



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:

Ginger Cash
Stephenie Clark
Danielle Allen
Shaunda Cooper
Cheryl Turner
Alan Hawkes
Alex Quigley
Heather Soja
Jennifer Gnann
Joe Maimone
Les Stein
Lynn Kroeger
Jessica Whalen
Stephen Gay
Steven Walker

Date of Review:



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Kingdom Performing Arts Academy

Public charter schools opening the fall of 2020

Due by 5:00 pm, October 1, 2018

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

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

CHARTER SCHOOL
2018 Application Process
To open a charter school in the 2020-2021 school year

APPLICATION DUE DATE/TIME

October 1, 2018 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 October 1, 2018 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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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Kingdom Performing Arts Academy

Name of Municipality under which charter will be organized or operated:

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: *Kingdom Performing Arts 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: *Medford A Brothers*

Title/Relationship to to nonprofitMunicipality: *President*

Mailing address: 137 Meadowcroft Drive
Fayetteville NC 28311

Primary telephone: 910-527-2913 Alternative telephone: 910-978-7849

E-Mail address: mabrothers1@gmail.com and
knight_consulting@earthlink.net

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

County: CUMBERLAND

LEA: 260-Cumberland County Schools

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

No: x

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

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

Kingdom Performing Arts Academy (KPAA) will be prepared to launch the Charter School immediately upon the approval of the accelerated planning year application. The school will cater to gender specific classes-- providing all-boy classes and all-girl classes for 4th through 8th grades. The school will initially enroll 100 boys--targeting (4th, 5th, and 6th grades) during the first year and add a grade level each year to the completion of 8th grade. Boys will be admitted first, due to national research noting that boys are thrust into high level performing environments before they are ready. Allowing tailored curriculum and settings will encourage the ability to compete academically and socially. During the fourth year, girls in grades 4th, 5th, and 6th grade will be incorporated into the school alongside the boys (grades 4th -8th), and the enrollment will increase to 220. During the fifth school year, girl grades will be added to the completion of 8th grade.

The following resources are in place and plans will be finalized once the accelerated grant application is approved:

- The rented facility has been secured and is handicap accessible. Faith Family Worship Church is allowing Kingdom Performing Arts Academy to operate the charter school on its property. Faith Family Worship Church was founded in 1990 located in Fayetteville, NC. KPAA will rent all 7,500 sq. ft., and almost three acres of land.
- The facility is prepared for opening. (Two modular classrooms will be purchased to accommodate for Year II's increase)
- Kingdom Performing Arts Academy has identified several licensed teachers who are ready to engage and are interested in applying.
- Students are in dire need of academic intervention--more than 42% of Cumberland County's elementary and middle school students are failing in reading and math. Our charter school's interactive approach is designed to promote student learning and eliminate these negative effects.
- The academic curricula and visual and performing arts programs are currently being reviewed by the Board of Directors.
- Long-term partnerships between the charter school, community, faith-based and the public sectors are currently being developed. Outreach initiatives for community-based partnerships are ongoing.
- The nutrition program is currently being reviewed by the Board.
- All administrative documentations are currently being reviewed.

Research notes that boys are falling behind girls at significant rates, and has gotten worse in recent years. Educational practices show that literacy is taught in earlier grades but later it's assumed. If boys fail to master reading and writing early on, the problem just gets compounded in middle school and high school. Emphasizing gender gap traits during educational formative years will enhance overall student development. Kingdom Performing Arts Academy is ready and equipped to intervene with proven solutions in reversing the downward spiraling affects of underachievement and help give hope to students and their families for a brighter future.

Demonstrate an exceptional need for the charter school in the proposed location

X

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

Yes: X

No:

Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.

Yes: X

No:

Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

X

Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- 1. Unique mission and educational program.*
- 2. Local, state, and national nonprofit partnerships committed to assisting the school.*
- 3. Potential for economic and educational development of the region.*
- 4. Mentoring by a successful organization that has experience in creating public schools.*
- 5. Obstacles to educational reform efforts that leave chartering as an available option.*
- 6. Commitment to work with a successful charter school board as a guiding mentor.*
- 7. The length of time the board of directors has existed.*
- 8. Whether the proposed board has previously or currently operates a successful public charter school.*

The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, the charter school must demonstrate that it serves a student population as follows:

- 1. The school must include grades 9-12.*

2. *At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:*
 - a. *The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;*
 - b. *The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;*
 - c. *The student must be currently under long-term suspension from a public or private school ; or*
 - d. *The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.*

Yes:
No:

A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.
X

What is the name of the nonprofit organization that governs this charter school? Kingdom Performing Arts 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	04, 05, 06	100
Year 2	04, 05, 06, 07	120
Year 3	04, 05, 06, 07, 08	140

Year 4	04,05,06,07,08	200
Year 5	04,05,06,07,08	220

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. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.

knigcon
Signature

President
Title

knigcon
Printed Name

10/01/2018
Date

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>Has the facility been evaluated for housing a public charter school?</u>	<u>Jennifer Gnann</u>	<u>Acceleration</u>
<u>I see evidence for having a single gender boys' school. What is the rationale for adding girls in the fourth year?</u>		
<u>Please explain rationale to admit only boys first for 3 years.</u>	<u>Jessica Whalen</u>	<u>Acceleration</u>
<u>What is the need for gender-specific classes?</u>		
<u>How is your school beneficial for girls too?</u>		
<u>Please explain rationale to have a school begin with 4th grade?</u>		
<u>The need for the charter is noted with solid research to back. The lease is a residential lease / need to look at maintenance responsibilities and the \$4 per square foot is a sweet deal. But is 7500 sq ft adequate fo year 1?</u>	<u>Stephen Gay</u>	<u>Acceleration</u>
<u>The request for acceleration would benefit from additional explanation. Specifically, what is the urgency associated with opening so soon? Also, what specific evidence are you referring to when you say that it would benefit boys to be segregated from girls in the classroom? Doesn't an integrated classroom better prepare both boys and girls for life in general?</u>	<u>Les Stein</u>	<u>Acceleration</u>
<u>The enrollment target is obtainable, but the numbers are to low to truly make it budget / \$\$ wise. Very concerning to hit targets for need and have the resources to make it happen. As you grow, will not increase enough revenue to afford the addition of mobile units - need to explore that cost!</u>	<u>Stephen Gay</u>	<u>Grade Levels</u>
<u>Enrollment table doesn't match the narrative provided on previous page. Previous section states enrollment in year 4 will increase to 220. More detail is needed on the enrollment plan, including rationale for enrolling boys first then adding girls.</u>	<u>Danielle Allen</u>	<u>Grade Levels</u>
<u>Is it feasible to recruit and enroll 100 male students in year 1? Is the desire there for an academy such as this one?</u>		
<u>What would encourage a family to change schools for the fourth grade?</u>	<u>Jennifer Gnann</u>	<u>Grade Levels</u>
<u>Why the need to begin at 4th grade?</u>	<u>Jessica Whalen</u>	<u>Grade Levels</u>
<u>The request for acceleration is not explained in appropriate detail. There is no compelling argument for opening on an accelerated schedule.</u>	<u>Les Stein</u>	<u>Certify Appl</u>
<u>Pass with reservations</u>	<u>Stephen Gay</u>	<u>Certify Appl</u>
<u>Small size is GREAT for idea, but will impact revenue</u>		

Reviewer	Score
<u>Ginger Cash</u>	
<u>Stephenie Clark</u>	
<u>Danielle Allen</u>	<u>Pass</u>
<u>Shaunda Cooper</u>	
<u>Cheryl Turner</u>	
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Heather Soja</u>	
<u>Jennifer Gnann</u>	<u>Pass</u>
<u>Joe Maimone</u>	
<u>Les Stein</u>	<u>Fail</u>
<u>Lynn Kroeger</u>	
<u>Jessica Whalen</u>	<u>Fail</u>
<u>Stephen Gay</u>	<u>Pass</u>
<u>Steven Walker</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:

To educate and empower students in a safe and nurturing learning environment; while providing them with a core curriculum, and a visual and performing arts program that supports their academic learning styles and talents so they may achieve their fullest potential in life as productive citizens.

Clearly describe the mission of the proposed charter school:

Educating the whole child, we provide students a with superior education. We focus on individual learning styles and strengths of boys and girls. We encourage students to pursue their passion in visual and performing arts, free from stigma and stereotypes that's associated with the arts, while uniting families and community partners to actively support their endeavors. The school operates gender-specific classes to help students develop intellectually, emotionally, aesthetically and socially.

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.*

In order to provide a higher quality of learning of educational instruction through with using the academic curriculum and the arts, students will develop creative and critical thinking skills as well as learning to collaborate with others to impact the community and the world.

Cumberland County School(CCS)is the fifth largest metropolitan district. This region has experienced large growth over the past ten years due impart to the BRAC Realignment, when military bases closed around the country and moved to Cumberland County. The school system serves a uniquely diverse population; as it is home to Fort Bragg military base---the largest military base, their families and supportive contractors and personnel who travel around the world for the protection of our nation. Cumberland County Schools has schools located in all cities and towns of the county and operates a total of 87 schools (52 elementary schools, 18 middle schools, 17 high schools. CCS has 49,928 students (825 Pre-K; 23,706 Elementary; 10,933 Middle; and 16,016 HS). Cumberland's ethnicity breakdown: Black 45.44%; White 30.82%; Hispanic 12.23%; Asian 1.82%, Native American 1.72%;

Hawaiian/Pacific .46%; and other 7.48%. Military/Federally Connected Students 13,587 (26.48%). Special services: Receiving Free/Reduced Meals 58.49%; Receiving EC Services 14.24%, AIG Programs 9.83%.

Kingdom Performing Arts Academy believes that its student body will reflect very similar ethnicity breakdowns, military/Federally Connected Students, and Special Services percentage breakdown that is reflected within the Cumberland County School System--as these are the same schools that need our services.

EDUCATIONAL NEED

Students are in dire need of academic intervention--more than 42% of Cumberland County's elementary and middle school students are failing in reading and math. Elementary school's Reading EOGs scores are as low as 32 points and Math EOGs are as low as 26 points; and in Middle school, Reading EOGs scores are as low as 38 points and Math EOGs are as low as 26 points. The school areas that we will serve has poverty rates ranging from 63.5% to 91.3%--these are higher than the state's percentage of 49.2%.

We want to prepare students for success, especially boys who have been lagging behind girls in their academics; providing them with the tools and support they need to improve their grades. Also, serving the children of military families who often move around the world and are usually behind in their academics studies. We want to provide these students with the necessary tools; with special emphasis on expanded learning experiences for students who are identified as academically low achieving.

Each year, KPAA will educate 110 boys and 110 girls (totaling 220) in gender-only classes in order to support students' academic learning styles, enable them to pursue their passion and talents in the visual and performing art program as they move forward in achieving their fullest potential in life as caring and contributing citizens. We will have staggered admission, starting with the enrollment of boys only for the first three years--then incorporating the girls starting in Year 4. Our decision to enroll boys first is so we can focus on their academics and make an impact on their behavior--both in which are in dire need. This will help KPAA focus on setting the culture and expectations that we want the school to deliver.

The first three years will enroll boys only and will implement the enrollment of girls into the program during the Year 4.

School Year 1: Boys entering the 4th, 5th and 6th grades

School Year 2: Boys entering the 4th and 5th, 6th, 7th grades

School Year 3: Boys entering the 4th, 5th and 6th, 7th, 8th grades

School Year 4: Boys entering the 4th, 5th, 6th, 7th and 8th grades and Girls 4th, 5th, and 6th grades

School Year 5: Boys entering 4th, 5th, 6th, 7th and 8th grades and Girls entering 4th, 5th, 6th, and 7th grades

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

KPAA charter school will enroll a total enrollment of 220 students and the

target population are both boys and girls, grades 4th through 8th grades. The boys and girls will attend gender-based classes, and only socialize together during their lunch period. The school will primarily focus on students' individual learning style for academic achievement and assisting them in refining their unique talents and interests in visual and performing arts as they learn to achieve their fullest potential in life as caring and contributing citizens.

Year 1 will enroll 100 boys in 4th, 5th, and 6th grades;

Year 2 will enroll 120 boys in 4th, 5th, 6th, and 7th grades;

Year 3 will enroll 140 boys in 4th, 5th, 6th, 7th and 8th grades;

Year 4 will enroll boys in the 4th, 5th, 6th, 7th, and 8th grades and incorporate girls in the 4th, and 5th grades up to 200 students;

Year 5 will enroll boys in the 4th, 5th, 6th, 7th, and 8th grades and incorporate girls in the 4th, 5th and 6th grades up to 220 students.

The pattern for enrollment will continue for both boys and girls to reach the same enrollment levels (grades 4th through 8th) up to 220 students. The projected opening enrollment of 100-male students will target populations in 4th through 8th grades for Year 1 representing 0.8% of Cumberland County's Schools Average Daily Membership (ADM). Year 2's projected enrollment of an additional 20 students (totaling 100) will represent .0983% of the ADM and will be the same ADM for years after. The total number of students will remain at 100 boys and girls, 4th through 8th grades.

Although Cumberland County Schools is experiencing growth, it has been the long-standing tradition to automatically enroll children in public school. We believe parents have somewhat been disappointed with the current public school systems. They are more willing to break traditional education and try new options of affordable education to advance their children. Since Cumberland is a diverse community with people from all over the globe due to our military heritage, parents are more acceptable to change. KPAA will create a parental choice that will promote diversity, smaller classes with gender-based specific learning, visual and performing arts programs in a nurturing learning environment. Our school will set the stage for every child to succeed.

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

Kingdom Performing Arts Academy will use common core curriculum which is specifically designed to meet all of North Carolina learning standards. The academic curriculum includes English/Language Arts and Literacy Development, Mathematics, Science, Social Studies (including Music and Art curriculum that integrates social studies as a central theme), and a Physical Education and Health Curriculum. While the traditional schools' way of teaching has evolved, the task of teaching has been exhausting for both students and teachers. It's a constant fight for students to remain engaged and not lose complete interest of school in general--setting them up to drop out later. KPAA understands the importance of keeping students' attention and will teach in gender-based learning styles in order for students to better understand the lesson plans. By incorporating hands-on, learning by doing exercises; along with action-based incentives, increases the retention levels, offers opportunities for critiquing and exploring, improves problem solving skills and promotes repetition, while allowing them to use tools to master skills.

Our goal is for students to meet and exceed performance and assessments standards, with special emphasis on expanded learning experiences for students who are identified as academically low achieving. All of the instruction will be age and grade appropriate. Our talented teachers will introduce lessons with an emphasis on delivering the best strategies to teach so students can grasp the information/concept and retain knowledge. We are hopeful that students will develop a love for learning as they engaged with hands-on approaches and experiments. There will be a strong emphasis on developing students' social and academic skills through character building activities. The academic program will be interwoven, and often times bleed over as they continue with their visual and performing arts programs later in the day. Exposing students to science, technology, engineering and science will be a key learning component that will prepare students for 21st Century success. Since technology is profoundly changing how students are learning; it is fitting to incorporate a digital-life skills component in the curriculum that will help students understand the complexity of the digital age as we help to prepare them for the future.

The visual and performing arts program is a critical and essential part of KPAA's program. Students will learn the arts, each with their own unique content, and connect the arts to concepts and themes from the academic curriculum. Students will be introduced to four art disciplines: Dance, Music, Theatre and Visual Arts. The program identifies the state's essential standards that guide our instruction: artistic perception; creative expression and thinking; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students will gain competence in each area of the arts as they achieve essential skills such as problem solving, creative thinking, effective communication, and an understanding of technology.

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. Kingdom Performing Arts Academy will create opportunities for teachers to advance through on-going professional development and management training to develop them as leaders within the school. It is important for the school to develop a warm and welcoming culture where teachers feel valuable and eager to participate in developing programs that will benefit students and the school.

2. Establishing progress-based SMART goals will measure the school's effectiveness in monitoring students' achievement results, along with one-on-one assessments, and the student-parental input; we will create the most productive learning environment for each student's success.

3. We will partner with City and County leaders as well as community resources to create learning opportunities and workshops for parents to be equipped with the tools needed to support their children's education and obtain opportunities for advancement for the whole family.

4. Working alongside each parent to promote and improve communication practices between the parents and the school; KPAA will share its vision for learning and let parents experience hands-on learning approaches firsthand. Parents will have opportunities to experience open-classroom days on a STAM project (along with their child) just like students experience at school. This will enlighten both the parent and the teacher on how to best deliver lesson plans to the student.

5. KPAA will collaborate with community stakeholders and partners to create opportunities for all students; including those who are at-risk and gifted students. We will strive to create opportunities that are not usually available such as community involvement or scholarships opportunities.

6. KPAA will use various teaching styles, tools and social media such as 'Learning By Doing,' 'Learning Through Argumentation,' Computers, YouTube, Podcasts, Music, Video, Audio, and experiments with props to name a few. Enhancing student's learning encourages students to share experiences, values, and attitudes. It also promotes cooperation, encourage active learning, gives feedback, emphasizes time management skills, communicates high expectations, and encourages respect for diverse talents and ways of 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.*

School goals will be practiced annually by faculty and school leadership. Goals and expectations will be communicated to the board and other stakeholders quarterly.

SCHOOL OPERATIONS

1. To market, enroll and manage the targeted number of students at the charter school and retain 50% in each previous year in according with the DPI North Carolina Charter Schools' policies and guidelines.

2. To plan and maintain various marketing strategies for both informational and recruitment purposes throughout the year within Cumberland County by 10%.

3. Maintain a friendly and inviting atmosphere for prospective families.
4. To secure and maintain long-term community partners, stakeholders and obtain new funding sources for continued success by 10%.

ACADEMICS

1. 75%-90% of all tested students will perform at the proficient or advanced level on standardized testing.
2. Upon enrollment, all students will participate in multiple methods of assessments for placement, and measurable goals will be created and monitored for success--students' lessons will be taught the way gender-specific students learn best.
3. At the end of the 2019-2020, students will be empowered with the academic tools necessary that will help them reach their fullest potential.

FINANCE

1. At the end of 2019-2010, annual financial audit will satisfy DPI North Carolina Charter School requirements.
2. Ongoing solicitations will be made to acquire continued funding support.
3. Annual accountability reports will be track progression of the charter school.

GOVERNANCE

1. Operate with sound governance and become highly effective in addressing and solving challenging issues.
2. Maintain a high level of parental engagement.
3. Maintain community and business engagement.

COMMUNICATION WITH GOVERNING BOARD AND OTHER STAKEHOLDERS

Communication with the governing board will be ongoing. Mr. Medford Brothers, Board Chair maintains an established and healthy relationship with the board of directors and its shareholders. Ongoing training will help members to better understand their role and responsibility to the school.

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

During quarterly meetings, curriculum and budget reports will be presented to the board. Information of student performance will also be discussed. If there is a decline based upon assessment information, curriculum practices will be adjusted. Faculty/staff will be advised of assessment gaps and actively work towards preparing accommodating instruction methods for students.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>Core aspects of model seem to be performing arts and gender-specific classes. Shouldn't both be reflected in the mission? Mission doesn't seem to fully define the organization's purpose.</p> <p>Additional explanation on the stigmas and stereotypes that the school will free students from would help better explain why the school is needed.</p>	Danielle Allen	Mission Stat
<p>Does not demonstrate a truly different program than the traditional schools in CCS. The difference is gender specific classes. The arts program is great and will enhance the learning - no true evidence has been provided about changing the engagement of the students</p>	Jessica Whalen Stephen Gay	Mission Stat Mission Stat
<p>Why doesn't the mission statement reflect your intention to keep boys and girls in separate classroom? Isn't this the linchpin of KPAA? Also, what do you mean by "We encourage students to pursue their passion in visual and performing arts, free from stigma and stereotypes that's [sic] associated with the arts." What stereotypes are you referring to?</p> <p>The application shows that you will educate 110 boys and 110 girls. Does this mean that your lottery will restrict the population of each gender to these numbers?</p> <p>During year 3 you will have 28 boys in each class (140 students in five grade levels). The following year you intend to add girls in grades 4 - 5 and have a total enrollment of 200 students. This creates an average of 30 girls in each of the two grades. If your total student population will be 220 students at the end of year six will some students need to leave the school in order to maintain an average class size of 22 students (220 students divided by 10 grade levels)?</p>	Les Stein	Mission Stat
<p>Connection between low academic performance and the need for a gender-specific, performing arts school remains unclear.</p> <p>How many families were surveyed? What percentage of them had children in the grade levels that the school will serve? Evidences for educational need are lacking.</p> <p>Numbers in section are inconsistent. Applicant states school will enroll 110 boys and 110 girls, then later states the total enrollment will remain at 100 boys/girls. Year 1-5 breakdown in this section states that school will enroll 140 boys in grades 4-8 in the third year of operation. Projected enrollment needs to be solidified.</p>	Danielle Allen	Educational
<p>Love the idea / would be great for the community - just need to be more specific and have more defined concepts in place and not listed as under review of board (earlier section)</p>	Stephen Gay	Educational
<p>This statement is not consistent with the rest of the application: "The total number of students will remain at 100 boys and girls, 4th through 8th grades."</p>	Jennifer Gnann	Educational
<p>What is the proficiency by gender in the county or surrounding neighborhoods you plan to serve? Why is it necessary to separate gender? Provide evidence.</p> <p>The focus seems to be on boys rather than girls. What is the rationale to not open an all-boys school? How does your school benefit girls?</p> <p>How will you ensure a smooth transition for boys and girls to interact appropriately during lunch?</p> <p>"We believe parents have somewhat been disappointed with the current public</p>	Jessica Whalen	Educational

<p>school systems." Provide evidence for this.</p> <p>What are gender-based learning styles? The ones listed are not gender specific.</p> <p>Will instruction be gender appropriate? How so?</p> <p>How is the curriculum different from what is already received? What sets you a part other than gender-specific classes?</p>		
<p>Applicant should explain further how the use of social media will add to the educational experience of students.</p>	Jennifer Gnann	Purposes of
<p>Section would benefit from additional elaboration. How does the school plan to do these things?</p>	Danielle Allen	Purposes of
<p>The responses to each of the legislative purposes are very basic in nature. What are some specifics? For instance, in response to legislative purpose 5 you state that "KPAA will collaborate with community stakeholders and partners to create opportunities for all student; including those who are at-risk and gifted students." What opportunities are you referring to and which community organizations will you solicit support from? Also, how does your mission for the school align with the six legislative purposes? How do the legislative purposes support the reasoning behind your decision to keep the boys and girls in separate classrooms?</p>	Les Stein	Purposes of
<p>"It is important for the school to develop a warm and welcoming culture where teachers feel valuable and eager to participate in developing programs that will benefit students and the school." How is this evaluated?</p> <p>"Parents will have opportunities to experience open-classroom days on a STAM project (along with their child) just like students experience at school." How will this improve student learning? How will you promote this or ensure all parents are able to do this?</p> <p>"KPAA will use various teaching styles, tools and social media such as 'Learning By Doing,' 'Learning Through Argumentation,' Computers, YouTube, Podcasts, Music, Video, Audio, and experiments with props to name a few" What kind of training is provided to ensure teachers are effectively implementing these styles?</p>	Jessica Whalen	Purposes of
<p>Need to be more focused in responses</p>	Stephen Gay	Purposes of
<p>Please explain this statement: At the end of 2019-2010, annual financial audit will satisfy DPI North Carolina Charter School requirements.</p> <p>Please explain the operational goals of the school.</p> <p>Please explain further what data the board will be looking for to adequately assess school progress towards their mission.</p>	Jennifer Gnann	Goals for th
<p>Is 50% retention of students from year to year ambitious? Seems that this is a high rate of student turnover.</p> <p>Goals #2 and #4 under operations are unclear. What is being measured or increased by 10%?</p> <p>Academic goals are ambitious. Are they feasible, given the baseline at which students will enter the school? Goal is not time-bound. At what point will you expect to see 75-90% proficiency?</p> <p>How will you measure whether or not the atmosphere is friendly and inviting?</p> <p>"Students' lessons will be taught the way gender-specific students learn best." Statement is unclear. How do gender-specific students learn best?</p> <p>Goal #3 under academics is vague. What are the academic tools necessary?</p>	Danielle Allen	Goals for th

Define fullest potential.		
Love the Academic goal - is it obtainable? Again lacks specifics / very general responses to each section	Stephen Gay	Goals for th
Your academic goal is that 75 - 90% of students will score either proficient or advanced. Will these figures apply to all five years? Also, why is there such a wide range in this goal?	Les Stein	Goals for th
Review goals. Many are not adequate SMART goals. Many of the goals are not specific or measurable and this makes it difficult to determine if it attainable. "75%-90% of all tested students will perform at the proficient or advanced level on standardized testing." Is this a goal for the first year or fifth year? What do you mean by "Communication with the governing board will be ongoing"? What does this entail? What does curriculum adjustment look like? What is the process to analyze data and adjust curriculum?	Jessica Whalen	Goals for th
Pass with reservation - answers do lack depth	Stephen Gay	Certify Miss
The information in this section needs to be more specific and detailed.	Les Stein	Certify Miss

Reviewer	Score
Ginger Cash	
Steven Walker	
Danielle Allen	Fail
Shaunda Cooper	
Cheryl Turner	
Alan Hawkes	
Alex Quigley	
Heather Soja	
Stephenie Clark	
Stephen Gay	Pass
Jessica Whalen	Fail
Lynn Kroeger	
Les Stein	Fail
Joe Maimone	
Jennifer Gnann	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.

Kingdom Performing Arts Academy offers a rigorous Common Core curriculum with an emphasis in visual & performing arts, which is specifically designed to meet all of North Carolina learning standards. Educating the whole child, our objective is to break the downward spiraling of students' underachievement and produce successful students who are prepared to engage in their educational success and move towards pursuing their purpose of becoming responsible citizens. It's our desire to empower students to pursue excellence through visual and performing arts, while uniting families and community partners to actively support their endeavors.

The school will operate gender-specific classes to help students develop intellectually, emotionally, aesthetically and socially. Incorporating hands-on, experiential learning along with action-based incentives, increases the retention levels, offers opportunities for critiquing and exploring, improves problem-solving skills and promotes repetition, while allowing students to master skills.

Our goal is for students to meet and exceed performance and assessments standards. All of the instruction will be age and grade appropriate. Our talented instructors are prepared to teach a rigorous academic curriculum which includes English/Language Arts and Literacy Development, Mathematics, Science, Social Studies (including a Music and Arts curriculum that integrates social studies as a central theme), and a Physical Education and Health Curriculum. Our STEAM program will introduce students to nontraditional 21st Century opportunities and concepts that crossover in visual and performing arts. Since technology is profoundly changing how students are learning; it is fitting to incorporate a digital-life skills component in the curriculum that will help students understand the complexity of the digital age for the future.

KPAA's talented teachers will introduce lessons with an emphasis on delivering best strategies for learning. Students will develop a love for learning as they engage with hands-on approaches and experiments. There will be a strong emphasis on developing students' social and academic skills through character building activities. The academic program will be interwoven, while the visual and performing arts program will mirror their academics.

The visual and performing arts program is a critical and essential component

of KPAA's program. Studies show that students who study and participate in an arts program, they excel by as much as 25% in all areas of academic studies by:

- * Improving overall academic achievement especially in math and reading;
- * Enhancing cultural appreciation, learning, and critical thinking abilities;
- * Improving behaviors in school and attendance; and
- * Increasing knowledge, participation and skills in visual and performing arts.

Students will learn the arts, each with their own unique content, and connect the arts to concepts, theories, and themes from the academic curriculum. Students will be introduced to four art disciplines: Dance, Music, Theatre and Visual Arts. The program identifies the state's essential standards that guide our instruction: artistic perception; creative expression and thinking; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students will gain competence in each area of the arts as they achieve essential skills such as problem solving, creative thinking, effective communication, and an understanding of technology.

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.

KPAA'S goal is to prepare students to meet or exceed the performance standards set forth by the North Carolina Department of Education. Our talented teachers are prepared to teach a rigorous academic curriculum which includes English/Language Arts and Literacy Development, Mathematics, Science, Social Studies, (a Music and Art curriculum that integrates social studies as a central theme) and a Physical Education and Health Curriculum. All students will participate in the visual and performing arts program as it will help students excel in all academic areas. Students will be exposed to computers and technology daily. Our desire is that every student learns to apply the life skills that they are learning in the daily curriculum and classroom activities. The average class size will be 20 students and sometimes multi-grade grouping.

The instructional activities will be site-based with students in grades 4-8 grouped in gender-specific cohorts:

The instructional design of the school was created based on extensive research surrounding the best practices for serving a diverse and under-served population. This information was used to develop the school's academic program featuring the following elements:

I. Academic Looping

This process allows teachers to remain with the same group of students for more than one school year. The advantages of learning with the same teacher

for multiple years can be immeasurable and helps to produce a satisfactory environment for both teachers and students. Academic looping fosters relationships with students, parents, and families, strengthens an understanding of student needs, and promotes teacher innovation.

II. Mentoring and Multi-grade Grouping

This method of instruction encourages cooperation and mentoring while allowing struggling students enough time to master material. It also fosters putting students at the center, socially and academically. Younger students look for guidance to older students who know the ropes, while the older students in the classroom organically learn about mentoring, leadership, and collaboration.

III. Collaborative Work Environment

A collaborative work environment supports faculty, staff, and community partners in their individual and cooperative work. This method focuses on organizational, technical, and social issues. Conscious efforts will create strategies, policies, and structures in order to institutionalize values, behaviors, and practices that promote cooperation among the various parties to achieve organizational goals.

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.*

KPAA's curriculum aligns with North Carolina's Accountability Model, a calculated performance grades system that meets Every Student Succeeds Act requirements. The curriculum will give students a solid comprehensive education that supports North Carolina ABC Standard Course of Study. KPAA will conduct student assessments and meet all statewide standards as required by North Carolina educational standards. Our rigorous academic curriculum will be taught by instructors in core subjects to include: English/Language Arts and Literacy Development, Mathematics, Science, Social Studies, (a Music and Art curriculum that integrates social studies as a central theme), and a Physical Education and Health Curriculum.

Our community partners and parents will volunteer in partnership with the teacher and student as classroom assistants, advocates, committees members, and stakeholders who want to enhance the lives of students. KPAA teachers will be licensed, dedicated, and fully engaged in the mission of the school, therefore providing students with the tools they need to succeed.

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.

Teacher proficiency is essential to student development and overall achievement. To instruct proficiently, teachers must acquire an affluent comprehension of pedagogical and content-based information. Instructional skills will enhance when new and innovative practices are performed.

Teacher and student learning must be interrelated. The following methods will be encouraged:

1. Principles that facilitate student comprehension;
2. Strategies that support critical thinking, analytical skills, and reflection;
3. Industry knowledge of modern practices;
4. Guidance and support of student learning; and
5. Peer reviews to encourage inventive learning and instruction.

The above proposed instructional plan will support various learning patterns. Through creative edification models, the student will matriculate into higher grade levels.

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.*

The instructional plan and graduation requirements will reflect local LEA standards and will comply with North Carolina Department of Education guidelines, including End of Grade standardized testing as a final assessment for performance and readiness. The academic program offered is designed to empower students with tools to be successful in and out of the classroom. In accordance with Every Child Succeeds Act, we are committed to developing life-long learning.

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.*

Our school will be a traditional school with 185 days of academic learning and that will be similar to Cumberland County School's calendar. It will consist of holidays, teacher work days, professional development days. Teachers will have scheduled teacher's workday throughout the year and report cards will be available quarterly.

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.*

Educating and empowering students with the tools to grasp academics is the focus of our charter school. Helping students discover how to use all their senses will help them remember the material better. The usage of pictures,

charts, YouTube, reenactment, skits, field trips, learning centers, and hand-on learning, among other techniques, are instrumentally effective in teaching struggling students. Knowledge is powerful and when students understand and are able to apply what they learn, they can do anything.

Our teachers will create lesson plans with all students in mind, and use various teaching methods, including hands-on learning by doing. Many lesson plans may also be reflected in their visual and performing arts program, along with the following methods:

Visual Arts Instruction - students will engage in drawing, doing puzzles, games and coloring pages to reinforce what was discussed helps students to retain key information.

Differentiated Instruction - presents lessons in different ways to different groups of students in the class according to student learning strengths. If a student struggles in one area, the teacher will create another plan to teach the subject asking questions, using props, special homework such as puzzles, and other intriguing ways to incorporate learning concepts. The flexibility of the group is essential in this style of learning.

Scaffolding - A method of teaching that breaks learning down into small pieces. The teacher then forms a bridge between what students already know. Using charts, pictures and cue cards, teachers build a bridge using input from others called scaffolds. As students learn, scaffolds are taken away one at a time.

Reenactment - Creating opportunities to become the subject matter and acting out characters--this works well in historical events.

Mnemonics - Students will use special phrases to help them remember information like " I before e except after c." Opportunities will also be given to student to create their own way of remembering material and events like creating a song or rhyme.

Multi-sensory Instruction - Students will be encouraged to think and remember what they see, hear feel, etc. in order to remember the material better.

Individualized Instruction - As needed, students will receive targeted teaching on an individual level to help them understand and learn. Tutoring and homework assistance is also available.

Students will gain confidence when they learn new material and will take more risks in sharing what they have mastered with their classmates and simultaneously encourage their fellow peers.

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.

KPAA is proud to serve as an educational advocate and helping students to achieve in the English Language Learning community. North Carolina Education has a process in place to identify students. KPAA will also rely on the parents to initially identify their children as English Language Learners (ELL) and the staff will acknowledge students with special needs. Once parents of ELL students are interested in enrolling, KPAA will provide the transfer form to the student's school, and parents will be responsible for requesting their child's records be transferred to our school. We will ensure that English Learners can make substantial progress by hiring appropriate teachers and creating a rigorous curriculum. This will be an ongoing process of creating goals, monitoring and evaluating in order to ensure continued growth exit from ELL services.

- Teachers will set quarterly SMART goals and monitor the students' measurable achievement objectives to help shorten the gap among ELL Students and the school. Students' tests, assessments, teacher reviews and EOGs will show their progression and help determine placement to the next grade.
- We will create additional and continued collaborations through partnerships to provide more targeted support in English Language Arts and math as needed.
- When students are ready to exit ELL services, they will be mainstreamed into regular classes.

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.*

KPAA is an advocate for all students to excel and we support the advanced learning needs of students. We are vested in exploring opportunities for intellectually gifted students to advance their learning aptitudes and talents. We will reflect on the mandates of NC Department of Education. Our teachers and staff will receive ongoing professional development training in gifted education, establish guidelines that address the needs of high-ability learners, and will be able to create quality programs to support gifted students. The school will provide advanced activities that challenges and promotes creativity in the gifted learner and encourage their parents to maintain a portfolio that reflects their skill development, awards and extra-curricular activities. We will assist in exploring alternate educational options offered to high-ability students within the community and community colleges to help gifted students reach their highest potential.

KPAA will explore opportunities within the classroom that will enhance gifted students' abilities. We will implement the Academically or Intellectually Gifted (AIG) Program at our school and will align with the standards set by NC DPI, Division of Advanced Learning and Gifted Education. AIG provides an appropriately challenging educational program for students who perform and show potential for performing at remarkably high levels of accomplishment when compared to others of their age.

Teachers and administrators will perform assessments to identify the student's performance and quantitative measurements in order to identify their general aptitude and academic ability. Based on the results, our teachers will collaborate and research the best instructional practices found effective with advanced learners, and implement what they have learned to meet the needs of the student. AIG students will also receive opportunities for acceleration through a blended-learning model, receive additional learning through independent study programs and participate in student grouping sessions.

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)*

Providing special education services is an integral part of the Every Student Succeeds Act. Kingdom Performing Arts Academy will use all extensive assessments to identify the student. In accordance with the Child Find mandate, if KPAA suspects that the student has a disability, we will locate and evaluate all children with disabilities, regardless of the severity of their disability. Once revealed, we can take the appropriate measures in hiring qualified special education teachers in accordance with IDEA regulations and the North Carolina Policies Governing Services for Children with Disabilities.

In identifying EC students who need services, we will 1) rely on the parents sharing the information with us about their child, 2) rely on the public school records and if there are any IEPs that are being released, 3) rely on our expertise of identifying children that we suspect they may need special educational services and start the process according to the Child Find Program.

KPAA will work with Cumberland County Schools or any previous school that the student attended to identify their status. The process for the Child Find program will consist of these main elements requirements:

- 1) Defining the target population in order to determine the at-risk child, the teacher will provide evidence of the need and their experiences with the student;
- 2) Raising public awareness to parent, caregiver, physicians and school staff, so the child receives assistance;
- 3) Once the student is suspected of needing special education services, we take the steps to refer child for appropriate services;
- 4) The child is screened for possible disabilities or developmental delays;
- 5) Results of the screening are compared to the state's eligibility guidelines consistent with federal regulations;
- 6) The state tracks and follows up with children who are receiving services. to meet compliance expectations, special education teachers are responsible for evaluating students; IEPs are developed, reviewed annually and re-evaluated periodically--the importance of establishing ambitious goals for their students and the using appropriate means of monitoring the progress of children.

In a private meeting setting with the parents, EC teachers, administrator and key constituents will review IEPs. IEPs are signed and copies are given to key people mentioned. All files are kept confidentially and maintained in a locked file cabinet. If any records need to be released to another party, the parent must submit or sign a Release of Information Form. The records can only be reviewed by the teacher or administrator as needed to help the child be successful.

- 7) Inter agency Coordination share in the responsibilities of assisting the child.

Based on prior End of Grade scores, test grades and assessments, our talented and educated teachers will assess all students in Language Arts/Reading Comprehension and Math skills and provide a full continuum of educational services to meet the unique needs of all students with disabilities to be successful. We will maximize the development and freedom of EC students--special educators will assist regular school teachers and staff in managing the education of children with exceptionalities. The primary goals of special educators is to enhance regular school programs as a resource for all children.

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.*

KPAA is dedicated to creating a positive environment that promotes learning. Our school provides a vigorous educational program that applies most successful learning styles for all students, including Special Education. We put in place a broad spectrum of administrative arrangements to allow EC Children to fit in and be served in regular classes. KPAA will contract

partners to provide special supplementary services for children with exceptionalities or remove them from parts or all of the regular educational program.

With the intention of developing goals that can be measured and tracked, teachers will use progress monitoring to work with the goals of the IEP and the state standards for the child's grade level. Progress monitoring is instrumental to use to divide what the child is expected to learn by the end of the year by producing measurable steps. The teacher begins by setting goals and measuring the progress towards meeting the goal each week. Tests are given weekly with the same level of difficulty in order to measure the students progress. Each test allows the teacher to compare how much the child is expected to have learned to the rate the child is actually learning.

The progression of the student who meets or exceeds their expectations will always dictate the response of the teacher's. If the student is progressing, then the teacher continues teaching the same way. If the the child is not meeting expectations, then the teacher may change the method use, the amount of instructional time, the grouping arrangement, or implement another way of teaching. Our teachers are flexible, sensitive and able to adapt and revise the instruction plan by exploring solutions that will assist the student in mastering their goals on a weekly basis.

Throughout each week, the teacher tracks and document the student's performance and compare results to previous measurements. The student's rate of learning is also compared and used in a graph to track the measurements to show the success of both the teacher and the student. Regular feedback from the teacher on how well the student is doing is communicated with the parent and school throughout the process and results are discussed at the student's IEP meeting.

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.*

The Every Child Succeeds Act creates a new tone for charter schools to aggressively embrace the responsibilities of setting higher education standards and achievement goals in all areas of students' lives. We will apply evidence-based approaches in delivering educational and supportive programs to students.

EVALUATION AND ASSESSMENTS

KPAA's community of teachers and staff will collaborate and develop

assessments in all subject areas of Common Core Standards and closely align and adhere with North Carolina Essential Standards. We will adhere to all state accountability and testing requirements, including administration of state math, reading, and science assessments, and current End-of-Course Assessments. The results and assessments will be used to monitor students' progress and will aid in developing a comprehensive teaching and remediation plan to improve students' achievement. The data collected from tests, assessments, and multiple data references will help teachers make decisions on student promotions and retention. In making such decisions, we focus on the individual student and look at their academic growth, performance on state mandated testing, grades based on classroom performance, teacher recommendations, and maturity and age appropriateness.

We will use the following additional assessments to help students stay on track:

- Formative: measure students' performance during instruction in which ongoing repetitive reviews will help reinforce what student needs to learn.
- Benchmark: "In time" evaluations will show how students are mastering the materials learned. Timing of assessment provides a valuable early detection tool with information and feedback. Teachers will adjust instruction as a result of student performance to overall comprehension.
- Interim: An "In time" tool toe valuation will show the student's progress and measures their growth. Timing of assessment provides valuable early detection feedback for teachers to adjust instruction as a result of student performance.
- Summative: Measures the student's achievement at the end of instruction. Helps teachers review what went right.

Policies and Promotion Standards

At-Risk Population

KPPA will align with North Carolina State's mandate regarding promotions standards. Based on the assessments and evaluations, benchmarks will indicate when a student needs intervention. Our Intervention Support Team (IST) consists of the teacher, the parent and their child to provide coaching and one-on-one tutoring to help students to get back on track. The parent will be involved for the whole process. Examples of student's classwork and teacher observation will be collected and reviewed periodically to monitor progression.

- If a student's promotion is in question during 1st and 2nd quarter, they are identified by IST, parents will be notified to work alongside their student and IST. All progress will be tracked and any students who remain after 3rd quarter will be identified through an official 'Promotion in Question' list and provided to IST.
- IST will collect appropriate documents from teacher including classwork and teacher observations.
- The advisory committee will review all appropriate documentation and peripheral circumstances and issue a decision regarding the student. This decision will be submitted to the principal who has the ultimate authority to either accept or deny the committees decision.
- If accepted, the parents will be notified within 24 hours, and if denied the principal must give written explanation as to why and notify the parents within 48 hours.

Graduating Exit Standards

All students must be at or above grade level in reading and math as evidence through the state approved standardized testing in order to be promoted to the next grade level. The principal may approve alternative assessments if the student can demonstrate proficiency through reading and math portfolios.

Student Conduct:

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

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

Be sure to include:

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

It is imperative for KPAA to create a welcoming and learning environment for students, parents, staff and members in our community. The responsibility of instilling self-discipline and citizenship in the school environment is a shared obligation with students, the parents and the school. The Student Conduct is an adopted guide of clear policies and procedures that has been implemented to assist in fulfilling our obligations to keep students and staff safe, both physically and psychologically. Violators of these policies and procedures will have the opportunity to file a grievance, and the rights of every student will be applied fairly and equally, especially to students accused of a a violation. All violations will be investigated and rulings will be made according to the evidence and on a case-by-by case basis.

Our practices, policies, procedures as related to student enrollment and privacy rights are clear and will be reviewed in the parents' and students' orientation by KPAA staff. Parents, students and staff will have the opportunity to review this information at home and must sign in agreement to abide to the regulations prior in the beginning of school--this assures that rules have been read and there is clarity by all parties. Students who do not abide by rules and policies set in place will face disciplinary actions weights heavily based on the type of offense. There is zero tolerance for risky behaviors that pose a detrimental threat to the safety and welfare of the student, including him- or herself, or to the safety and welfare of other in the school environment.

Disciplinary Actions:

- Short-term in school suspension (1 hour to 2 days)
- Short-term suspension (1 day to 3 days)
- Long term Suspension (3 days to 10+ days)
- Expulsion (up to a calendar year)

Weapons (dangerous weapons such as knives, blades, guns) and ordinary objects used as weapons (screw drivers) in school are prohibited, poses a threat and will result in disciplinary sanctions, including long-term suspension or expulsion from school. Verbal statements, nonverbal communications, or behaviors that constitute a threat of physical harm to another person may also result in expulsion for up to a year. Any activity that affects the psychological safety of our schools and does not promote respect and dignity is prohibited and will be deemed as harassment, hazing, intimidation, and bullying; and disciplinary actions from long term suspension to expulsion will be taken.

KPAA reserves the rights to authority to discipline all children; including those with disabilities. When students with disabilities who display disciplinary issues, it can be challenging given the type of behavior that is offensive. We will help students whose misbehavior is caused by a disability, and work alongside with the parent for solutions; as the problem can derive from learning and attention issues. Understanding that children with IEPs and 504 Plans have special legal protects, each case will be disseminated through due processing and appropriate actions will be taken. Depending upon the action, it will be determined whether suspension and expulsion is in order. KPAA will research and examine all resources before making a final decision on such matters.

A partnership is currently being formed with Greater Life of Fayetteville (a family-support program for students who have been expelled (3rd through 8th grades); students receive academic support, tutoring, counseling and mentoring services while on suspension, so they will not fall behind in classwork. While the student is suspended, they will receive needed services that will help prevent future suspensions. GLOF operates in conjunction with Fayetteville Technical Community College, and supports the Cumberland County Schools' district and surrounding areas.

Section III: Education Plan Concerns and Additional Questions		
How will the student performance be enhanced by single-gender classes? What is the instructional method within the classrooms? What evidence exists that shows this method will be successful? what action-based incentives are you referring to?	Jennifer Gnann	Instructiona
How will you incorporate STEAM into Common Core? What does a "digital-life skills component in the curriculum" mean? What does it look like? How are character building activities incorporated into the curriculum?	Jessica Whalen	Instructiona
It's unclear how the visual and performing arts program will mirror students' academic program. How does participation in visual/performing arts help students excel in academics? Please provide additional support.	Danielle Allen	Instructiona
Missing assessment information	Stephen Gay	Instructiona
When will classes be multi-grade?	Danielle Allen	Curriculum a
Appendix B does not provide much information about course scope and sequence.	Les Stein	Curriculum a
Love the looping concept to build the relationships - multiage classes will allow to group by need / strength	Stephen Gay	Curriculum a
Appendix B - very weak / not specific enough and not broad enough		
How does age and grade appropriate instruction occur in tandem with multi-grade grouping? How does the curriculum align to gender-specific classes? "Our community partners and parents will volunteer in partnership with the teacher and student as classroom assistants, advocates, committees members, and stakeholders who want to enhance the lives of students." Who are the community partners? How will you ensure volunteers are able and qualified to do this? What is the plan to conduct "peer reviews to encourage incentive learning and instruction"?	Jessica Whalen	Curriculum a
How does does gender-specific classes prepare students for the next grade, high school, and ultimately graduation?		
Please further explain how both academic looping and multi-age grouping will exist together. Please be specific as to which "modern practices" that teachers will be utilizing in the classrooms. Explain further how STEAM will be incorporated into the instructional day. How will the arts be taught? Appendix B should be elaborated upon. Appendix C Appears incomplete.	Jennifer Gnann	Curriculum a
Have any academic programs been decided? How will the Common Core be taught?		
How will "at-risk" students be identified? How will those students be taught? What interventions will be in place? Please explain your understanding of MTSS.	Jennifer Gnann	Special Prog

<p>Will students who need ELL services be self-contained? Please clarify this statement. "When students are ready to exit ELL services, they will be mainstreamed into regular classes."</p> <p>What tools will teachers use to assess students for AIG?</p>		
<p>What specific steps will you take to assist students that are not performing at expected levels? Will you organize after school programs? Will teachers spend additional time with students who are struggling academically?</p> <p>Who will be responsible to administering and/or monitoring the AIG program?</p>	Les Stein	Special Prog
<p>Answers are no in-depth - has great ideas and a lot of educational buzz words, but lacks depth</p>	Stephen Gay	Special Prog
<p>"Helping students discover how to use all their senses will help them remember the material better." How will this be taught or conveyed to students?</p> <p>What other learning styles will you incorporate into the curriculum? How?</p> <p>How will students needing special intervention or more targeted support be identified?</p> <p>Please describe how you will identify ELL students. IF a student is identified, what is the process to identify level of proficiency and support they require? How will you track progress? What is the exit criteria?</p> <p>"Teachers will set quarterly SMART goals and monitor the students' measurable achievement objectives to help shorten the gap among ELL Students and the school. Students' tests, assessments, teacher reviews and EOGs will show their progression and help determine placement to the next grade." How will KPAA test an ELL student's knowledge of the English language? These tests mentioned track proficiency of standards.</p> <p>What is the rationale for encouraging parents to maintain gifted students' portfolio?</p> <p>How will teachers be trained in the AIG program?</p> <p>How are gifted students identified?</p> <p>"AIG students will also receive opportunities for acceleration through a blended-learning model, receive additional learning through independent study programs and participate in student grouping sessions." What does this look like?</p>	Jessica Whalen	Special Prog
<p>What data will you use and how will you determine a student is at-risk? Who will provide the practices mentioned? How will they be trained? How do you determine when a student needs something different and then decide what they need?</p>	Ginger Cash	Special Prog
<p>In identifying students who are already eligible for special education, how will you obtain the student's current IEP from parents and public school records? What is your process for reviewing the special education record for compliance?</p> <p>How can someone (teacher, parent, others) notify you of a suspected disability? What is your process for responding to that concern?</p> <p>At what point will you screen for possible disabilities or developmental delays? Who determines what screenings are needed? What do you mean by "the results of the screenings are compared to the state's eligibility guidelines"? Will you use the screenings to determine eligibility? If so, when will you obtain parent consent for evaluation?</p>	Ginger Cash	Exceptional
<p>Please explain your understanding of 504's.</p>	Jennifer Gnann	Exceptional
<p>It is mentioned that KPAA will "rely on our expertise of identifying children that we suspect they may need special educational services and start the process according to the Child Find Program". What expertise is being referred to here?</p> <p>What is the process for finding an EC teacher to sufficiently do the following "the primary goals of special educators is to enhance regular school programs as a resource for all children".</p>	Jessica Whalen	Exceptional

A lack of understand of EC will sink this opportunity	Stephen Gay	Exceptional
What is your plan for providing the full continuum of services that includes regular, resource, separate, and homebound setting? Will you contract for related services such as psychological, speech, OT, PT, transportation, etc? You state "Regular feedback from the teacher" will be communicated to the parent. How often will that be and how will parents know that?	Ginger Cash	Exceptional
Applicant should explain the understanding of FAPE. Applicant should explain the full range of programs available to exceptional children. What relationship will the EC team have with the General Education team?	Jennifer Gnann	Exceptional
What other strategies will be provided to EC students besides formative assessments to support EC students? "Tests are given weekly with the same level of difficulty in order to measure the students progress." What makes these tests? Who administers them?	Jessica Whalen	Exceptional
No depth to the plan -	Stephen Gay	Exceptional
Lack of depth is hidden by continued use of Ed buzz words - "in time" assessments - need to explore and provide more information and types to meet the specific needs of your population	Stephen Gay	Student Perf
Applicant should explain their goals for the school based on the current achievement of students in their attendance area. Applicant should explain their understanding and the difference between benchmark and interim assessments. How will the two be used? Please elaborate on the policy for advancing grade levels. What alternate assessments will the principal administer? All students must score at-grade level to be promoted?	Jennifer Gnann	Student Perf
There are many tests that students are taking to track performance (formative, benchmark, interim, and summative). Who is making all of these tests? Who analyzes them as well for teachers to inform instruction with the data? How may KPAA deal with the issues that may arise with the amount of testing (i.e. student exhaustion or parent satisfaction or dissatisfaction)? Who tracks the progress and develops the official "Promotion in Question" list for teachers? Who is the advisory committee? Please clarify if mastery is required for promotion as stated in graduation exit standards as it is not aligned with the following outlined process: "IST will collect appropriate documents from teacher including classwork and teacher observations. - The advisory committee will review all appropriate documentation and peripheral circumstances and issue a decision regarding the student. This decision will be submitted to the principal who has the ultimate authority to either accept or deny the committees decision. - If accepted, the parents will be notified within 24 hours, and if denied the principal must give written explanation as to why and notify the parents within 48 hours."	Jessica Whalen	Student Perf
Who runs ISS? Suspensions are an indicator as to why at-risk students do not perform well. How will KPAA utilize this understanding and ensure students do not miss instruction? Or decrease suspensions? Where is this represented in the budget? "A partnership is currently being formed with Greater Life of Fayetteville (a family-support program for students who have been expelled (3rd through 8th grades); students receive academic support, tutoring, counseling and mentoring services while on suspension, so they will not fall behind in classwork. While the student is suspended, they will receive needed services that will	Jessica Whalen	Student Cond

help prevent future suspensions. GLOF operates in conjunction with Fayetteville Technical Community College, and supports the Cumberland County Schools' district and surrounding areas." What is the plan to support suspended or expelled students if this partnership doesn't work out? What other interventions can be provided?		
Applicant should define the expectation for student behavior within the school.	Jennifer Gnann	Student Cond
What rights do the students and their parents have in the grievance process? Will the students be offered an opportunity to seek redress? What procedures will you use for this?	Les Stein	Student Cond
Discipline outlined is focused on the major issues - what is the day to day plan for building the culture and climate	Stephen Gay	Student Cond
The education plan would benefit from additional details and explanations.	Les Stein	Certify Educ
Information was not detailed and lacks the depth needed to build success	Stephen Gay	Certify Educ

Reviewer	Score
Alex Quigley	
Stephenie Clark	
Cheryl Turner	
Shaunda Cooper	
Danielle Allen	Fail
Steven Walker	
Ginger Cash	
Stephen Gay	Fail
Jessica Whalen	Fail
Lynn Kroeger	
Les Stein	Fail
Joe Maimone	
Jennifer Gnann	Fail
Heather Soja	
Alan Hawkes	

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:

School Governing Body:

*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

The municipality must be officially incorporated by the NC General Assembly upon application submission.

Name of Private NonprofitMunicipality: Kingdom Performing Arts Academy

Mailing Address: P.O. Box 1645

City/State/Zip: Fayetteville NC 28301

Street Address:

Phone: 910-527-2913

Fax:

Name of registered agent and address: Medford Brothers

P.O. Box 1645

Fayetteville, NC 28301

FEDERAL TAX ID: 20-2973291

Tax-Exempt Status 501 (c)(3)

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

X Yes (copy of letter from federal government attached: Appendix D)

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.

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. Its members should reflect the

ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the founding members of the nonprofit organization.
Please complete the table provided depicting the members of the board that will oversee the proposed school.

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?
Tamara Holmes Brothers, Ph.D.	Vice President	CUMBERLAND	Dir of Develop. & Major Gifts/Nasher		
Cheri Siler-Mack	Treasurer	CUMBERLAND	12th Judicial District		
Medford Brothers, III	President	CUMBERLAND	Behavioral Support for Cumberland County Schools		
Frederick L Clark, Sr.	Community Relations	HOKE	Retired Parks & Rec Director		
Renee Boyd	Secretary	CUMBERLAND	Director of Exceptional Children CSS		

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.*

Kingdom Performing Arts Academy's board will act as the governing body for the school. The board members are volunteers living in Cumberland and Hoke Counties. The function of the board is to:

- Create and support the mission, vision, and performance objectives;
- Establish an accountability plan for education, fiscal viability, and compliance;
- Review and maintain bylaws; and
- Establish policies consistent with the mission.
- Approval and monitoring of grants
- Hire, support, manage, develop and assess the school administrator and key staff positions,
- Monitor programs and services, and managing additions as the school grows.
- Approve the school calendar
- Review special requests as it pertains to the school

The board is diverse in skill sets, perspectives and backgrounds and they provide oversight the of Kingdom Performing Arts Academy at quarterly board meetings. The Board will not engage in day-to-day operations. The Board is fully responsible for oversight of the fiscal and operational affairs of the schools.

- 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.*

There are currently five governing board members. The Board serves as the policy maker for the Charter School and meets quarterly. The Board will adopt the annual budget and is responsible for directly approving all expenditures of the Charter School.

Mr. Medford A. Brothers' area of expertise is in Educational Management & Youth Development. For more than 20 years, Mr. Brothers has implemented result-driven and program-centered educational management for at-risk youth. His success as the President of Kingdom Living, CDC has empowered communities to transform and live more productive lives. He plays a role in maintaining compliance requirements, regulations, contracts, and grants applicable to its state programs.

Tamara Holmes Brothers, Ph.D. is an executive-level director, fundraising administrator, curriculum designer & arts & culture specialist. She will be instrumental in overseeing grant management.

Frederick L. Clark's area of expertise is mentorship and independent-living skills. As a retired Parks and Recreation Director, Mr. Clark is influential in overseeing training and community collaborations.

Judge Cheri Siler-Mack has served in the 12th Judicial District since 2014. She will be instrumental in government relations.

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

Our founding board members were recruited due to their strong compassion to change the quality of life for all students, specifically for those in need. They have a great understanding of the perpetual woes within our educational system and the effects it has on the economy. Board members were selected due to their specialized areas and community engagement.

As positions become available, board members will be notified about the vacancies. The remaining board members will make recommendations and review the candidates based on their areas of expertise and how they can serve the organization. The board will vote on potential candidates based on the needs of the organization.

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

Each year, board of directors will meet quarterly in January, April, July, and October.

- 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 new board members must receive orientation training upon accepting the position on the board. Orientation training meetings will be held 1/2-hour prior to regular scheduled meetings as needed. Professional development training for Board members will be three times a year. Board members will receive ongoing professional development training in the areas of conflict resolution and communications, time management, goal setting, vision mapping, and strategic planning.

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.*

Board members shall serve without compensation due to their commitment of community service to the board. Any contract with the school involving a member of the Board, or the Board members' family, shall be approved by Board quorum.

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

The board will use multiple decision making tools to determine the best solution and the best outcome. KPPA's will use the policies appropriated by the North Carolina State Laws for Charter Schools and will seek legal counsel to ensure that standards are met. The board will also fulfill obligations relative to daily operations and management of the school.

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.*

A board of directors do not have any advisory bodies, council, or associations in the organizations at this time.

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

KPAA has an open-door policy. If a parent or staff member has a grievance, every complaint will be treated seriously and will be reviewed openly, efficiently, and fairly. Any complaints should be made in writing. This method affords all parties involved to work from a consistent body of information. The board will not address a grievance where resolution has not been exhausted through faculty and/or the principal(s). The board will not address a grievance about individual performance in a public meeting and will be taken under advisement of the board and respond at a later time.

The board may notify individual employees about grievances brought against them, at its discretion. Parents may request that they not be personally identified as the party bringing the grievance. Other presented grievances will take place in a closed session. A written response will be sent within 30 days of receipt the grievance.

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

Include in the Appendices:

1. *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).*

(Appendix 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:

Below, please outline a list of positions anticipated for the charter school (e.g., principal/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.

- Principal - will oversee daily operations of the school
- Licensed English Teacher
- Licensed Math Teacher
- Licensed Science Teacher
- Licensed Social Studies Teacher
- Licensed Music Teacher
- Licensed Art Teacher
- Licensed Theatre Teacher
- Licensed Dance Teacher

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

KPAA's board will solicit assistance from partners/shareholders in recruiting high-performing teachers. We will gather, share, and analyze data to identify teacher recruitment and retention goals. Simultaneously, several forms of marketing strategies will be used to recruit and retain high performing teachers.

Application can be downloaded from our webpage.

KPAA will also market teacher position openings on social media sites like Facebook, Eventbrite, Constant Contact, LinkedIn and various educational publications and websites. Administrators will also participate in job fairs and establish recruiting sites for interviews.

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

Good communication between school staff, parents and students is imperative to the quality of education. Kingdom Performing Arts Academy will strive for open, positive and meaningful communication in everything we do. We support each other in the exchange of ideas and in maintaining an environment where people feel their views are valued and respected and where they feel they have been heard.

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

The board of directors will follow the protocols established for screening all school staff, vendors, and Board members. All staff will be responsible for scheduling background check prior to employment. School staff will be required to pass a criminal background check every 5 years. For the safety of the students, the applicant must repeat the process of getting a comprehensive criminal history background check. If a candidate misrepresents information, the Board reserves the right to end the hiring process or employment relationship.

The selection process is informed by factors identified in applied psychology, such as interview structure and phrasing of questions, and draws on effective teacher research. Interview protocol focuses on job-related questions and is within the legal bounds of interviewing guidelines. Every hired non-instructional employee signs an offer of employment. Every teacher signs an offer letter from and a separate letter from the Board due to the joint employment structure. Staff is hired "at will" on a year-to-year basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel are considered 10-month employees paid over a 12-month period. The first 90 days of employment are a probation period. During this period, the employee may resign without reason and/or notice with a two week notice and the Board and may terminate employment without cause and without notice. After this period, all employee resignations will be accepted as long as they are submitted in writing with proper notice.

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

Salaries will be competitive with surrounding area schools. There will be an emphasis on performance-based pay. Benefits with various levels of coverage and premiums to meet their needs will be provided. Eligible employees working a minimal of 36 hours are able to participate in the benefits plan on the first of the month following 90 days of service. Employees have an opportunity to select enrollment, but if not, enrollment changes may be made

in the annual "open enrollment" sessions. Available benefits include medical, dental, vision, life insurance, supplemental life insurance, dependent life insurance, short and long term disability, 401(k) if eligible, paid leave and the Employee Assistance Program.

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

The grievances and/or termination of employees will always be done in a discrete and private manner. Discussion with an immediate supervisor is always encouraged. However if the employee does not want to share the problem with the supervisor, the employee should then proceed directly to Step 2.

Step 2: The grieved employee will be encouraged to request a meeting with the Board. Once the board conducts an investigation, they will review the matter with the aggrieved employee's supervisor.

All employment decisions involving the hiring or termination of teachers shall be made after investigation by the Board. Misunderstandings or conflicts can arise in any organization and should be resolved before serious problems develop. Most incidents resolve themselves without formal intervention. However, should a situation persist that the employee believes is detrimental to himself/herself, or the Board, the employee should follow the procedure described in the Employee Handbook.

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

None of the positions at Kingdom Performing Arts Academy will have dual responsibilities or funding sources.

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.

Once KPAA has acknowledgement of anticipated special needs population, ELL and gifted students, qualified personnel will be staffed for those students in accordance with the Every Student Succeeds Act.

9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the organization and effectively perform the job function(s).

An ideal candidate will:

- Demonstrate strong content knowledge
- Have a proven track record for planning lessons with clear learning objectives and a means for assessing whether those objectives have been met
- possess a degree in the area in which they are applying
- a proven track record for engaging students in their own learning
- demonstrated success in working collaboratively on a team
- strong organizational and communication skills
- demonstrated success in tailoring instruction to the needs of diverse learners

Staff Evaluation and Professional Development

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

English Teacher

Math Teacher

Science Teacher

Social Studies Teacher

Music Teacher

Art Teacher
Theatre Teacher
Dance Teacher

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds Act. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

North Carolina Professional Teaching Standards requires that all teachers must participate in the North Carolina Teacher Evaluation Process to assess the teacher's performance in relation to the NC State Board of Education. These standards sets the structure and culture for the school. The teachers must develop their own plan for professional growth (PDP). Evaluations will be conducted by the Principal annually. The teachers will participate in one of the cycles: Comprehensive, Standard or Abbreviated), which is determined by their years of experience teaching. All teachers will rate their own performance with a self-assessment using the rubric approved by the NC State Board of Education. The self-assessment identifies which performance stand and elements to target as professionals within the professional development plan (PDP). There are two observation cycles, 'standard' or abbreviated' for teachers with more than three years of successful teaching experience.

The teaching standards allows teachers to:

- Demonstrate their leadership,
- Establish a respectfully classroom and school culture for all diverse population of students,
- Ensure teachers understand the content that they are teaching,
- Permits teachers to facilitate learning for their students,
- Allows teachers to reflect on their practice
- Enables teachers to contribute to the academic success of their students.

Teachers with more than three years of successful teaching experience and who are in their license renewal year, will be required to participate in the "standard" observation cycle. These three observations utilizing all five of the NC Professional. Teaching Standards with at least one observation will be a formal observation with a pre- and post conference.

Teachers participating in the "Standard" observation cycle will also receive a summary rating form during a summary rating conference.

All other teachers with more than three consecutive years of teaching experience will participate in a similar but "abbreviated" cycle of observation with two formal or informal observations and a summary rating form that focus only on standards one and four of the NC Professional

Teaching Standards.

Teachers with less than three consecutive years of employment must be evaluated on a "comprehensive" observation cycle which includes participation..

Beginning teachers in their first three years of teaching will be required to participate in a three-year Beginning Teacher Support Program, in accordance with NC State Board of Education policy ID number TCP-A-004. Beginning teachers will have a formal orientation. They will have mentor support by a trained mentor who

is successful in their area of licensure, and both formative and summative evaluations. Beginner teachers will participate in ongoing on campus professional development provided by the Principal or other designee targeted at the specific needs of teachers in their first three years of teaching. Off campus conferences and professional development will be to provide so that they have opportunities to develop effective professional strategies. Topics of professional development could include: positive behavior management, the use of effective instructional strategies, the use of data to improve instruction and differentiated instruction.

Mentor teachers or teacher leaders will be provided with professional development training who support the beginning teachers from the Principal. All mentoring practices will be aligned with the NC Mentoring Standards. Providing beginning teachers the opportunity to learn under the direct supervision of expert teachers is a critical component of the Beginning Teacher Support Program at. By providing strong mentoring and on-the-job observations; they will be more confident during instruction and it will help them to succeed in the educational system.

- 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.*

KPAA will implement a tiered professional development plan to help teachers meet the needs of professional development. The tiered areas include professional development targeted to: teachers new to our charter school, beginning teachers who are in their first three years of teaching, teachers targeted for specific professional development interventions based on classroom observations and walk-throughs, teacher leaders/ mentors, and uniform professional development for the entire faculty.

By using a tiered system of professional development, it allows KPAA to support the effective implementation of the educational program from diverse angles. Teachers will be able to participate in clinical walk-throughs and learn best practices with an opportunity for reflection. Additional internal professional development includes whole staff professional development to ensure the consistent and pervasive use of the Learning Focused instructional framework and the school wide behavior plan. Teachers who need additional support in behavior management or instructional design/delivery will be provided opportunities to participate in small group discussions and other targeted professional development. High-quality teacher preparation matters, and for that reason, teachers will be provided one-on-one coaching through the use of teacher leaders and mentors.

An online sources of professional development materials are available--they include videos, articles and links to pertinent information will be provided and teachers will be assigned different areas of focus based on their need. teachers will be provided with opportunities to participate in local and regional professional development conferences presented by North Carolina Department of Public Instruction and at schools and agencies throughout North Carolina.

- 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.

During the induction period, two weeks prior to the first day of school, professional development will occur.

Teachers receive in depth training on the following topics to improve their classroom experience:

Instructional Framework: Learning Focused is the framework for instruction and Classroom management.

The research-based strategies of the framework have proven to be effective with at risk students. It is a continuous improvement model designed to assist teachers in using exemplary practices to increase learning and achievement. Teachers learn how to use the planning model that provides a framework and tools for organization, planning curriculum, instruction and assessment and they are shown how to use the model. They are given an opportunity to develop lesson plans that ensure the use of the research based strategies.

KPAA will use a similar structure that Cumberland County Schools use. Our Profession Development will begin the week of August 19, 2018, or earlier if necessary. During the induction period one of the many topics will be "7 Steps to Boost Teacher effectiveness in Physical Education" by the American Alliance for Health, Physical Education, Recreation and Dance. It documents the "Efficacy as a physical education teacher or How to make a good teacher great!" This document and its findings has inspired us and we will adopt some of its material and convert it to reflect North Carolina's Standards. It starts by describing effective teaching and seven practices that are beneficial for classroom management. The foundational information will help teachers sets the stage for in in promoting a safe learning environment.

After participating in professional development, teachers will gain the the knowledge and confidence to prepare and begin teaching where the students are. It is essential that we encourage strong and diverse preparation programs that can generate pipelines of new teachers with the right mix of knowledge and skills to meet the full range of needs in our school.

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.*

There will be 5 professional Development throughout the year. Each day will start at 9 a.m. and end at 3 p.m. The teachers will receive approximately 100 hours of professional development training each year. Throughout the calendar year, teachers will attend full workdays of training.

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)).

While marketing and recruitment of students will be continuous, Kingdom Performing Arts Academy will create marketing campaigns throughout Cumberland, Hoke, Harnett, and Raeford Counties as well as surroundings areas. Gender-based classes will be appealing in attracting interested parents who want to raise the bar for their child's educational needs. Children, especially boys, are still being challenged academically and their grades are steadily declining. Parents want their child to succeed in all areas, but not knowing how to stop them from becoming a high-school dropout statistic is frustrating. The community realizes that the time for a change in education is now. Parents are desperate to find solutions and Kingdom Performing Arts Academy will encourage parents to take advantage and enroll their children in our school.

Open houses and informational conferences will be presented throughout the County to the general public, community leaders, and city officials. Sign up sheets, printed brochures and enrollment forms will be available and accepted at the conference and online. We will share with parents the school's philosophy, mission, as well as other opportunities available for students to become successful; then follow-up to assist them in the enrollment process. Below are additional marketing strategies to be implemented:

- We will have an account on all the major social media platforms such as Facebook, Twitter, Instagram using hashtags for marketing and community building;
- Promote with Talk Radio, Radio, community cable channel, local news stations and their websites;
- Promote via tours and open-houses;
- Informational flyers, postcards, and business cards will be placed in strategic locations like places of businesses and children-based services (Partnership for Children), stores, churches, and gas stations;
- School website will be mobile responsive and equipped with YouTube videos about our school and services;
- We will take advantage of onsite set-ups in public locations to answer questions about our school;
- Email marketing through Eventbrite and through friends, family members, businesses of stakeholders;
- Door-to-door solicitations in nearby community neighborhoods and apartment complexes areas;
- Advertising ads will be posted in free and paid local community newspaper, Home Owners Association newsletters, displaying flyers and information in banks, on Military bases and housing areas, ads will be placed in our local newspaper, The Fayetteville Observer (averaging about 65,000 subscribers);
- Hold informational interest meetings (Meetups) in local parks and recreation locations, community-based organizations and churches--followed up by sending thank you cards and follow-up phone calls; and
- Train board members, teachers and volunteer how to advocate on the school's behalf as ambassadors for KPAA.

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.*

Kingdom Performing Arts Academy will strive to create a welcoming environment for students, parents and community partners. It is important to our staff that each child's education is supported by their home environment. With doing so, we are asking for all parents to participate in volunteering their time at school at least three times a month. In an effort to successfully engage parent participation in the school and connect them to needed community resources, once a quarter, KPAA will conduct home visits. This will allow KPAA to educate and transform the minds of our students and their families to focus on economic wealth and self-sufficiency within the community.

Our organization plans to carry out its mission by promoting and working toward a more harmonious neighborhood relationship by providing various programs and support resources to cultivate the vision of self-empowerment to individuals and families who are a part of this program. We want to transition these families from liabilities to positive assets to the community. Here is how we plan to go about this process:

- * Develop a community organization to promote a healthy and positive atmosphere for children and their families;
- * Sponsor a comprehensive cultural/performance arts program to serve low-wealth children who are gifted in these areas and encourage the community to participate in these activities;
- * Provide Adult Education/GED classes to anyone who needs a high school education and the necessary support to enter into the workforce; and
- * Develop extensive employment training services to include career counseling. Goals will be set to ensure a successful career path, no matter what their area of expertise may be.

This detailed plan will be instrumental in strengthening the whole family and students which will impact community.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.*

3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdrawals and transfers.*

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

For Year 1, open enrollment will begin March 4, 2019 and end May 1, 2019. Applications will be provided and received at KPAA. The applications must be submitted within the enrollment period. They will be reviewed for completeness, checked for a valid North Carolina address and will be entered into a database.

Enrollment is based on first come, first served until our seating has been fulfilled. We will accept however as many students as we have seats available in each grade. Once the enrollment becomes full at each grade level and gender specific, we will keep applications on a waiting list until a spot becomes available. Each gender specific grade will have its own waiting list.

Parents must indicate if they have more than one child attending. It is our desire to keep families together. If a child is accepted and they have siblings, those siblings will be accepted if space is available in the sibling-specific grade. If the sibling's grade is full, the sibling will be placed at the top of the waiting list. Parents who have questions regarding enrollment and their child's status can email or call KPAA for more information.

Weighted Lottery

Does your school plan to use a weighted lottery?

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, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*

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

Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Cumberland County Schools
 LEA #2 Harnett County Schools
 LEA #3 Hoke County Schools

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 260	LEA 430	LEA 470	LEA 260	LEA 430	LEA 470	LEA 260	LEA 430	LEA 470	LEA 260	LEA 430	LEA 470	LEA 260	LEA 430	LEA 470
Grade 04	31	3	2	28	2	2	29	2	1	50	2	1	52	2	1
Grade 05	32	2	2	32	2	2	32	2	1	48	2	1	52	2	1
Grade 06	26	1	1	24	2	1	24	2	1	45	1	1	48	1	1
Grade 07	0	0	0	22	2	1	22	1	1	23	1	1	34	1	1
Grade 08	0	0	0	0	0	0	20	1	1	22	1	1	22	1	1
	89	6	5	106	8	6	127	8	5	188	7	5	208	7	5
	100			120			140			200			220		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
This 501(c)3 was granted in 2005. Please explain how this is related to the operation of this new school.	Jennifer Gnann	Tax-Exempt S
Have non profit status in place	Stephen Gay	Tax-Exempt S
Applicant already has 501(c)(3) status; please clarify the purpose of the current organization and any connection between that organization and the board that will govern KPAA.	Danielle Allen	Tax-Exempt S
Lack of detail - hurts here again Original staff projections are not realistic	Stephen Gay	Certify Gove
This section would benefit from additional details.	Les Stein	Certify Gove
<p>What other expertise are you looking or need to include on the board? How are you recruiting for this?</p> <p>Please detail how the board will recruit, hire, and supervise the lead administrator.</p> <p>Please explain how the structure and composition of the board will ensure the school and school leader will be successful? How are parents incorporated?</p> <p>What is the process if there are no recommendations for a vacancy on the board? Is there another plan to recruit and fill a vacant spot?</p> <p>Board of directors must meet at least 8 times a year. Please revise how often the board will meet.</p> <p>Who conducts and arranges board member training?</p> <p>What is covered in the orientation training for new board members and how will you ensure new members are prepared for meetings in 30 minutes?</p> <p>Please detail what "multiple decision making tools" KPAA will use to develop school policies?</p> <p>Please clarify the grievance process and the difference between open and closed sessions.</p> <p>"A board of directors do not have any advisory bodies, council, or associations in the organizations at this time." What are ways the board will head the perspectives of other stakeholders, school performance, and/or day-to-day operations? Explain the rationale for not having any advisory councils?</p> <p>Please explain the role of partners in the organizational chart.</p>	Jessica Whalen	Governance a
<p>Please explain how the board will manage the school if they only meet quarterly?</p> <p>How will board members be properly trained if they only receive 4 1/2 hour orientation sessions?</p> <p>Please explain your understanding of conflict of interest.</p> <p>Please explain the steps a staff member should make if he or she has a grievance.</p> <p>Please explain the elected vs. appointed members of the board.</p> <p>The by-laws appear to have been written for another organization. Please explain the relationship and how the by-laws will apply to the governing board of KPAA.</p> <p>Will the organization have members that will vote on the members of the board?</p>	Jennifer Gnann	Governance a

How will the board be evaluated? How will the principal be evaluated? Explain the board's relationship with the principal. What decision-making tools will be used to develop school policies?		
Strong board members by name and experience. No mention of Renee Boyd in description? Being CCS Director of Exceptional children is a strong statement. EC plan in past section needs to be revisited and needs more of her input.	Stephen Gay	Governance a
The application indicates that the board currently has five members. Will the board seek additional membership? Will there be a limit on the number of board members? Will your quarterly meetings support the needs of KPAA, or will you need to meet monthly? What process will you use for removing board members? How will you recruit new members? What will you use as your measures of effectiveness in determining the success of the board and of the lead administrator?	Les Stein	Governance a
By-laws are for Kingdom Living CDC; are these the same bylaws that will govern the school's BOD? How will the board evaluate its own effectiveness? How often?	Danielle Allen	Governance a
NA	Stephen Gay	Proposed Man
What specific steps will the board use for hiring and dismissing school personnel? Who is directly responsible for hiring the teachers and support personnel? Will the school administrator interview staff and teachers and make recommendations to the board? Will the school administrator require the board's approval for dismissing a teacher or support staff member? What is the specific salary range for teachers and non-teaching personnel? Can you elaborate on the benefits package that will be provided to all staff members?	Les Stein	Staffing Pla
What additional administrative support will be in place? Who will provide special education classes? Explain the need for a probationary period if all employees are at-will? Please explain how employees may enroll in a benefits program if the open enrollment period is the month of October and employees are not eligible for benefits until after 90 days of employment (approximately Nov. 1).	Jennifer Gnann	Staffing Pla
It is concerning that there are not enough teachers to appropriately run KPAA and staff to appropriately run KPAA listed in the projected staff section. What marketing strategies will KPAA employ to recruit and retain teachers? What is the relationship between an employee of the school and the board? Please explain the rationale is there is no relationship. How does the hiring process emphasize or highlight gender-specific classrooms? How will KPAA know teachers will be a good fit in regards to instruction? How many interviews are a part of the process? How are potential candidates screened first? Please clarify the following statement: "Every teacher signs an offer letter from and a separate letter from the Board due to the joint employment structure." What is the joint employment structure? What does this look like? Employees do not get benefits until after 90 days, how does this affect teacher recruitment? Please detail the performance criteria since "there will be an emphasis on performance-based pay".	Jessica Whalen	Staffing Pla

<p>Please provide more details on the grievance investigation process.</p> <p>How does the grieved employee request a meeting with the board? What happens at the meeting?</p> <p>How will the decision be presented (i.e. through what avenue)? How long does the board have to make a decision?</p> <p>Please detail certifications that are necessary for positions.</p>		
<p>List of employees does not show an EC teacher or non-certified positions (office staff etc..). Salary range is not addressed, just says competitive.</p>	Stephen Gay	Staffing Pla
<p>No administrative/clerical staff? Lunch/transportation staff? Custodians? Finance/budget officer(s)? EC/ELL teachers? List appears to be incomplete.</p> <p>Background policy will have to mirror that of Cumberland County schools.</p> <p>Licenses required for staff?</p> <p>Salary ranges not outlined.</p>	Danielle Allen	Staffing Pla
<p>Basic information meets standard - but specifics are not addressed</p>	Stephen Gay	Staff Evalua
<p>Please describe how to retain staff.</p> <p>Please clarify the following statement: "Teachers with more than three years of successful teaching experience and who are in their license renewal year, will be required to participate in the "standard" observation cycle. These three observations utilizing all five of the NC Professional Teaching Standards with at least one observation will be a formal observation with a pre- and post conference."</p> <p>Please clarify the following statement: "Teachers with less than three consecutive years of employment must be evaluated on a "comprehensive" observation cycle which includes participation."</p> <p>Who is the mentor for beginning teachers? Where is this in the budget?</p> <p>How does PD emphasize teaching gender-specific classrooms for teachers?</p> <p>How are the teachers evaluated to reflect teaching gender-specific classrooms? How does the evaluation process align with evaluating teachers who teach boys vs. girls?</p> <p>Please detail how teachers receive 100 hours of professional development? Where is this coming from? Externally? Internally? Where in the budget is external and/or internal PD?</p>	Jessica Whalen	Staff Evalua
<p>Please explain how beginning teachers will be mentored.</p> <p>There is no professional development listed in the budget.</p>	Jennifer Gnann	Staff Evalua
<p>Who will ensure staff are appropriately licensed? Who will plan/implement professional development? Who will oversee Beginning Teacher Support? Who are the "trained mentors" that will provide new teachers with feedback/support? Will they be volunteers? Paid? If paid, is this reflected in the budget?</p> <p>Applicant states that PD will begin Aug 19, or earlier if necessary. What will determine if an earlier start is needed? When will this be decided? By whom?</p> <p>100 hours of PD (approx 15 days at 6 hours per day- 9a -3p) that applicant says teachers will receive do not appear to be reflected in the plan they've presented nor in the instructional calendar. Have these 100 hours of PD already been scheduled? Is a plan mapped out for teachers to actually receive this amount of PD?</p>	Danielle Allen	Staff Evalua
<p>What evidence do you have that parents are interested in gender-specific classes?</p>	Danielle Allen	Marketing Pl
<p>The plan to involve the community is important. The connection you build will be key</p>	Stephen Gay	Marketing Pl

<p>How does KPAA plan to market gender-based classrooms? Provide more evidence as to why boys are challenged more academically in relation to girls.</p> <p>How does KPAA plan to market to parents of girls?</p> <p>"Parents are desperate to find solutions." Provide evidence.</p> <p>What mode of communication is used to market informational interest meetings for KPAA?</p> <p>Marketing is not listed in the budget. Where are the funds coming from to market KPAA to the community?</p>	Jessica Whalen	Marketing PI
<p>Building relationships with families and developing the love of learning are present. The GED plan is great way for parents to show students how important learning is</p>	Stephen Gay	Parent and C
<p>What is happening at home visits? Are they scheduled and who coordinates them? Who will be participating in these home visits?</p> <p>** Develop a community organization to promote a healthy and positive atmosphere for children and their families; * Sponsor a comprehensive cultural/performance arts program to serve low-wealth children who are gifted in these areas and encourage the community to participate in these activities; * Provide Adult Education/GED classes to anyone who needs a high school education and the necessary support to enter into the workforce; and * Develop extensive employment training services to include career counseling. Goals will be set to ensure a successful career path, no matter what their area of expertise may be." Are these strategies feasible? Who will be certified to teach adult education/GED classes? These strategies are not in the budget. How will KPAA pay for them?</p> <p>How will you ensure the involvement of and communicate with low-income parents?</p> <p>How will the GED classes be funded?</p>	Jessica Whalen	Parent and C
<p>Applicant is clearly passionate about community and parental involvement; however, exactly how the applicant plans to bring these ideas to fruition is unclear. More detail and planning needed to fully implement this aspect of the school model.</p>	Jennifer Gnann	Parent and C
<p>Please explain your understanding of how to hold a lottery if more applications are received than seats available.</p>	Danielle Allen	Parent and C
<p>Please explain your understanding of how to hold a lottery if more applications are received than seats available.</p>	Jennifer Gnann	Admissions P
<p>Basic understand - needs more in-depth information. Not a weighted lottery, but first three years based on pulling all males - what is plan if a female does apply?</p>	Stephen Gay	Admissions P
<p>For at least the first three years, won't enrollment be limited by gender? Or does the school intend to accept female applicants, should they express interest in attending in years 1-3? Will the school be marketed as an all-male academy in years 1-3?</p>	Danielle Allen	Admissions P
<p>Please detail the policies for withdrawals, re-enrollment, and transfers.</p> <p>Please detail the use of a lottery as enrollment can not be based on first come, first served. It is does not provide equal opportunity to all students.</p>	Jessica Whalen	Admissions P
<p>Size is a concern - budget issues and also you have also stated earlier that many families in CC have a poor opinion of charter schools - what makes this different?</p>	Stephen Gay	Projected St
<p>These numbers do not align with the enrollment plan described earlier.</p>	Danielle Allen	Projected St
<p>Will KPAA be recruiting in the 2 other counties (Harnett or Hoke)?</p> <p>I am concerned that the amount of students projected is not enough to be financially stable.</p>	Jessica Whalen	Projected St
<p>How will you ensure that the system fairly accepts all student applicants? A first come, first served approach will work initially but will it support the school once it has an established population? How will you make sure that the acceptance policy is fair and equitable?</p>	Les Stein	Weighted Lot
<p>NA</p>	Stephen Gay	Weighted Lot

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Cheryl Turner	
Shaunda Cooper	
Danielle Allen	Fail
Steven Walker	
Ginger Cash	
Heather Soja	
Jennifer Gnann	Fail
Joe Maimone	
Les Stein	Fail
Lynn Kroeger	
Jessica Whalen	Fail
Stephen Gay	Fail
Stephenie Clark	

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.

For years transportation has been a hardship for residents in Cumberland County, but we cannot let transportation stand in the way of a good education. Over the past 10 year, much growth has occurred and we are heading in the right direction. Many families have vehicles and will bring their children to school. For those students who do not have a mode of transportation to and from school, Kingdom Performing Arts Academy will be providing contracted bus services through FAST Transportation Bus.

FAST provides affordable charter school bus services from the students' neighborhood to the school's front door. The bus routes and stops are designed with the consideration of safety, efficiency, and the shortest distance possible. The bus routes travel main roads and through neighborhoods to pick students up and drop them off at central locations. All bus stops are located at corners or intersections and are usually central to where the students live. FAST will bring students to KPAA's facility where a teacher will escort students to the school. Community partners will assist in absorbing the cost of this charter bus service.

The transportation will be used daily when school is in session:

- Back and forth to school (Everyday)
- Physical education at the local Parks & Recreation Centers (Everyday)
- Field trips, family outings, plays, concerts, fundraisers and charity events (1-4 times a month)
- Conferences and Seminars (1-3 times a month)

Another option for transportation will be to rent or purchase a shuttle bus to pick up and drop off student in the surrounding neighborhoods.

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.

Providing healthy and nutritious meals for students who desire to attend charter school is a priority. We are planning to participate in the free and reduced lunch program offer by the National School Lunch Program. While we are hopeful that we will meet the criteria to qualify, if we are declined or delayed, we will contract with a restaurant or caterer in the area and adjust the budget.

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

The NonprofitBoard shall name the SBE as an Additional Named Insured to their liability coverage for operation

of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,188.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,056.00
Property Insurance	\$500,000		\$900.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332,000.00
Other	\$1,000,000		\$4,954.00
Total Cost			\$342,279.00

*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.

knigcon 10/01/2018

(Board Chair Signature) (Date)

Facility:

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

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

The following resources are in place and plans will be finalized once the

accelerated grant application is approved:

The rented facility has been secured and is handicap accessible. Faith Family Worship Church is allowing Kingdom Performing Arts Academy to operate the charter school on its property. Faith Family Worship Church was founded in 1990 located in Fayetteville, NC. KPAA will rent the building (7,500 sq. ft., and 3.87 acres of land).

- The facility is prepared for opening Monday through Friday from 5 a.m. to 9 p.m. on most evenings and some Saturdays.

- During Year 1, we will purchase two modular buildings and install them in preparation for our growing body of students arriving during Year 2. The enrollment will increase up to 220 students, academic classes, the visual and performing arts program, and parent workshops. (Square footage for two modules is 840 sf each x 2 = \$1,680)

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.

Total square footage of the buildings are 7,500 SF, and 1,680 SF = 9,180 SF

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.*

N/A The building is secured and ready.

Kingdom Performing Arts Academy - To educate and empower students in a safe and nurturing learning environment; while providing them with a core curriculum, and a visual and performing arts program that supports their academic learning styles and talents so they may achieve their fullest potential in life as productive citizens.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
lack of detail	Stephen Gay	Certify Oper
Does FAST transportation provide drivers as well?	Jessica Whalen	Transportati
"Community partners will assist in absorbing the cost of this charter bus service." Who are the community partners?		
"Physical education at the local Parks & Recreation Centers (Everyday)." What is the plan to provide physical education? is the teacher contracted? If so, where in the budget is this? How does this affect the schedule? Who is traveling with the students?		
"- Field trips, family outings, plays, concerts, fundraisers and charity events (1-4 times a month) - Conferences and Seminars (1-3 times a month)" How are these events coordinated and who is coordinating them?		
What is your plan for providing transportation for students with disabilities if it is required on their IEP?	Ginger Cash	Transportati
With tight budget - transproation can be a huge drain on resources. FAST has a record with other charters - what is the satisfaction rate.	Stephen Gay	Transportati
What is the total cost of the contracted bus service?	Danielle Allen	Transportati
Transportation contingency plan - has board thought about the cost to rent/purchase a bus, maintenance, etc.? What is that estimated expense?		
The transportation plan would benefit from a few more details. What do you mean by "Community partners will assist in absorbing the cost of this charter bus service?" Who are the community partners and how much of the cost will they absorb?	Les Stein	Transportati
The second option identifies the potential rent or purchase of a shuttle bus. How much will this cost?		
Please explain your understand of providing transportation for students with exceptional needs.	Jennifer Gnann	Transportati
Who will coordinate the school lunch program for KPAA? What procedures will you use to make sure parents understand their rights under this program? A few more details would help clarify how this program will operate. What do you mean by "adjust the budget" in reference to contracting with a restaurant or caterer? Where will the money come from?	Les Stein	School Lunch
Plan is under developed	Stephen Gay	School Lunch
If approved for NSLP, what is the process to contract with a vendor? What is the process to collect free/reduced lunch forms? What is the process for students meal accounting?	Jessica Whalen	School Lunch
What caterer do you have if NSLP is not approved? Has a partnership began?		
This quote does not seem to make sense. Nor is it listed in the budget.	Jennifer Gnann	Civil Liabil
Meets state standards	Stephen Gay	Civil Liabil
\$342K for insurance? Doesn't align with budget.	Danielle Allen	Civil Liabil
facility is secured - cost per sq ft is not discussed here?	Stephen Gay	Facility and
Do not see you paying \$1 per sq ft for your mobiles. Mobiles cost to deliver / install and then rent at current market value - they are a need, but not economical - budget eater		
What contingencies are in place if the building is not deemed suitable to house a school?	Jennifer Gnann	Facility and
There should be a contingency plan just in case the building does not meet the appropriate expectations for students.	Jessica Whalen	Facility and
Does the church have student-friendly furniture? (i.e. desks)		
Has the facility been used for educational purposes in the past? Is there already an	Danielle Allen	Facility and

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<p>Educational CO on file? If not, has the board considered the possibility that modifications will be necessary? Budgeted time/resources to cover that?</p> <p>Does not appear to be a contingency plan in place; evidence of a valid educational CO needed to support the claim that the building is "ready."</p>		
---	--	--

Reviewer	Score
Ginger Cash	
Stephenie Clark	
Danielle Allen	Fail
Shaunda Cooper	
Cheryl Turner	
Alan Hawkes	
Alex Quigley	
Heather Soja	
Jennifer Gnann	Fail
Joe Maimone	
Les Stein	Fail
Lynn Kroeger	
Jessica Whalen	Fail
Stephen Gay	Fail
Steven Walker	

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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 Year 1

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 #1 260 - Cumberland County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,502.03	89	\$489,680.67
Local Funds	\$2,500.00	89	\$222,500.00
Federal EC Funds	\$4,164.32	20	\$83,286.40
Totals			\$795,467.07

LEA #2 430 - Harnett County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,725.48	6	\$34,352.88
Local Funds	\$2,500.00	6	\$15,000.00
Federal EC Funds	\$4,464.16	3	\$13,392.48
Totals			\$62,745.36

LEA #3 470 - Hoke County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,105.34	5	\$30,526.70
Local Funds	\$2,500.00	5	\$12,500.00
Federal EC Funds	\$4,464.16	2	\$8,928.32
Totals			\$51,955.02

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Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$554,560	\$600,000	\$650,000	\$700,000	\$750,000
-Local Per Pupil Funds	\$250,000	\$300,000	\$350,000	\$400,000	\$450,000
-Exceptional Children Federal Funds	\$105,607	\$115,000	\$120,000	\$130,000	\$140,000
-Other Funds*	\$25,000	\$100,000	\$200,000	\$300,000	\$500,000
-Working Capital*	\$315,000	\$435,000	\$560,000	\$690,000	\$840,000
Z - TOTAL REVENUE	\$1,250,167	\$1,550,000	\$1,880,000	\$2,220,000	\$2,680,000

***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.

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Personnel Budget: Expenditure Projections Year 1 through Year 5

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	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$50,000	\$50,000	1	\$55,000	\$55,000	1	\$60,000	\$60,000	1	\$65,000	\$65,000	1	\$75,000	\$75,000
Assistant Administrator	1	\$35,000	\$35,000	1	\$37,500	\$37,500	2	\$40,000	\$80,000	3	\$43,500	\$130,500	4	\$45,500	\$182,000
Finance Officer	1	\$25,000	\$25,000	1	\$26,250	\$26,250	1	\$27,000	\$27,000	1	\$28,350	\$28,350	1	\$29,000	\$29,000
Clerical	1	\$20,000	\$20,000	1	\$21,500	\$21,500	1	\$22,000	\$22,000	1	\$22,500	\$22,500	1	\$23,000	\$23,000
Food Service Staff	1	\$15,500	\$15,500	1	\$16,000	\$16,000	2	\$16,500	\$33,000	2	\$17,000	\$34,000	2	\$17,500	\$35,000
Custodians	1	\$12,500	\$12,500	1	\$13,250	\$13,250	2	\$14,000	\$28,000	2	\$14,500	\$29,000	2	\$15,000	\$30,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	2	\$13,500	\$27,000
A - Total Admin and Support:	6		\$158,000	6		\$169,500	9		\$250,000	10		\$309,350	13		\$401,000
Instructional Personnel:															
Core Content Teacher(s)	4	\$30,000	\$120,000	4	\$32,500	\$130,000	6	\$33,500	\$201,000	8	\$34,000	\$272,000	8	\$35,500	\$284,000
Electives/Specialty Teacher(s)	4	\$20,000	\$80,000	4	\$21,250	\$85,000	4	\$22,000	\$88,000	4	\$22,500	\$90,000	4	\$23,000	\$92,000
Exceptional Children Teacher(s)	1	\$30,000	\$30,000	1	\$31,250	\$31,250	2	\$32,000	\$64,000	2	\$32,500	\$65,000	2	\$33,000	\$66,000
Instructional Support	1	\$15,500	\$15,500	1	\$16,000	\$16,000	1	\$16,500	\$16,500	1	\$17,000	\$17,000	1	\$17,500	\$17,500
Teacher Assistants	2	\$18,500	\$37,000	2	\$19,000	\$38,000	3	\$19,500	\$58,500	3	\$20,000	\$60,000	4	\$21,000	\$84,000

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B - Total Instructional Personnel:	12		\$282,500	12		\$300,250	16		\$428,000	18		\$504,000	19		\$543,500
A+B = C - Total Admin, Support and Instructional Personnel:	18		\$440,500	18		\$469,750	25		\$678,000	28		\$813,350	32		\$944,500
Administrative & Support Benefits															
Health Insurance	17	\$3,360	\$57,120	17	\$3,460	\$58,820	25	\$3,964	\$99,100	28	\$3,671	\$102,788	32	\$3,781	\$120,992
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	28	\$0	\$0	32	\$0	\$0
Retirement Plan--Other	17	\$750	\$12,750	17	\$772	\$13,124	25	\$795	\$19,875	28	\$819	\$22,932	32	\$844	\$27,008
Life Insurance	17	\$120	\$2,040	17	\$123	\$2,091	25	\$127	\$3,175	28	\$131	\$3,668	32	\$135	\$4,320
Disability	17	\$300	\$5,100	17	\$309	\$5,253	25	\$318	\$7,950	28	\$327	\$9,156	32	\$337	\$10,784
Medicare	17	\$407	\$6,919	17	\$419	\$7,123	25	\$431	\$10,775	28	\$444	\$12,432	32	\$458	\$14,656
Social Security	17	\$1,742	\$29,614	17	\$1,794	\$30,498	25	\$1,848	\$46,200	28	\$1,903	\$53,284	32	\$1,960	\$62,720
D - Total Admin and Support Benefits:			\$113,543			\$116,909			\$187,075			\$204,260			\$240,480
Instructional Personnel Benefits:															
Health Insurance	17	\$3,360	\$57,120	17	\$3,460	\$58,820	25	\$3,564	\$89,100	28	\$3,671	\$102,788	32	\$3,781	\$120,992
Retirement Plan--NC State	17	\$0	\$0	17	\$0	\$0	0	\$0	\$0	28	\$0	\$0	32	\$0	\$0
Retirement Plan--Other	17	\$750	\$12,750	17	\$772	\$13,124	25	\$795	\$19,875	28	\$819	\$22,932	32	\$844	\$27,008
Social Security	17	\$2,331	\$39,627	17	\$2,400	\$40,800	25	\$2,472	\$61,800	28	\$2,547	\$71,316	32	\$2,623	\$83,936
Disability	17	\$300	\$5,100	17	\$309	\$5,253	25	\$318	\$7,950	28	\$327	\$9,156	32	\$337	\$10,784
Medicare	17	\$545	\$9,265	17	\$561	\$9,537	25	\$578	\$14,450	28	\$595	\$16,660	32	\$613	\$19,616
Life Insurance	17	\$120	\$2,040	17	\$123	\$2,091	25	\$127	\$3,175	28	\$131	\$3,668	32	\$135	\$4,320
E - Total Instructional Personnel Benefits:			\$125,902			\$129,625			\$196,350			\$226,520			\$266,656
D+E = F - Total Personnel Benefits			\$239,445			\$246,534			\$383,425			\$430,780			\$507,136
A+D = G - Total Admin	6		\$271,543	6		\$286,409	9		\$437,075	10		\$513,610	13		\$641,480

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and Support Personnel (Salary & Benefits)														
B+E = H - Total Instructional Personnel (Salary & Benefits)	12		\$408,402	12		\$429,875	16		\$624,350	18		\$730,520	19	\$810,156
G+H = J - TOTAL PERSONNEL	18		\$679,945	18		\$716,284	25		\$1,061,425	28		\$1,244,130	32	\$1,451,636

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Operations Budget: Expenditure Projections
Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Paper	\$500	\$500	\$600	\$700	\$800
	Computers & Software	\$20,000	\$5,000	\$5,000	\$5,000	\$5,000
	Communications & Telephone	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000
	Copier leases	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Management Company	Contract Fees	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Professional Contract	Legal Counsel	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000
	Student Accounting	\$1,000	\$1,000	\$2,000	\$3,000	\$4,000
	Financial	\$3,000	\$4,000	\$5,000	\$6,000	\$7,000
	Other Professional	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Facilities	Facility Lease/Mortgage	\$25,000	\$28,000	\$29,000	\$30,000	\$31,000
	Maintenance	\$5,000	\$7,000	\$8,000	\$9,000	\$9,000
	Custodial Supplies	\$500	\$500	\$1,000	\$1,500	\$2,000
	Custodial Contract	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Insurance (pg19)	\$5,000	\$7,000	\$8,000	\$9,000	\$10,000
	Other	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Utilities	Electric	\$24,000	\$27,000	\$28,000	\$29,000	\$30,000
	Gas	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000
	Water/Sewer	\$24,000	\$27,000	\$28,000	\$29,000	\$30,000
	Trash	\$3,000	\$3,500	\$3,500	\$3,500	\$3,500
Transportation	Buses	\$32,000	\$35,000	\$37,000	\$39,000	\$41,000
	Gas	\$3,000	\$3,500	\$4,000	\$4,500	\$5,000
	Oil/Tires & Maintenance	\$2,000	\$2,000	\$2,500	\$3,000	\$3,500
Other	Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Child nutrition	\$50,000	\$55,000	\$65,000	\$70,000	\$75,000
	Travel	\$3,000	\$4,000	\$5,000	\$6,000	\$7,000
	Other	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	K - TOTAL Administrative & Support Operations	\$244,000	\$256,000	\$280,600	\$300,200	\$318,800
	Instructional:					
Instructional Contract	Staff Development	\$2,000	\$2,000	\$2,500	\$3,000	\$4,000

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Classroom Technology	Software	\$2,000	\$2,000	\$2,500	\$3,000	\$4,000
Books and Supplies	Instructional Materials	\$5,000	\$5,000	\$5,500	\$6,000	\$6,500
	Curriculum/Texts	\$2,000	\$2,000	\$3,000	\$4,000	\$5,000
	Copy Paper	\$500	\$500	\$1,000	\$1,500	\$2,000
	Testing Supplies	\$500	\$500	\$1,000	\$1,500	\$2,000
	Other	\$5,000	\$5,000	\$6,000	\$7,000	\$8,000
	L - TOTAL Instructional Operations	\$17,000	\$17,000	\$21,500	\$26,000	\$31,500
	K+L = M - TOTAL OPERATIONS	\$261,000	\$273,000	\$302,100	\$326,200	\$350,300

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	\$679,945	\$716,284	\$1,061,425	\$1,244,130	\$1,451,636
M - TOTAL OPERATIONS	\$261,000	\$273,000	\$302,100	\$326,200	\$350,300
J+ M =N TOTAL EXPENDITURES	\$940,945	\$989,284	\$1,363,525	\$1,570,330	\$1,801,936
Z - TOTAL REVENUE	\$1,250,167	\$1,550,000	\$1,880,000	\$2,220,000	\$2,680,000
Z - N = SURPLUS / (DEFICIT)	\$309,222	\$560,716	\$516,475	\$649,670	\$878,064

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.

Based upon the immediate area and surrounding communities, KPAA estimated that a 10% increase will occur within the years following year 2 of operation.

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

Stronger marketing strategies and creating opportunities to get the word out will be the key component when advertising to the residents of Cumberland, Harnett and Hoke Counties. Parents want to help their children succeed and we have an affordable solution for them to receive quality education at not cost.

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

Our budget does not rely on other sources of funding.

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

1/20

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

No. All of these services will be provided by personnel.

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

The budget aligns with the KPAA mission in that is supports the number of students and appropriate staff, supplies, and operational team to ensure that the school can accommodate students efficiently.

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

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Describe how the school will develop the fund balance.

KPAA will strive to use 95%-100% of its general budget. KPAA will develop the fund balance by using appropriate quantities of supplies and operational expenditures as student enrollment increases.

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

The proposed financing structure will be from the solicitation of funds from local and private support through grants. Fundraising efforts will take place by using a 501c3 status.

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

No. There are no current assets from other sources.

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Financial Compliance: (No more than a half of a page)

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

KPAA board of directors will be responsible for the charter school financial integrity at all facets. The Board of Directors will assume the roles and responsibilities of steering the organization towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, and by making sure the nonprofit has adequate resources to advance its mission.

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

N/A

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

Jacob O Balogun, CPA
4810 Ramsey Street
Fayetteville, NC 28311

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Budget projections are nowhere close to being realistic. Only setting self up to fail	Stephen Gay	Certify Fina
This section lacks appropriate details.	Les Stein	Certify Fina
Budget is relying on 25% of students being EC - this is greater than the 10% normal projection. Need to be careful - funding may be limited for EC to the 10% - which would be a huge impact. You do not list an EC teacher in teacher hires in earlier section - 25% needs that teacher with specifically designed instructional experience	Stephen Gay	Budget Reven
The number of students per county has not been plugged in.	Jennifer Gnann	Budget Reven
What does "other funds" and "working capital" include? Where is this money coming from? How does KPAA plan to pay for things before students are funded by the state (i.e. before KPAA has students enrolled)? The Exceptional Children Federal funds will not be provided until year 2 as this is based off prior enrollment.	Jessica Whalen	Total Budget
Budget seems inflated based on the number of EC children (25%) and the total number of students as listed in the earlier part of the application. There appear to be other funds and working capital listed but no letter is available to confirm those funds.	Jennifer Gnann	Total Budget
Still hesitant about having the revenue to meet plan	Stephen Gay	Total Budget
Appendix M is not included in this application. Where will the totals for "Other Capital" and "Working Capital" come from?	Les Stein	Total Budget
There are more staff listed here than in the operational section of the application.	Jennifer Gnann	Personnel Bu
The staffing budget does not align with staffing plan. There was no mention of assistant administrator, finance officer, clerical, food service staff, custodians, EC teacher, instructional support coach, or teacher assistants. Is FAST transportation providing drivers as well. Where in the budget is the contract for FAST? Is teacher salary competitive? How will this affect teacher recruitment? There are only 4 core content teachers. How does this align with the proposed plan for class sizes? Class instruction?	Jessica Whalen	Personnel Bu
All salaries are at the low range - even below State Salary scale. elective teachers at \$20K and all other teachers at \$30K Not going to be able to hire certified teachers - could tap retired teachers. Salaries will not attract staff to support your high needs population.	Stephen Gay	Personnel Bu
School has a performing arts focus, but elective/specialty teachers are being paid \$20,000? Applicant also mentioned a focus on technology and STEAM, budget doesn't reflect any staff with specific expertise in either of those? Will that be one of the four elective/specialty positions? (At \$20,000?)	Danielle Allen	Personnel Bu
The salary for the lead administrator and assistant administrator are relatively low when compared to their counterparts in the public school sector. How will you recruit the best quality candidates if you offer non-competitive salaries? The same question applies to the other members of the administrative staff. Teacher and teacher assistant salaries are not competitive within North Carolina. How will you recruit highly qualified teachers if you offer significantly lower salaries than the surrounding public schools?	Les Stein	Personnel Bu
Again to low on projections - your lease payment in the agreement is \$2500 per month X12 = \$30K your budget only shows \$25K (a \$5000 short fall)	Stephen Gay	Operations B

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Professional contracts - to low		
Applicant indicated that they do not plan to contract with a management company. Why is \$2,000 budgeted for management company contract fees? \$5,000 budgeted for custodial contract? Custodian was included in budget, but not in staffing plan presented earlier. Please clarify.	Danielle Allen	Operations B
The amounts listed in this budget are unrealistic for the first year of operation. Insurance, as quoted from the Operations section, is not listed.	Jennifer Gnann	Operations B
Who will perform your financial responsibilities for \$3,000? How much will it cost to set up the classrooms with tables, chairs, etc.? The budget would benefit from more detailed information.	Les Stein	Operations B
where is the contract for FAST? Where in the budget is professional development accounted for? I am concerned that \$2000 is not enough for all of the professional development that was listed throughout the application. There is no budget for annual audit. How much does this cost? What money is budgeted for increase in square footage of school? What expenditures are included in "Other"? What is budgeted for student furniture? What expenditures are covered under "classroom technology software"?	Jessica Whalen	Operations B
If you contract for related services (psychological, speech, OT, PT, etc), how much do you have set aside in your budget?	Ginger Cash	Operations B
The source of capital that will be in addition to state, local, and federal funds needs to be explained.	Les Stein	Total Expend
budget did not align with plan: no annual audit accounted for, more staff in budget than was projected in staffing plan, and not clear where KPAA is getting money from before students enroll (i.e. other funds/working capital)	Jessica Whalen	Total Expend
This budget does not seem to align with the rest of the application.	Jennifer Gnann	Total Expend
Source is there - realistic use is not	Stephen Gay	Total Expend
The budget surplus listed on the previous page does not reflect this narrative. How will STEAM be funded? There is \$25, 000 of other funds listed on the revenue page as well as working capital. Please explain the source of these funds. How will fiscal fidelity be maintained?	Jennifer Gnann	Budget Narra
Breakeven number not provided. Please clarify the minimum number of students at which the school will remain financially solvent. Applicant did not provide viable contingency plan in the event that enrollment targets are not met. How will the budget be adjusted to make up for any shortfall due to enrollment? Budget has \$25K of other funds and \$350K+ of working capital, but assurances only provided for \$25K. Please clarify where the rest of this money is coming from. Does board have no plans to start building a fund balance within the first five years? Does facility have furniture that the school can use? Has school budgeted funds to furnish the entire building? (desks, chairs, etc.?)	Danielle Allen	Budget Narra

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Can you provide additional information to explain KPAA's contingency plan for meeting its financial needs? Why do you say that your budget does not rely on sources of funding beyond the state, local, and federal income?	Les Stein	Budget Narra
Lack of detail	Stephen Gay	Budget Narra
"Our budget does not rely on other sources of funding." What is included under "Other Funds" & "Working Capital"? What the KPAA's goals around fundraising/grants? What will this money be used for? What is the break-even point of student enrollment?	Jessica Whalen	Budget Narra
Internal controls not outlined. Please clarify.	Danielle Allen	Financial Au
This section does not include enough details. Specifically, how will you make sure the school has adequate internal controls to safeguard its assets?	Les Stein	Financial Au
The budget surplus listed on the previous page does not reflect this narrative. How will STEAM be funded? There is \$25, 000 of other funds listed on the revenue page as well as working capital. Please explain the source of these funds. How was the auditor selected?	Jennifer Gnann	Financial Au

Reviewer	Score
Ginger Cash	
Steven Walker	
Danielle Allen	Fail
Shaunda Cooper	
Cheryl Turner	
Alan Hawkes	
Alex Quigley	
Heather Soja	
Stephenie Clark	
Stephen Gay	Fail
Jessica Whalen	Fail
Lynn Kroeger	
Les Stein	Fail
Joe Maimone	
Jennifer Gnann	Fail

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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 October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 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).

knigcon

Date: 10/01/2018

Applicant Signature:

The foregoing application is submitted on behalf of Kingdom Performing Arts Academy (*name of non-profit corporation/board of directors for the proposed municipal charter school 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 "Planning Year for New and Preliminary Charter Schools – CHTR 013, formerly "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: knigcon

Board Position: President

Signature: _____

Date: 10/01/2018

Sworn to and subscribed before me this

Kingdom Performing Arts Academy - To educate and empower students in a safe and nurturing learning environment; while providing them with a core curriculum, and a visual and performing arts program that supports their academic learning styles and talents so they may achieve their fullest potential in life as productive citizens.

_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

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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

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

<u>Initial Screening</u>

Kingdom Performing Arts Academy - To educate and empower students in a safe and nurturing learning environment; while providing them with a core curriculum, and a visual and performing arts program that supports their academic learning styles and talents so they may achieve their fullest potential in life as productive citizens.

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

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Why doesn't the mission statement reflect your intention to keep boys and girls in separate classroom? Isn't this the linchpin of KPAA? Also, what do you mean by "We encourage students to pursue their passion in visual and performing arts, free from stigma and stereotypes that's [sic] associated with the arts." What stereotypes are you referring to?</p> <p>The application shows that you will educate 110 boys and 110 girls. Does this mean that your lottery will restrict the population of each gender to these numbers?</p> <p>During year 3 you will have 28 boys in each class (140 students in five grade levels). The following year you intend to add girls in grades 4 - 5 and have a total enrollment of 200 students. This creates an average of 30 girls in each of the two grades. If your total student population will be 220 students at the end of year six will some students need to leave the school in order to maintain an average class size of 22 students (220 students divided by 10 grade levels)? - lstein692</p> <p><u>Mission Statement</u> - pttsj3</p> <p><u>Mission Statement</u> Does not demonstrate a truly different program than the traditional schools in CCS. The difference is gender specific classes. The arts program is great and will enhance the learning - no true evidence has been provided about changing the engagement of the students - stephen_gay1</p> <p><u>Mission Statement</u> Core aspects of model seem to be performing arts and gender-specific classes. Shouldn't both be reflected in the mission? Mission doesn't seem to fully define the organization's purpose.</p>
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Additional explanation on the stigmas and stereotypes that the school will free students from would help better explain why the school is needed.
- danielle_allen

Educational Need and Targeted Student Population
This statement is not consistent with the rest of the application: "The total number of students will remain at 100 boys and girls, 4th through 8th grades." - jengnann

Educational Need and Targeted Student Population
What is the proficiency by gender in the county or surrounding neighborhoods you plan to serve? Why is it necessary to separate gender? Provide evidence.

The focus seems to be on boys rather than girls. What is the rationale to not open an all-boys school? How does your school benefit girls?

How will you ensure a smooth transition for boys and girls to interact appropriately during lunch?

"We believe parents have somewhat been disappointed with the current public school systems." Provide evidence for this.

What are gender-based learning styles? The ones listed are not gender specific.

Will instruction be gender appropriate? How so?

How is the curriculum different from what is already received? What sets you a part other than gender-specific classes?

- pttsj3

Educational Need and Targeted Student Population
Love the idea / would be great for the community - just need to be more specific and have more defined concepts in place and not listed as under review of board (earlier section) - stephen_gay1

Educational Need and Targeted Student Population
Connection between low academic performance and the need for a gender-specific, performing arts school remains unclear.

How many families were surveyed? What percentage of them had children in the grade levels that the school will serve? Evidences for educational need are lacking.

Numbers in section are inconsistent. Applicant states school will enroll 110 boys and 110 girls, then later states the total enrollment will remain at 100 boys/girls. Year 1-5 breakdown in this section states that school will enroll 140 boys in grades 4-8 in the third year of operation. Projected enrollment needs to be solidified.
- danielle_allen

Purposes of Proposed Charter School
Applicant should explain further how the use of social media will add to the educational experience of students. - jengnann

Purposes of Proposed Charter School

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The responses to each of the legislative purposes are very basic in nature. What are some specifics? For instance, in response to legislative purpose 5 you state that "KPAA will collaborate with community stakeholders and partners to create opportunities for all student; including those who are at-risk and gifted students." What opportunities are you referring to and which community organizations will you solicit support from? Also, how does your mission for the school align with the six legislative purposes? How do the legislative purposes support the reasoning behind your decision to keep the boys and girls in separate classrooms? - lstein692

Purposes of Proposed Charter School

"It is important for the school to develop a warm and welcoming culture where teachers feel valuable and eager to participate in developing programs that will benefit students and the school." How is this evaluated?

"Parents will have opportunities to experience open-classroom days on a STAM project (along with their child) just like students experience at school." How will this improve student learning? How will you promote this or ensure all parents are able to do this?

"KPAA will use various teaching styles, tools and social media such as 'Learning By Doing,' 'Learning Through Argumentation,' Computers, YouTube, Podcasts, Music, Video, Audio, and experiments with props to name a few" What kind of training is provided to ensure teachers are effectively implementing these styles? - pttsj3

Purposes of Proposed Charter School

Need to be more focused in responses - stephen_gay1

Purposes of Proposed Charter School

Section would benefit from additional elaboration. How does the school plan to do these things?

- danielle_allen

Goals for the Proposed Charter School

Please explain this statement: At the end of 2019-2010, annual financial audit will satisfy DPI North Carolina Charter School requirements.

Please explain the operational goals of the school.

Please explain further what data the board will be looking for to adequately assess school progress towards their mission. - jengnann

Goals for the Proposed Charter School

Your academic goal is that 75 - 90% of students will score either proficient or advanced. Will these figures apply to all five years? Also, why is there such a wide range in this goal? - lstein692

Goals for the Proposed Charter School

Review goals. Many are not adequate SMART goals. Many of the goals are not specific or measurable and this makes it difficult to determine if it attainable.

"75%-90% of all tested students will perform at the proficient or advanced level on standardized testing." Is this a goal for the first year or fifth year?

What do you mean by "Communication with the governing board will be ongoing"? What

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	<p>does this entail?</p> <p>What does curriculum adjustment look like? What is the process to analyze data and adjust curriculum? - pttj3</p> <p><u>Goals for the Proposed Charter School</u> Love the Academic goal - is it obtainable? Again lacks specifics / very general responses to each section - stephen_gay1</p> <p><u>Goals for the Proposed Charter School</u> Is 50% retention of students from year to year ambitious? Seems that this is a high rate of student turnover.</p> <p>Goals #2 and #4 under operations are unclear. What is being measured or increased by 10%?</p> <p>Academic goals are ambitious. Are they feasible, given the baseline at which students will enter the school? Goal is not time-bound. At what point will you expect to see 75-90% proficiency?</p> <p>How will you measure whether or not the atmosphere is friendly and inviting?</p> <p>"Students' lessons will be taught the way gender-specific students learn best." Statement is unclear. How do gender-specific students learn best?</p> <p>Goal #3 under academics is vague. What are the academic tools necessary? Define fullest potential. - danielle_allen</p> <p><u>Certify Mission, Plan, Goals</u> The information in this section needs to be more specific and detailed. - lstein692</p> <p><u>Certify Mission, Plan, Goals</u> Pass with reservation - answers do lack depth - stephen_gay1</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> How will the student performance be enhanced by single-gender classes?</p> <p>What is the instructional method within the classrooms?</p> <p>What evidence exists that shows this method will be successful? - jengnann</p> <p><u>Instructional Program</u> what action-based incentives are you referring to?</p> <p>How will you incorporate STEAM into Common Core?</p> <p>What does a "digital-life skills component in the curriculum" mean? What does it look like?</p> <p>How are character building activities incorporated into the curriculum? - pttj3</p> <p><u>Instructional Program</u> Missing assessment information - stephen_gay1</p>

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	<p><u>Instructional Program</u> It's unclear how the visual and performing arts program will mirror students' academic program. How does participation in visual/performing arts help students excel in academics? Please provide additional support.</p> <p>- danielle_allen</p> <p><u>Curriculum and Instructional Design</u> Please further explain how both academic looping and multi-age grouping will exist together.</p> <p>Please be specific as to which "modern practices" that teachers will be utilizing in the classrooms.</p> <p>Explain further how STEAM will be incorporated into the instructional day. How will the arts be taught?</p> <p>Appendix B should be elaborated upon.</p> <p>Appendix C Appears incomplete.</p> <p>Have any academic programs been decided? How will the Common Core be taught? - jengnann</p> <p><u>Curriculum and Instructional Design</u> Appendix B does not provide much information about course scope and sequence. - lstein692</p> <p><u>Curriculum and Instructional Design</u> How does age and grade appropriate instruction occur in tandem with multi-grade grouping?</p> <p>How does the curriculum align to gender-specific classes?</p> <p>"Our community partners and parents will volunteer in partnership with the teacher and student as classroom assistants, advocates, committees members, and stakeholders who want to enhance the lives of students." Who are the community partners? How will you ensure volunteers are able and qualified to do this?</p> <p>What is the plan to conduct "peer reviews to encourage incentive learning and instruction"?</p> <p>How does does gender-specific classes prepare students for the next grade, high school, and ultimately graduation?</p> <p>- pttsj3</p> <p><u>Curriculum and Instructional Design</u> Love the looping concept to build the relationships - multiage classes will allow to group by need / strength</p> <p>Appendix B - very weak / not specific enough and not broad enough - stephen_gay1</p> <p><u>Curriculum and Instructional Design</u></p>
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	<p>When will classes be multi-grade? - danielle_allen</p> <p><u>Special Programs and "At-Risk" Students</u> How will "at-risk" students be identified? How will those students be taught? What interventions will be in place? Please explain your understanding of MTSS.</p> <p>Will students who need ELL services be self-contained? Please clarify this statement. "When students are ready to exit ELL services, they will be mainstreamed into regular classes."</p> <p>What tools will teachers use to assess students for AIG? - jengnann</p> <p><u>Special Programs and "At-Risk" Students</u> What specific steps will you take to assist students that are not performing at expected levels? Will you organize after school programs? Will teachers spend additional time with students who are struggling academically?</p> <p>Who will be responsible to administering and/or monitoring the AIG program? - lstein692</p> <p><u>Special Programs and "At-Risk" Students</u> "Helping students discover how to use all their senses will help them remember the material better." How will this be taught or conveyed to students?</p> <p>What other learning styles will you incorporate into the curriculum? How?</p> <p>How will students needing special intervention or more targeted support be identified?</p> <p>Please describe how you will identify ELL students. IF a student is identified, what is the process to identify level of proficiency and support they require? How will you track progress? What is the exit criteria?</p> <p>"Teachers will set quarterly SMART goals and monitor the students' measurable achievement objectives to help shorten the gap among ELL Students and the school. Students' tests, assessments, teacher reviews and EOGs will show their progression and help determine placement to the next grade." How will KPAA test an ELL student's knowledge of the English language? These tests mentioned track proficiency of standards.</p> <p>What is the rationale for encouraging parents to maintain gifted students' portfolio?</p> <p>How will teachers be trained in the AIG program?</p> <p>How are gifted students identified?</p> <p>"AIG students will also receive opportunities for acceleration through a blended-learning model, receive additional learning through independent study programs and participate in student grouping sessions." What does this look like? - pttsj3</p> <p><u>Special Programs and "At-Risk" Students</u> What data will you use and how will you determine a student is at-risk? Who will provide the practices mentioned? How will they be trained? How do you determine when a student needs something different and then decide what they need? - ginger_cash</p> <p><u>Special Programs and "At-Risk" Students</u></p>
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Answers are no in-depth - has great ideas and a lot of educational buzz words, but lacks depth - stephen_gay1

Exceptional Children – Identification and Records

Please explain your understanding of 504's. - jengnann

Exceptional Children – Identification and Records

It is mentioned that KPAA will "rely on our expertise of identifying children that we suspect they may need special educational services and start the process according to the Child Find Program". What expertise is being referred to here?

What is the process for finding an EC teacher to sufficiently do the following "the primary goals of special educators is to enhance regular school programs as a resource for all children". - pttsj3

Exceptional Children – Identification and Records

In identifying students who are already eligible for special education, how will you obtain the student's current IEP from parents and public school records? What is your process for reviewing the special education record for compliance?

How can someone (teacher, parent, others) notify you of a suspected disability? What is your process for responding to that concern?

At what point will you screen for possible disabilities or developmental delays? Who determines what screenings are needed? What do you mean by "the results of the screenings are compared to the state's eligibility guidelines"? Will you use the screenings to determine eligibility? If so, when will you obtain parent consent for evaluation?

- ginger_cash

Exceptional Children – Identification and Records

A lack of understand of EC will sink this opportunity - stephen_gay1

Exceptional Children – Education Programming

Applicant should explain the understanding of FAPE.

Applicant should explain the full range of programs available to exceptional children.

What relationship will the EC team have with the General Education team? - jengnann

Exceptional Children – Education Programming

What other strategies will be provided to EC students besides formative assessments to support EC students?

"Tests are given weekly with the same level of difficulty in order to measure the students progress." What makes these tests? Who administers them? - pttsj3

Exceptional Children – Education Programming

What is your plan for providing the full continuum of services that includes regular, resource, separate, and homebound setting?

Will you contract for related services such as psychological, speech, OT, PT, transportation, etc?

You state "Regular feedback from the teacher" will be communicated to the parent. How often will that be and how will parents know that? - ginger_cash

Exceptional Children – Education Programming

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	<p>No depth to the plan - - stephen_gay1</p> <p><u>Student Performance Standards</u> Applicant should explain their goals for the school based on the current achievement of students in their attendance area.</p> <p>Applicant should explain their understanding and the difference between benchmark and interim assessments. How will the two be used?</p> <p>Please elaborate on the policy for advancing grade levels. What alternate assessments will the principal administer? All students must score at-grade level to be promoted? - jengnann</p> <p><u>Student Performance Standards</u> There are many tests that students are taking to track performance (formative, benchmark, interim, and summative). Who is making all of these tests? Who analyzes them as well for teachers to inform instruction with the data? How may KPAA deal with the issues that may arise with the amount of testing (i.e. student exhaustion or parent satisfaction or dissatisfaction)?</p> <p>Who tracks the progress and develops the official "Promotion in Question" list for teachers?</p> <p>Who is the advisory committee?</p> <p>Please clarify if mastery is required for promotion as stated in graduation exit standards as it is not aligned with the following outlined process: "IST will collect appropriate documents from teacher including classwork and teacher observations. - The advisory committee will review all appropriate documentation and peripheral circumstances and issue a decision regarding the student. This decision will be submitted to the principal who has the ultimate authority to either accept or deny the committees decision. - If accepted, the parents will be notified within 24 hours, and if denied the principal must give written explanation as to why and notify the parents within 48 hours." - pttjs3</p> <p><u>Student Performance Standards</u> Lack of depth is hidden by continued use of Ed buzz words - "in time" assessments - need to explore and provide more information and types to meet the specific needs of your population - stephen_gay1</p> <p><u>Student Conduct and Discipline</u> Applicant should define the expectation for student behavior within the school. - jengnann</p> <p><u>Student Conduct and Discipline</u> What rights do the students and their parents have in the grievance process? Will the students be offered an opportunity to seek redress? What procedures will you use for this? - lstein692</p> <p><u>Student Conduct and Discipline</u> Who runs ISS?</p> <p>Suspensions are an indicator as to why at-risk students do not perform well. How will KPAA utilize this understanding and ensure students do not miss instruction? Or decrease</p>
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	<p>suspensions?</p> <p>Where is this represented in the budget? "A partnership is currently being formed with Greater Life of Fayetteville (a family-support program for students who have been expelled (3rd through 8th grades); students receive academic support, tutoring, counseling and mentoring services while on suspension, so they will not fall behind in classwork. While the student is suspended, they will receive needed services that will help prevent future suspensions. GLOF operates in conjunction with Fayetteville Technical Community College, and supports the Cumberland County Schools' district and surrounding areas." What is the plan to support suspended or expelled students if this partnership doesn't work out? What other interventions can be provided? - pttsj3</p> <p><u>Student Conduct and Discipline</u> Discipline outlined is focused on the major issues - what is the day to day plan for building the culture and climate - stephen_gay1</p> <p><u>Certify Education Plan</u> The education plan would benefit from additional details and explanations. - lstein692</p> <p><u>Certify Education Plan</u> Information was not detailed and lacks the depth needed to build success - stephen_gay1</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> This 501(c)3 was granted in 2005. Please explain how this is related to the operation of this new school. - jengnann</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Have non profit status in place - stephen_gay1</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Applicant already has 501(c)(3) status; please clarify the purpose of the current organization and any connection between that organization and the board that will govern KPAA. - danielle_allen</p> <p><u>Certify Governance</u> This section would benefit from additional details. - lstein692</p> <p><u>Certify Governance</u> Lack of detail - hurts here again Original staff projections are not realistic - stephen_gay1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Please explain how the board will manage the school if they only meet quarterly?</p> <p>How will board members be properly trained if they only receive 4 1/2 hour orientation sessions?</p> <p>Please explain your understanding of conflict of interest.</p> <p>Please explain the steps a staff member should make if he or she has a grievance.</p> <p>Please explain the elected vs. appointed members of the board.</p> <p>The by-laws appear to have been written for another organization. Please explain the</p>

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	<p>relationship and how the by-laws will apply to the governing board of KPPA.</p> <p>Will the organization have members that will vote on the members of the board?</p> <p>How will the board be evaluated? How will the principal be evaluated?</p> <p>Explain the board's relationship with the principal.</p> <p>What decision-making tools will be used to develop school policies? - jengnann</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The application indicates that the board currently has five members. Will the board seek additional membership? Will there be a limit on the number of board members? Will your quarterly meetings support the needs of KPAA, or will you need to meet monthly? What process will you use for removing board members? How will you recruit new members? What will you use as your measures of effectiveness in determining the success of the board and of the lead administrator? - lstein692</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What other expertise are you looking or need to include on the board? How are you recruiting for this?</p> <p>Please detail how the board will recruit, hire, and supervise the lead administrator.</p> <p>Please explain how the structure and composition of the board will ensure the school and school leader will be successful? How are parents incorporated?</p> <p>What is the process if there are no recommendations for a vacancy on the board? Is there another plan to recruit and fill a vacant spot?</p> <p>Board of directors must meet at least 8 times a year. Please revise how often the board will meet.</p> <p>Who conducts and arranges board member training?</p> <p>What is covered in the orientation training for new board members and how will you ensure new members are prepared for meetings in 30 minutes?</p> <p>Please detail what "multiple decision making tools" KPAA will use to develop school policies?</p> <p>Please clarify the grievance process and the difference between open and closed sessions.</p> <p>"A board of directors do not have any advisory bodies, council, or associations in the organizations at this time." What are ways the board will head the perspectives of other stakeholders, school performance, and/or day-to-day operations? Explain the rationale for not having any advisory councils?</p> <p>Please explain the role of partners in the organizational chart. - pttsj3</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p>
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Strong board members by name and experience. No mention of Renee Boyd in description? Being CCS Director of Exceptional children is a strong statement. EC plan in past section needs to be revisited and needs more of her input. - stephen_gay1

Governance and Organizational Structure of Private Nonprofit Organization

By-laws are for Kingdom Living CDC; are these the same bylaws that will govern the school's BOD?

How will the board evaluate its own effectiveness? How often? - danielle_allen

Proposed Management Organization (EMO/CMO)

NA - stephen_gay1

Staffing Plans, Hiring, and Management

What additional administrative support will be in place? Who will provide special education classes?

Explain the need for a probationary period if all employees are at-will?

Please explain how employees may enroll in a benefits program if the open enrollment period is the month of October and employees are not eligible for benefits until after 90 days of employment (approximately Nov. 1). - jengnann

Staffing Plans, Hiring, and Management

What specific steps will the board use for hiring and dismissing school personnel? Who is directly responsible for hiring the teachers and support personnel? Will the school administrator interview staff and teachers and make recommendations to the board? Will the school administrator require the board's approval for dismissing a teacher or support staff member?

What is the specific salary range for teachers and non-teaching personnel? Can you elaborate on the benefits package that will be provided to all staff members?
- lstein692

Staffing Plans, Hiring, and Management

It is concerning that there are not enough teachers to appropriately run KPAA and staff to appropriately run KPAA listed in the projected staff section.

What marketing strategies will KPAA employ to recruit and retain teachers?

What is the relationship between an employee of the school and the board? Please explain the rationale is there is no relationship.

How does the hiring process emphasize or highlight gender-specific classrooms?

How will KPAA know teachers will be a good fit in regards to instruction?

How many interviews are a part of the process? How are potential candidates screened first?

Please clarify the following statement: "Every teacher signs an offer letter from and a separate letter from the Board due to the joint employment structure." What is the joint employment

	<p>structure? What does this look like?</p> <p>Employees do not get benefits until after 90 days, how does this affect teacher recruitment?</p> <p>Please detail the performance criteria since "there will be an emphasis on performance-based pay".</p> <p>Please provide more details on the grievance investigation process.</p> <p>How does the grieved employee request a meeting with the board? What happens at the meeting?</p> <p>How will the decision be presented (i.e. through what avenue)? How long does the board have to make a decision?</p> <p>Please detail certifications that are necessary for positions. - pttj3</p> <p><u>Staffing Plans, Hiring, and Management</u> List of employees does not show an EC teacher or non-certified positions (office staff etc..) Salary range is not addressed, just says competitive. - stephen_gay1</p> <p><u>Staffing Plans, Hiring, and Management</u> No administrative/clerical staff? Lunch/transportation staff? Custodians? Finance/budget officer(s)? EC/ELL teachers? List appears to be incomplete.</p> <p>Background policy will have to mirror that of Cumberland County schools.</p> <p>Licenses required for staff?</p> <p>Salary ranges not outlined. - danielle_allen</p> <p><u>Staff Evaluation and Professional Development</u> Please explain how beginning teachers will be mentored.</p> <p>There is no professional development listed in the budget. - jengnann</p> <p><u>Staff Evaluation and Professional Development</u> Please describe how to retain staff.</p> <p>Please clarify the following statement: "Teachers with more than three years of successful teaching experience and who are in their license renewal year, will be required to participate in the "standard" observation cycle. These three observations utilizing all five of the NC Professional. Teaching Standards with at least one observation will be a formal observation with a pre- and post conference."</p> <p>Please clarify the following statement: "Teachers with less than three consecutive years of employment must be evaluated on a "comprehensive" observation cycle which includes participation."</p> <p>Who is the mentor for beginning teachers? Where is this in the budget?</p>
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	<p>How does PD emphasize teaching gender-specific classrooms for teachers?</p> <p>How are the teachers evaluated to reflect teaching gender-specific classrooms? How does the evaluation process align with evaluating teachers who teach boys vs. girls?</p> <p>Please detail how teachers receive 100 hours of professional development? Where is this coming from? Externally? Internally? Where in the budget is external and/or internal PD? - pttsj3</p> <p><u>Staff Evaluation and Professional Development</u> Basic information meets standard - but specifics are not addressed - stephen_gay1</p> <p><u>Staff Evaluation and Professional Development</u> Who will ensure staff are appropriately licensed? Who will plan/implement professional development? Who will oversee Beginning Teacher Support? Who are the "trained mentors" that will provide new teachers with feedback/support? Will they be volunteers? Paid? If paid, is this reflected in the budget?</p> <p>Applicant states that PD will begin Aug 19, or earlier if necessary. What will determine if an earlier start is needed? When will this be decided? By whom?</p> <p>100 hours of PD (approx 15 days at 6 hours per day- 9a -3p) that applicant says teachers will receive do not appear to be reflected in the plan they've presented nor in the instructional calendar. Have these 100 hours of PD already been scheduled? Is a plan mapped out for teachers to actually receive this amount of PD? - danielle_allen</p> <p><u>Marketing Plan</u> How does KPAA plan to market gender-based classrooms? Provide more evidence as to why boys are challenged more academically in relation to girls.</p> <p>How does KPAA plan to market to parents of girls?</p> <p>"Parents are desperate to find solutions." Provide evidence.</p> <p>What mode of communication is used to market informational interest meetings for KPAA?</p> <p>Marketing is not listed in the budget. Where are the funds coming from to market KPAA to the community? - pttsj3</p> <p><u>Marketing Plan</u> The plan to involve the community is important. The connection you build will be key - stephen_gay1</p> <p><u>Marketing Plan</u> What evidence do you have that parents are interested in gender-specific classes? - danielle_allen</p> <p><u>Parent and Community Involvement</u> How will the GED classes be funded? - jengnann</p> <p><u>Parent and Community Involvement</u> What is happening at home visits? Are they scheduled and who coordinates them? Who will be participating in these home visits?</p>
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"* Develop a community organization to promote a healthy and positive atmosphere for children and their families;
* Sponsor a comprehensive cultural/performance arts program to serve low-wealth children who are gifted in these areas and encourage the community to participate in these activities;
* Provide Adult Education/GED classes to anyone who needs a high school education and the necessary support to enter into the workforce; and
* Develop extensive employment training services to include career counseling. Goals will be set to ensure a successful career path, no matter what their area of expertise may be."

Are these strategies feasible? Who will be certified to teach adult education/GED classes? These strategies are not in the budget. How will KPAA pay for them?

How will you ensure the involvement of and communicate with low-income parents? - pttsj3

Parent and Community Involvement

Building relationships with families and developing the love of learning are present. The GED plan is great way for parents to show students how important learning is - stephen_gay1

Parent and Community Involvement

Applicant is clearly passionate about community and parental involvement; however, exactly how the applicant plans to bring these ideas to fruition is unclear. More detail and planning needed to fully implement this aspect of the school model. - danielle_allen

Admissions Policy

Please explain your understanding of how to hold a lottery if more applications are received than seats available. - jengnann

Admissions Policy

Please detail the policies for withdrawals, re-enrollment, and transfers.

Please detail the use of a lottery as enrollment can not be based on first come, first served. It is does not provide equal opportunity to all students. - pttsj3

Admissions Policy

Basic understand - needs more in-depth information. Not a weighted lottery, but first three years based on pulling all males - what is plan if a female does apply? - stephen_gay1

Admissions Policy

For at least the first three years, won't enrollment be limited by gender? Or does the school intend to accept female applicants, should they express interest in attending in years 1-3? Will the school be marketed as an all-male academy in years 1-3? - danielle_allen

Projected Student Enrollment (Table)

Will KPAA be recruiting in the 2 other counties (Harnett or Hoke)?

I am concerned that the amount of students projected is not enough to be financially stable. - pttsj3

Projected Student Enrollment (Table)

Size is a concern - budget issues and also you have also stated earlier that many families in

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	<p>CC have a poor opinion of charter schools - what makes this different? - stephen_gay1</p> <p><u>Projected Student Enrollment (Table)</u> These numbers do not align with the enrollment plan described earlier. - danielle_allen</p> <p><u>Weighted Lottery</u> How will you ensure that the system fairly accepts all student applicants? A first come, first served approach will work initially but will it support the school once it has an established population? How will you make sure that the acceptance policy is fair and equitable? - lstein692</p> <p><u>Weighted Lottery</u> NA - stephen_gay1</p>
<p>Operations</p>	<p><u>Certify Operations</u> lack of detail - stephen_gay1</p> <p><u>Transportation Plan</u> Please explain your understand of providing transportation for students with exceptional needs. - jengnann</p> <p><u>Transportation Plan</u> The transportation plan would benefit from a few more details. What do you mean by "Community partners will assist in absorbing the cost of this charter bus service?" Who are the community partners and how much of the cost will they absorb?</p> <p>The second option identifies the potential rent or purchase of a shuttle bus. How much will this cost? - lstein692</p> <p><u>Transportation Plan</u> Does FAST transportation provide drivers as well?</p> <p>"Community partners will assist in absorbing the cost of this charter bus service." Who are the community partners?</p> <p>"Physical education at the local Parks & Recreation Centers (Everyday)." What is the plan to provide physical education? is the teacher contracted? If so, where in the budget is this? How does this affect the schedule? Who is traveling with the students?</p> <p>"- Field trips, family outings, plays, concerts, fundraisers and charity events (1-4 times a month) - Conferences and Seminars (1-3 times a month)" How are these events coordinated and who is coordinating them? - pttsj3</p> <p><u>Transportation Plan</u> What is your plan for providing transportation for students with disabilities if it is required on their IEP? - ginger_cash</p> <p><u>Transportation Plan</u> With tight budget - transproation can be a huge drain on resources. FAST has a record with other charters - what is the satisfaction rate. - stephen_gay1</p> <p><u>Transportation Plan</u> What is the total cost of the contracted bus service?</p>

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	<p>Transportation contingency plan - has board thought about the cost to rent/purchase a bus, maintenance, etc.? What is that estimated expense? - danielle_allen</p> <p><u>School Lunch Plan</u> Who will coordinate the school lunch program for KPAA? What procedures will you use to make sure parents understand their rights under this program? A few more details would help clarify how this program will operate. What do you mean by "adjust the budget" in reference to contracting with a restaurant or caterer? Where will the money come from? - lstein692</p> <p><u>School Lunch Plan</u> If approved for NSLP, what is the process to contract with a vendor? What is the process to collect free/reduced lunch forms? What is the process for students meal accounting? What caterer do you have if NSLP is not approved? Has a partnership began? - pttsj3</p> <p><u>School Lunch Plan</u> Plan is under developed - stephen_gay1</p> <p><u>Civil Liability and Insurance</u> This quote does not seem to make sense. Nor is it listed in the budget. - jengnann</p> <p><u>Civil Liability and Insurance</u> Meets state standards - stephen_gay1</p> <p><u>Civil Liability and Insurance</u> \$342K for insurance? Doesn't align with budget. - danielle_allen</p> <p><u>Facility and Facility Contingency Plan</u> What contingencies are in place if the building is not deemed suitable to house a school? - jengnann</p> <p><u>Facility and Facility Contingency Plan</u> There should be a contingency plan just in case the building does not meet the appropriate expectations for students. Does the church have student-friendly furniture? (i.e. desks) - pttsj3</p> <p><u>Facility and Facility Contingency Plan</u> facility is secured - cost per sq ft is not discussed here? Do not see you paying \$1 per sq ft for your mobiles. Mobiles cost to deliver / install and then rent at current market value - they are a need, but not economical - budget eater - stephen_gay1</p> <p><u>Facility and Facility Contingency Plan</u> Has the facility been used for educational purposes in the past? Is there already an Educational CO on file? If not, has the board considered the possibility that modifications will be necessary? Budgeted time/resources to cover that? Does not appear to be a contingency plan in place; evidence of a valid educational CO needed to support the claim that the building is "ready." - danielle_allen</p>
<p>Financial Plan</p>	<p><u>Certify Finance</u> This section lacks appropriate details. - lstein692</p>

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Certify Finance
Budget projections are nowhere close to being realistic. Only setting self up to fail - stephen_gay1

Budget Revenue Projections from Each LEA (Table)
The number of students per county has not been plugged in. - jengnann

Budget Revenue Projections from Each LEA (Table)
Budget is relying on 25% of students being EC - this is greater than the 10% normal projection. Need to be careful - funding may be limited for EC to the 10% - which would be a huge impact. You do not list an EC teacher in teacher hires in earlier section - 25% needs that teacher with specifically designed instructional experience - stephen_gay1

Total Budget Revenue Projections 2018-2023 (Table)
Budget seems inflated based on the number of EC children (25%) and the total number of students as listed in the earlier part of the application.

There appear to be other funds and working capital listed but no letter is available to confirm those funds. - jengnann

Total Budget Revenue Projections 2018-2023 (Table)
Appendix M is not included in this application. Where will the totals for "Other Capital" and "Working Capital" come from? - lstein692

Total Budget Revenue Projections 2018-2023 (Table)
What does "other funds" and "working capital" include? Where is this money coming from?

How does KPAA plan to pay for things before students are funded by the state (i.e. before KPAA has students enrolled)? The Exceptional Children Federal funds will not be provided until year 2 as this is based off prior enrollment. - pttsj3

Total Budget Revenue Projections 2018-2023 (Table)
Still hesitant about having the revenue to meet plan - stephen_gay1

Personnel Budget: Expenditures 2018-2023 (Table)
There are more staff listed here than in the operational section of the application. - jengnann

Personnel Budget: Expenditures 2018-2023 (Table)
The salary for the lead administrator and assistant administrator are relatively low when compared to their counterparts in the public school sector. How will you recruit the best quality candidates if you offer non-competitive salaries? The same question applies to the other members of the administrative staff.

Teacher and teacher assistant salaries are not competitive within North Carolina. How will you recruit highly qualified teachers if you offer significantly lower salaries than the surrounding public schools? - lstein692

Personnel Budget: Expenditures 2018-2023 (Table)
The staffing budget does not align with staffing plan. There was no mention of assistant administrator, finance officer, clerical, food service staff, custodians, EC teacher, instructional support coach, or teacher assistants.

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	<p>Is FAST transportation providing drivers as well. Where in the budget is the contract for FAST?</p> <p>Is teacher salary competitive? How will this affect teacher recruitment?</p> <p>There are only 4 core content teachers. How does this align with the proposed plan for class sizes? Class instruction? - pttj3</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> All salaries are at the low range - even below State Salary scale. elective teachers at \$20K and all other teachers at \$30K</p> <p>Not going to be able to hire certified teachers - could tap retired teachers. Salaries will not attract staff to support your high needs population. - stephen_gay1</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> School has a performing arts focus, but elective/specialty teachers are being paid \$20,000? Applicant also mentioned a focus on technology and STEAM, budget doesn't reflect any staff with specific expertise in either of those? Will that be one of the four elective/specialty positions? (At \$20,000?) - danielle_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> The amounts listed in this budget are unrealistic for the first year of operation. Insurance, as quoted from the Operations section, is not listed. - jengnann</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Who will perform your financial responsibilities for \$3,000? How much will it cost to set up the classrooms with tables, chairs, etc.? The budget would benefit from more detailed information. - lstein692</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> where is the contract for FAST?</p> <p>Where in the budget is professional development accounted for? I am concerned that \$2000 is not enough for all of the professional development that was listed throughout the application.</p> <p>There is no budget for annual audit. How much does this cost?</p> <p>What money is budgeted for increase in square footage of school?</p> <p>What expenditures are included in "Other"?</p> <p>What is budgeted for student furniture?</p> <p>What expenditures are covered under "classroom technology software"? - pttj3</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> If you contract for related services (psychological, speech, OT, PT, etc), how much do you have set aside in your budget? - ginger_cash</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Again to low on projections - your lease payment in the agreement is \$2500 per month X12 = \$30K your budget only shows \$25K (a \$5000 short fall)</p>
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<p>Professional contracts - to low - stephen_gay1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Applicant indicated that they do not plan to contract with a management company. Why is \$2,000 budgeted for management company contract fees?</p> <p>\$5,000 budgeted for custodial contract? Custodian was included in budget, but not in staffing plan presented earlier. Please clarify.</p> <p>- danielle_allen</p> <p><u>Total Expenditure Projections (Table)</u> This budget does not seem to align with the rest of the application. - jengnann</p> <p><u>Total Expenditure Projections (Table)</u> The source of capital that will be in addition to state, local, and federal funds needs to be explained. - lstein692</p> <p><u>Total Expenditure Projections (Table)</u> budget did not align with plan: no annual audit accounted for, more staff in budget than was projected in staffing plan, and not clear where KPAA is getting money from before students enroll (i.e. other funds/working capital) - pttsj3</p> <p><u>Total Expenditure Projections (Table)</u> Source is there - realistic use is not - stephen_gay1</p> <p><u>Budget Narrative</u> The budget surplus listed on the previous page does not reflect this narrative.</p> <p>How will STEAM be funded?</p> <p>There is \$25, 000 of other funds listed on the revenue page as well as working capital. Please explain the source of these funds.</p> <p>How will fiscal fidelity be maintained? - jengnann</p> <p><u>Budget Narrative</u> Can you provide additional information to explain KPAA's contingency plan for meeting its financial needs?</p> <p>Why do you say that your budget does not rely on sources of funding beyond the state, local, and federal income?</p> <p>- lstein692</p> <p><u>Budget Narrative</u> "Our budget does not rely on other sources of funding." What is included under "Other Funds" & "Working Capital"?</p> <p>What the KPAA's goals around fundraising/grants? What will this money be used for?</p> <p>What is the break-even point of student enrollment? - pttsj3</p> <p><u>Budget Narrative</u></p>

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	<p>Lack of detail - stephen_gay1</p> <p><u>Budget Narrative</u> Breakeven number not provided. Please clarify the minimum number of students at which the school will remain financially solvent.</p> <p>Applicant did not provide viable contingency plan in the event that enrollment targets are not met. How will the budget be adjusted to make up for any shortfall due to enrollment?</p> <p>Budget has \$25K of other funds and \$350K+ of working capital, but assurances only provided for \$25K. Please clarify where the rest of this money is coming from.</p> <p>Does board have no plans to start building a fund balance within the first five years?</p> <p>Does facility have furniture that the school can use? Has school budgeted funds to furnish the entire building? (desks, chairs, etc.?) - danielle_allen</p> <p><u>Financial Audits</u> The budget surplus listed on the previous page does not reflect this narrative.</p> <p>How will STEAM be funded?</p> <p>There is \$25,000 of other funds listed on the revenue page as well as working capital. Please explain the source of these funds.</p> <p>How was the auditor selected? - jengnann</p> <p><u>Financial Audits</u> This section does not include enough details. Specifically, how will you make sure the school has adequate internal controls to safeguard its assets? - lstein692</p> <p><u>Financial Audits</u> Internal controls not outlined. Please clarify. - danielle_allen</p>
<p>OVERALL</p>	<p><u>Acceleration</u> Has the facility been evaluated for housing a public charter school?</p> <p>I see evidence for having a single gender boys' school. What is the rationale for adding girls in the fourth year? - jengnann</p> <p><u>Acceleration</u> The request for acceleration would benefit from additional explanation. Specifically, what is the urgency associated with opening so soon? Also, what specific evidence are you referring to when you say that it would benefit boys to be segregated from girls in the classroom? Doesn't an integrated classroom better prepare both boys and girls for life in general? - lstein692</p> <p><u>Acceleration</u> Please explain rationale to admit only boys first for 3 years.</p> <p>What is the need for gender-specific classes?</p> <p>How is your school beneficial for girls too?</p>

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	<p>Please explain rationale to have a school begin with 4th grade? - pttsj3</p> <p><u>Acceleration</u> The need for the charter is noted with solid research to back. The lease is a residential lease / need to look at maintenance responsibilities and the \$4 per square foot is a sweet deal. But is 7500 sq ft adequate fo year 1? - stephen_gay1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What would encourage a family to change schools for the fourth grade? - jengnann</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Why the need to begin at 4th grade? - pttsj3</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The enrollment target is obtainable, but the numbers are to low to truly make it budget / \$\$ wise. Very concerning to hit targets for need and have the resources to make it happen. As you grow, will not increase enough revenue to afford the addition of mobile units - need to explore that cost! - stephen_gay1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Enrollment table doesn't match the narrative provided on previous page. Previous section states enrollment in year 4 will increase to 220. More detail is needed on the enrollment plan, including rationale for enrolling boys first then adding girls.</p> <p>Is it feasible to recruit and enroll 100 male students in year 1? Is the desire there for an academy such as this one? - danielle_allen</p> <p><u>Certify Application</u> The request for acceleration is not explained in appropriate detail. There is no compelling argument for opening on an accelerated schedule. - lstein692</p> <p><u>Certify Application</u> Pass with reservations</p> <p>Small size is GREAT for idea, but will impact revenue - stephen_gay1</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	

Kingdom Performing Arts Academy - To educate and empower students in a safe and nurturing learning environment; while providing them with a core curriculum, and a visual and performing arts program that supports their academic learning styles and talents so they may achieve their fullest potential in life as productive citizens.

Financial Plan	
OVERALL	

<u>Overall Summary</u>	
Initial Screening	<p>The Office of Charter Schools deemed this application incomplete on October 5, 2018. The following is needed for application evaluation:</p> <p>Appendix M: Budget mentions additional income; supporting documentation not submitted. Curriculum outline only includes grades 4 and 8; first year will include grades 4, 5, 6.</p> <p>Applicant responded to the incomplete information request by the October 12, 2018 deadline; however, the response submitted still contained incomplete or missing information. The following information remains outstanding:</p> <p>Applicant submitted revenue assurances for \$25K of additional revenue; however, an additional \$351K+ in revenue was not assured.</p>
Application Review	
Application Interview	
OVERALL	