards, skills to master, formative and summative assessment as well as adjustment based on instructional needs will ensure a students readiness to move to the next grade level. Frequency and duration of intervention, as well as enrichment, will be determined and adjusted based on progress monitoring and other formative assessment. Small group and assignments will include individualization to best meet students need.

BMA will align and follow the state-approved RTI model (Response to Intervention). Utilizing a school-wide, instructional and behavioral system to monitor and address students level and trajectory of progress. We will apply strategies for preventing school failure; screening; progress monitoring; and data-based decision-making.

The RTI framework will be a comprehensive support to students. The school

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will practice RTI as a prevention-oriented approach to linking assessment and instruction. This can then inform teachers on how to best teach their students. The goal of the RTI model is to minimize the risk for long-term negative learning outcomes by responding quickly to learning/behavioral concerns.

Additionally, administrators and faculty collaboratively will develop a timeline for addressing assessed benchmarks. The calendar will reflect item specification formats and the percentage of students who attained proficiency during prior year assessment. Specifically, for early literacy and reading skills progress monitoring of TRC and DIBELS will assist teachers in pairing their instructional strategies with students needs. Through the use of the calendar, student assessment data will drive decisions for continuous improvement of the teaching and learning process. Data will be used to understand and improve school effectiveness while indicating which students need additional support to master specific grade level skills.

The School Instructional Leadership team will monitor and analyze data to maintain a growth system that provides and promotes positivity in school, teachers, and students. The leadership team including classroom teachers will examine progress-monitoring data to identify students growth levels and enhance student achievement levels by seeking new strategies through professional development opportunities. Teachers will collaborate and share best-effective practices, evaluate and reflect on the implementation of practice and new programs or skills.

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.*

All students, including ELL students, will receive the state standard course of study. Research-based instructional scaffolding strategies will be utilized by teachers. Student progress will be monitored and adjusted based on needs.

BMA will utilize the state process and procedures for ELL students. BMA will have a part-time ELL teacher during the first year increasing to three by the fifth year if needed.

1. The Student Enrollment form drives everything. ELL teachers review the enrollment forms. If they see another language then ESL teachers will screen the students and then administer the W-APT which is BMA's language screener. BMA will have to administer the W-APT within the first 30 days of student enrollment.

2. Making connections with students is the first and the most important. BMA will use a variety of the following strategies: Provide students with anchor charts/graphic organizers Bring in visuals and pictures to convey a topic Teach the Text Backwards to assess students knowledge prior to beginning a topic Bring in physical models, have students visualize, use Interactive Journals, vocabulary Teach academic vocabulary Have students use their bodies to convey a story or concept Best practices work for all students.

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3. BMA will place student work in a portfolio to capture student growth, assess students daily, weekly, and monthly to capture a full picture of the student and speak with the ELL teacher to learn about each student.

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.*

BMA will use state and national normed assessments in reading, language usage, and mathematics to identify students who are performing at the very highest levels, serving as a potential indicator of a student's identification as gifted and talented. This assessment will also be used to determine whether such students are growing appropriately in each area. For all students, including those performing at the highest levels, it is critical to ensure continued growth. BMA is committed to continually progressing students and adjusting learning opportunities when growth is inadequate. In addition to using these assessment results, classroom teachers will monitor mastery of curricular content, which will be measured through classroom assessments. Classroom teachers will offer gifted and talented students differentiated instruction and extended opportunities through a variety of means including enrichment, differentiation in content, process, products, and/or learning environment, infusion of higher order thinking skills and individualized learning opportunities. When needed, teachers will accelerate grade-level or content-level learning, taking into consideration the specific needs of the individual student. Students at or above grade level will be consistently challenged through their engagement with classroom curricular content and high-quality instruction. Likewise, the school will use teaching methods designed to ensure that the academic needs are met for the gifted and talented students. Through classroom assessments, assessments tied to national norms, and classroom observations, teachers will monitor and evaluate the progress of gifted students. The Administration will meet regularly with the staff to review lesson plans and provide feedback. Also, staff will be observed regularly and provided with feedback on the quality of their instruction and effectiveness in meeting the needs of all students, which include the gifted and talented. BMA will have a part-time AG teacher during the first year increasing to two by the fifth year if needed.

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)*

BMA will offer a full inclusion program to exceptional students whose educational needs can be met in the regular classroom setting in the least restrictive environment. BMA will provide this fully inclusive model together with an Exceptional Children teacher who will offer input to enhance the curriculum for those students. It should be noted that while full inclusion is optimal, BMA recognizes that the IEP team will determine the continuum of services for students with disabilities. The Exceptional Children teacher will be available to co-teach in classrooms and provide an even smaller student/teacher ratio. This teacher will provide special education consultative services and will assist teachers in developing students' strengths and using these strengths to address areas of weakness.

The Exceptional Children's teacher will employ direct, explicit and sequenced instruction with clear modeling and guided practice activities. The Exceptional Children teacher will also assist general education teachers in making necessary modifications and adjusting the presentation of curriculum as needed so that all students can be successful. Students individualized education plans will be followed and reviewed annually. Some children may require more intensive services in a setting away from nondisabled peers to reach their full potential.

BMA will identify students with disabilities by accepting referrals for a student with a disability based on a referral for 1) Section 504 which is part of the Rehabilitation Act of 1973, a civil rights law that prohibits discrimination of students on the basis of a handicapping condition, or 2) an Exceptional Children's Program in which the Individuals with Disabilities Education Act (IDEA) has a defined list of disabilities. Through IDEA, BMA will utilize the Child Find Program to ensure a student with a disability is identified promptly. When a teacher, parent, or other involved person suspects that a child may be a child with a disability, he/she will provide in writing the reason for the referral, addressing the specific presenting concerns and the student's current strengths and needs. The referral is to be given to the principal, the child's teacher or other school professionals at the school.

The principal or designee will accept and review all written referrals for students with disabilities; and provide assistance to parents, if needed, in completing the written referral, and inform parents and others who make an oral referral that it must be in writing. The school staff will then conduct the initial evaluation in accordance with NC 1503-2.4 through NC1503-2.7 which 1) must be conducted; eligibility determined; and for an eligible child, the IEP developed; and placement completed within 90 days of receipt of a written referral; and must determine... a. if the child is a child with a disability under NC 1500-2.4; and b. the educational needs of the child.
RECORD COMPLIANCE (ON SITE): BMA will follow and adhere to the North Carolina Policies Governing Services for Children with Disabilities (2010).

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BMA will align their Continuous Improvement Performance Plan with the North Carolina State Performance Plan and meet all local, state and federal special education reports deadlines. REQUESTING RECORDS FROM PREVIOUS SCHOOLS: BMA will submit a form requesting for records to the student's previous school in order to obtain student IEP and 504 Plan documents.

RECORD CONFIDENTIALITY (ON SITE): Records (including files, documents, and other materials containing information directly related to a student and are maintained by BMA of all children referred for evaluation and/or identified as disabled/504 will be maintained in a locked secured file cabinet in the administrative office.

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.*

Ongoing progress monitoring by referring to the IEP or PEP will be in place to track the rate of progress to determine which concepts and skills need to be targeted for further instruction.

Weekly staff meetings and frequent progress reports will allow BMA teachers, administrators, and parents to evaluate the academic and social progress of each student. This approach ensures that student needs are addressed in a timely manner. The school's IEP Team, which includes the parents and administration, will be responsible for determining the special accommodations and services that are needed to ensure that all students receive a free appropriate education. The school's IEP Team will monitor the student's progress and effectiveness of the student's plan.

BMA Board will select and contract for related services. Related services include but are not limited to: speech and language pathology, audiology services, psychological services, physical therapy, and, nursing. The implementation and delivery of related services will be based on the student need as determined by the Individualized Education Program (IEP), which includes the school principal, child's teacher and parent. Key elements of the Individualized Education Program include the projected date for the beginning of the services and the anticipated frequency, location, and duration of those services.

Students who have previously been found to be eligible for special education services or protected under Section 504 of the Rehabilitation Act will be identified by (1) notification by parent; (2) school registration form; and (3) Comprehensive Exceptional Children Accountability System (CECAS). Student needs will be supported through the interventions determined by the Instructional Support Team (IST). The IST will be responsible for identifying students who may be eligible for intervention and special education services. The IST is a school-based group of people (i.e. parents, General Education and Exceptional Children teachers, psychologists, social worker, speech therapists, and administrators). The interventions will be in place for a minimum of 30 academic days. Students will be assessed weekly in

order to monitor progress. After 20 academic days, students who make expected growth may no longer be a part of the intervention process and will continue to work with the teacher in the classroom. Students who do not make sufficient growth will either begin a different research-based program or spend more time working on the same program as a second intervention. If the student does not make progress, the comprehensive evaluation of the student will include normative measures to advance the understanding of why the student continues to have difficulty. The student will also be tested with an individually administered standardized achievement test to validate the samples of classroom assessment data with normative data. The evaluation will lead to appropriate recommendations as to the best plan for instruction. Recommendations will not be limited to special education supports and programs and may include recommendations such as classroom accommodations or continued participation in response to intervention targeted small group instruction.

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.*

BMA staff will use both formative and summative data to evaluate student performance, to adjust instruction and to improve curriculum. Assessment data will serve as the basis of Professional Learning Communities (PLCs), with teachers designing lesson plans, creating common assessments, conducting item analyses, reviewing student performance and disaggregating data.

Formative assessments will include a range of checks from understanding to progress monitoring to readiness checks for mastery. Summative assessments will measure student mastery at the culmination of units as well as measure student learning at the end of the year as required by the state. Assessments will be designed to encourage students to participate and demonstrate knowledge, understanding, and skill; assessments will be clearly aligned to standards and learning targets written using both student-friendly terms as well as academic vocabulary; assessments will be varied in type and differentiated to meet student needs. All local assessments will be scored using a standards-based approach.

Entrance requirements for Kindergarten will follow the statutory requirements as established by the state of North Carolina. Admission to all other grades will be based on successful completion of the previous grade in alignment with NC expectations.

Grade three promotions will follow state requirements; students will be proficient as measured by the state end of grade reading test; all guidelines for Read to Achieve will be in place at BMA. All other grade promotions will be based on scores on standardized tests, formative and

summative assessments, and student work samples. A promotion committee will be established to help determine if a child is promoted or retained. Parents will be notified of promotion standards at the beginning of the year for each grade level at curriculum parent nights. Letters will be sent at the beginning of the second semester to notify parents of students who are not meeting proficiency standards. An additional letter will be sent home in March to continue to keep parents abreast of student progress and to schedule additional conferences.

2020-2021: BMA will focus on improving the literacy abilities of students in all grade levels (K-3) with the goal of 70% of students in all grade levels achieving adequate progress in reading fluency as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency exams and 70% of 3rd graders performing at or above standard in reading comprehension as measured by the North Carolina End-of-Grade (NC EOG) test in reading.

2021-2022: BMA will continue its focus on improving the literacy (reading and writing) abilities of students in all grade levels (K- 4). 80% of students in all grade levels will achieve adequate progress in reading fluency as measured by DIBELS, and 75% of 3rd and 4th graders will be performing at or above standard in reading comprehension as measured by the NC EOG test. A morespecific and accurate goal for BMA can be made once initial assessments are given at the beginning of the year.

2022-2023: BMA will continue its focus on improving the literacy (reading and writing) abilities of students in all grade levels (K-4). 90% of students in all grade levels will achieve adequate progress in reading fluency as measured by DIBELS, and 80% of 3rd and 4th graders will be performing at or above standard in reading comprehension as measured by the NC EOG test.

2023-2024: BMA will continue its focus on best practices in literacy with the goal of 90% of students in all grade levels achieving adequate progress in reading fluency as measured by DIBELS and 85% of 3rd, 4th, and 5th graders performing at or above standard in reading comprehension as measured by the NC EOG test.

2024-2025: 90% of all current kindergarten students, 1st graders, and 2nd graders at or above standard in reading (DIBELS). Performance goals will be as follows: Literacy: 90% of all current 3rd, 4th, and 5th graders at or above standard in reading (NCEOG).

Math:

75% of all students at or above standard in math by the end of their 3rd, 4th, and 5th-grade years (NC EOG).

In future years the goal of BMA is to exceed 80% proficiency for all students at or above standard in math by the end of their 3rd, 4th, and 5th-grade years (NC EOG). Promotion for special needs students will be based on meeting or exceeding IEP goals. Once the goals have been reviewed and discussed with the child's teacher and parents, a decision on promotion will be given. In addition to state and federally mandate Exit Standards, ALL students exiting each grade at BMA must fulfill the following requirements:

on or above grade level in State-approved standardized test of math and reading comprehension on the NC EOGs OR an alternative assessment of reading comprehension OR reading proficiency.

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.*

BMA will emphasize leadership skills (communication, collaboration, decision-making) paired with social skill development: learning to respect others, self-control, and conflict resolution that are all crucial skills for academic achievement and career readiness. School and classroom rules and learning conditions will be posted and discussed. All staff, students, parents and Board Members will be made aware of the rules and learning conditions at BMA.

We will engage students in learning to complement one another, group social problem-solving, and helping students learn what their strengths and those of others are, as well as what is more difficult for them. We will work to develop the school culture and programs that will enable students to learn self-awareness and confidence, and some of the social skills and attitudes absolutely crucial to their future success.

When it is recognized that a student is behaving in a manner that indicates potential disciplinary problems, school personnel shall make reasonable efforts to initiate preventive measures. Instructional strategies which maximize student learning will be implemented (explicit instruction of working with others, shared leadership, active listening, restorative justice) to align with BMA stated rules and mission. Possible preventive intervention procedures may include but are not limited to: conferences with students; conferences with the students/guardians; periodic follow-up reports to parents/ guardians; and referral to appropriate support personnel.

Formal grievances involving principals: In the event that the principal is the employee to whom the grievance was addressed originally, the grievant must within five (5) days following the event or condition that is the basis for the grievance file a written grievance form, including all information requested on the form. Within five (5) days following the receipt of the written grievance, the principal shall meet with the grievant to attempt to resolve the grievance. Within five (5) days following the conference, the principal shall provide the grievant with a written response to the grievance. The written response must be signed and dated by the grievant, or it must be sent to the grievant through certified mail. In the event that the grievant is still not satisfied with the outcome of the grievance, he/she must file a formal appeal to the Board within five (5) days of the written response to the principal or the grievance will be deemed abandoned. If the principal determines a student's behavior warrants a long-term

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suspension (greater than 10 days). a 365-day suspension or expulsion, to the extent permitted by law; the Board must approve any suspensions of greater than 10 days.

The Board must approve any expulsion based on a recommendation from the principal.

Rights of Students With Disabilities: Students who are served under IDEA(Special Education) or under section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline upon their qualification for services under these federal laws. School administration along with the IEP team will determine whether the student's disciplinary infraction was a manifestation of an identified or not yet identified disability. With this determination, BMA will apply the code of conduct with accommodations and ensure that the student continues to receive services as outlined in the IEP.

Students who have been suspended may appeal the suspension beyond the Principal to the BMA Board which will determine the final decision unless the suspension warrants the involvement of the judiciary system.

Section III: Education Plan Concerns and Additional Questions		
Will student participation in goal setting be throughout grades k-8 or only a middle school component? Will the goal setting process be uniformed for entire school or determined by individual teachers?	Shaunda Cooper	Instructiona
Why was Gradual Release of Responsibility chosen for the model? What research evidence exists to show that it will be the best option for an all-male school?	Jennifer Gnann	Instructiona
What benchmark assessments will be used? How often will those benchmarks be given?		
Is there documentation support single gender education supporting the instructional program?	Nicole Charles	Instructiona
Can the applicant provide further details on Gradual Release and how teachers will be trained to implement with fidelity?	Nicole Charles	Curriculum a
The curriculum design is vague. Applicant should clarify. Please explain the term "culturally relevant". Explain how Gradual Release of Responsibility will be used to desing the the insturction.	Jennifer Gnann	Curriculum a
How does this vary from what the school district is doing other than being single gender? How does gradual release work?	Steven Walker	Curriculum a
What other resources will the school use to implement it's curriculum? Would like to hear more about what instruction will look like and how it would be different with boys. What will classroom set up look like? How will the classroom environment look different than a traditional school?	Buffy Fowler	Curriculum a
What is the source for appendix B?		
What different instructional strategies will be used given that is a single gender school? Elaborate on Gradual Release of Responsibility.	Lynn Kroeger	Curriculum a
What are the strategies or steps that will be used during the RTI step? What are the ELL teachers looking for on the enrollment form? When is the Home language survey given? When will ELL teachers be hired? Would you hire before knowing student make-up? Overall section seems vague and needs more detail to show applicant understands ELL process and RTI.	Buffy Fowler	Special Prog
The application in the at risk section does not adequately discuss the likely percentage of ELL students to be expected. The enrollment section does not describe the percentage of ELL students anticipated.	Tracy Kelley	Special Prog
How does the applicant budget for ELL services if the enrollment form drives everything? Are there plans for Home Language Surveys? When and how do ELL students move out of ELL?	Nicole Charles	Special Prog
Is there a referral program for AIG?		
How will students' skills and interest be collected and examined? How often? Please explain how the RTI will be utilized at the school? Please explain your understanding of the Home Language survey?	Jennifer Gnann	Special Prog
Is the principal also the EC coordinator? What services are provided for students whose needs cannot be met in the regular classroom? Who will have access to the records?	Nicole Charles	Exceptional
Why is the principal responsible for reviewing referrals? Is this person the lead EC educator?	Jennifer Gnann	Exceptional

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Please explain your understanding of a 504.		
The narrative says that "BMA will offer a full inclusion program to exceptional students" - what if a student requires a different level of service delivery than the general classroom?	Robert McOuat	Exceptional
How does a PEP relate to EC?	Jennifer Gnann	Exceptional
Please explain the use of staff meetings to evaluate student performance and the participation of parents in these meetings.		
I appreciate that "Weekly staff meetings and frequent progress reports will allow BMA teachers, administrators, and parents to evaluate the academic and social progress of each student." Good description of related services. The narrative indicates that "interventions will be in place for a minimum of 30." Will the IEP team be able to ensure that the eligibility process is completed within 90 days? What is the plan for providing special education services to students with disabilities? Will the full continuum be provided?	Robert McOuat	Exceptional
What assessments will be used to collect data?	Jennifer Gnann	Student Perf
applicant indicates that reading comprehension skills will be assessed by the EOG state Assessment but does not mention how the school will progress monitor (benchmark assessment) 3rd -6/8th grade or what assessment will be used (NWEA, STARS)	Tracy Kelley	Student Perf
What specific assessments are used in all grades (beyond K-3)?	Nicole Charles	Student Perf
Are there assessments to ensure the instructional goals, esp. those regarding single gender education, are met?		
Can the applicant further explain the promotion standards especially for new students?		
DIBELS is elaborated on extensively in this area, but this is just one piece of mClass. What are your plans to focus on comprehension as well as math? Will you use all of mClass?	Lynn Kroeger	Student Perf
Elaborate the type of discipline methods and philosophy will be used. What will classroom discipline look like?	Buffy Fowler	Student Cond
Is there a school wide discipline philosophy?		
What are the due process procedures for long-term suspensions?	Steven Walker	Student Cond
What types of behaviors may lead to suspensions? What happens if a behavior cannot be prevented?	Jennifer Gnann	Student Cond
How will leadership skills be taught? Is there a particular program?		
Are there behavioral interventions more suitable for the target student population esp. boys of color or low resourced boys?	Nicole Charles	Student Cond
Can the applicant provide more details around type of behaviors that warrant disciplinary action as the current criteria are vague?		
Applicant approach to discipline is not aligned to the overall school theme as it relates to being a culturally responses learning environment. The application lacks the level of inetntionality required to ensure the approach to behavior and discipline aligns with the learning needs of low income boys of color.	Tracy Kelley	Student Cond
Need to provide more specifics on student conduct and discipline. Elaborate on "Restorative justice"	Lynn Kroeger	Student Cond

Reviewer	Score
Alan Hawkes	
Tammi Sutton	
Buffy Fowler	Pass
Cheryl Turner	Pass
Kenneth Tucker	
Steven Walker	Pass
Jennifer Gnann	Fail
Joe Maimone	Pass
Sherry Reeves	Fail
Shaunda Cooper	Pass

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Robert McQuat	
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	Pass
Tracy Kelley	Pass
Lindalyn Kakadelis	Pass
Alex Quigley	Pass

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: Bishop George W Brooks Academy

Mailing Address: 1414 Clifwood Drive

City/State/Zip: Greensboro NC 27406

Street Address: 1414 Clifwood Drive

Phone: 336-324-5311

Fax: 336-324-5311

Name of registered agent and address: Eric Hines
PO Box 36148 Greensboro NC 27416

FEDERAL TAX ID: 81-3735584

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 D)
X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

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

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Samuel W. Misher	an		School Administrator		
Ronald Murphy	Vice-Chair	GUILFORD	Retired-ROTC Instructor		
Janine Cox	Member	GUILFORD	Staff Development		
Rufus Farrior	Member	GUILFORD	Attorney		
Angela Graves	Member	GUILFORD	Retired-School Administrator		
Brian Moore	Secretary/Treasurer	GUILFORD	CPA- Price Waterhouse		
James Pfaff	Member	NEW HANOVER	Retired-Judge		

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 has the primary responsibility of promoting the goals of the school and will do so by adopting and implementing policies that ensure effective governance, transparency, and good patterns of communication between the Board and school leaders. The board will perform the functions essential to governing an excellent school, ensuring that students are learning, that funds are appropriately managed, and that our school complies with all charter, state, and federal requirements

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

- 1) Articulating, maintaining, and driving our mission throughout the school community
- 2) Reviewing and approving academic goals.
- 3) Reviewing and approving school policies.
- 4) Monitoring performance toward academic and operating goals.
- 5) Reviewing and approving the school's annual budgets and ensuring that proper financial procedures are in place and effectively implemented.
- 6) Ensuring that sufficient enrichment programs are created to supplement the education program.
- 7) Ensure legal and ethical integrity with the school and within the board.
- 8) Recruit and orient new board members.
- 9) Inform the board of any potential conflict of interests and abide by the decision of the board members.

The board will hire, evaluate, compensate and directly supervise the lead administrator.

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.

According to the bylaws for BMA, the board will consist of a minimum of five (5) and a maximum of eleven (11) board members. Once the students are selected to attend the school, the Board will seek parents who want to serve on the board.

The founding Board members come from diverse backgrounds in, education, finance, law, and community leadership. Their background and areas of expertise will help us to ensure that the school will remain academically, operationally, and financially viable. Two board members have an extensive background in educating the male student. One member works with a national company that trains teachers to work in challenging schools. The board chairman has been a principal and has opened a school in Guilford County. The Board's oversight will help to ensure that the school will be an educational and operational success. The Board will evaluate the success of the school and school leaders on a quarterly and annual basis. The Board will receive monthly updates from the school. The updates will include reports on student attendance, student performance, progress on meeting stated goals, and financial stability. The board will develop an evaluative tool to measure the success of both the school and the school leader.

3. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

The founding members came together because of a common interest in the education of the males in Guilford County. Each member was selected based on their background and expertise. All members have a strong passion for education and want to provide an opportunity to increase the academic achievements of all males in Guilford County. Any opening on the board will be filled as quickly as possible. We will ask all members to inform the Board Chair if they plan to resign from the board before the end of their term. As vacancies occur, the board will select a replacement to serve out the term of the vacated position. The vacancy will be filled as quickly as possible. Appointments will be made in compliance with the bylaws.

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

The Board of Directors shall meet at least monthly.

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.

All our founding Board members will participate in mandatory orientation before and during the first year of operation. Future Board members will also be trained during their first year of Board service. This training will cover a broad range of governance topics. A typical example of structure and content follows. We will choose a board attorney who will lead sessions on topics such as:

1. Parliamentary procedures and the role of Board members in the use of such procedures;
2. The structure of Board meetings and the open meetings and public records laws; and,

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3. The Boards processes and procedures
4. Proper use of executive sessions
5. How to structure Board meetings
6. How to handle administrative hearings
7. How to interpret school data and understanding of fiscal management

We will schedule a minimum of three to five hours of governance training for Board members each year, and we will select programs that best meet the current needs of individual members and the school. We will take advantage of the training opportunities offered through the Office of Charter Schools.

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.*

A Board member shall inform the Board of any direct or indirect conflict of interest related to any transaction contemplated by the Board. The Board will consult our independent legal counsel should any real or apparent conflict of interest ever arises. Our legal counsel will also provide support and advise as we review transactions for any actual and perceived conflicts of interest.

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

The board will seek advice from our attorney when developing school policies. We will ask the attorney to draft the policy, present the draft policy to the board for discussion. The board will meet and discuss the draft policies, revising as necessary and ensuring they are aligned with the school mission and consistent with the responsibilities of the school board. Once the policies are in final form, the policies will be presented for adoption at a scheduled meeting.

8. *Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

At this time, the board will not have any advisory bodies. The board will always seek input from all the parents and community members to assist in school operations. We will encourage the formulation of a parent teacher organization to allow opportunities for parents to become involved in the school.

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

We will encourage the parents to contact the classroom teacher as the first line of contact to address any concerns. If the concerns cannot be addressed at the classroom level, we encourage the parents to contact the administration. The administration will respond within a designated time. If the administration is not able to resolve the issue, the parent can contact the Board of Directors. The Board may hear any grievances with respect to an employee who has a dispute with the school administration. The grievance procedures will be clearly defined in the student and faculty handbooks once approved by the school board.

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).*

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(Appendix E)

2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
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 G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

1 Lead Administrator

1 Office Manager

1 Clerical

2 Food Staff part-time

1 Custodian

1 Counselor

14 Teachers Core Content

3 Elective Teachers

4 Teacher Assistants

2 Exceptional Children Teachers

1 Reading Specialist (1)

.5 ELL Teacher (1st year) 1 Full-time 2nd year

.5 AG Teacher (1st year) 1 Full-time 2nd year

3 Contracted Services

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The key to improving student achievement is the hiring of qualified teachers. Student academic achievement will be fundamental to achieving our mission. We must have effective instruction every day in every class. We will use members of the founding board to assist with recruiting. With two

of the members working in the education field for over thirty years, we will have access to potential candidates. One of the board members is a national trainer and will have the opportunity to recruit teachers nationally. We will look for retired teachers who are supportive of our mission and who have a strong record of growing students academically. We will advertise in the local papers and attend recruitment fairs. We will work to retain all teachers by providing them with support, staff development, mentors, and constant monitoring with feedback. Over 250 teachers have retired from the local LEA within the last year. Currently, 10 of those retired teachers have inquired about openings and look forward to an opportunity to work with the school. BMA will be able to employ retired teachers without the teachers having to wait the usual 6 months to return to work. BMA will not participate in the state public school retirement system, which will allow retired teachers to work full-time without having to limit their potential income.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.

The relationship that will exist between BMA employees and the non-profit board is that all employees will be employees of the board even though only the principal will actually be recruited and hired by the board. It will be the responsibility of the principal to recruit and hire other staff members. National criminal background checks will be conducted and references will be assessed and then a recommendation will be made to the designated committee. The board gives final approval for the hiring of all individuals. This employment practice applies to all employees of the school whether they are contracted staff, paraprofessional, or professional.

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

Recruitment and hiring of professional personnel will transpire based on qualifications and merit. The Board will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions. BMA will be an equal opportunity employer. The Board will have the ultimate responsibility for assuring that all recruiting, selection, training, and other employment decisions will occur based on individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal laws. All job announcements and advertisements may also include where applicable such information as job title, major job responsibilities, location of the school, how to apply for the position, minimum qualifications, and deadline for receiving applications. Each job applicant will provide an application form, North Carolina teaching credentials, and three professional references. The Board will ensure that background checks and other investigations required by law are conducted prior to any hiring decision. The Board will also conduct background checks on all employees or any individuals that have any contact with students. BMA will be a drug free workplace. Applications of candidates meeting all local, state, and federal guidelines for public school employment will be given to the lead Administrator. A personnel committee will be formed to interview and screen potential employees. The committee may consist of Board Members, administrative team members, and teachers (in the future).

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

employment.

Salaries for full-time classified employees will range from \$22,000-\$32000. Salaries for part-time classified employees will range from \$10,000-\$14,000.

Salaries for full-time certified employees will range from \$40,000-\$46,000.

Salaries for part-time certified employees will range from \$20,000-\$30,000.

Salaries for contracted service employees will range from \$12,000-\$16,000.

Salaries for administration will range from \$50,000-\$72,000.

All full-time employees will be eligible to participate in the benefit package offered once a vendor is chosen. These salaries are very attractive to retired employees and are above the starting salaries for the beginning teachers in the local LEA.

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

BMA expects to have certain reasonable policies and rules for the conduct of school employees. BMA will generally retain its staff on an at-will basis. BMA will have certain minimum rules that should not be violated under any circumstances. Violation of these minimum rules will lead to discipline, up to and including immediate termination. Examples of these rules include but are not limited to:

- * substance abuse
- * insubordination
- * consistent poor performance
- * theft
- * threats and weapons in the workplace
- * harassment
- * absenteeism and tardiness
- * misuse of property
- * fraud, dishonesty and false statements
- * violation and/or lack of enforcement of school rules
- * breaching confidentiality

This list is not all-inclusive, and there may be other circumstances for which employees may be disciplined, up to and including immediate termination. BMA retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted if any. Employees of BMA are at-will employees and can be terminated at any time, without resorting to any type of discipline. BMA does not have to use any of the following steps of discipline, and does not have to use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination. In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the Principal and/or BMA Board:

1. Verbal warning.
2. Written warning.
3. Final warning and/or probation.
4. Termination

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

With the school having limited personnel available, most positions will have additional duties. Elective teachers originally hired, will not have a complete schedule of classes on a daily basis. During this mentioned time, the elective teachers will work with students while they are in core classes (mainly math and reading). This process will continue until the enrollment increases. Teacher assistants will be used to provide duty-free lunches for

certified staff. These positions will be funded through the approved budget.

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.

We will hire a part-time ELL and AG teacher in year one. In year two, both will increase to full-time. Additional teachers will be hired as the enrollment increases. The ELL teacher will use the same strategies to assist non-ELL students if there are not enough ELL students. The AG teacher will assist regular classroom teachers with understanding strategies on addressing the needs of the academically gifted student. Any ELL or AG teacher will have the required degree and license to meet the needs of the 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).

Classroom and elective teachers will need valid North Carolina teaching credentials, nurses shall have LPN or RN licenses, teachers for all special education students shall have all appropriate North Carolina exceptional children credentials, teachers for gifted students shall have all gifted student credentials. All employees must have at least two years of education beyond high school or acceptable experience as determined by the board.

Staff Evaluation and Professional Development

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

The lead administrator will be involved with monitoring teacher license to ensure checks and balances. Professional development oversight will also include the lead administrator and assistant administrator in (future years).

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.

BMA shall actively comply with all requirements for highly qualified teachers as provided in The No Child Left Behind Act of 2001 (NCLB). BMA will emphasize the importance of teacher quality and their development as a crucial factor in improving student achievement. We understand that NCLB requires that we ensure that public elementary school teachers are highly qualified to teach the basic elementary school curricula, and that middle school teachers are highly qualified to teach each core academic subject teaching assignment. The core academic subjects are defined as the following: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and fine arts. BMA will evaluate teachers by regular classroom visitations and the use of the NCEES(North Carolina Educator Evaluation System) Master Teachers will be paired with newer teachers to help in mentoring and guidance. Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. BMA will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions. BMA will be an equal opportunity employer. Its responsibility will include recruiting, selection, training, and other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal

laws. Individuals designated by the BMA Board will analyze each required job prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy.

- 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.*

BMA will provide professional development that will have a lasting impact on our staff. According to the Center of Public Education in Effective Professional Development in an Era of High States Accountability (Gulamhussein): The researchers found the only professional development programs that impacted student achievement were lengthy, intensive programs. Programs that were less than 14 hours (like the one-shot workshops commonly held in schools) had no effect on student achievement. Not only did these workshop programs fail to increase student learning, they did not even change teaching practices. The school will develop a professional development team that will include the reading teacher, administration, and experts in the areas of restorative justice, working with a male single gender population, and literacy. PD will begin as uniform and will become more individualized as needed. Major emphasis in the professional development will explore the following areas: differentiated instruction (including strategies for male students), cooperative learning and goal setting for academic growth, early literacy components, the inquiry-based instructional approach, utilizing assessment approaches that expand beyond traditional tests and quizzes, infusing culturally relevant pedagogy into the curriculum, and the Gradual Release of Responsibility.

- 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.*

BMA Professional Development will begin with a 5-day retreat, August 12-16, 2019. This PD will continue August 19 on the BMA campus. This intensive PD will ensure that all staff will be "speaking the same language" before the beginning of the school year.

August 12-16 PD (PD - 35 hours)

August 19-21 PD and work days (10 hours)

Before the staff development staff members will be provided with relevant research and literature focusing on the young male student and teaching techniques that benefit the male student (example: abstract before concrete in math) as described by Leonard Sax. Actual Professional development will be tailored to the specific needs of our school, use of restorative justice, setting up the single-gender classroom, planning balanced literacy lessons with culturally relevant texts and assessments for male students, Gradual Release of Responsibility, and formulating inquiry based tasks in the curriculum.

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

The Professional Development team will return at the end of 20 days to join the staff on the first of two teacher workdays. This will be a time for teachers and staff to work, plan, and discuss the implementation of our curriculum thus far. Time will also be available on the 2nd work day for

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teachers, guided by the PD team if requested, to plan for student groups and possible intervention or special education needs. All staff at the K-2 level, teachers, assistants, and specialists will work together to identify any students with academic or social needs.

PD staff will be available for BMA Early Release Days each mid-nine week period and the end of each grading period for continued support of staff and students. Teachers will be provided with training which supports both early literacy, single gender learning, and inquiry based learning in PLCs. Throughout the year PLCs will meet once each week during grade level planning. Teachers will use this time to review practices, plan collaboratively and problem-solve if necessary.

September 25 Early Release Day (PD and PLCs - 3 hours).

September 26 PD team provides support as staff makes key decisions about strategies, student placement, and concerns (At least 4 hours).

October 30 - Early Release Day (PD and PLCs - 3 hours). This is Early Release at end of first Grading Period.

October 31 - Teacher Workday PD team available for teacher assistance

December 6 - Early Release Day (PD and PLCs - 3 hours)

January 23 - Early Release Day (PD and PLCs - 3 hours)

February 27 - Early Release Day (PD and PLCs - 3 hours)

April 2 - Early Release Day (PD and PLCs - 3 hours)

June 15 - PD 8 hours, End of year discussion and recommendations for next year

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)).

Future Plan:

Family Nights: We plan to facilitate Family Nights leading up to our opening. Each one will have its own strategy for recruitment based on its timing and theme. The events will be held at the school location and will be filled with planned fun activities for the whole family. Participants will have the opportunity to win free items.

Print Marketing:

We will have a BMA trifold brochure by September 2018 with QR codes on each page that will automate everything in time based on where we are in the progress of the school. We will use this brochure to build our Facebook, Twitter and website presence. We will print approximately 4000 brochures which will be delivered to each of the surrounding daycares and preschools and sent home with each student's work. These brochures have a variety of uses, however, we plan to spend more time on identifying the where to place them and how to get them in the hands of the potential families than just designing and printing thousands of marketing material.

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We will design a rack card that can be placed in surrounding businesses featuring school, mission, goals and a map. Will create a means to acquire email addresses to mail postcards to the residents in the surrounding neighborhoods. We will design yard signs that will be placed throughout the neighborhood. We will design a banner that will be posted near the entrance to the school.

Advertising: We will run advertisements in paper prints and email campaigns from addresses collected by the local preschools and daycares that one of our board members has already established relationships with. In addition, Board Members and staff will attend local sporting programs at community recreation centers in the area to reach those families who perhaps do not receive print media.

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.*

BMA will support the vision, mission, and goals through its commitment to maintain multiple lines of communication with its stakeholders. BMA will inform stakeholders of the successes and challenges of the school's students, staff, programs and budgets as well as gather input and feedback. A variety of strategies will be implemented to garner input and inform stakeholders. Websites, blogs, email blasts, e-newsletters, television and radio broadcasts from the time that the school is approved through opening reinforce the commitment to build strong relationships with all stakeholders. BMA will establish a parental involvement plan to meet the needs of the families in our school. We will ask the question, "If you decide to send your child here, what are you willing to commit to"? That is one of the greatest strengths of choice. We understand that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. Our goal is to educate all students effectively, and we know that to do that the schools and parents must work as partners to ensure educational success. Parents can partner with the school by: monitoring homework daily, communicating with teachers by electronic means, or participating in activities scheduled at the school. BMA is based on a stakeholder empowerment model that immerses students, parents, and teachers in the decision-making process which enables them to make choices and generate discussion that directly informs leadership decisions at the local level. BMA will develop a Parent Teacher Association to engage families in school planning, leadership and meaningful volunteer opportunities. BMA will offer parents, student government and community members the opportunity to be actively involved in instructional activities, review pertinent data and engage in school improvement projects and student led conferences.

Admissions Policy

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

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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.*

Any child who is qualified under the laws of North Carolina for admission to a public school in the grades will be served who is qualified for admission to the school. We will not limit admission to students based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. In order for students to enroll at BMA, parents/guardians must complete an Application for Admission, and provide Parent Name, Student Name, grade level applying for, and contact information.

For the 2019-2020 school year, BMA will have an open application period that begins on October 1, 2018, and will end on March 31, 2019. During the enrollment period, BMA will agree to enroll any student whose parents/guardians submit a valid application during the application period unless the number of applications exceeds the capacity of the school or the expected assigned grade. If the number of applications exceeds the school's capacity or the capacity for a grade, a lottery will be held to fill vacant seats for the 2019-2020 school year and for subsequent years. Once enrolled, students are not required to reapply in subsequent enrollment periods.

Each student applicant will have an index card with their name and grade. Cards for the general waiting list for each grade will be randomly drawn one card at a time, beginning with kindergarten. The lottery will then proceed for each grade through grade 2, as openings become available at a given grade, students will be admitted based on their current lottery number. If applicants selected for admission decide NOT to enroll at BMA, the parents of the next child on the list for that grade will be notified immediately. Parents of students who are given acceptance by BMA have 15 days to notify the school of their decision regarding the enrollment of their child. BMA will give enrollment priority annually to siblings of its currently enrolled students. BMA will give enrollment priority to the children of the school's staff and, for the first year only, its board members providing board members' children do not exceed 10 percent of the total enrollment or up to 20 students, whichever is less. The school's enrollment policy will be specified on the official copy of the school's Application for Admission and in the student handbook.

The parents of students at BMA may withdraw or transfer their children at any time. Students' records will be forwarded as official documents to the child's receiving school. For parents to re-enroll their students at BMA later, they must go back through the school's admission process. Student withdrawals will be processed upon parental request. Student withdrawals and transfers will be effective the date in which the student was last in attendance at the school. Once a student has been withdrawn or transferred, a new application must be submitted to be eligible for attending BMA.

Weighted Lottery

Does your school plan to use a weighted lottery?

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Yes:

No:

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Guilford County Schools
 LEA #2 Alamance-Burlington Schools
 LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000
Kindergarten	95	5	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 01	95	5	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 02	95	5	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 03	0	0	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 04	0	0	0	0	0	0	95	5	0	95	5	0	95	5	0
Grade 05	0	0	0	0	0	0	0	0	0	95	5	0	95	5	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	95	5	0
	285	15		380	20		475	25		570	30		665	35	

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
n/a	Nicole Charles	Tax-Exempt S
Elaborate on relationship with this board to Next Generation Academy	Lynn Kroeger	Governance a
Is there a connection point to the board for parents? Why is there such a big membership difference (5 to 11)? The board appears very well suited to guide a school, how were they recruited? What's the recruitment strategy going forward? How will board success be evaluated?	Nicole Charles	Governance a
No infractions noted on background checks.	Shaunda Cooper	Governance a
Board is professionally diverse and has strength in multiple areas.	Steven Walker	Governance a
How will potential board members be recruited?	Jennifer Gnann	Governance a
How will the board performance be evaluated?		
n/a	Nicole Charles	Proposed Man
School does not plan to work with EMO/CMO.	Shaunda Cooper	Proposed Man
Please explain the desire to hire retired teachers other than compensation. Please explain the understanding of at-will employment vs. the list of terminable offenses.	Jennifer Gnann	Staffing Pla
Projected staff is outlined in the submitted budget.	Shaunda Cooper	Staffing Pla
Since teachers will be "at-will" does that mean no teacher contracts will be issued?	Lynn Kroeger	Staffing Pla
Plan is to hire retired teachers.	Steven Walker	Staffing Pla
"Major emphasis in the professional development will explore the following areas: differentiated instruction (including strategies for male students), cooperative learning and goal setting for academic growth, early literacy components, the inquiry-based instructional approach, utilizing assessment approaches that expand beyond traditional tests and quizzes, infusing culturally relevant pedagogy into the curriculum, and the Gradual Release of Responsibility."--Many of these were not listed in the Curriculum and Instructional Design. How will these programs impact the teaching and learning in the classroom? Please note that NCLB is no longer current legislation and "Highly Qualified" is defined differently in ESSA. Who is responsible for PD?	Jennifer Gnann	Staff Evalua
Applicant should be asked to describe how it will ensure teaches are highly effective now that NCLB is no longer in effect?	Tracy Kelley	Staff Evalua
Does the applicant have understanding of the current standards for teachers?	Nicole Charles	Staff Evalua
How will you ensure that the racial/ethnic composition will reflect the district?	Jennifer Gnann	Marketing Pl
Refreshing to see the level of expected participation from parents as partners in the school.	Shaunda Cooper	Parent and C
The applicant indicates not discriminating on the bases of gender, how is this possible for a single gender school?	Nicole Charles	Admissions P
The number of students expected to enroll is very ambitious for a first-year school.	Jennifer Gnann	Projected St
The chart goes to just 6th grade but the narrative describes a K-8 school. Applicant should be asked to clarify the discrepancy in grad structure.	Tracy Kelley	Projected St
Enrollment projections seem high for single gender school	Lynn Kroeger	Projected St
The school has chosen not to use the weighted lottery.	Shaunda Cooper	Weighted Lot
n/a	Nicole Charles	Weighted Lot

Reviewer	Score
Alan Hawkes	
Alex Quigley	Pass
Buffy Fowler	Pass

Bishop George W Brooks Male Academy - Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

Cheryl Turner	Pass
Kenneth Tucker	
Steven Walker	Pass
Jennifer Gnann	Pass
Joe Maimone	Pass
Lindalyn Kakadelis	Pass
Tracy Kelley	Pass
Lynn Kroeger	Pass
Nicole Charles	Pass
Phyllis Gibbs	
Robert McOuat	
Shaunda Cooper	Pass
Sherry Reeves	Pass
Tammi Sutton	

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.

BMA will ensure that the transportation policy complies with state law. We understand that transportation shall not be a barrier to any student who wishes to attend our school. Transportation will be provided free to all students who attend BMA. Special arrangements will be used to address the needs of students with disabilities. Our budget reflects a strong commitment to providing transportation to our students. BMA will purchase up to three buses to assist with transportation. BMA's goal is to employ staff who have a license to drive the bus. This will help defray the cost of employing drivers. As our revenue increases, we will be able to employ bus drivers on a part-time basis. By purchasing new buses, the financing can be extended up to 84 months. Money for maintenance and fuel is included in the budget. BMA plans to apply for the reimbursement grant offered by DPI to offset the cost of maintenance and fuel. BMA will partner with Next Generation Academy to provide transportation to their respective schools. A private bus company has agreed to provide emergency services if necessary for BMA. Any expenses incurred by the private bus company will also be eligible for reimbursement through the grant offered by DPI.

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.

BMA has partnered with a local catering company who is very supportive of our mission. The owner is a former cafeteria manager in the local LEA. He is aware of our limited funds in the first few years. He has agreed to the following items to help us stay within our budget. He will be responsible for the administration and oversight of our school nutrition program. He is familiar with the application process and the appropriate paperwork to participate in the National School Lunch Program. He will bill us monthly each year for the first five years an amount not to exceed reimbursements from the National School Lunch Program and the amount allocated in our budget which is: \$50,000-year 1, \$55,000-year 2, \$60,000- year 3, \$65,000-year 4, and \$70, 000-year 5. The caterer will provide a quality unitized meal program that includes all the "components" of a full-service operation. The planned facility will include a multipurpose room which will be used as a spacious cafeteria and a fully functional commercial kitchen. All students will eat meals in the cafeteria. Their "component meal system" should consist of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; condiments; plastic wear; trays and liners. The serving lines are set up with the point of service station at the end. This set up allows the staff to ensure students are receiving all of the required components to make up a reimbursable meal. BMA will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability. All students are assigned a unique

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account number at the beginning of the school year and can add funds to their account. Regardless of account balance, no child is ever denied a meal.

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		\$1,553.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,277.00
Property Insurance	\$100,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$9,034.00
Total Cost			\$15,827.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) 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.

bishopbrooks 09/22/2017

(Board Chair Signature)

(Date)

Facility:

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

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What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

BMA has located a facility that is currently being used by Next Generation Academy. The current landlord is in the process of building a new facility for Next Generation Academy to use starting in the year 2019. The school has 20+ classrooms and has adequate space to accommodate our educational needs. There is a library, computer room, gym, and cafeteria. The facility has an Educational Certificate of Occupancy. There is also a fully functional cafeteria available for use. The landlord has agreed to delay one of our payments during the first year if needed, to help with our budget needs.

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

The breakdown of the cost for the building is approximately \$8.09 per foot for a year (with utilities). This is significantly below the area market that runs \$10-\$15 per foot (no utilities).

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.*

The board has identified three churches that will temporarily house the school. All three were built to accommodate up to 600 students. One church used to house a charter school and has a gym for recreational use. The other two churches currently have educational programs in their building. One has a pre-school and the other church serves students on a temporary basis.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Survey responses are from 26 different elementary schools. Is this enough resources to provide transportation from all these areas?	Lynn Kroeger	Transportati
Have you secured financing for bus?	Buffy Fowler	Transportati
Working with an individual who is experienced with the National Lunch Program will be beneficial. Will the board learn the particulars of the program as well?	Shaunda Cooper	School Lunch
No chair signature	Nicole Charles	Healthy and
How close is the new location for Next Generation? Will this cause any difficulties in recruiting? What is the waitlist at Next Generation?	Steven Walker	Facility and
Does the applicant have the agreements with the landlord in writing?	Nicole Charles	Facility and
"The landlord has agreed to delay one of our payments during the first year if needed, to help with our budget needs." Will the board receive the delay agreement in writing?	Shaunda Cooper	Facility and

Reviewer	Score
Alan Hawkes	
Alex Quigley	Pass
Tammi Sutton	
Sherry Reeves	Pass
Shaunda Cooper	Pass
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Pass

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Lynn Kroeger	Pass
Tracy Kelley	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Jennifer Gnann	Pass
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	Pass
Buffy Fowler	Pass

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 2018-19

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 #1 410 - Guilford County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,123.35	285	\$1,460,154.75
Local Funds	\$2,372.00	285	\$676,020.00
Federal EC Funds	\$4,171.22	33	\$137,650.26
Totals			\$2,273,825.01

LEA #2 010 - Alamance-Burlington Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,195.60	15	\$77,934.00
Local Funds	\$1,548.00	15	\$23,220.00
Federal EC Funds	\$4,253.55	2	\$8,507.10
Totals			\$109,661.10

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Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,538,089	\$1,753,600	\$2,192,000	\$2,630,400	\$3,068,800
-Local Per Pupil Funds	\$699,240	\$920,400	\$1,150,500	\$1,380,600	\$1,610,700
-Exceptional Children & Federal Funds	\$146,157	\$136,000	\$170,000	\$204,000	\$238,000
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,383,486	\$2,810,000	\$3,512,500	\$4,215,000	\$4,917,500

***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 J.

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$70,000	\$70,000	1	\$75,000	\$75,000	1	\$80,000	\$80,000	1	\$85,000	\$85,000
Assistant Administrator	0	\$0	\$0	1	\$60,000	\$60,000	1	\$65,000	\$65,000	1	\$70,000	\$70,000	1	\$75,000	\$75,000
Office Manager	1	\$32,000	\$32,000	1	\$34,000	\$34,000	1	\$36,000	\$36,000	1	\$38,000	\$38,000	1	\$40,000	\$40,000
Clerical	1	\$26,000	\$26,000	1	\$28,000	\$28,000	2	\$30,000	\$60,000	2	\$32,000	\$64,000	2	\$34,000	\$68,000
Food Service Staff	2	\$10,000	\$20,000	2	\$12,000	\$24,000	3	\$14,000	\$42,000	3	\$16,000	\$48,000	3	\$18,000	\$54,000
Custodians	1	\$22,000	\$22,000	1	\$24,000	\$24,000	2	\$26,000	\$52,000	2	\$28,000	\$56,000	2	\$30,000	\$60,000
Counselor	1	\$44,000	\$44,000	1	\$46,000	\$46,000	1	\$48,000	\$48,000	1	\$50,000	\$50,000	1	\$52,000	\$52,000
Social Worker	0	\$0	\$0	1	\$44,000	\$44,000	1	\$46,000	\$46,000	1	\$48,000	\$48,000	1	\$50,000	\$50,000
A - Total Admin and Support:	7		\$209,000	9		\$330,000	12		\$424,000	12		\$454,000	12		\$484,000
Instructional Personnel:															
Core Content Teacher(s)	14	\$42,000	\$588,000	18	\$44,000	\$792,000	22	\$46,000	\$1,012,000	26	\$48,000	\$1,248,000	31	\$50,000	\$1,550,000
Electives/Specialty Teacher(s)	3	\$42,000	\$126,000	3	\$44,000	\$132,000	3	\$46,000	\$138,000	4	\$48,000	\$192,000	4	\$50,000	\$200,000
Exceptional Children Teacher(s)	2	\$44,000	\$88,000	2	\$46,000	\$92,000	3	\$48,000	\$144,000	3	\$50,000	\$150,000	4	\$42,000	\$168,000
Teacher Assistants	4	\$26,000	\$104,000	5	\$28,000	\$140,000	5	\$30,000	\$150,000	6	\$32,000	\$192,000	6	\$34,000	\$204,000
ELL Teacher	.5	\$44,000	\$22,000	1	\$44,000	\$44,000	2	\$46,000	\$92,000	2	\$48,000	\$96,000	3	\$50,000	\$150,000

Bishop George W Brooks Male Academy - Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

Academically Gifted Teacher	.5	\$44,000	\$22,000	1	\$44,000	\$44,000	1	\$46,000	\$46,000	2	\$48,000	\$96,000	2	\$50,000	\$100,000
Reading Teacher	1	\$42,000	\$42,000	1	\$44,000	\$44,000	2	\$46,000	\$92,000	2	\$48,000	\$96,000	3	\$50,000	\$150,000
Contracted Services	3	\$12,000	\$36,000	3	\$15,000	\$45,000	4	\$18,000	\$72,000	4	\$21,000	\$84,000	4	\$24,000	\$96,000
B - Total Instructional Personnel:	28		\$1,028,000	34		\$1,333,000	42		\$1,746,000	49		\$2,154,000	57		\$2,618,000
A+B = C - Total Admin, Support and Instructional Personnel:	35		\$1,237,000	43		\$1,663,000	54		\$2,170,000	61		\$2,608,000	69		\$3,102,000
Administrative & Support Benefits															
Health Insurance	5	\$4,000	\$20,000	9	\$4,120	\$37,080	12	\$4,244	\$50,928	12	\$4,371	\$52,452	12	\$4,502	\$54,024
Retirement Plan--Other	5	\$1,500	\$7,500	9	\$1,600	\$14,400	12	\$1,700	\$20,400	12	\$1,800	\$21,600	12	\$1,900	\$22,800
Life Insurance	5	\$650	\$3,250	9	\$700	\$6,300	12	\$750	\$9,000	12	\$800	\$9,600	12	\$850	\$10,200
Disability	5	\$650	\$3,250	9	\$700	\$6,300	12	\$750	\$9,000	12	\$800	\$9,600	12	\$850	\$10,200
Medicare	5	\$1,200	\$6,000	9	\$1,250	\$11,250	12	\$1,300	\$15,600	12	\$1,350	\$16,200	12	\$1,400	\$16,800
Social Security	5	\$2,000	\$10,000	9	\$2,050	\$18,450	12	\$2,100	\$25,200	12	\$2,150	\$25,800	12	\$2,200	\$26,400
D - Total Admin and Support Benefits:	30		\$50,000	54		\$93,780	72		\$130,128	72		\$135,252	72		\$140,424
Instructional Personnel Benefits:															
Health Insurance	25	\$4,000	\$100,000	31	\$4,120	\$127,720	38	\$4,244	\$161,272	45	\$4,371	\$196,695	53	\$4,502	\$238,606
Retirement Plan--Other	25	\$1,500	\$37,500	31	\$1,600	\$49,600	38	\$1,700	\$64,600	45	\$1,800	\$81,000	53	\$1,900	\$100,700
Social Security	25	\$2,000	\$50,000	31	\$2,050	\$63,550	38	\$2,100	\$79,800	45	\$2,150	\$96,750	53	\$2,200	\$116,600
Disability	25	\$650	\$16,250	31	\$700	\$21,700	38	\$750	\$28,500	45	\$800	\$36,000	53	\$850	\$45,050
Medicare	25	\$1,210	\$30,250	31	\$1,250	\$38,750	38	\$1,300	\$49,400	45	\$1,350	\$60,750	53	\$1,400	\$74,200
Life Insurance	25	\$650	\$16,250	31	\$700	\$21,700	38	\$750	\$28,500	45	\$800	\$36,000	53	\$850	\$45,050
E - Total Instructional Personnel Benefits:	150		\$250,250	186		\$323,020	228		\$412,072	270		\$507,195	318		\$620,206
D+E = F - Total Personnel Benefits	180		\$300,250	240		\$416,800	300		\$542,200	342		\$642,447	390		\$760,630

Bishop George W Brooks Male Academy - Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

A+D = G - Total Admin and Support Personnel (Salary & Benefits)	37		\$259,000	63		\$423,780	84		\$554,128	84		\$589,252	84		\$624,424
B+E = H - Total Instructional Personnel (Salary & Benefits)	178		\$1,278,250	220		\$1,656,020	270		\$2,158,072	319		\$2,661,195	375		\$3,238,206
G+H = J - TOTAL PERSONNEL	215		\$1,537,250	283		\$2,079,800	354		\$2,712,200	403		\$3,250,447	459		\$3,862,630

Operations Budget: Expenditure Projections
2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000
	Paper	\$10,000	\$12,000	\$14,000	\$16,000	\$18,000
	Computers & Software	\$8,000	\$6,000	\$6,000	\$6,000	\$6,000
	Communications & Telephone	\$6,000	\$7,000	\$8,000	\$9,000	\$10,000
	Copier leases	\$10,000	\$11,000	\$12,000	\$14,000	\$16,000
Professional Contract	Legal Counsel	\$12,000	\$14,000	\$16,000	\$18,000	\$20,000
	Financial	\$32,000	\$34,000	\$36,000	\$38,000	\$40,000
Facilities	Facility Lease/Mortgage	\$240,000	\$240,000	\$240,000	\$240,000	\$240,000
	Custodial Supplies	\$20,000	\$12,000	\$14,000	\$16,000	\$18,000
	Insurance (pg19)	\$16,000	\$18,000	\$20,000	\$22,000	\$24,000
	Other	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Utilities	Electric	\$10,000	\$11,000	\$12,000	\$14,000	\$15,000
	Gas	\$10,000	\$11,000	\$12,000	\$14,000	\$15,000
	Water/Sewer	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000
Transportation	Buses	\$50,000	\$55,000	\$60,000	\$65,000	\$70,000
	Gas	\$10,000	\$15,000	\$20,000	\$25,000	\$30,000
	Oil/Tires & Maintenance	\$10,000	\$15,000	\$20,000	\$25,000	\$30,000
Other	Marketing	\$8,000	\$5,000	\$5,000	\$5,000	\$5,000
	Child nutrition	\$50,000	\$55,000	\$60,000	\$65,000	\$70,000
	Other	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	K - TOTAL Administrative & Support Operations	\$529,000	\$550,000	\$586,000	\$625,000	\$662,000
	Instructional:					
Classroom Technology	Computers	\$25,000	\$15,000	\$15,000	\$15,000	\$15,000
	Software	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
	Instructional Technology	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Other	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Books and Supplies	Instructional Materials	\$22,000	\$20,000	\$20,000	\$20,000	\$20,000
	Curriculum/Texts	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Copy Paper	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000
	Testing Supplies	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000
	Other	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000

Bishop George W Brooks Male Academy - Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

Instructional Contract	Staff Development	\$25,000	\$15,000	\$15,000	\$15,000	\$15,000
	L - TOTAL Instructional Operations	\$132,000	\$107,000	\$109,000	\$111,000	\$113,000
	K+L = M - TOTAL OPERATIONS	\$661,000	\$657,000	\$695,000	\$736,000	\$775,000

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,537,250	\$2,079,800	\$2,712,200	\$3,250,447	\$3,862,630
M - TOTAL OPERATIONS	\$661,000	\$657,000	\$695,000	\$736,000	\$775,000
J+ M =N TOTAL EXPENDITURES	\$2,198,250	\$2,736,800	\$3,407,200	\$3,986,447	\$4,637,630
Z - TOTAL REVENUE	\$2,383,486	\$2,810,000	\$3,512,500	\$4,215,000	\$4,917,500
Z - N = SURPLUS / (DEFICIT)	\$185,236	\$73,200	\$105,300	\$228,553	\$279,870

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.

Enrollment: Year one targeted enrollment is 300 students in grades K-2 and then grows to 900 in grades K-8 BMA will utilize small class sizes to deliver the instruction to the student at the right time, aligning with the mission of the school. The smaller initial student enrollment and especially the smaller number of grades will enable BMA's educators to implement a rigorous literacy program to meet the individual needs of the students to help model the next cohort of young BMA learners.

The BMA early emphasis on rigorous academics better suit the purposes of the school, to improve student learning and encourage the use of different and innovative teaching methods, will be more easily assimilated by staff, administrators, and parents if the focus can stay in the academic area, despite the need for necessary attention to the business of running the new institution.

Demand: Guilford County Schools (GCS) is the third-largest district in North Carolina, serving more than 72,300 students. It is very diverse with 41% Black students, 13% Hispanic, 35% White, 6% Asian, and 5% other ethnic backgrounds. Of the Guilford charters, 4 have waiting lists that average 652 students. Guilford County and Greensboro have been under-served by charter schools. The board of BMA believes that a new inner city school in Greensboro, with small classes, transportation, meals and with the reputation of high quality that North Carolina's charter schools bring, will draw parents to the school to not only meet the enrollment goal but will exceed that. Break-even: The break-even point in the number of students was calculated by dividing non-variable costs (fixed costs) by margin, or revenue less variable costs per student. That number was estimated to be 268 students to break even. Fixed costs of about \$400,000, including some emergency interim facilities, should enrollment fall under expectations, would be reasonable. If the marginal per pupil revenue is about \$ (per pupil revenue (\$7,168) less all costs less the fixed costs mentioned) then \$400,000/ \$1,489 suggests that the school could break even if committed to fixed costs of no more than \$400,000 and 268 students enrolled.

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

Bishop George W Brooks Male Academy - Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

Eliminate one elective teacher
Eliminate one teacher assistant

We will eliminate one elective teacher (\$42,000 + \$10,000) Salary and benefits

Eliminate one teacher assistant (\$26,000 +\$10,000) Salary and benefits

This will allow an additional \$88, 000 for use.

We will always explore the option of leasing versus purchasing. Once we confirm commitments from retired teachers, we can save up to \$5000 per teacher in benefits.

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

No

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

A five year average of 1:22

- 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.*

The Board will outsource its Financial Management System services but has not selected a provider. However, in the budget there is estimated for \$32,000. We will likely contract for EC services to complement our 2 EC staff. The board will set contract authorization levels, and recognize the need for conflict of interest avoidance, for itself and for the Lead Administrator. So, all commitments exceeding predetermined amounts will require approval at different levels with the appropriate assignment of contract accountability placed also, to ensure the school receives the services and products contracted for and at the correct price. We will not outsource custodial services.

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

The general fund balance should equal a month's operating expenses by the fifth year. That monthly total will be about \$409,000. The accumulated surplus or general fund balance, after five years is projected to be \$1.19 million. So, rather than a percentage goal, the goal will be to accumulate that "Surplus", shown in the "Overall Budget" on the application page preceding this narrative. That surplus is predictably more in years 2-5 than in year one. Obviously then, after year one we would like to have about \$168,000 in the bank. The use of surplus will, like most new schools, will be used mostly for equity needed for purchasing or building facilities in the future. Over the five years the surplus accumulated will require the school to save almost 6 cents for every dollar received in pupil funding.

- 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.*

The general fund balance should equal a month's operating expenses by the

fifth year. That monthly total will be about \$409,000. The accumulated surplus or general fund balance, after five years is projected to be \$1.19 million. So, rather than a percentage goal, the goal will be to accumulate that "Surplus", shown in the "Overall Budget" on the application page preceding this narrative. That surplus is predictably more in years 2-5 than in year one. Obviously then, after year one we would like to have about \$168,000 in the bank. The use of surplus will, like most new schools, will be used mostly for equity needed for purchasing or building facilities in the future. Over the five years the surplus accumulated will require the school to save almost 6 cents for every dollar received in pupil funding.

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

BMA will always make lease versus purchase decisions based upon sound economics and professional financial analysis. In the critical initial year of our school leases may be required, whereas in subsequent years BMA will be able to avoid the financing costs. The initial facilities will be leased with consideration of purchasing between years 5 and 10 as it builds surplus to provide equity for financing. There are two ways the lease may be established; one, directly by a transaction between an owner landlord and BMA. Another, and more recent form of transaction in North Carolina, among new charters, is a transaction including a developer such as Funding the Gap, American Charter Development, HighMark, or other partner. These companies assist charters in locating facilities and then purchasing them and with term leases back to the charter, and in most cases, an attendant agreement that the charter will purchase the facility at a designated time with predetermined formulas for the buyout. Many of the agreements add a provision that the developer/lender will later provide a new facility after the term lease of the initial facility. Some items such as office printers/copiers, etc. may be leased. BMA does, however, have the option of deferred payments or leases of various other items in the budget but only if enrollment targets are not met or the lease arrangement makes more economic sense.

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

At this time, we have no resources other than some furniture provided by the landlord.

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?

Basics of good internal control are the foundation for the reliability of the financial statements and are needed to safeguard the resources of the school. Not only is BMA at risk of losing valuable resources with poor controls but there is more at risk. That is the potential for negative publicity associated with any event that might attract notoriety including financial theft or even financial mismanagement. This also often brings a stigma to other charter schools, or indeed to the whole North Carolina charter program and its attendant regulation.

BMA will contract with a CPA firm (see below) to provide the annual audit but in addition it will request from them an initial report on our internal controls. This will include an evaluation of our controls before we open our school so that any weaknesses are discovered and corrected before the school year begins. BMA will contract for the DPI required services with a provider after receiving more quotes. Outsourcing LINQ creates another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll. Internally, we will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures. Approval of expenditures over a recommended amount will require the signature of the Lead Administrator.

Accounting records will be safeguarded by use of daily locked files and to the extent practical secure online records with appropriate password protections. Sensitive records will be systematically shredded as necessary. The board treasurer will provide a financial statement to include a statement of fund balances (balance sheet) and a statement of receipts and expenditures (a P&L) at each regularly held board meeting and an explanation to board members for questions. Additionally, at least quarterly the LINQ provider and or the auditors will be asked to attend board meetings.

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

At this time, there are no possible related party transactions.

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

BMA will solicit audit bids from firms qualified by the Local Government Commission. BMA has discussed the audit and fees with two firms who agreed that it would be in its interest to negotiate fees closer to the school opening. Those firms giving BMA tentative estimates of \$8,500 and \$10,000 are:

Rives & Associates, LLP, 212 West Center St., Lexington, NC , 336-248-8281
336-248-2335

Potter & Company, CPAs, 434 Copperfield Blvd. NE, Concord, NC 28025, 704-786-8189 704-786-4447

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Why the variance in Federal EC Funds?	Nicole Charles	Budget Reven
No appendix m.	Nicole Charles	Total Budget
Can the variance in EC fund between year 1 and 2 be explained in more detail?		
Does the teacher salary budget align with the governance section?	Steven Walker	Personnel Bu
Health Ins is projected at \$4,000 per year per person. Will staff be required to pay a portion of the health insurance premium? Where is the compensation for bus drivers in the budget? Is the audit fee budgeted? Elaborate on the use of technology. Is \$25,000 for year sufficient?	Lynn Kroeger	Personnel Bu
Is the facilities cost reasonable especially once the school reaches max enrollment? The overall ops budget seems a bit low, does the applicant have estimates from another school or local vendors?	Nicole Charles	Operations B
What ratio of students to devices does the budget for computers include?	Shaunda Cooper	Operations B
Based upon square footage of facility, utilities appears too low. Do you have actual history to support the utilities budget? Do you have prices on the purchase of three buses? Is \$50,000 sufficient? Are three buses enough?	Lynn Kroeger	Operations B
Is the fund balance overly ambitious?	Nicole Charles	Total Expend
budget shows a surplus of \$185,236.	Shaunda Cooper	Total Expend
Applicant should be asked to revise budget projections so it aligns with total enrollment of 900 students k-8.	Tracy Kelley	Budget Narra
Break even calculation does not appear correct. It cannot be based solely on fixed costs. There is a need for a minimal amount of staffing.	Lynn Kroeger	Budget Narra
How will contracting with a Charter Development Company affect the budget?	Jennifer Gnann	Budget Narra

Reviewer	Score
Alan Hawkes	
Tammi Sutton	
Shaunda Cooper	Pass
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Pass
Tracy Kelley	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Jennifer Gnann	Pass
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	Pass
Buffy Fowler	Pass
Alex Quigley	Pass

Bishop George W Brooks Male Academy - Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

Sherry Reeves	Pass
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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 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 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).

bishopbrooks

Date: 09/22/2017

Applicant Signature:

The foregoing application is submitted on behalf of Bishop George W Brooks Male Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: bishopbrooks

Board Position: Dr. Samuel Misher-Board Chairman

Signature: _____

Date: 09/22/2017

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

Notary Public

Official Seal

Bishop George W Brooks Male Academy - Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

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

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

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Subcommittee Votes</u>	
No	Yes

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

<u>CSAB Votes</u>	
No	Yes
0	9
	AQ,SW,JM,SR,LYN K,LK,AH,PG,CT

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

Initial Screening

Bishop George W Male Academy - Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

Mission, Purposes, and Goals	- craig_tucker
Education Plan	- craig_tucker
Governance and Capacity	- craig_tucker
Operations	- craig_tucker
Financial Plan	- craig_tucker
OVERALL	- dtsmith840 - craig_tucker - craig_tucker

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> The mission statement does not clearly identify why it exists. - kelleystacy1</p> <p><u>Mission Statement</u> How does a single sex school provide equity for children in Greensboro? Is 700 students feasible for a single sex school? What is the grade configuration for BMA, K-6 or K-8? The application indicates both. is there empirical data to support single sex data for grade K-6 (or possibly 8)? Is the data for middle is clear, why not operate a middle school? - nacharles</p> <p><u>Mission Statement</u> Mission statement is vague and seems generic other than a school for boys. - buffy_fowler</p> <p><u>Mission Statement</u> I would suggest tweaking the mission statement slightly to not be the mission of the board "to institute" but to be the mission of the school. It really just requires rewording. - dswalker</p> <p><u>Mission Statement</u> Needs to make changes to describe the school's mission, not the Board's mission to "Institute a school." I am very interested in the mission being for young men. Especially due to the high percentage of failure with boys in the elementary and middle schools in the area. - kakadelis1</p> <p><u>Educational Need and Targeted Student Population</u> The survey question did not ask if the respondent would be interested in an all-male</p>
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	<p>school. What data do you have to support that supposition? Only 15% seemed interested in a K-8 school. Why were these grades selected for the school? - jengnann</p> <p><u>Educational Need and Targeted Student Population</u> Is the expected enrollment 700 or 900 students? Why does the application refer to both?</p> <p>Is there evidence that 900 boys are interested and willing to attend the school? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> Survey did not go into detail that the proposed school was for boys. Survey did not provide detail about the mission or purpose of the school. Applicant did not prove educational need with survey. - buffy_fowler</p> <p><u>Educational Need and Targeted Student Population</u> There appears to be a substantial need for a high quality school in the proposed area. - dswalker</p> <p><u>Purposes of Proposed Charter School</u> Very thorough explanation provided. - shaundacooper2</p> <p><u>Purposes of Proposed Charter School</u> What digital software will be used - Which assessments - other than NC's EOGs will be used - kakadelis1</p> <p><u>Goals for the Proposed Charter School</u> The academic goals are made clear for K-3 year 1 but there is no discussion of the goals for 3-6 or even how those goals will be determined and which assessment will be used. - kellestracy1</p> <p><u>Goals for the Proposed Charter School</u> What are the goals for grades 3-8? - nacharles</p> <p><u>Goals for the Proposed Charter School</u> What other types of data will be collected to determine growth for students?</p> <p>What types of assessments will be done to provide feedback between the EOGs?</p> <p>How will data be released to parents in the first two years since there will be no EOGs (3rd-8th)</p> <p>What finance, governance, and operation goals do you have? - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> In the need section, the proficiency scores of the targeted population were very low. How does the school propose to be at 70% at the end of year one? The goals may be difficult to attain. - dswalker</p> <p><u>Goals for the Proposed Charter School</u> Goals do not mention growth? How will this be measured? - marylynn_kroeger</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Will student participation in goal setting be throughout grades k-8 or only a middle school component? Will the goal setting process be uniformed for entire school or determined by individual teachers? - shaundacooper2</p> <p><u>Instructional Program</u></p>

<p>Why was Gradual Release of Responsibility chosen for the model? What research evidence exists to show that it will be the best option for an all-male school?</p> <p>What benchmark assessments will be used? How often will those benchmarks be given? - jengnann</p> <p><u>Instructional Program</u> Is there documentation support single gender education supporting the instructional program? - nacharles</p> <p><u>Curriculum and Instructional Design</u> The curriculum design is vague. Applicant should clarify.</p> <p>Please explain the term "culturally relevant".'</p> <p>Explain how Gradual Release of Responsibility will be used to desing the the insturction. - jengnann</p> <p><u>Curriculum and Instructional Design</u> Can the applicant provide further details on Gradual Release and how teachers will be trained to implement with fidelity? - nacharles</p> <p><u>Curriculum and Instructional Design</u> What other resources will the school use to implement it's curriculum? Would like to hear more about what instruction will look like and how it would be different with boys. What will classroom set up look like? How will the classroom environment look different than a traditional school?</p> <p>What is the source for appendix B? - buffy_fowler</p> <p><u>Curriculum and Instructional Design</u> How does this vary from what the school district is doing other than being single gender? How does gradual release work? - dswalker</p> <p><u>Curriculum and Instructional Design</u> What different instructional strategies will be used given that is a single gender school? Elaborate on Gradual Release of Responsibility. - marylynn_kroeger</p> <p><u>Special Programs and "At-Risk" Students</u> How will students' skills and interest be collected and examined? How often?</p> <p>Please explain how the RTI will be utilized at the school? Please explain your understanding of the Home Language survey?</p> <p>- jengnann</p> <p><u>Special Programs and "At-Risk" Students</u> The application in the at risk section does not adequately discuss the likely percentage of ELL students to be expected. The enrollment section does not describe the percentage of ELL students anticipated. - kellestracy1</p> <p><u>Special Programs and "At-Risk" Students</u> How does the applicant budget for ELL services if the enrollment form drives everything?</p>

<p>Are there plans for Home Language Surveys? When and how do ELL students move out of ELL?</p> <p>Is there a referral program for AIG? - nacharles</p> <p><u>Special Programs and "At-Risk" Students</u> What are the strategies or steps that will be used during the RTI step? What are the ELL teachers looking for on the enrollment form? When is the Home language survey given? When will ELL teachers be hired? Would you hire before knowing student make-up? Overall section seems vague and needs more detail to show applicant understands ELL process and RTI.</p> <p>- buffy_fowler</p> <p><u>Exceptional Children – Identification and Records</u> The narrative says that "BMA will offer a full inclusion program to exceptional students" - what if a student requires a different level of service delivery than the general classroom? - robert_mcouat1</p> <p><u>Exceptional Children – Identification and Records</u> Why is the principal responsible for reviewing referrals? Is this person the lead EC educator?</p> <p>Please explain your understanding of a 504. - jengnann</p> <p><u>Exceptional Children – Identification and Records</u> Is the principal also the EC coordinator? What services are provided for students whose needs cannot be met in the regular classroom?</p> <p>Who will have access to the records?</p> <p>- nacharles</p> <p><u>Exceptional Children – Education Programming</u> I appreciate that "Weekly staff meetings and frequent progress reports will allow BMA teachers, administrators, and parents to evaluate the academic and social progress of each student." Good description of related services. The narrative indicates that "interventions will be in place for a minimum of 30." Will the IEP team be able to ensure that the eligibility process is completed within 90 days? What is the plan for providing special education services to students with disabilities? Will the full continuum be provided? - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> How does a PEP relate to EC?</p> <p>Please explain the use of staff meetings to evaluate student performance and the participation of parents in these meetings. - jengnann</p> <p><u>Student Performance Standards</u> What assessments will be used to collect data? - jengnann</p>

	<p><u>Student Performance Standards</u> applicant indicates that reading comprehension skills will be assessed by the EOG state Assessment but does not mention how the school will progress monitor (benchmark assessment) 3rd -6/8th grade or what assessment will be used (NWEA, STARS) - kellestracy1</p> <p><u>Student Performance Standards</u> What specific assessments are used in all grades (beyond K-3)?</p> <p>Are there assessments to ensure the instructional goals, esp. those regarding single gender education, are met?</p> <p>Can the applicant further explain the promotion standards especially for new students? - nacharles</p> <p><u>Student Performance Standards</u> DIBELS is elaborated on extensively in this area, but this is just one piece of mClass. What are your plans to focus on comprehension as well as math? Will you use all of mClass? - marylynn_kroeger</p> <p><u>Student Conduct and Discipline</u> What types of behaviors may lead to suspensions? What happens if a behavior cannot be prevented?</p> <p>How will leadership skills be taught? Is there a particular program? - jengnann</p> <p><u>Student Conduct and Discipline</u> Applicant approach to discipline is not aligned to the overall school theme as it relates to being a culturally responses learning environment. The application lacks the level of inetntionality required to ensure the approach to behavior and discipline aligns with the learning needs of low income boys of color. - kellestracy1</p> <p><u>Student Conduct and Discipline</u> Are there behavioral interventions more suitable for the target student population esp. boys of color or low resourced boys?</p> <p>Can the applicant provide more details around type of behaviors that warrant disciplinary action as the current criteria are vague? - nacharles</p> <p><u>Student Conduct and Discipline</u> Elaborate the type of discipline methods and philosophy will be used. What will classroom discipline look like? Is there a school wide discipline philosophy? - buffy_fowler</p> <p><u>Student Conduct and Discipline</u> What are the due process procedures for long-term suspensions? - dswalker</p> <p><u>Student Conduct and Discipline</u> Need to provide more specifics on student conduct and discipline. Elaborate on "Restorative justice" - marylynn_kroeger</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> n/a - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p>

	<p>No infractions noted on background checks. - shaundacooper2</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How will potential board members be recruited?</p> <p>How will the board performance be evaluated? - jengnann</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Is there a connection point to the board for parents? Why is there such a big membership difference (5 to 11)? The board appears very well suited to guide a school, how were they recruited? What's the recruitment strategy going forward?</p> <p>How will board success be evaluated? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Board is professionally diverse and has strength in multiple areas. - dswalker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Elaborate on relationship with this board to Next Generation Academy - marylynn_kroeger</p> <p><u>Proposed Management Organization (EMO/CMO)</u> School does not plan to work with EMO/CMO. - shaundacooper2</p> <p><u>Proposed Management Organization (EMO/CMO)</u> n/a - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> Projected staff is outlined in the submitted budget. - shaundacooper2</p> <p><u>Staffing Plans, Hiring, and Management</u> Please explain the desire to hire retired teachers other than compensation.</p> <p>Please explain the understanding of at-will employment vs. the list of terminable offenses. - jengnann</p> <p><u>Staffing Plans, Hiring, and Management</u> Plan is to hire retired teachers. - dswalker</p> <p><u>Staffing Plans, Hiring, and Management</u> Since teachers will be "at-will" does that mean no teacher contracts will be issued? - marylynn_kroeger</p> <p><u>Staff Evaluation and Professional Development</u> "Major emphasis in the professional development will explore the following areas: differentiated instruction (including strategies for male students), cooperative learning and goal setting for academic growth, early literacy components, the inquiry-based instructional approach, utilizing assessment approaches that expand beyond traditional tests and quizzes, infusing culturally relevant pedagogy into the curriculum, and the Gradual Release of Responsibility."--Many of these were not listed in the Curriculum and Instructional Design. How will these programs impact the teaching and learning in the classroom?</p> <p>Please note that NCLB is no longer current legislation and "Highly Qualified" is defined</p>
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	<p>differently in ESSA.</p> <p>Who is responsible for PD? - jengnann</p> <p><u>Staff Evaluation and Professional Development</u> Applicant should be asked to describe how it will ensure teaches are highly effective now that NCLB is no longer in effect? - kelleltracy1</p> <p><u>Staff Evaluation and Professional Development</u> Does the applicant have understanding of the current standards for teachers? - nacharles</p> <p><u>Marketing Plan</u> How will you ensure that the racial/ethnic composition will reflect the district? - jengnann</p> <p><u>Parent and Community Involvement</u> Refreshing to see the level of expected participation from parents as partners in the school. - shaundacooper2</p> <p><u>Admissions Policy</u> The applicant indicates not discriminating on the bases of gender, how is this possible for a single gender school? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> The number of students expected to enroll is very ambitious for a first-year school. - jengnann</p> <p><u>Projected Student Enrollment (Table)</u> The chart goes to just 6th grade but the narrative describes a K-8 school. Applicant should be asked to clarify the discrepancy in grad structure. - kelleltracy1</p> <p><u>Projected Student Enrollment (Table)</u> Enrollment projections seem high for single gender school - marylynn_kroeger</p> <p><u>Weighted Lottery</u> The school has chosen not to use the weighted lottery. - shaundacooper2</p> <p><u>Weighted Lottery</u> n/a - nacharles</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Have you secured financing for bus? - buffy_fowler</p> <p><u>Transportation Plan</u> Survey responses are from 26 different elementary schools. Is this enough resources to provide transportation from all these ares? - marylynn_kroeger</p> <p><u>School Lunch Plan</u> Working with an individual who is experienced with the National Lunch Program will be beneficial. Will the board learn the particulars of the program as well? - shaundacooper2</p> <p><u>Healthy and Safety Requirements</u> No chair signature - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> "The landlord has agreed to delay one of our payments during the first year if needed, to</p>

	<p>help with our budget needs." Will the board receive the delay agreement in writing? - shaundacooper2</p> <p><u>Facility and Facility Contingency Plan</u> Does the applicant have the agreements with the landlord in writing? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> How close is the new location for Next Generation? Will this cause any difficulties in recruiting? What is the waitlist at Next Generation? - dswalker</p>
<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Why the variance in Federal EC Funds? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> No appendix m.</p> <p>Can the variance in EC fund between year 1 and 2 be explained in more detail? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Does the teacher salary budget align with the governance section? - dswalker</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Health Ins is projected at \$4,000 per year per person. Will staff be required to pay a portion of the health insurance premium?</p> <p>Where is the compensation for bus drivers in the budget?</p> <p>Is the audit fee budgeted?</p> <p>Elaborate on the use of technology. Is \$25,000 for year sufficient? - marylynn_kroeger</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What ratio of students to devices does the budget for computers include? - shaundacooper2</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is the facilities cost reasonable especially once the school reaches max enrollment?</p> <p>The overall ops budget seems a bit low, does the applicant have estimates from another school or local vendors? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Based upon square footage of facility, utilities appears too low. Do you have actual history to support the utilities budget?</p> <p>Do you have prices on the purchase of three buses? Is \$50,000 sufficient? Are three buses enough? - marylynn_kroeger</p> <p><u>Total Expenditure Projections (Table)</u> budget shows a surplus of \$185,236. - shaundacooper2</p> <p><u>Total Expenditure Projections (Table)</u></p>

	<p>Is the fund balance overly ambitious? - nacharles</p> <p><u>Budget Narrative</u> How will contracting with a Charter Development Company affect the budget? - jengnann</p> <p><u>Budget Narrative</u> Applicant should be asked to revise budget projections so it aligns with total enrollment of 900 students k-8. - kellelytracy1</p> <p><u>Budget Narrative</u> Break even calculation does not appear correct. It cannot be based solely on fixed costs. There is a need for a minimal amount of staffing. - marylynn_kroeger</p>
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> The enrollment chart shows a K-6 but the narrative describes a K-8 ES and MS model. - kellelytracy1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is adding 100 students per year academically and fiscally feasible?</p> <p>Is BMA designed to be K-6 or K-8?</p> <p>- nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> It appears school is adding a grade level per year so k-8 school will be achieved in year 7, correct?</p> <p>Is 100 students per grade level realistic considering it is all one gender?</p> <p>How will you handle transgender students? Will trans gendered students identifying as a boy be able to enroll? - buffy_fowler</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> 2018 is the first year for Next Generation Charter - will be in the same county. - kakadelis1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> How will school recruit the proposed number of students considering it would be a single gender school. - marylynn_kroeger</p>

<u>Charter School Advisory Board Subcommittee</u>	
Mission, Purposes, and Goals	<p>Ms. Cheryl Turner expressed concern that there was no evidence to support an identified need to reach the projected enrollment of 300 male students. Mr. Maimone clarified why the school would shift to apply for an all-male population and what indication the school had through surveys. Mrs. Sherry Reeves inquired about how the school would manage students with gender identification. Mr. Walker wanted further information on whether Next Generation Academy had a waitlist and would there be enough students to fill both schools.</p>

	<p>Ms. Turner identified that the goals covered grades K-3, but the school would operate grades K-5, and wanted more information on what the schools goals would be for those remaining grade levels offered. Mrs. Lynn Kroeger noted that there was no mention of growth in the goals provided.</p> <p>Ms. Turner wanted to know how instruction was going to look different since the school would be an all-male academy. Mr. Walker wanted clarification on how the school is different from the LEA, other than being all-male. Mrs. Reeves mentioned that cooperative learning and holding competitions seemed counter-intuitive for the education plan. In addition, the applicant was not specific with the components of AIG, ELL, and at-risk students, which made that section very weak. Mr. Quigley had similar sentiments and questions around the education plan and noted that the curriculum and scope and sequence provided was not very strong. Mrs. Lindalyn Kakedelis sought clarification around what types of assessments the school planned on using.</p> <p>Mrs. Kroeger asked the board to elaborate on the relationship between Next Generation Academy and this school. Mrs. Reeves noted that three of the board members were instructors at Next Generation Academy.</p> <p>The Board addressed the number of students and the number of male students in that population. They cited the academic performance of the students in targeted area ranging around 30% proficiency in reading. Particularly, the male populations performance ranged from 20-22%. This posed as a great market for the school to draw in that demographic of students with the promise of emphasizing early literacy. Additionally, the board never saw it to be an insurmountable challenge to attract all males to the school.</p> <p>Ms. Turner clarified whether Next Generation planned to open with 300 students. Mr. Walker asked how many applications have been received. The Board replied that they have received 90-95 applications and have a plan to meet the 300 applications needed by opening time. Ms. Turner inquired on how many students the school would need to recruit when Bishop George W. Brooks opens. The board clarified that they would need 400 students total, with 100 new students for Next Generation Academy and 300 for the opening of Bishop.</p> <p>The Board additionally provided information that they would be the only school in Guilford County that would offer door to door transportation which has proven to be a huge plus. In addition, they plan to have hot meals for breakfast and lunch. These are some of the things that other schools are not able to offer. Mrs. Reeves asked how many other charter schools are within the 10-mile radius. The Board replied that all of them are within that radius and that the closest in proximity would be Triad Math and Science Academy.</p>
<p>Education Plan</p>	<p>Mr. Walker identified that 70% proficiency by the end of year 1 is quite a lofty goal considering what the LEA is doing with the same demographic of students and inquired how the school would plan to reach this goal in year 1. The Board responded that they would use strategies and instructional methods to achieve those goals. The increase in the access to the literature needed would impact achievement. The technology the school is looking to employ would quadruple the number of on-level books the students can access. The gradual release of responsibility coupled with a rigorous curriculum that requires multiple steps will give students a chance to receive feedback. Currently, instructional strategies do not employ the gradual release methodology in the surrounding LEA. The school plans to use microdata and culturally relevant teaching methods, which are two of the most impactful methods for building the capacity of the learner.</p> <p>Mr. Maimone wanted to know what a typical day would look like at this all-male school. The Board responded that engagement would be the most important piece. There was clarification around the competitive strategy listed in the application and that it will not be</p>

	<p>framed as "me versus you" but would include challenges for self through goal setting. The Board also emphasized that students will try to achieve beyond the goals set and that while the cooperative learning works, the competitive learning works within the self-learning. The Board acknowledged that the day is not physically going to look different, but the instruction will have to look different. Instructional practices will include more feedback given and data collected and applied.</p> <p>The Board believes that they can give students devices immediately. They cited that another school in Guilford County is technology centered and has opened the 1-to-1 technology up to grades Pre-K through 5. They strongly believe that it is possible to do and the school will have to look at how to mirror and model the implementation of 1 to 1.</p> <p>Mr. Quigley inquired what students would be doing on the devices. The Board responded that the students would be given individual activities and programs to do while the teacher is working with a small group.</p> <p>Mr. Quigley sought clarification on what instruction will look like on the day to day. The Board responded that the 1-to-1 technology will be unique to their day to day instruction, but they recognize that you cannot leave out the teaching and modeling portion and the teachers must be trained. For example, during the literacy block, you would have whole group instruction, but engagement may look different to target the male population. The school will utilize the balanced literacy approach and with the access to technology, students would have books that they can read or have read to them to improve fluency. The use of the literacy program through technology will allow students to read at their Lexile level and decrease frustration while a small group is reading a print text with the teacher.</p>
<p>Governance and Capacity</p>	<p>Mrs. Kroeger asked the board to elaborate on the relationship between Bishop and Next Generation Academy and how this will work with one school opening next year. The Board responded that there will be one person who will remain on both boards. Ms. Graves (a board member) will come off of Next Generation board and work solely with Bishop. The initial duality purpose was to share resources and the board emphasized the need for members to be on both boards if the schools plan to share transportation or staffing in the future. Transportation may include teaming up to drop students off at both Next Generation Academy and Bishop.</p> <p>Mrs. Reeves asked whether Next Generation was opening a building and then moving the first year for Bishop to take over. The Board responded that Next Generation will open up in a facility where it will remain for four (4) years. Bishop will open up in a site that is approximately one mile away. Eventually, both schools will be on the same acre property potentially sharing one gymnasium and the cafeteria.</p> <p>Ms. Turner sought to clarify whether they were sharing resources. The Board responded that the facility would belong to the person/company who is building it. The Board of each respective school would be leasing the facility.</p> <p>The Board sought to clarify the questions around bus drivers and the proposed budget and noted that this will not be a problem as they will either have staff members or board members to get their bus drivers license.</p>
<p>Operations</p>	<p>Mr. Walker asked whether the Board was aware of the length of the waitlist for Triad Math and Science. The Board replied that they are aware of the large waitlist for Triad and that they would be able to recruit some of those students.</p>

	<p>Mr. Maimone wanted clarification on the schools marketing plan specifically what would be the selling hook along with what the board would do differently to attract all-male students to the school. The Board responded that they are present on Facebook, within the local YMCAs, are marketing on the radio station, and have developed a relationship with community center pastors.</p> <p>Additionally, they are doing all the marketing that they can afford through a grassroots campaign. They just hired a community planner and plan on doing door to door and marketing at local supercenters. The selling point for the school is the emphasis to parents that the school will provide families with a choice and to hook them in with offering of early literacy.</p> <p>Mr. Maimone sought further understanding on the difference between the two schools with regards to marketing. The Board responded that they place an emphasis on early literacy. Additionally, they have identified a partner that will help provide 1-to-1 devices and internet connection for students that need it outside of the school setting. This individual will work with both Next Generation Academy and Bishop. The school will also provide nightly sessions where parents can attend for tutorial sessions.</p>
Financial Plan	<p>Ms. Turner noted that the breakeven number is really tight given the high enrollment number needed. Mrs. Kroeger wanted clarification around the compensation for bus drivers and whether \$25,000 was sufficient for technology in the budget.</p> <p>Mr. Maimone asked if they have enough adults to make this plan happen as the application states the school will have 14 teachers and 4 assistants. The Board responded that with the 1-to-1 technology, the various programs that focus on core literature, the teacher would set procedures and goals coupled with management and holding the students accountable. Additionally, the school intends to have a dedicated reading specialist for K-2 along with other specials teachers who will rotate to each classroom when they are not on class duty. The schedule will be staggered in a way that adults will rotate to each classroom. Also, the school plans on engaging with the community to have classroom volunteers.</p> <p>Mr. Maimone responded that since the school projected such large surpluses on the budget in further years down the line that the school may want to consider the addition of more staff members to make this model work. The Board responded that the budget is projected to have a surplus in the end of each year in order to ensure the school does not end each year at a balance of \$0. The board feels comfortable with what they have.</p>
OVERALL	<p>Mr. Steven Walker led the board to deliberate and discuss after the interview.</p> <p>Mrs. Phyllis Gibbs made a motion to recommend the school to the SBE for Ready to Open Process. Mr. Alan Hawkes seconded. The motion passed unanimously. Ms. Sutton was not present for this interview.</p>

Overall Summary

Initial Screening	The Office of Charter Schools deemed this application complete on September 27, 2017. No further information is needed to begin the application evaluation.
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<p>09/27/2017</p>	
<p>Application Review</p>	<p>OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.</p> <p>Mr. Walker led the discussion and members of the Policy Committee asked specific questions on items needing clarification. Mr. Walker stated that the mission statement is more geared toward the board and not so much of a school mission. A board member stated that the board could reframe the mission statement to reflect that the mission statement is for the school and not the board. Mr. Walker stated that there is a need for a school in the area. Ms. Kroeger wanted clarification on whether the school would be able to recruit the proposed number of students considering it would be a single gender school.</p> <p>Ms. Kroeger stated that she didn't feel the education plan was specific enough. Ms. Turner wanted clarification on the strategies that would be used in a single gender school. Mr. Walker wanted more clarification on how the school would be different than the LEA.</p> <p>Mr. Walker sought clarification on how many board members are shared between the proposed school and Next Generation Academy. A board member explained that he has rolled off the board for Next Generation Academy. He also explained that there would be one board member that would serve on both boards and three board members would be employees of Next Generation Academy. Mr. Walker felt that the board was strong and professional diverse. Mr. Walker expressed his interest in the school's plan to hire retired teachers at a reduced rate. Ms. Kroeger expressed her concern related to the budgeted amount for teachers.</p> <p>Mr. Quigley wanted more clarification on the staffing plan. A board member stated that the school would employ targeted recruitment to attract male teachers since they are underrepresented. A board member also explained that there is a lot of retired educators in the proposed area and that he believes there is a pipeline of retired teachers. He also explained that this approach is a cost savings for the school.</p> <p>Ms. Turner wanted clarification on the proposed transportation plan. A board member explained that the proposed school will eventually be located on the same campus as Next Generation Academy and will share facilities and buses. Mr. Walker sought clarification on the facility plan, specifically if the school would occupy a space that was occupied by an existing school and how this might impact student recruitment. A board explained that they are currently hosting open houses.</p> <p>Mr. Quigley asked what the total enrollment would be once the two campuses combined, which would be K-8 at 900 students per school (1800 total). Ms. Turner noted that the budget is really tight for the five years, but that her questions were more geared toward interview.</p> <p>Mr. Walker made a committee motion to allow an interview for Bishop George W. Brooks Male Academy. Ms. Turner seconded. The motion passed unanimously.</p> <p>Mr. Walker made a motion to the full CSAB to allow an interview for Bishop George W. Brooks Male Academy. Ms. Gibbs seconded. The motion passed unanimously.</p>
<p>Application</p>	<p>Mr. Steven Walker led the interview and reviewed each section of the application. OCS</p>

<p>Interview</p>	<p>gave an overview of the applicant, proposed enrollment for the first five (5) years, proposed county, whether the applicant had an LEA impact statement and/or due diligence, and pass/fail ratings on the application. This is a repeat applicant with a twist, prior they were not a single gender applicant and in addition, they received assistance from Next Generation Academy during the application process. Mr. Walker asked the board to introduce themselves.</p>
<p>OVERALL</p>	<p>Mr. Steven Walker led the board to deliberate and discuss after the interview.</p> <p>Mrs. Phyllis Gibbs made a motion to recommend the school to the SBE for Ready to Open Process. Mr. Alan Hawkes seconded. Mr. Alan Hawkes commented on a visit by himself and Mrs. Phyllis Gibbs to an open house for Next Generation Academy and noted he was impressed by the individuals they met, the tour of the school, and the quality of the board. Mr. Hawkes mentioned that the individuals on the board are an integral part of the Greensboro community and that they will not let the State down with this concept. Mr. Hawkes recognized that the need is great, and this all-male school needs to be given a chance. Mrs. Gibbs commented that Dr. Misher is a well-known school leader in Greensboro, and they are getting all of these retired teachers to come work for them. Mr. Hawkes stated that we need to try this all male approach. Mr. Quigley wanted to commend Dr. Misher for his leadership through the iterations, but wanted to state that the education plan is aspirational and there is much work to be done where the rubber meets the road. He encouraged the school to take the education plan the next step forward and strengthen the plan whether that is through a school visit or further research prior to the Ready to Open process. Mrs. Kakedelis commended the board on the comment of going to get bus drivers licenses and identified that the need is too great so she will support this. She did comment that she is concerned with reaching the enrollment of 300 boys. Mrs. Turner will support the application because this is a strong board and there is a need for the school, but expressed her concern with the budget, finances, and enrollment. Mr. Hawkes stated that the achievement goal is lofty and enrollment goal is lofty, but there is confidence. The motion passed unanimously. Ms. Sutton was not present for this interview.</p>