



# ESSIE MAE KISER FOXX CHARTER SCHOOL

## Letter of Explanation Justification

The Board of Directors for the Essie Kiser Foxx Charter School hereby makes notification to the State Board of Education and the Charter School Advisory Board of its decision to discontinue the EMO contract with Torchlight Academy Services (TAS). Although, we are appreciative of TAS efforts, we have not been pleased with the quality of the management services. Our complaints include numerous contract breaches such as the following:

- Failure to account for expenditures or pay operating costs pursuant to the established budget.
- Failure to follow agreed upon procedures, rules, regulations, and policies.
- Failure to adhere to the curriculum adopted by the governing board.
- General non-performance as agreed upon.

Our Board of Directors remain excited and optimistic, as we enter into our second year of operation for the 2019-20 school year. We thank your board representatives for all the support and assistance that you have provided. We are anxiously awaiting your approval of our request to terminate the contract with TAS and to facilitate the day-to-day operations of the Essie Kiser Foxx Charter School by direct in-house operations (see attached Management Plan).

*Jim Fox-Walker*  
Board Chair



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## SERVICES AGREEMENT

This Services Agreement ("Agreement") by and between Torchlight Academy Schools, Inc., a North Carolina corporation ("TAS"), and Essie Mae Kiser Foxx Charter School, a North Carolina non-profit corporation (the "School") is effective this 1st day of August 2016 (the "Effective Date"). For purposes of this Agreement, "TAS" and the School shall be referred to collectively as the Parties." RECITALS

WHEREAS, the School was issued a Charter Contract by the North Carolina State Board of Education (the "Authorizer") to operate a public charter school pursuant to N.C. Gen. Stat. 115C-238.29 et seq. (the "Authorizing Law"); and

WHEREAS, the Parties desire to work together to promote educational excellence and innovation based on TAS's school design, comprehensive educational program and management principles; and

WHEREAS, the Parties desire to set forth the terms and conditions of such a relationship in this Agreement;

NOW, THEREFORE, for good and valuable consideration, including the mutual promise and benefits contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

### ARTICLE 1

#### CONTRACTING RELATIONSHIP

A. Services. Subject to the terms and conditions of this Agreement, and as permitted by applicable law, the School hereby contracts with TAS for the provision of certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same, as set forth herein (collectively, the "Services").

B. Charter. This Agreement shall: (i) be subject to and comply with the terms and conditions of the Charter Contract and the School's Charter Application (collectively, the "**Charter**"); and (ii) not be construed to interfere with the constitutional, statutory, or fiduciary duties of the School's Board of Directors (the "**Board**"). In the event of a conflict between any term or condition of this Agreement and any term or condition of the Charter, the term or condition of the Charter shall govern.

C. Independent Contractor. TAS shall provide the Services as an independent contractor, and not as an employee, partner, agent, or associate of the School. This independent contractor relationship shall extend to the officers,



directors, employees, and representatives of TAS. Consistent with the status of an independent contractor, TAS reserves to itself the right to designate the means and methods of accomplishing the objectives and purposes of this Agreement consistent with Authorizing Law and the Charter. The relationship between the Parties is based solely on the terms and conditions of this Agreement, and the terms and conditions of any other written agreement between the Parties.

D. Designations and Appointments.

1. TAS, including its directors, officers, and employees are hereby designated as "other School Officials having a legitimate educational interest in education records" for purposes of the Family Educational Right and Privacy Act, 20 U.S.C. 1232g et seq. (FERPA).
2. TAS, its directors, officers, and employees may be designated by the School for other purposes by a written resolution of the Board.

**ARTICLE II  
TERM & TERMINATION**

A. Term.

This Agreement shall commence on the Effective Date, and unless terminated as set forth herein, shall continue until the termination or expiration of the Charter currently in effect, inclusive of any Charter re-authorization or renewal periods thereof (the "**Term**"). The parties acknowledge that the Authorizer, as part of any reauthorization or renewal, may require that the School and TAS submit an amended or restated Agreement for review by the Authorizer. The first school year of this Agreement shall commence July 1, 2018 to June 30, 2019, and each school year thereafter shall commence on July 1 and end on June 30 of the following year.

B. Termination

1. By the School. The School may terminate this Agreement prior to the end of the Term if TAS fails to remedy a material breach of this Agreement within (30) days after receiving notice from the School of such breach. For purposes of this Subsection, a material breach includes, but is not limited to: (i) TAS's failure to account for expenditures or pay operating costs pursuant to the Budget (as defined below); (ii) TAS's failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provide they do not violate the Charter, applicable law, or this Agreement; (iii) a receipt by the Board of an unsatisfactory report from an independent education consultant retained by



the Board regarding the Services or the School's performance, provided the unsatisfactory performance cannot be adequately corrected or explained; (iv) a determination that this Agreement or its implementations would serve as grounds for suspension, revocation, or non-renewal of the Charter; (v) a determination that this Agreement or its implementation would jeopardize material tax exemptions of the School or its non-profit status; or (vi) any action or inaction by TAS that places the Charter in jeopardy of termination, suspension or revocation.

2. By TAS. TAS may terminate this Agreement prior to the end of the Term if the Board fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from TAS of such breach. For purposes of this Subsection, a material breach (which for the sake of the clarity is a default hereunder) includes, but is not limited to: (i) TAS's failure to timely receive any compensation or reimbursement required by this Agreement; or (ii) a suspension, revocation, or non-renewal of the Charter.

3. By Either Party. Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days prior written notice.

4. If this Agreement is terminated prior to the end of the Term, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the then-current school year.

A. Effect of Termination. Upon the effective date of termination or expiration of this Agreement:

1. TAS shall have the right to remove from the School any equipment or other assets owned or leased by TAS;
2. The School shall pay or reimburse TAS THROUGH THE Fee (as defined below) for the prepaid portion of any expenses or liabilities incurred by TAS pursuant to the Budget as of the date of such termination or expiration, provided TAS supplies the School with documentation of all such expenses and liabilities;
3. TAS may agree, in its sole discretion, to assist the School for a reasonable amount of time, not to exceed ninety (90) days, and for a reasonable fee, with the School's transition to another administrative, managerial, or services arrangement;



4. TAS shall, if applicable, reasonably assist the School in the execution of a closure and dissolution plan and cooperate in the closure and dissolution process, including without limitation, in any audits and court or other proceedings related thereto; and

5. The party to whom Confidential Information (as defined below) has been disclosed shall, upon request and at the direction of the disclosing party: (i) return such Confidential Information within thirty (30) days, including any copies thereof, and cease its use; or (ii) destroy such Confidential Information and certify such destruction to the disclosing party, except for a single copy thereof which may be retained for the sole purpose of determining the scope of any obligations incurred under this Agreement, and except where disclosure or retention is required by applicable law.

### **ARTICLE III**

#### **OBLIGATIONS OF TAS**

A. Manager at Risk. TAS shall be responsible and accountable to the Board for providing the Services. During the Term, TAS shall provide the Services regardless of whether actual revenue meets the level projected in the Budget, and TAS hereby assumes the risk of funding shortfalls during the Term. Notwithstanding the foregoing, TAS shall not be required to expend funds on Services in excess of the amount set forth in the Budget but may do so at its discretion.

B. TAS Educational Program. The School has determined to adopt the TAS educational and academic programs and goals. Subject to the oversight of the Board, TAS shall implement and administer the TAS Educational Program. In the event that TAS reasonably determines that it is necessary or advisable to make material changes to the Educational Program, TAS shall inform the Board of the proposed changes and obtain the Board's approval before making such changes, as well as the Authorizer's approval if required by the Charter or applicable law. The Parties acknowledge and agree that an essential part of the TAS Education Program is its capacity to change in the interest of continuous improvement and efficiency. Not less than annually or as reasonably request by the Board, TAS shall provide the Board with a report detailing progress made on each of the educational goals set forth in the TAS Educational Program. The school year calendar and the school day schedule shall be approved by the Board as required under the Charter.

C. All Children Welcome. TAS shall ensure that all students are welcome regardless of race, ethnicity, religion, gender and economic backgrounds.



D. Services to Students with Disabilities. TAS welcomes students with disabilities at the School. TAS shall provide special education and related services, in conformity with the requirements of applicable law, to students who attend the School.

E. Educational and Administrative Services. Subject to the oversight of the Board, TAS shall implement operational practices and procedures that are consistent with Board policy, the Charter and applicable law. Such practices and procedures shall include, but are not limited to:

1. Student recruitment and student admissions.
2. Student assessments, including testing, promotion, and retention.
3. The acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs included in the Budget.
4. Employment of personnel working at the School and management of all personnel functions, as set forth herein.
5. All aspects of the School's business administration.
6. All aspects of the School's accounting operation, including general ledger management, financial and audit reporting, payroll, employee benefits, payroll, and tax compliance.
7. All aspects of food services.
8. All aspects of facilities acquisition, administration and maintenance.
9. Student behavior management and discipline.

F. Location of Services. Other than instruction, and unless prohibited by the Charter or applicable law, TAS may provide the Services, including but not limited to, purchasing, professional development and administrative services, off-site.

G. Subcontracts. TAS reserves the right to subcontract any and all aspects of the Services. TAS shall not subcontract the oversight of the Educational Program, except as specifically permitted in this Agreement or with prior written approval of the Board. Notwithstanding the foregoing, the Board specifically acknowledges and agrees that from time to time TAS may use third parties or independent contractors to assist in the creation and development of Educational Materials (as defined below) that may be used as a part of the TAS Educational Program.

H. Pupil Performance Standards and Evaluation. TAS shall implement pupil performance evaluations that permit evaluation of the academic progress of each



student. TAS shall utilize assessment strategies required by the Charter and applicable law. The Board and TAS shall cooperate in good faith to identify academic goals and methods to assess such academic performance. TAS shall provide the Board with timely reports regarding student performance.

I. Unusual Events. TAS shall timely notify the Board and the Administrator (as defined below) of any anticipated or known material: (i) health or safety issues, including all mandatory reporting required by applicable law; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact the School's ability to comply with the Charter, applicable law or this Agreement.

J. School Records. The financial and education records pertaining to the School (collectively, the "**School Records**"), are property of the School. Except as may be prohibited or limited by the Charter or applicable law, the School Records shall be available to the Board and the Authorizer for their review, and are subject to inspection and copying to the same extent that records of public schools are subject to inspection and copying pursuant to applicable law. All School Records shall be physically or electronically available upon request at the School's physical facility. TAS agrees to comply with the terms pursuant to the Charter regarding information to be made available to the School.

K. Facility. TAS shall use reasonable efforts to secure a facility to be leased or otherwise provided to the School on terms mutually agreeable to TAS and the Board. Obligations of the Board created under the terms of such lease are to be fulfilled by TAS unless otherwise agreed to in writing by TAS and the Board. The facility shall comply with the requirements of the Charter and applicable law. TAS shall also use reasonable efforts to cause the facility to be furnished with equipment and technology as is reasonably necessary to implement the Educational Program.

L. Legal Compliance. TAS will implement and enforce rules, regulations and procedures applicable to the School that are consistent with adopted Board a policy, if any, and the TAS Educational Program in accordance with the Charter and applicable law, including without limitation, rules, regulations, and policies regarding non-discrimination, discipline, special education, confidentiality and access to records.

M. Rules and Procedures. TAS will recommend to the Board reasonable rules, regulations, policies and/or procedures applicable to the School. The Board hereby authorizes and directs TAS to enforce such rules, regulations and procedures consistent with Board policy.



N. Assistance to the Board. TAS shall cooperate with the Board and, to the extent consistent with applicable law, timely furnish the Board with all documents and information necessary for the Board to properly perform its responsibilities under this Agreement, the Charter and all applicable laws.

#### **ARTICLE IV OBLIGATIONS OF THE BOARD**

A. Board Policies. The Board shall be responsible for the fiscal and academic policies of the School. The Board shall exercise good faith in considering the recommendations of TAS, including but not limited to, TAS's recommendations regarding policies, rules, regulations and the Budget (as defined below).

B. Assistance to TAS. The Board shall cooperate with TAS and, to the extent consistent with applicable law, timely furnish TAS all documents and information necessary for TAS to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Board shall timely notify TAS of any anticipated or known material: (i) health or safety issues; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact TAS's ability to comply with the Charter, applicable law, or this Agreement.

D. Retained Authority. The Board shall retain the authority to adopt reasonable policies in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management, and operation of the School.

#### **ARTICLE V INTELLECTUAL PROPERTY**

A. Definitions.

1. **"Educational Materials"** means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, and other curriculum-related materials licensed, developed or otherwise owned by the School or TAS.

2. **"Confidential Information"** means any confidential and non-public trade, technical or business knowledge, information and materials regarding the School or TAS (or their respective affiliates), which is given by one party to the other, or any of their respective representatives, in any form, whether printed, written, oral, visual, electronic or in any other media or manner. Confidential Information includes, but is not limited to, research, operations and procedures, financial



projections, pricing, sales, expansion plans and strategies, services, data, trade secrets and other intellectual property, or the results of any mediation or private adjudication, as well as information with respect to each party's or its affiliates' plan for market expansion, except for information which a party can show by contemporaneous written records was developed or formulated independently of work or services performed for, or in connection with performance of, this Agreement. Notwithstanding the foregoing, the disclosure of the other party's Confidential Information as required to be disclosed by law, rule or regulation or by reason of subpoena, court order or government action shall not constitute a breach of this Agreement; however, in such event the party required to disclose such information will reasonably cooperate with the party whose information is required to be disclosed in order to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the party disclosing such information or data.

- A. Assignment. Each party shall, and hereby does assign to the other, with full title guarantee and without additional compensation, such right, title and interest in and to any intellectual property as is necessary to fully affect the ownership provisions set out herein, and any accrued rights of action in respect thereof. Each party shall, if so requested by the other, execute all such documents and do all such other acts and things as may be reasonably required to comply with this Agreement to vest in the appropriate party all rights in the relevant intellectual property and shall procure execution by any named inventor of all such documents as may reasonably be required by the other party in connection with any related patent application.

## **ARTICLE VI**

### **SOLICITATION AND USE OF PRIVATE FUNDS**

TAS shall seek the Board's approval prior to soliciting any non-governmental grants, donations or contributions on behalf of the School. Any such funds received shall be used solely in accordance with the purpose for which they were solicited, applicable donor restrictions, or as otherwise approved by the Board. Subject to applicable donor restrictions, the Board shall determine the allocation of any such funds subject to this Article that remain unexpended following completion of the project or purpose for which they were originally designated.



## **ARTICLE VII FINANCIAL ARRANGEMENTS**

A. Revenues. Except as provided herein, all monies received by the School shall be deposited in the School's depository account within three (3) business days with a financial institution acceptable to the Board; provided, however, that upon receipt of a notice from TAS, the School shall pay all such funds owing under this Agreement directly to the account or party specified in such notice. The signatories on the School depository account shall solely be Board members or properly designated Board agents (if any). Interest income earned on the School's depository account shall accrue to the School. Except as specifically excluded by this Agreement, the term "Revenues" shall include all funds received by or on behalf of the School including but not limited to:

1. Funding for public school students enrolled at the School.
2. Special education funding provided by the federal and/or state government that is directly allocable to special education students enrolled at the School.
3. Gifted and talented funding provided by the federal and/or state government that is directly allocable to gifted and talented students enrolled at the School.
4. At-risk funding provided by the federal and/or state government that is directly allocable to at-risk students enrolled at the School.
5. Funding provided by the federal and/or state government that is directly allocable to students enrolled at the School with limited English proficiency.
6. All other federal and/or state grant sources, including, but not limited to, Title I and any start-up funding allocable to the School.
7. All other grants and donations received by the School to support or carry programs at the School (except to the extent TAS is not required or involved in soliciting, administering or managing the contribution and/or donation, in which case such funds shall be deposited in the Board Spending Account (as defined below)).
8. Fees charged to students as permitted by law for extra services provided by TAS as approved by the Board.

The expenditure of any Revenues received from governmental entities shall be consistent with all applicable regulations and policies. The expenditure of any Revenue received from non-governmental grants, contributions and donations shall be made consistent with provisions of Article VI.

B. Budget. TAS shall provide the Board with an annual proposed Budget prepared and maintained in accordance with the Charter and applicable law (the "**Budget**"). For the School's first school year, the Budget shall be submitted prior to the beginning of the school year. Thereafter, the Budget shall be submitted to the Board prior to June 1 for the next school year.

C. Review and Approval of Budget. The Board shall be responsible for reviewing and approving the Budget in accordance with the Charter and applicable law. At the



direction of either TAS or the Board, with the approval of the Board, the Budget shall be amended from time to time as necessary.

- D. Board Spending Account. Notwithstanding any other provision of this Agreement to the contrary, each school year during the Term, TAS shall allocate to an account controlled by the Board an amount equal to the lesser of (i) 2% of state per pupil aid reflected in the Budget for that respective year, or (ii) \$25,000 (the "**Board Spending Account**"). The aforesaid amount shall be deposited by TAS into the Board Spending Account pro-rata during the course of the School's school year as Revenues are received. All funds in the Board Spending Account are the property of the School and may be used by the School at the discretion of the Board. Funds in the Board Spending Account that are not spent by the School during the school year shall carryover annually.
- E. Fee. TAS shall receive all Revenues as its services fee (the "**Fee**"), from which it shall pay all operating costs of the School as detailed in the Budget. TAS and the Board acknowledge that operating costs may include an administrative fee payable to the Authorizer as set forth in the Charter. Payment of the Fee shall be made on the same frequency that the School receives its Revenues. TAS shall be entitled to retain as compensation for the Services the difference, if any, between the Fee and the amount actually expended by TAS in operation and/or management of the School during the School's fiscal year except as provided in this agreement. Year one, the total fee received shall be no more than 20,000.00 (twenty thousand dollars). Year two, the total shall be no more than 50,000.00 (fifty thousand dollars). Years 3,4, & 5, the total fee shall be no more than 100,000.00 (one hundred thousand dollars) for each of theses years.
- F. Other Schools. The School acknowledges that TAS may enter into similar services agreements with other schools. TAS shall maintain separate accounts for expenses incurred in the operation of the School and other schools assisted by TAS, and shall reflect in the School's financial records only those expenses incurred in the operation of the School.
- G. Financial Reporting. TAS shall provide the Board with:
1. At least annually, the Budget as required by this agreement.
  2. Monthly financial statement. These financial statement will include a Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balance at object level detail with a comparison of budget to actual revenue and expenditures and explanations of variances.
  3. Quarterly, or as reasonably requested by the Board, a report on School operations and student performance.
  4. As reasonably requested, other information to enable the Board to: (i) evaluate the quality of the Services; and (ii) timely provide all reports and information that are required by the Charter and applicable law.
- H. Access to Financial Records. TAS shall keep accurate financial records pertaining to its operation of the School, together with all School financial records prepared by or in possession of TAS, and shall retain all of the afore referenced records according to the Charter and applicable law to which such books, accounts, and records relate. TAS and



the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law. All records shall be kept in accordance with applicable state and federal requirements.

I. Accounting Standards: Annual Audit.

1. The School shall at all times comply with generally accepted public sector accounting principles and applicable law.
2. The Board shall select and retain an independent auditor to conduct an annual audit of the School's financial matters in accordance with the Charter and applicable law.
3. Subject to applicable law, all records in the possession or control of TAS that are related to the School, including but not limited to, financial records, shall be made available to the School and the School's independent auditor. The expense of the annual audit shall be included in the Budget.

**ARTICLE VIII  
PERSONNEL & TRAINING**

- A. Qualified Personnel. TAS shall select and hire qualified personnel to perform the Services, TAS shall have the responsibility and authority, subject to this Article, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the Budget, the Charter and applicable law. With the exception of teachers, as set forth below, and unless otherwise agreed by the written consent of the Parties, all School personnel shall be employees or independent contractors of TAS. The compensation of all employees or contractors working at the School shall be included in the Budget. Upon Board request, TAS shall disclose to the Board the level of compensation and fringe benefits provided by TAS to TAS employees working at the School. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of or services provided by any person who will or may be reasonably expected to have unsupervised access to and the care, custody or control of, any School student(s).
- B. School Administrator. The School administrator (the "**Administrator**") shall be an employee of TAS. The duties and term of the Administrator's employment shall be determined by TAS. The Administrator shall work with TAS in the operation and management of the School.
- C. Teachers. The Administrator shall recommend to the Board for its consideration and approval, teachers who are qualified in the grade level and subjects required by the School to operate in accordance with the terms of the Charter. All teachers shall be jointly employed by the School and TAS for such purposes as inclusion in the compensation and employee benefit plans of TAS, payroll administration and other employment policies and practices; provided however, in all circumstances, the Board shall ultimately control the hiring and discharge decisions with respect to jointly employed teachers at the School in accordance with N.C. Gen. Stat. 115C-. All teachers shall be jointly employed by the School and TAS for such purposes as inclusion in the compensation and employee benefit plans of TAS, payroll administration and other employment policies and practices; provided however, in all circumstances, the Board shall ultimately control the hiring and discharge decisions with respect to jointly



employed teachers at the School in accordance with N.C. Gen. Stat. 115C-Teachers assigned to and retained by the School may hold a valid teaching certificate issued by the State Board of Education to the extent required by N.C. Gen. Stat. 115C-238.29(f)(E)(1)..

- D. Support Staff. TAS shall, consistent with this Article, provide the School with qualified support staff as needed to operate the School in an efficient manner. The support staff may, at the discretion of TAS, work at the School on a full or part time basis.
- E. Training. TAS shall provide or procure training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law.
- F. Background Checks and Qualifications. TAS shall comply with applicable law regarding background checks, unprofessional conduct searches and certification/licensure, as applicable, for all persons working in the School.

## **ARTICLE IX INDEMNIFICATION**

- A. Indemnification of Parties. To the extent not prohibited by the Charter or applicable law, the Parties hereby agree to indemnify, defend, and hold the other (the "**Indemnified Party**"), harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the gross negligence or intentional misconduct of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, Indemnified Party shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. The Parties may purchase general liability, property, or other insurance policies. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.
- B. It is understood, agreed and hereby acknowledged by Torchlight Academy Schools LLC that no indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness to the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the, faith, credit, or taxing power of the State or its political subdivisions.

## **ARTICLE X INSURANCE**

- A. Insurance Coverage. TAS shall maintain such policies of insurance as required by the Charter and applicable law. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.



- B. Workers' Compensation Insurance. TAS shall maintain workers' compensation insurance as required by law, covering their respective employees.

## **ARTICLE XI REPRESENTATIONS & WARRANTIES**

- A. Board and School. The Board represents and warrants, for itself and on behalf of the School, that: (i) it is legally vested with all power and authority necessary to operate a charter school under the Authorizing Law; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement, including without limitation, the power and authority to contract with a private entity for the provision of educational, business administration and management services; (iii) its actions have been duly and validly authorized and it has adopted any and all resolutions or expenditure approvals required for the execution of this Agreement; and (iv) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting either the Board or the School, which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.
- B. TAS. TAS represents and warrants that: (i) it is a corporation in good standing and is authorized to conduct business in the State of North Carolina; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement; (iii) there are no pending actions, claims, suites or proceedings, or, to its knowledge threatened or reasonably anticipated against or affecting TAS, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement; and (iv) it will comply with all registration and licensing requirements relating to conducting business under this Agreement, which the Board agrees to assist TAS in applying for such licenses and permits and in obtaining such approvals and consents.

## **ARTICLE XII MISCELLANEOUS**

- A. Entire Agreement. This Agreement and any attachments hereto shall constitute the entire agreement of the Parties on the subject matter set forth herein. This Agreement supersedes and replaces any and all prior agreements and understandings regarding the subject matter set forth herein between the School and TAS.
- B. Force Majeure. Except for payment obligations, and notwithstanding any other provisions of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God, war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with provisions contained herein if sufficient grounds exists as provided in the Article governing termination.
- C. State Governing Law: Waiver of Jury Trial. This Agreement shall be construed, interpreted, governed and enforced pursuant to the laws of the State of North Carolina, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a



jury trial in any action, proceeding or counterclaim brought by either TAS or the School against the other.

- D. Notices. All notices and other communications required by this Agreement shall be in writing and sent to the Parties at the facsimile number or address set forth below. Notice may be given by: (i) facsimile with written evidence of confirmed receipt by the receiving party of the entire notice; (ii) certified or registered mail, postage prepaid, return receipt requested; or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by facsimile, upon the date of postmark if sent by certified or registered mail, or upon the date of delivery if given by personal delivery. For purposes of the foregoing, "**personal delivery**" shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the School shall be sent to the current address of the then current Board President, with a copy to the then current Board attorney. The addresses of the Parties for the purposes aforesaid, including the address of the initial Board President, are as follows:

The School: **Essie Mae Kiser Foxx Charter School**

**Attn: Board of Directors  
2664 Timber Dr Garner, NC 27529**

**who ?**

**Telephone: (919) 818 - 2731  
Facsimile:**

TAS:

**TORCHLIGHT ACADEMY SCHOOLS LLC  
Attn: Chief Executive Officer  
P.O. Box 19191  
Raleigh, NC 27619  
Telephone: (919) 538 - 8060  
Facsimile: (919) 850 - 9961**

- E. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both an authorized officer of the School and TAS and in manner consistent with the Authorizer's policies.
- F. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.
- G. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and



employ an alternative means to achieve the same or substantially the same results as that contemplated by such term or provision.

- H. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to TAS powers or authority of the Board, which are not subject to delegation by the Board under the Charter or applicable law.
- I. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party's obligations hereunder.
- J. Time of Essence. The Parties understand and agree that time is of the essence in performing their perspective responsibilities under this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the Effective Date.

**TAS:**

Torchlight Academy Schools LLC  
A North Carolina corporation

By: \_\_\_\_\_

Its: \_\_\_\_\_

**SCHOOL: Essie Mae Kiser Foxx Charter School**

By: \_\_\_\_\_

Its: Board President



# ESSIE MAE KISER CHARTER SCHOOL - STATEMENT OF ACCOUNT AS ON July 16, 2019

DATE	INV. #	DESCRIPTION	INVOICE AMOUNT	AMOUNT RECEIVED	BALANCE RECEIVABLE
8/21/2018	1	Payroll - July & August, Building rents	65,437.56		
8/24/2018		CK # 1001286826		45,000.00	20,437.56
8/29/2018	2	August 31 payroll, rent, other cont serv etc:	75,238.17		
9/4/2018		CK # 1001301974		50,000.00	45,675.73
9/15/2018	3	Cont Pupil Transportation - Aug 15 to Sept 13	7,517.50		
9/19/2018	4	Sept Payroll & Student Food Service	70,638.60		
9/21/2018		CK # 8178216		45,000.00	78,831.83
9/26/2018		CK # 8178234		61,000.00	17,831.83
10/8/2018	5	Cont Pupil Transportation, Food Service Etc	11,076.90		
10/9/2018		Ck# 8173056		25,000.00	3,908.73
10/25/2018	6	Oct Payroll & Other expenses	64,282.41		68,191.14
10/26/2018		CK # 817282		68,191.14	-
10/31/2018	7	Building Rent, Cont Bus Driving, Utility Bill	16,847.42		16,847.42
11/5/2018		CK # 876297		10,000.00	6,847.42
11/21/2018	8	Payroll & other bill payments	72,368.64		79,216.06
11/30/2018		CK # 860653		40,000.00	39,216.06
12/1/2018	9	Building Rent, Food Service & other payments	18,821.61		58,037.67
12/17/2018	10	Payroll & other bill payments	69,300.81		127,338.48
12/20/2018		CK # 8173076		4,000.00	123,338.48
12/31/2018	#11	Jan. 2019 Bldg. Rent & other expense	12,104.35		0
1/9/2019		Ck#7071632		102,122.00	0
1/10/2019		Ck#8173050		33,320.83	0
12/27/2019	#12	Payroll & other bill payments	59,743.92		0
2/18/2019	#13	Payroll & other bill payments	52,948.03		0
2/20/2019		Deposit for Essie account Check#7742975		14,000.00	0
2/15/2019	#14	Building Rent	6,000.00		
2/25/2019		check # 8000462		98,691.95	0
2/26/2019		check # 7742996		6,000.00	0
3/26/2019	#15	Payroll & other bill payments	74,522.08		
3/3/2019		Check # 8002850		74,522.08	0
4/25/2019	#16	Payroll & other bill payments	73,519.64		
4/29/2019		Ck#		73,519.64	0
5/28/2019	#17	Payroll & other bill payments	65,157.42		
5/29/2019		Ck Disability & County fines		47,398.19	17,759.23
6/17/2019	#18	Payroll & other bill payments	43,850.68		
6/26/2019		Ck Rowan County & fines		31,609.73	12,240.95
6/8/2019		Summer Reading Camps-allocation		17,533.00	
<b>TOTAL</b>			<b>859,375.74</b>	<b>846,908.56</b>	<b>12,467.18</b>



**Essie Mae Kiser Foxx Charter School  
Educational Management Plan  
2019-2020**

The current Board of Directors will facilitate the day to day operation of Essie Mae Kiser Foxx Charter School by direct In-house management. The management plan will include the following areas of operation:

**Educational Program** – . EMKF will facilitate The School on educational and academic programs and goals and will offer training and resources on components of the designated Educational Program. The Education Program is its capacity to change in the interest of continuous improvement and efficiency. The educational and academic program and goals, and the school year calendar and the school day schedule shall be approved as required under the Charter.

**Responsible Staff/Board Member – Principal, Curriculum Specialist, Board Educational Program Committee , Board of Directors**

EMKF will ensure that all students are welcome and treated equitably without regard to race, ethnicity, gender, religion, gender identity, or economic background. Services to Students with Disabilities EMKF shall provide special education and related services, in conformity with the requirements of applicable law, to students who attend The School.

**Responsible Staff/Board Member – Principal, Director of Exceptional Children's Services, Curriculum Specialist, Board EC Committee Chair, Board of Directors**

Educational and Administrative Services. The EMKF shall implement operational practices and procedures that are consistent with Board policy, the Charter and applicable law. Such practices and procedures shall include, but are not limited to:

1. Student recruitment and student admissions. – **Responsible Staff/Board - Principal, Director of Enrollment, Board Marketing Committee Chair, Board of Directors**
2. Student assessments, including testing, promotion, and retention. Responsible Staff/Board – **Testing Coordinator, Principal, Board Assignment – Student Assessment Committee Chair; Board of Directors**
3. The acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs included in the Budget. **Responsible Staff/Board – Principal, Director of Operations, Board – Vendor Management Committee, Financial Chair, Board of Directors**
4. Employment of personnel working at The School and management of all personnel functions, as set forth herein. **Responsible Staff/Board- Principal, Director of Operations, Board Assignment – HR Committee Chair, Board of Directors.**



5. All aspects of The School's business administration. **Responsible Staff/Board - Director of Operations, Principal, Board Finance Chair/HR Chair, Board of Directors.**
6. All aspects of The School's accounting operation, including general ledger management, financial and audit reporting, payroll, employee benefits, payroll, and tax compliance. **Responsible Staff/Board – Director of Operations, Principal, Board Vendor Chair/Finance/HR, Board of Directors**
7. All aspects of food services. **Responsible Staff/Board – Food/Nutrition Assistant, Director of Operations, Principal, Board Food/Nutrition Committee Chair, Board of Directors.**
8. All aspects of facilities acquisition, administration and maintenance. **Responsible Staff/Board – Director of Operations, Principal, Facility Maintenance Director, Board/Vendor Chair**
9. Student behavior management and discipline. **Responsible Staff/Board – Principal, Behavior Specialist, Board/HR Chair**
10. Legal Compliance. EMKF Board of Directors will implement and enforce rules, regulations and procedures applicable to The School that are consistent with adopted Board policy, if any, and the EMKF Educational Program in accordance with the Charter and applicable law, including without limitation, rules, regulations, and policies regarding non-discrimination, discipline, special education, confidentiality and access to records.



Board of Directors

Retreat Meeting

Charleston, SC

February 16, 2019

Attendees: Tina Foxx, Ruby Steele, James Davis, Rev. Patrick Tate, Dr. Jonathan Pullin, Courtney Sawyer, and Latisha Feamster Phone Attendee: Syed Ahmad

**I. Open Meeting-Tina Foxx**

Board Responsibilities Read – Tina Foxx

Steele-Treasury Responsibility Dues – Change from \$600 to \$400

Tate-Question – Due anytime within the year

Davis-Buying things in exchange for dues

Anytime during the year, but no exchange of things for funds

Syed-Motion to accept change of dues from \$600 to \$400

Davis-2<sup>nd</sup> Motion

All in favor

**II. Board Member Vice Chair Position Vacancy-Foxx**

Recommendation is Davis

Steele-Motion to accept Davis as Vice Chair

Ahmad-Second

All in favor

Annual Board Calendar issued by Foxx

**III. Last Board Meeting Evaluation**

Tate-Recommendation to have a mid-check

Foxx-Next board (March 2019) meeting look at the Board Member Evaluation and it must be in graph form

**IV. Teacher's Progress Report**

Steele-Question What is it?

Revision needs to happen and bring to March meeting

Dr. Pullin-Preliminary results will occur in June

**V. Dr. Pullin-Administration recommend Dr. Graham for an administrative**



**role in Curriculum and Instruction; Share resume and job description**

**VI. Tate-Physical restraint training and should be a professional development before school starts**

Possibly pay through the 21<sup>st</sup> Century Grant or look for money for the disciplinary training

Steele-Recommendation have partnership with East Spencer Police and have Resource Officer

Davis-Motion Have Officer walk through school

Foxx-2<sup>nd</sup> Officer to walk through school

All in favor

Tate to work with Davis on the disciplinary training

Steele-Issued the new calendar and must build a testing calendar

Dr. Pullin-Review Releasing and Hiring New Staff should happen in March or April

**VII. Summer Reading and Summer Meals must be reviewed and contact Meredith Honeycutt**

**VIII. Dr. Pullin and Steele-Should have Business Cards for Administrative Staff and Board**

**IX. Tate-Principal Evaluation Standard Tool-Question Is it represented at the beginning of the year and the state standards?**

Foxx-Principal Evaluation Standard Tool will be pulled up and tweaked

Tate – Principal Evaluation Standard Tool should focus on growth and efficiency

Tate-Review the mission statement and shorten the statement

Tate-Must review the Raptor system

**X. Pullin-Training and Travel look at Daily Per Diem**

Steele-Possible credit card, travel expense, gas card and possible fleet card

**XI. Performance Evaluation provide in November and April**

**XII. Human Resources must complete Human Resource Exit Surveys**

Tate –Recommendation Intention to return for teachers

Feamster-Recommendation intention to return for all employees

**XIII. Operations-Vendors**

Lawn Care review and Spectrum cost

Davis-Food Service and plans to communicate with Regional Representative for K&W

and review lunch application

**XIV. Separation from EMO**

Review local attorney and seek a possible retainer fee

Review Management Company contract with Dave Machado

Move to seek further assistance to leave EMO-Ruby Steele

2<sup>nd</sup>- James Davis

All in Favor; No Oppose

**XV. Review the Grants**

Robertson Grant

Aldi Grant

If loans are necessary, seek at the end

**XVI. Fundraising-James Davis**

Popcorn Pleasure

Yearbook

XVII. Look at ADP-Process Payroll, HR, Retention, and Exit Interviews

XVIII. Review Transportation and possible think about shuttle buses



## Essie Mae Kiser Foxx Charter School Call Board Meeting Minutes

June 24, 2019

4:00pm

Members Present: Tina Foxx-Wallace, James Davis, Ruby Steele, Syed Ahmad, Rashid Muhammad

**Budget Deficit** - The Board discussed the current budget deficit. Ruby Steele, Treasurer reported that a payment from RSS/Local allotment was received in the amount of \$31,609.77. This payment reduced the budget and the calculated deficit is \$50,287.01. The Board agreed to follow through with previous plans to secure a line of credit to address the budget deficit. The Board also agreed to invoice the EMO/TAS for \$30,000.00 (a portion of the deficit) as the Board determined that the budget deficit is a result of poor operational management. Specific areas of unsatisfactory management include the School Lunch and Transportation plans.

**Separation from EMO/TAS** - The Board followed up on a previous decision to separate from the current EMO/TAS due to cited breaches to the EMO Agreement. (see document citing breaches). As previously stated the timeline to separate remains July 1, 2019. A certified letter of notification will be sent to TAS on June 29, 2019.

**Development Plan** - The Board discussed development/growth plans for the next school year. The immediate areas of attention are:

**Facility Lease** - Meeting with the Lotts to request a new lease  
**Utilities** - Identify which utilities will need to be changed to the school name  
**Payroll/Administrative** - July payroll

**Board Evaluations** - The following evaluations were completed and submitted. Syed Ahmad, Ruby Steele, James Davis, Rashid Muhammad and Tina Wallace. Evaluations will be reviewed and summarized.

**New Board Member** - Syed Ahmad presented Board Candidate - Kenneth Fox Muhammad, El to fill the vacant board seat. The candidate was a member of the Founding Board and instrumental in the development of the Charter application. He presented his current interest in the sustainability of the school and his experience with community engagement as it relates to the school growth plan. The Board passed a vote to fill the vacant seat with Mr. Fox-Muhammad.

The meeting was adjourned at 6:24pm.





**NORTH CAROLINA CHARTER SCHOOL APPLICATION**

**Essie Mae Kiser Foxx Charter School**

**Public charter schools opening the fall of 2018**

**Due 5:00 pm EST, September 19, 2016**

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

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





## **CHARTER SCHOOL**

### **2016 Application Process**

**To open a charter school in the 2018-2019 school year**

#### **APPLICATION DUE DATE/TIME**

**September 19, 2016** A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

**\*Non-Refundable \$1000 Application fee due to the Office of Charter Schools\***

Application Fee Payment Details can be found on the Office of Charter Schools Website

#### **APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

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

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).



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## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Essie Mae Kiser Foxx Charter School

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

Name of non-profit organization under which charter will be organized or operated: Essie Mae Kiser Foxx Charter School Inc

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

Name of contact person: Dr. Nancy Lund

Title/Relationship to nonprofit: Secretary

Mailing address: 419 Eastwood Drive  
Salisbury NC 29146

Primary telephone: 980-234-1624 Alternative telephone: 704-630-9206

E-Mail address: Essie'sschool@gmail.com

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

County: ROWAN

LEA: 800-Rowan-Salisbury Schools

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

No:

Yes: ☒

If so, provide the name of the third party person or group. Jessica K. Miller

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

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

Jessica K Miller assisted the Board in the creation and compilation of this application. Jessica brought a wealth of experience as a teacher for 6

years, including 3 years in a renowned North Carolina charter school, a curriculum developer, 21st CCLC program director, teacher coach and education consultant. Jessica facilitated weekly work sessions with the

Board to complete the application and contributed extensively to the Education Plan and professional development plans as those are her areas of expertise. She has a proven track record of successfully leading students and schools, particularly high-poverty schools, to reaching significant academic gains, including working extensively with TAS during the 2015-2016 school year which resulted in Torchlight Academy going from an "F" to a "C" on the NC Report Card and scoring the highest EVAAS growth index among

charter schools in the state. Jessica also facilitated 2 community forums

where input from the community was sought in order to design elements of the school program.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

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: ☒

What is the name of the nonprofit organization that governs this charter school? Essie Mae Kiser Foxx Charter School Inc

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

### Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No: ☒

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K, 01, 02, 03, 04	150
Second Year	K, 01, 02, 03, 04, 05	220
Third Year	K, 01, 02, 03, 04, 05, 06	270
Fourth Year	K, 01, 02, 03, 04, 05, 06, 07	320
Fifth Year	K, 01, 02, 03, 04, 05, 06, 07, 08	370

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

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

essie-mae\_\_\_\_\_  
*Signature*

Nancy Lund  
*Title*

essie-mae\_\_\_\_\_  
*Printed Name*

09/15/2016  
*Date*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).



## **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:

Essie's School will promote academic excellence and cultivate confident, lifelong learners and leaders by developing the unique gifts and talents of each student, nurturing curiosity and fostering creative and critical thinking skills.

Clearly describe the mission of the proposed charter school:

Essie's School will bring educational opportunity to East Spencer in a way that leads to the transformation of the community. Students will be actively engaged in rigorous, authentic and meaningful experiences that stimulate curiosity and critical thinking. New knowledge will be applied beyond the classroom and students will grow as leaders in their community. A safe, nurturing, and inclusive learning environment will be maintained meeting the educational needs of all students.

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

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

Educational Need and Targeted Student Population

1. Educational Need: There is no school in East Spencer, NC. The children who live there are bused to the neighboring municipalities of Spencer and

Salisbury. The schools to which they are assigned are among the lowest ranked in the county. The two elementary schools, Hanford Dole and North

Rowan Elementary have received grades of D and F respectively in the each of the last two years (2014-15; 2015-16). The Middle school they attend, North Rowan Middle likewise has received the grade of D each year. This is a

pattern that is evident in other Rowan County Schools that have majority

children of color; of the six elementary school with a majority of children of color, all received grades of D or F. Of the 11 elementary schools with majority of white children, 9 received grades of B or C. (NCDPI, 2016)

2. The Town of East Spencer. The Town of East Spencer consists of only 1.6 square miles and the tight-knit community is comprised of 1,545

residents (2014 estimate). It is separated from the Town of Spencer by a major railroad line and adjoins the larger municipality of Salisbury. Geographically, growth is limited due to the presence of the man-made barrier (railroad tracks) to the north and west, a natural barrier (Town Creek) to the east, and the City of

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Salisbury to the south. Only one crossing exists over the railroad tracks

between Spencer and East Spencer, which severely limits access to goods and services between the towns. From its inception in 1896, the majority of East Spencer residents depended for employment on Southern Railway's Spencer

Shops, the company's largest steam locomotive servicing facility strategically located at the midpoint on the line between Washington D.C.

and Atlanta. Therefore, when Spencer Shops closed its doors in 1960, the

Town's economy suffered significantly. Highly skilled train repairmen found themselves with no job and little hope of future employment. Most of the commercial shops and services closed. Today, the only businesses in the town are a brick factory, a barber shop, and a gas station.

3. The People of East Spencer. The population of East Spencer is 83.5%

African American and 11.7% White. Sixty-one percent of homes are renter-

occupied, including in the largest Housing Authority facility in the county.

Female-headed households account for 33.5 percent of homes, and a majority of those include children under the age of 18. Fifty-eight percent of

households have incomes below the poverty line, and 16.8 per cent are

unemployed. Average median income is \$19,412. Seventy percent of adults over 25 have a high school degree; 9 percent have bachelors degree or higher; 21 percent did not complete high school.

4. Perception: This is a community that is in need of help to survive. The last school closed in 1980s and the only community facility burned in 2014. Establishing a school where children can learn and families can participate will give an impetus to further development. It will give the community

something to rally around and be proud of. It will attract families from the surrounding areas that also have failing schools that do not serve their

children well.

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

The projected enrollment for Year 1 is 150, which is approximately

.75 percent of the Rowan-Salisbury Schools (approximately 20,000 students)

RSS had 1,566 1st graders in 2015-16; Essie's school will have 40 in Year 1 (2.5%)

RSS had 1,581 2nd graders in 2015-16; Essie's school will have 20 in Year 1 (1.5%)

RSS had 1,575 3rd graders in 2015-16; Essie's school will have 25 in Year 1 (1.5%)



RSS had 1,540 4th graders in 2015-16; Essie's school will have 25 in year 1 (1.6%)

Projected enrollment in year 2 - 220

Projected enrollment in year 3 - 270

Projected enrollment in year 4 - 320

In Year 5, projected enrollment for Essie's school is 370, which is approximately 2.6 percent of the K-8 RSS student enrollment.

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

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

### LEA(s).

Essie's school will be the heart of the village that will include parents, and community members who can contribute to the development of students as creative, engaged learners and leaders, as well as Board members, teachers, administrators, staff and students. The school's mission is to promote excellence but also to nurture students unique gifts and talents which can be more easily achieved in a small school. The materials and approaches will be appropriate for the anticipated profile of our students, most of whom are likely to be African American and coming from homes in poverty. Current data demonstrate the local LEA schools have not been successful with this population. Teaching excellence will be continually enhanced by job-embedded instructional coaching and by adherence to models of data-driven instruction. Essie's school will begin with a science core in kindergarten and continue it throughout the grades, with more enhanced STEM programming beginning in year 3. Spanish will also be introduced in kindergarten, with the first 2 years taking an immersion approach and Spanish class being given for grades 2 and up. A unique feature of Essie's school will be the art-infused curriculum, whereby core concepts of math, literacy, science, and culture will be taught and reinforced through the arts.

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

**Purposes of the Proposed Charter School:** In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.

The Six Legislative Purposes of a Charter School are:

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

Essie's school will administer all required state assessments and embrace NC Ready Accountability Model. There will be a comprehensive formative assessment program that evaluates individual, class wide and school wide student performance. The evaluations at the beginning of a year will provide

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).



a baseline while subsequent evaluations will gather detailed information to drive and revise instructional practices and annual growth. High attendance rates will also be a measure of achievement. An annual school improvement plan will examine performance and present a plan of action.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:

There is very little school choice in Rowan County at present as there is no charter school and only 3 private schools, none of which offers free tuition through Opportunity Scholarships. All children in East Spencer are bused to another municipality as there is no school in the town. The schools to which they are assigned are ranked among the poorest in the state, with grades of D or F on the 2015 state report card. (See Appendix A- ) Essie's School will offer a neighborhood school to the children of East Spencer and nearby communities and an atmosphere of neighborliness to all children attending given the involvement of parents and community members. Emphasis on science, art, and language learning, as well as reading and math from Kindergarten, will distinguish this school. Methods and materials will be chosen for cultural relevance as well as excellence.

4. Improving student learning:

The instructional plan will be aligned with the Common Core and Essential

Standards. It will have data driven instruction at its core to identify and address gaps in student learning. Teacher-parent-student collaborations will provide effective individualized attention. Providing extensive arts

instruction will improve student learning. There is extensive research documenting the positive relationship between various categories of art with academic achievement, performance on standardized tests, improvement in social skills and student motivation. (See Appendix O1 Selected Bibliography on Arts and Achievement) Beginning in Kindergarten, children will be exposed to Spanish in their classrooms. Using an immersion model, some part of their day will involve interaction with an adult Spanish speaker where social exchanges and direct instruction will familiarize them with vocabulary and language structure of Spanish. There is extensive research that supports the conclusion that learning a second language enhances academic achievement and test performance. (See for selected bibliography)

5. Increasing learning opportunities for all students, with special emphasis on at-risk or gifted students:

We believe that all students respond to high expectations. We anticipate

that the majority of our students will be considered "at risk" due to high poverty with nearly all qualifying for free and reduced lunch. By setting

high expectations from the beginning we will increase learning opportunities for "at risk" students. At Essie's school, students will have the opportunity to engage in high-quality learning opportunities scaffolded to meet their diverse needs and tailored to meet their learning styles. By

working with a culturally responsive curriculum that connects students lives and experiences with their learning objectives, our "at risk" students will grow in confidence and realize the relationship between self and community.

### **Goals for the Proposed Charter School:**

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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.

Essie's School has set goals pertaining to various aspects of the school. These goals are designed to be specific and measurable and will be monitored by the indicated metrics. These include:

#### Academic Goals:

##### Goals:

Attendance- Average attendance of 95%

Students average 1.5 years + of growth in Math and ELA each year

Growth rating that "meet" or "exceed" expectations

EOG scores for grades that exceed the scores of peer group schools by 15% by year 2 and show 90% proficiency by year 5

Year 1: 60% of students in 3rd and 4th grade will receive at least a 3 on the Math and ELA EOG

Year 2: 70% of students in 3rd-5th grade will receive at least a 3 on the Math and ELA EOG

Year 3: 75% of students in 3rd-6th grade will receive at least a 3 on the Math and ELA EOG

Year 4: 80% of students in 3rd-7th grade will receive at least a 3 on the Math and ELA EOG

Year 5: 90% of students in 3rd-8th grade will receive at least a 3 on the Math and ELA EOG

TRC/Dibels scores for grades K-3 that show 95%+ proficiency by year 5

Year 1: 70% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 2: 75% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 3: 80% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 4: 90% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 5: 95%+ of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Use of and proficiency in another language

Active student engagement by asking questions and volunteering information

Participation in peer, school, and community activities

Development of problem solving, critical thinking, and conflict resolution skills

##### Metrics:

EOG, Reading 3D/TRC data

Common unit and benchmark assessments (SchoolNet, EngageNY)

Student discipline and referral data

Teacher, parent and student survey data

##### Financial Goals:

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Positive balance by the end of Year 1 of 1.5%  
Positive balance by end of Year 2 of 13%  
Positive balance by end of Year 3 of 11.4%  
Positive balance by the end of Year 4 of 7%  
Positive balance by end of Year 5 10.2

Metrics:

Monthly financial report to our Board based on review by finance committee  
Independent audit contracted by our Board in addition to management organization audit

Operational and Culture Goals:

Goals:

Family satisfaction of 90% with a 50% response rate  
90% of families report active engagement within the school (have at least 4 personal touch points with the school over the course of the year)  
90% teacher satisfaction and retention rate  
County Health Dept ratings of kitchen facilities of A or 95%

Metrics:

Family satisfaction surveys conducted in December/May  
Teacher communication logs  
Family attendance records for meetings, activities, etc  
Staff surveys in October, (NC Teacher Working  
December, March and June  
Condition Survey, survey similar  
to Insight survey) Staff  
attendance  
County health inspection

Governance Goals:

Goals:

Board members report satisfaction of 90% with a 100% response rate  
Board meetings will average 90% attendance rate  
Active participation by our Board (90% of Board  
members within the school  
members have at least 4 touch  
points during the year)

Metrics:

Board satisfaction surveys  
conducted in December/May  
Board meeting minutes and  
attendance log  
Log of Board members participation on  
school activities

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

The Board of Directors will receive a monthly written report from the school Principal for their monthly meeting (4th Monday of each month) with information regarding benchmarks for the above data. Each month, as

determined by the Boards agenda, the Principal or other school staff will provide the Board of Directors with a more extensive report on a particular set of goals. The Board of Directors will receive at least a quarterly in-depth academic progress report using timely student assessment data, to begin at the regularly scheduled Board meeting on November 26, 2018.

Information on aggregate student progress to families will be published in a monthly newsletter, as well as on the school website. Individually, parents will be regularly contacted, at least quarterly, by teachers and staff/Board liaisons as to the progress of their child. Every effort will be made to

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quickly address instructional/behavioral areas which appear to need attention. Monthly family and community events will be held at the school and these will also serve as opportunities to report to our families about the achievements of their students.

Information will be provided to the greater community of stakeholders in a variety of formats. The monthly newsletter will be made available to local community partners, as well as on the website. Our ongoing relationship with the Salisbury Post will afford an opportunity to write a regular piece about our school and the impact it is having on the target population and the larger community. Finally, social media will be used by instructional staff regularly to celebrate and share the work of their students and keep the community informed of the schools progress. Finally, members of the Board of Directors will report progress of Essie's School and its students to local governing bodies.

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### 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.

The instructional program to be implemented by Essie's School is based on research-based best practices for accelerating student learning and growth, particularly in high-poverty populations. Teachers will facilitate appropriately rigorous lessons based on Common Core State Standards (CCSS) for ELA and Math and the NC Essential Standards for Science and other subjects. Common benchmark and unit assessments will be used to assess student learning on a regular basis. Teachers and Administrators will analyze student assessment data and create intervention plans to address gaps in student learning. These gaps will be addressed during an "Academic Intervention" block where students receive targeted instruction in smaller groups. Data will be shared with students and families so that learning goals are transparent, growth can be celebrated, and decisions are made with student achievement at the center.

**Literacy:** The Literacy Framework used at Essie's School is a Balanced Literacy Approach, including explicit instructional elements in comprehension, fluency, writing, and word study/phonics. Instruction is provided in whole group and small group settings, using grade level text and instructional level text as appropriate. Students will have a core daily instructional block of 75-90 minutes for Literacy. This time will be divided between whole group and small group instruction as outlined below.

**Literacy Planning and Assessment:** Planning for small group literacy instruction and interventions will be a collaborative effort by Teachers, Administrators and Instructional Assistants, based on assessment data such as the Dibels/TRC assessments of Reading 3D. The use of data from Read to Achieve, Reading 3D or other Dibels/TRC measures inform grouping and instructional objectives. Students take the assessment 3 times per

year  
(September, January, May) and receive interim progress monitoring as prescribed by DPI policy. Students in grades 3-8 will also take 3-5 benchmark assessments in ELA over the course of the year with a format that prepares students for success on state mandated testing such as the EOG.

Whole Group Reading Instruction:

Beginning in kindergarten, students receive reading comprehension instruction. Through the explicit instruction of critical thinking and comprehension skills such as compare/contrast, sequencing, predicting, summarizing, classifying, students are provided mental models and frameworks

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for thinking as they grapple with appropriately complex text. Writing instruction is integrated with reading comprehension. Students interact with grade level text during this instruction, with scaffolding provided as needed by the Teacher. Students may also apply skills to text at higher grade levels through read aloud methods of delivery.

#### Small Group Literacy Instruction:

Phonics/Phonemic Awareness (Word Study): Students also receive explicit phonics instruction in the primary grades, in alignment with CCSS and using resources from best practice resources such as Words Their Way, Reading

Pathways, and Dolch Sight/Fry Phrase lists. Students will take a Qualitative Spelling Inventory Assessment at least three times yearly, at the beginning, middle and end of year. This will provide data about what spelling patterns students have mastered and where to focus phonics instruction. Filling the phonics gaps of our incoming 2-4th graders in year 1 will be critical to

their success in reading. By using proven, systematic and personalized strategies, student growth can be accelerated, meeting the needs of our targeted student population.

Fluency: Fluency is the bridge to comprehension. (Pikulski and Chard, 2003)

\* As students master phonemes and then phonic patterns, they must develop fluency and automaticity in their decoding in order to allow the brain to focus on higher order comprehension skills. Explicit and targeted fluency instruction will be provided, mostly in small group instructional settings and station

#### 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.

Essie's School School will be a classroom-based, community-oriented school with a blend of facilitated virtual learning opportunities as students progress into middle school.

Students in kindergarten and 1st grade will be in classrooms of no more than 20 students with a Teacher and Instructional Assistant.

Students in 2nd grade will have a class size of no more than 25 with a Teacher and an Instructional Assistant during the Literacy instructional block.

Students in 3rd-4th grade will have classes of no more than 25 students and one Teacher who will teach the core subjects of ELA, Math and Science.

Students in 5th-8th grade will have classes of no more than 25 students and one Teacher. Students will rotate among a team of Teachers who teach the core subjects of ELA, Math, and Science.

Beginning in year 3 an additional instructional position is budgeted, the

Multi-Classroom Leader. Based on the Opportunity Culture model of building teacher leadership, the Multi-Classroom Leader will be a person with success driving significant student growth who will act as a reading specialist and

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instructional coach, focusing on reading assessment and intervention with students who are behind grade level or not making adequate growth. They will be providing teachers with instructional coaching in Literacy. Opportunity Culture is a research-based framework for building teacher leadership and maximizing student achievement. From their website, <http://opportunityculture.org/opportunity-culture/> , "an Opportunity Culture extends the reach of excellent teachers and their teams to more students, for more pay, within recurring budgets...All teachers can advance in their careers without leaving the classroom, though career opportunities based on excellence, student impact, and leadership. Advancement allows teachers to earn more and reach more students, and development toward excellence becomes possible for all staff, in every role."

Beginning in year 4, students in 7th grade will be able to enroll in the North Carolina Public Virtual School. All students will enroll in the 7th grade Middle School Success 101 course. (See Appendix O-4). This program will extend to include 8th grade in year 5. Students will have access to high school level core and elective courses in 8th grade. These classes will include on-site facilitation by an instructional assistant or teacher onsite at Essie's School.

**Specialists :** Specialists will rotate between classes on a regular schedule. Students will receive 30-60 minutes of Special courses each day. Beginning in year 1, art will be available to all students. A STEM Specialist will be added to the rotation in year 3 and physical education will be added in year 4. Spanish will also be available in year 1, but it will only be taken by all students in grades 2 and above since the K-1 classrooms have an immersive language environment.

**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.

Alignment with North Carolina Accountability Model will be carried out as outlined below:

The Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test will be administered to students at grade 3 to establish a baseline measure of

students English Language Arts/Reading skills.

Students at grades 3-8 will take the English Language Arts/Reading and Mathematics End-of-Grade (EOG) Tests during a designated testing window at the end of the school year.

Students will take the Read to Achieve alternative assessments as required by DPI Policy at the end of Grade 3.

Students at grades 5 and 8 will take the Science EOG Test during a

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designated testing window at the end of the school year.

8th grade students enrolled in Math I for high school credit will take the Math I EOC during a designated testing window at the end of the school year.

Alternate assessments will be used for state testing for students with disabilities as determined by their Individualized Education Programs (IEPs) as well as accommodations made for ELL students according to pertinent DPI policies.

The sampled curriculum items are aligned to the Common Core State Standards, the current instructional framework in NC and used in the Accountability

Model Assessments. As NC curriculum standards are revised, our school

Board, Administrators, and Teachers will make necessary adjustments. However, the core focal points of our vision for instruction are aligned to the general vision for college and career readiness for all students. In

math, students will be able to problem solve and compute fluently with

numbers, applying concepts to real-world circumstances and building depth of knowledge as they progress on their educational track. In literacy, students will actively engage in complex texts, cite evidence to support

their thinking, and think, write and speak critically about the world around them. Moreover, a culturally-relevant curriculum focus will ensure that our students, predominantly students of color, are empowered as learners and

leaders in their school, community and world.

The curriculum and instructional framework align to the needs of our targeted student population because many of our students will come to us

behind grade level and will need to achieve more than one year of academic growth in each academic year in order to close the gap. In order to make such ambitious and attainable gains, the approach and structures must be

strategic, regularly identifying gaps in student learning and addressing

them in small-group, targeted learning sessions. By implementing research based instructional strategies within a data-driven instructional system,

students can make the transformative academic gains our mission and goals calls for.

The curriculum and instructional plan also exemplifies the mission of the school.

In order to cultivate and maintain joy in lifelong learning, students will be guided in their discovery and development of their own innate talents and interests. Students will receive a strong foundation in math and literacy instruction with the goal of achieving academic excellence.

Culturally

relevant materials such as books, art and media will further stimulate their natural curiosity and creative thinking. Student progress will be carefully monitored to assure they are developing competence and confidence in their ability to do the work and understand its application to their lives. The whole group an

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.

1. Balanced Literacy which will be the framework used at Essie's School, includes explicit instructional elements in comprehension, fluency, writing,

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and word study/phonics. Instruction is provided in whole group and small group settings, using grade level text and instructional level text as

appropriate. Teachers practices, such as use of higher-level questions and discussions related to the meaning of text, have been found to be associated with growth in students' reading comprehension." (Bitter 2009)\*

\*Bitter. (2009). What Works to Improve Student Literacy Achievement? An

Examination of Instructional Practices in a Balanced Literacy Approach Article. Journal of Education for Students Placed at Risk (JESPAR) 14(1):17-44.

2. Arts integration encompasses using movement, music, drama, and visual

art to teach basic concepts of literacy, math, science, history and other

core subjects. Teachers will receive training in integrating arts into

regular instructional strategies through ongoing professional development

that teams Arts Specialists with classroom Teachers so that each may understand how their skills can combine to create stimulating models.

3. Spanish Immersion will be introduced in Kindergarten and 1st grade in year 1; while there will be at least one Teacher or Instructional Assistant at that level who is a fluent Spanish speaker, all Teachers will learn some basic Spanish vocabulary and polite exchanges. Research suggests that learning second languages at earlier ages and over longer periods of time

support academic achievement. For example, Armstrong and Rogers (1997) found in a carefully constructed study that 3rd graders who were taught

Spanish for 30 minutes three times a week showed significant gains in the Metropolitan test scores in the areas of math and language after only one semester of study.

4. Culturally Relevant Pedagogy:. All staff will receive on-going training on using culturally relevant practices and materials. Understanding cultural norms and mores can diminish and eliminate frictions between staff, students, and families. Instructional staff will be versed in choosing appropriate materials and utilizing interactive, collaborative teaching methods, strategies, and ways of drawing on all students cultural, linguistic, and racial experiences in order to integrate these experiences with evidence-based practices.

5. Understanding by Design/Backwards Planning will be used by all Teachers for curriculum planning. Using this approach, the Teacher starts with

classroom outcomes and then plans the curriculum, choosing activities and

materials that help determine student ability and foster student learning.

This is in contrast to the more traditional approach to curriculum planning that starts with activities and textbooks and instead identifies classroom



learning goals and plans towards that goal. Extensive research has identified what highly successful schools with high populations of at-risk students are doing to reach and maintain their achievement. These strategies were selected based on meta-analysis research done by Robert Marzano, MCREL and the U.S Department of Education in 2002. (Gaddy, B. et. al. (2002).

Noteworthy Perspectives: Keeping the Focus on Learning. MCREL.)

6. Data-Driven Instruction is a systematic approach to improving student learning throughout the year. It includes assessment, analysis, and action and is a key framework for school-wide support of all student success.

Teachers will gather base-line data at the beginning of the year, establish clear goals for what achievement is expected, use regular and varied

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assessments during the year to show student progress, and use instruction based on those data that show which goals a student has accomplished or has not yet accomplished. Data-driven instructional cycles are based on proven best practices.

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.

This instructional plan ensures student readiness to transition from grade to grade and to the next grade span because it is based on the Common Core State Standards for ELA and Math and the NC Essential Standards for Science and other subjects. By using the standards, NC DPI Unpacking and other resources available on DPI wikis, as well as other aligned instructional and assessment resources such as EngageNY, Reading3D, and SchoolNet, Teachers will be facilitating student mastery of the objectives and standards that are ultimately assessed by the NC Accountability Model. Teachers will share instructional objectives with students and families at the beginning of the school year and conferences throughout the school year will reference student achievement data and mastery charts. As described in the application, data-driven instruction ensures that students are receiving purposeful and relevant instruction, and that they receive instructional interventions needed in order to reach mastery. Student assessment data will be used to determine student readiness to move from grade to grade. A research-based goal of at least 80% content mastery will be considered full readiness for grade level advancement. This mastery would be based on common assessments developed by the school using resources like SchoolNet as well as formal assessments like Reading3D. At 3rd grade and above, EOG scores will be used to help assess readiness for grade level advancement. Students receiving a score of 3 or Proficient or above will be considered ready for advancement. Students who do not meet the state determined bar for grade level proficiency will be recommended for advancement based on teacher reporting and conferencing with the parent and instructional leadership team, so as to ensure the best decision for the child. Moreover, state directives such as those in Read to Achieve will be used in determining if advancement is appropriate.

All 8th graders will graduate with at least one high school credit (Success 101). Students can earn up to four HS credits including Math, Spanish and an elective. Exposing students to high school level coursework within a supportive learning environment will further help support our students in their transition into high school.

The instructional plan takes intentional steps to meet the academic needs of our targeted student population. Many of our students will arrive to our school behind grade level, and systematic, targeted instruction is necessary for them to catch up to grade level proficiency. By building an instructional plan based on rigorous, standards-based lessons and associated assessments, students, teachers, administrators, and families can work together to make transformative gains.

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?

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7. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).
8. Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.

The academic calendar calls for 190 instructional days and a regular school day of 8am-4 pm. This provides 5 more instructional days than the local traditional public schools as well as a longer school day of approximately 1 hour. This additional instructional time is critical to allow for prolonged, intense blocks of academic work that allow Teachers to meet the diverse needs of their students while meeting ambitious academic goals.

Students will have an early release date 1 day per month to allow for additional professional development, data analysis, and collaborative planning. These dates are strategically placed on the calendar directly after assessment or reporting dates so that data most accurately reflects current student understanding. A few of these early release dates will also be used for both parent-teacher conferences as well as home visits periodically throughout the school year. Using this dual approach will encourage and facilitate two-way communication between our school and families in order to contribute to the accelerated academic growth our students will make.

### **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.

The Board of Directors recognizes that our targeted student population faces unique challenges in accessing the opportunity to attain an excellent education, and that in order for all of our students to achieve and excel we will need to be intentional and deliberate with our intervention system for our most at-risk students.

Essie's School will have a comprehensive process to ensure students who need intervention are consistently identified, served, and monitored. Our "Systematic Intervention" process is designed to stimulate early action that helps prevent academic failure and maximizes the effective grade-level instruction.

At the First Tier, our curricula will provide aspects of flexibility that allow our educators to customize learning and lesson plans that will effectively engage students, using highly interactive learning activities, intervention, and assessment to individualize learning opportunities for all students.

At the Second Tier, Students needing additional assistance to

overcome

barriers to meeting state goals will receive personalized assistance as part of our student intervention program, which is designed to (1) identify targeted areas for student growth (2) identify actionable next steps to ensure students reach or exceed expected levels of proficiency, and (3)

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engage parents and other family members in the process. At this Tier, students receive targeted small group instruction with students at a similar instructional level. These interventions are based on assessment data outlined in other parts of this application.

If a student is still not meeting or exceeding academic expectations, a student would move to Tier III. At this Tier, our process would include establishment of a "Village of Support" that includes the teacher, the parents and other family members, peers where appropriate, and interested community members such as church friends. A personalized plan will be designed to assist students in meeting expectations.

If a student is ultimately not making adequate growth, the student may be referred to the Exceptional Children Services process.

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.

Methods for identifying ELL students:

The Home Language Survey will be completed for each student at the time of enrollment. Any student whose first language is not English will be administered the WIDA-ACCESS (W-APT) Placement Test to provide information to generate placement and instructional plans for the student.

2. Specific instructional programs, practices, and strategies school will employ

Each ELL student will have a Personal Learning Plan created through a collaborative effort of the student, parents, and teacher with the goal of having the student meet the North Carolina English Proficiency Standards. Pre-lesson assessment will match the students level with goals for the lesson.

Students background knowledge and experience will be used to provide context and create relevance to aid comprehension of lessons.

Comprehensible input will be involve having teachers slow down their speech and enunciate clearly. They will paraphrase and repeat vocabulary multiple times across a variety of contexts. Written directions and visuals/pictures/sketches are provided along with the oral directions in order to provide more language support.

Scaffolding is a strategy that involves a teacher or instructional assistant helping individual learners, providing them with exactly the support they need to move forward. The adult provides support in the form of modeling, highlighting the critical features of the task, and providing hints and questions that might help learners to reflect. The student is motivated by receiving just enough help to accomplish the goal.

The emphasis on Spanish language immersion and instruction for all students will give the native Spanish speakers an advantage over the monolingual students and will increase their comfort and confidence in their abilities. They will have a chance to help their classmates and demonstrate their competence.

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3. Plans for monitoring and evaluating the progress and success of ELL students, including exiting from ELL services

Each identified ELL student will be administered the W-APT midyear and at the end of each year in the ELL program to determine English proficiency. Other measures may also be used, such as Foreign Language Oral Skills Evaluation Matrix which is based on teacher observation and analysis of student performance.

If the student is deemed to be proficient on the assessment measure(s), he or she will exit the ELL program. Regular monitoring will continue by the classroom Teacher(s) and in particular by the Language Arts Teacher.

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.

There will be two primary channels to identify gifted children; reports from parents and observations by Teachers. At enrollment, some parents may already have identified or suspected that they have a gifted child. They will have noted some or all of the characteristics of giftedness, including that their child is very observant, extremely curious, has intense interests, excellent memory, long attention span, or excellent reasoning skills. These children generally have accelerated language development as evidenced by extensive vocabulary, early and extensive reading, and a lot of "what if" questions. Teachers may also make these observations, as well as see a constellation comprised of such qualities as well-developed powers of abstraction, conceptualization, and synthesis, quickly and easily seeing relationships in ideas, objects or facts, fluent and flexible thinking, elaborate and original thinking, excellent problem solving skills, rapid learning with less practice and repetition, and unusual and/or vivid imagination.

Parents and Teachers will be encouraged to share their observations of the child to round out a profile of the child's particular gifts and interests. A decision about whether testing will be required and, if so, what instrument(s) and criteria for inclusion in a gifted program will be reached by the Instructional Leadership Team.

Programs for gifted children will be individualized to draw on the interests and capabilities of each child. A member of the Instructional Leadership Team will be responsible for working with the parents and the student to

design such a plan, drawing on the wealth of resource materials and information available, such as the Davidson Gifted Database Resources.

As part of the Data-Driven instructional model, students participate in daily academic intervention time with students of a similar ability grouping. During this time, gifted students will receive differentiated instructional opportunities structured to meet their needs and challenge them intellectually.

Furthermore, where the arts have been used to teach specific core concepts

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of math, science, and literacy, the gifted students will be given more in-depth instructional materials which will amplify their critical thinking and problem solving skills. For example, if paintings by Kandinsky were being used to teach angles, the Teacher might begin developing this knowledge to a 3-dimensional translation of a painting, or the student might be encouraged to create a painting using and identifying such angles, cut it up, and begin to construct a 3-D version, learning in the process, how angles fit together to construct objects. This object might then be used to teach how light is refracted, and how light affects color. For students who show an aptitude or interest in art, opportunities for in-depth study with professional artists volunteering in the school could be possible.

Students in 7th and 8th grade will also have the opportunity to take national gifted assessments such as those for the Duke TIP and Johns Hopkins CTY programs. This will be an additional method for identifying students as they prepare for high school.

## Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

### Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.
2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.
3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
  - a) Requesting Records from previous schools
  - b) Record Confidentiality (on site)
  - c) Record Compliance (on site)

The initial enrollment application will not contain any mention of an Exceptional Children's Program. However, once a student is accepted for enrollment, the student registration form will request information from the parent regarding exceptional children status. In addition, all the files from the sending school will be requested, including Exceptional Children's Program files on each student enrolled. A search in CECAS will be done to determine if any student enrolled in school has an existing IEP or 504 Plan. The school Principal will supervise the coordination of identification of students that previously received EC or 504 Services and will file the first 60-day report. All regular classroom Teachers will receive training



in

"Project Child Find." Teachers will conduct a response to intervention (RTI) program to aid in the identification of students in need of Exceptional Children Services. The RTI process is a multi-tiered approach of interventions for students who demonstrate academic or behavioral

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deficiencies. The RTI process is designed to assist in screening students for eligibility for Exceptional Children Services by providing multiple interventions before an actual referral for Exceptional Children Services is made by a Teacher.

The school will also publish the process to our parents in the student handbook so that parents will understand that they can make a referral to have their child tested for Exceptional Children Services eligibility. The school will provide all testing and conduct appropriate processes including an eligibility determination meeting. The normal rules to determine eligibility within 90 days of the documented request will be followed. Once the appropriate referral is made either by the parent or Teacher, the Exceptional Children's Coordinator will conduct a meeting to obtain permission from the parent for testing. Once testing is completed and all information is gathered that sheds light on the student's needs, an IEP meeting will be conducted to determine whether the student is eligible for Exceptional Children Services. If the student is determined to be eligible, the IEP will be established and the student will begin to receive services. The school shall maintain a separate filing cabinet and filing room, under lock and key, for exceptional children and 504 accommodation plan records. A records request will be sent to previous schools seeking the general student file and specifically requesting an Exceptional Children file if one exists.

Student records and student information will remain confidential as indicated in the schools policies and procedures. An authorization to disclose information will be reviewed and signed by parents or legal guardians upon admission into the Exceptional Childrens program. Disclosure of student information will be determined based on a need to know basis

which will be relative to the students educational plan and student services. All Administrators, Teachers, and school staff will be required to sign a confidentiality statement explaining and adhering to the Family

Educational Rights and Privacy Act (FERPA). Student records request will be submitted to the clerical staff and approved by the EC Teacher/Coordinator. Internal request for student records will be reviewed in the school records room and in the presence of the EC Teacher/Coordinator or designated clerical staff. Disclosures to outside sources will require a written consent to release information which will bear the signature of the legally responsible person. Upon approval from the EC Teacher/Coordinator, records will be shared via confidential fax, or marked confidential mail.

Student records will be monitored to assure records security compliance and also to determine that all appropriate records are maintained including the DEC system of forms. The school will perform internal audits and regularly monitor exceptional children files for compliance with state and federal law.

### 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.

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The school will hire a licensed and qualified Exceptional Children Teacher/Coordinator in the initial start up. The principal and EC Teacher/Coordinator will assure that the school has obtained all Exceptional Children records for newly enrolled students at the earliest possible date to assure that the school is prepared to implement existing IEPs and 504 plans. The Principal will also assure that all Teachers receive proper training in "response to intervention" and that the school is prepared to identify students who may be eligible for Exceptional Children Services and to assure that those students are entered into the program appropriately. ~~(See management company's role below)~~

Students who are identified in the EC category will be integrated into the general education classrooms according to their IEP. Students may also receive pull-out or push-in services as determined by their IEP and the input of the parent, Teacher and EC Teacher. Exceptional Children Teacher/Coordinator will develop and submit to the Principal a regular schedule indicating that all exceptional children receive timely services required in their IEP. This information shall be reported to the Principal on a monthly basis. The Principal will make regular general reports to the Board sufficient to keep the Board informed of the status of compliance providing Exceptional Children Services without identification of specific students.

The EC Teacher/Coordinator will provide a weekly update to parents on student progress of students served in the Exceptional Children Program or that have a 504 plan. The report to parents will include academic progress as well as report on student behavior. The Exceptional Children Coordinator will also conduct a weekly review with each student to apprise them of their progress and to encourage their success.

Essie's School will provide continuity of services to students with disabilities to meet the students' needs in the least restrictive environment possible. Parents will not be charged for any Exceptional Children Services provided by the school. The school will maintain systems of support which include any services such as speech therapy, occupational therapy, or psychological services which may be required by the IEP.

The school will establish a secure and dedicated filing area for records of exceptional children, identify sources of contract services and have them ready to provide any educational services the on-site EC Teacher is not qualified to provide.

## 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

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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 NC READY Accountability Model, based on the Common Core State Standards and the NC Essential Standards will serve as a foundation for student

performance standards. These will include English/Language Arts and Math EOG results for 3-8, and Science EOG results for Grades 5 and 8. Our goal will be to have 60% of 3rd, 4th, and 5th graders scoring 3 or 4 (proficient) on EOG tests by year 2; 70% by year three, 75% by year four, and 90% by year five.

Per the best practices for highly effective schools as outlined in Bambrick-Santoyo's "Leverage Leadership," and "Driven by Data," Essie's School will use a systematic data-driven approach to instruction. In addition to traditional summative unit assessments, students will take common assessments in math

and literacy approximately every 6 weeks. These will come from CCSS-aligned resources similar to EOG questioning, such as Discovery Education, SchoolNet, and EngageNY. Common assessment data will be analyzed to determine which students mastered each objective and identify gaps for

reteaching during academic intervention blocks. The Instructional Leadership Team will facilitate data analysis workshops with Teachers and Instructional Assistants to develop academic action plans for each 6-week instructional

cycle. Students in K-3 will also take the Reading 3D TRC/Dibels assessment at the beginning, middle and end of the year, with students receiving

appropriate progress monitoring between assessments. A full assessment calendar for year 1 is attached in Appendix O-6. Beginning in year 3, students will also take the MAP assessment at the beginning, middle and end of the year to provide a nationally-normed reference for growth.

Essie's School will assess multiple data points when making decisions on

student promotion and retention. These will include performance on state-

mandated tests, grades based on classroom performance, Teacher recommendations, and academic growth. Parents and students will be advised of the students status and progress throughout the year through report cards and conferences. Students who are behind in Q1 will be identified by the

grade-level team; if they remain behind after Q2, they will be referred for extra help. If inadequate progress has been made by Q3, an intervention team including parents, Teachers, and Specialists will formulate and carry out

intervention plans, including small group and individual instruction. If

this persists into Q4 and academic promotion is in question, an advisory

committee will be established to arbitrate discussion of promotion or retention. Parents will be encouraged to participate and present



their views. The advisory committee will review all documentation and relevant information and make a recommendation for retention or promotion to the principal who has the ultimate responsibility to accept or reject the committee's recommendation. Parents will be notified within 24 hours, and will receive written explanation if child is to be retained.

Consistent with state mandates outlined in the Read to Achieve legislation, any student who does not show proficiency in reading by the end of Grade 3 will be given the opportunity to retake the test or alternative assessment, and/or/attend a summer program. If the student is still not proficient, retention will be required.

Any student with an IEP will be promoted if it can be demonstrated that the goals outlined in the plan have been accomplished. ELL students with less than two years of English instruction will be promoted unless there is a strong case for the benefit of retention.

4. Standards for 8th grade for the transition to high school: Per the NC Accountability Model, students in 8th grade will take the ELA, Math, and Science EOGs. Students who receive a passing score on all three of those assessments will graduate from Essie's School and be promoted to high school. Students passing all courses but not all EOG exams will have a meeting with their parent, Teacher and an Administrator to determine the best option for the student for the upcoming year. Students who have not passed at least one core subject (math, ELA, and science) nor their EOGs will be recommended for retention and the parent will be informed and a conference will be held to address any concerns. Although students at Essie's School are required to take at least 1 HS course in 8th grade through the virtual learning program, students are not required to pass that course in order to graduate.

### **Student Conduct:**

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

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.

Consistent with our mission, our approach to discipline will be to be set high expectations for students behavior, and focus on consequences of students choices. All staff will have training in conflict resolution to help children analyze and de-escalate disturbing behavior. Teachers will be encouraged to deal with behavior such as rudeness or disrespect of Teacher or others within the classroom, using such behaviors as teaching moments The school-wide focus will be on positive behavioral supports and providing incentives for appropriate behavior.

K-4 classrooms will operate on a color-coded behavior chart. Students will progress through the system of consequences for each behavioral infraction over the course of the day. Students will receive a warning, opportunity for reflection, and other interventions before being removed from the classroom. Upon being removed from the classroom, a student will spend time in another

supervised area of the school in order to prepare to re-enter the room successfully.

Students in grades 5-8 will participate in an incentive-based merit/demerit system. Particular focus will be paid to restorative practices that reduce learning time lost to removal from the learning environment. Students will return to the classroom following community service, conferencing, or other

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restorative methods.

1. Preliminary list of behaviors that will lead to suspension or expulsion. Board members and staff members at Essie's School will be informed of the school-to-prison pipeline and connection between school suspension, dropout, and incarceration rates. Actions will be taken at Essie's School to limit the use of out-of-school suspension, which students will receive for state-mandated offenses, including but not limited to possession of a weapon, possession of drugs, or other serious or criminal offenses. In-school suspension will be used as little as possible.

2. When a student's behavior severely impedes the learning process of others, he/she may be removed from the learning environment for a short time and sent to a reflective area where they will be supervised by an adult to give the student the opportunity to cool off and keep engaged with class work. Infractions include:

- \* Any action that could endanger the student or others
- \* Defacing or destroying school or others property
- \* Stealing
- \* Throwing food or other objects
- \* Use of any objects as a weapon
- \* Leaving class and/or building without permission
- \* Hitting another student or teacher
- \* Fighting
- \* Repeated rudeness, harassment, or lack of cooperation

Expulsion will be assigned only if there is a criminal offense, in which case it will be referred to authorities.

3. Rights of students with disabilities with regard to behaviors that could lead to suspension or expulsion

Consistent with our goal to be a safe and nurturing environment for all of our students, the first action is to identify the possibility of an impending infraction; engage in de-escalation and conflict resolution to

defuse the problem. An adult will help the student understand that he/she

has many choices and ultimately choosing the right one will result in re-entry to the class. The parents of all students will be familiar with the behavioral standards expected and will be encouraged to discuss these with their children to reduce the infractions. Teachers and the Principal will

meet with parents of students with disabilities if the conflict resolution model fails and misbehavior continues to occur. This team will discuss best ways to handle situations and come to an agreement on any needed accommodations. Students with disabilities will not receive more than 10

days of suspension per regulations. Teacher, Administrator, EC Teacher, parent, and students of age will investigate patterns of behavior to determine if the students behavior is related to their disability and whether or not they are receiving the appropriate level of

services.

4. The Policies and Procedures for dissemination of information on due process rights, including grievance procedures if student is suspended or expelled.

Parents will be given the Student Handbook at the beginning of each year that spells out the information on due process rights. In addition, if a student is suspended or at risk for expulsion the parents will be informed in writing of their due process rights. Parents of students that are suspended (in school or out of school) will be contacted by an Administrator. In most cases, conferences with parents will occur at the school or home site if preferred by the parent. Parents can provide a written request to the Principal to appeal any suspension or expulsion. If the parent is still unsatisfied after meeting with the Principal they may provide a written request for a grievance hearing to the Board as per the guidelines outlined in the student handbook.

#### **IV.GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

**NOTE:** Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

##### **Governance:**

###### **Private Nonprofit Corporation:**

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

Name of Private Nonprofit: Essie Mae Kiser Foxx Charter School Inc

Mailing Address: 120 East Innes Street

City/State/Zip: Salisbury NC 28144

Street Address: 120 East Innes Street

Phone: 980-234-1624

Fax: 704-630-9206

###### **Name of registered agent and address:**

Dr. Nancy Lund  
419 Eastwood Drive  
Salisbury, NC 28146

FEDERAL TAX ID: 81-3424612

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

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

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

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

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

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



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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Syed Ahmad	Treasurer	ROWAN	Artist		N
Tina Wallace	Chair	ROWAN	Human Services/Social work		N
Ruby Steele		ROWAN	Retired Counselor/Minister	NC Counseling; Preaching	N
Whitney Peckman		ROWAN	Artist		N
Dr. Nancy Lund	Secretary	ROWAN	Retired Prof Speech Pathology	ND,NJ,NY lic speech path;CCC	N

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

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

The Board has oversight and accountability for the school being in compliance with Charter school and NC laws and statutes; for the management company's compliance within realm of their responsibilities' for approval of hiring and firing teaching staff; for fundraising, community outreach; minimum for 4 touch points a year, forming committees to assist the Principal. At such time as we must hire a new Principal, we will advertise and use the assistance of the management company to vet all applicants. A complete application procedure will be available as we move forward. Supervision of the Principal will be the responsibility of the Board. The Principal will be required to make monthly reports to the Board as well as other reports when asked and given a reasonable deadline to comply, reporting on all aspects of the school including financial and educational and operational issues,

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. Revise as needed

Our current Board is 11 members and will be limited to 11. We have 2 men, 5 women, 3 African Americans, 3 White and 1 Asian. Two are retired school



teachers, 1 retired school counselor, 1 retired Ph.D. speech pathologist, 2 business people. With this mix of educational and business acumen, we have the resources to search out expertise in other areas. The Board will evaluate the success of the school (and thus of the Principal) by the number of students reaching grade level or passing to the next grade level; by increased lottery application; by parent involvement; and by drop in suspension rates

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?

Founding Board members came together as a group deeply concerned with the number of failing and struggling students, with the very high poverty and unemployment rate, and with the total lack of educational opportunities in East Spencer, NC. This group identified education as the most profound need and committed to focusing its energies there. Thus the Board was formed. In case of vacancy, recruitment begins immediately upon receiving the resignation. We have a working list of potential board members with a range of backgrounds

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

The Board will meet on the 4th Monday of each month at 6pm at the school location. Dates for year one are included on the Master Calendar included as Appendix C.

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.

The Board of Directors of Essie's School is committed to operating within a culture of continuous development and improvement in their roles as leaders of the school. Appendix O-6 is an outline of the professional development calendar the Board has committed to participate in, in order to be prepared to oversee a successful school opening and continued operation of the school. This includes sessions facilitated by NCDPI, as well as excellent school visits, regular community outreach, and two book studies (Whatever It Takes by Paul Tough and Leverage Leadership by Paul Bambrick-Santoyo).

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.

The Board will follow the standards generally recognized for professional behavior. These are available in the Board handbook. Prior to becoming a Board member, potential conflicts of interest, personal and/or financial/professional conflicts must be identified. The Board will

determine if these are conflicts which might prevent the member from carrying out the duty of upholding NC charter school statutes and laws.

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

Board decisions will be made through discussion in an attempt to arrive at a mutually agreed upon decision. If not possible, a vote will be taken with majority ruling. When items are not time sensitive, time will be taken to compile research and discuss options at the next Board meeting.

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

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school's governing body and leadership.

Not applicable

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

The Policies and Procedures for dissemination of information on due process rights, including grievance procedures if student is suspended or expelled.

Parents will be given the Student Handbook at the beginning of each year that spells out the information on due process rights. In addition, if a student is suspended or at risk for expulsion the parents will be informed in writing of their due process rights. Parents of students that are suspended (in school or out of school) will be contacted by an Administrator. In most cases, conferences with parents will occur at the school or home site if preferred by the parent. Parents can provide a written request to the Principal to appeal any suspension or expulsion. If the parent is still unsatisfied after meeting with the Principal they may provide a written request for a grievance hearing to the Board as per the guidelines outlined in the student handbook.

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have their issue heard, per these procedures: Discuss the problem with the person or persons involved as soon as possible after the event has taken place.

If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Principal. A conference will be held with the Principal, the aggrieved and other parties

If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to Principal within 10 days following the aforementioned grievance conference

If no resolution can be reached, the employee must submit to the Principal a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Principals decision.

After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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

**Include in the Appendices:**

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

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

## Management Organization)

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

**Not Applicable**

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

Name of the Company

Address: ~~PO Box 19191~~

~~Raleigh NC 27619~~

Website: ~~tlaedu.org~~

Phone Number: ~~919-538-8060~~

Contact Person: ~~Don McQueen~~

Fax: ~~919-850-9961~~

Email:

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

~~Other costs The school will receive three percent of gross revenue annually to~~

~~Essie Kiser will charge the nominal fee of \$2,000/mo for all services be allocated to the fund balance. A portion of the fund balance in the amount of \$25,000 shall be deposited into a Board Spending Account to be used at the discretion of the Board. Costs associated with financial management, Power School, the establishment of the free and reduced lunch will be supported and funded by TAS. Any surplus funds will be retrained by TAS as management fee.~~

~~TAS will establish a \$50,000 performance bond as a Surplus/Emergency Fund in the name of the school which can be made available to the school during the ready to open period and during subsequent years of operation. See attached contract.~~

~~TAS will assist the school in qualifying or the acquisition of loans that may be needed for facilities, furnishings, utilities etc.~~

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

~~We did not pursue any other EMO as we were offered at \$50,000 performance bond. Also, we are impressed with the academic growth demonstrated in the past year with a demographic very similar to our anticipated population~~

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

~~After the first year in operation under Torchlight Academy Schools LLC managements firm (TAS), students achieved the highest Growth Index score of all charter schools in the state of North Carolina. Students also receive the highest Growth Index score for all schools, charter or district. TAS took the school scores from an F to a C in one school year.~~

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

Essie Mae Kiser Foxx Charter School

~~We believe the data demonstrated by these results are indicative of the management team's ability to address the needs high poverty students.~~

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

~~TAS will advise the charter school, Board but final approval rests with the school Board, for all matters.~~

~~The charter school Board has governance over all teaching personnel hiring and firing; for all training and evaluating; for all final decisions on educational planning and implementation; for all reporting to parents and community; and for any grievance policies and procedures; for student conduct, staff conduct; and for fundraising and community interaction and outreach~~

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

~~TAS will hire, with Board approval, all non-teaching staff; vet all applicants for all positions; be responsible for on-time payment of salaries and wages to all staff. Charter school employees have no direct relationship with TAS beyond this.~~

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

~~TAS shall implement pupil performance evaluations that permit evaluation of the academic progress of each student. TAS shall utilize assessment strategies required by the Charter and applicable law. The Board and TAS shall cooperate in good faith to identify academic goals and methods to assess such academic performance. TAS shall provide the Board with timely reports regarding student performance.~~

~~The Management Company shall be required to meet the performance goals outlined in the goals section of this Charter Application.~~

- ~~7. Is the facility provided by the EMO/CMO? N~~

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

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

~~The management organization has only been in existence for one year. The information is provided in Appendix K. The fund balance was \$567,641.25~~

- ~~9. Provide as Appendix K the financial history and statements of the EMO/CMO over the last three — years. Specifically, if contracting with an EMO provides confirmation that the EMO is in good~~

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

**Charter School Replication:** *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter*

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*school the application is modeled after.*

**X Not Applicable**

**Projected Staff:**

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

Year 1

Principal

Administrative Assistant

Clerical (Finance and Compliance)

7 Classrooms Teachers

5 Instructional Assistants

EC Teacher/Coordinator

Special: Art Teacher

Substitute Teacher

Add in Year 2

Food Service Staff

2 Classroom Teachers

Elementary Lead Teacher

Special: Spanish Teacher

Substitute Teacher/s

Add in Year 3

Multi-Classroom Leader

2 Classroom Teachers

EC Instructional Assistant

Special: STEM Teacher

Substitute Teacher/s

Add in Year 4

Assistant Principal

2 Classroom Teachers

Special: Middle School Physical Education Teacher/Athletic Director

Special: Art, 2 Spanish, STEM

Substitute Teacher/s

Add in Year 5

1 Classroom Teacher

Middle School Lead Teacher

Special: Elementary Physical Education Teacher

Virtual Learning Assistant

Substitute Teacher/s

**Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

1. Explain the board's strategy for recruiting and retaining high-performing teachers.

Essie's School is dedicated to its mission to promote academic excellence and

to cultivate lifelong learners and leaders. With that in mind, we are committed to recruiting and retaining highly qualified and effective educators and school staff.

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The Board will:

- 1) Create detailed job descriptions for each position.
- 2) Post job openings on the school website, social media Recruitment sites, local newspapers and other resources and collaborative community programs, to include local colleges and universities.
- 3) Participate in job fairs
- 4) Have school Board members and School leaders share recruitment activities at national conferences and other networking opportunities.
- 5) ~~Examine recommendations from Management company for review.~~

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

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

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

The Board:

- has oversight to assure our school is in legal compliance with NCDPI and NC laws and statutes
- drafts policies (with review by legal counsel)
- makes recommendations to the Principal regarding grievances which have been brought to the Board per the grievance procedures
- makes recommendations for hiring and firing per review of Principals slate
- holds monthly Board meetings at which any staff member may be heard during the open comment period

The Staff

- will have all contact information of all Board members
- may submit, in writing, suggestions about the policies of the school
- may address the Board, in writing, with any concern
- may address the Board at any open comment period at Board meetings

The concept of the "Essie Family" hinges on deep commitment on the part of our Board and our teaching and operational staff to fully understand and contribute to the school mission and vision.

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

Essie's School will conduct ~~(with the help of TAS management company)~~ a



national criminal background check and education verification for every hired position, and a national criminal background check for every volunteer position.

The hiring procedures are as follows:

The Board, Principal, ~~and TAS management company~~ will discuss and agree to

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procedures for both hiring and firing.

Submitted resumes are reviewed by the administrative staff, ~~the TAS management company~~ and the Board. The Principal will make final hiring

recommendations to the Board in accordance with terms of the charter.

Panel interviews will be conducted with attention to specific responses

regarding teaching in high poverty schools and working with families in our demographic.

Candidates will be required to teach a sample lesson or provide video of instruction during the interview process.

Complete reference checks will be done for each employee before hiring.

Final Teacher hiring decisions will be made by the principal.

To dismiss school personnel:

Every effort will be made to assist employees who are not performing adequately to improve their job performance. Dismissing a staff member can occur only after a progression of actions beginning with a warning, and in compliance with NC regulations.

Creation of a performance coaching plan: the goal will always be to help the employee grow and succeed.

Principal evaluates results of coaching plan. In the event that every effort has been made to resolve the performance behavior being questioned, termination will be considered. All procedures will be documented per NC

statutes.

Lastly, there will be an opportunity for the staff member in question to

appeal to Grievance Committee of the Board (see Procedures for Employee

Grievance or Termination).

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

Principal: range 55,000-65,000

Assistant Principal: range - 45,000-47,000

Administrative Assistant: range- \$30,00-\$38,000

Clerical(Financial/Compliance): range \$24,000-\$27,000

Food Service: range \$22,500-\$25,000

7 Classroom Teachers: range \$35,000-\$40,000

Lead Teacher: range \$38,000-\$42,000

Instructional Assistants: range \$20,000-\$25,000

EC Teacher: range \$37,000-\$40,000

EC Instructional Assistant:. range \$22,000-\$24,000

Multi-Classroom Leader: range \$40,000-\$44,000

Special Art: range \$32,000-\$35,000

Special Spanish Teacher: range \$32,000-\$35,000

Special STEM Teacher: range \$32,000-\$35,000

Phys Ed Teachers: range \$40,000-\$42,000

Substitute Teachers: \$100/day

Virtual Learning Assistant:Yr5 \$25,000.

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

Any employee who feels that they have been treated unjustly or unfairly for

any reason has recourse to have their issue heard, per these procedures:  
Discuss the problem with the person or persons involved as soon as possible after the event has taken place.  
If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Principal.  
A conference will be held with the Principal, the aggrieved and other

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parties

If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to Principal within 10 days following the aforementioned grievance conference

If no resolution can be reached, the employee must submit to the Principal a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Principals decision.

After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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

Not applicable

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.

Teacher will be hired in the first year who is able and qualified to complete compliance paperwork ~~in conjunction with the management company per agreement.~~ An EC instructional Assistant will be added in year 3 to assist with instructional duties.

Essie's School will also develop and maintain relationships with at least one Psychologist, Speech Pathologist and Occupational Therapist within community. These services will be contracted on an as-needed basis per IEP. Many of our service providers will be able to bill Medicaid In addition to Medicaid reimbursement, Essie's School has allocated funds within the budget to meet these needs.

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

The Principal will have a teaching and administrative license. The Assistant Principal, Lead Teachers, and Multi-classroom Leader will have at least teacher certification. At least, fifty percent (50%) of the teaching staff will be certified teachers. The EC and physical education Teachers will have the appropriate teaching license. These will be the minimum standards for the positions listed above.

Principal will oversee day-to-day functioning of the school and serve as the head of the Instructional Leadership Team; will provide direct coaching to Teachers and serve as the Testing Coordinator for the first two years of operation.

Assistant Principal will be the administrator overseeing the middle school. The AP will provide coaching to Teachers, coordinate operations for the middle school in conjunction with the Principal, and will serve as the Virtual Learning program coordinator,

Administrative Assistant will serve as general office receptionist and will also manage the purchase of supplies for the office and classrooms. Clerical position will provide assistance ~~to the management company~~ in the collection of financial, licensure and other compliance paperwork.

Food Service Staff will oversee the breakfast and lunch order counts as well as delivery of food to classrooms.

Bus Drivers will safely transport our students to and from school  
Multi-Classroom Leader will assist in the coaching of Teachers, particularly  
in literacy; complete observations, coaching conversations, and  
facilitate

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professional development and data analysis workshops work directly with students.

Elementary Lead Teacher will serve as a liaison between the administration and elementary school Teachers in addition to being a regular classroom Teacher.

Middle School Lead Teacher will serve as a liaison between the administration and middle school Teachers in addition to being a regular classroom Teacher Classrooms Teachers :

Classroom Teachers will plan and execute rigorous and authentic learning experiences for their students; manage classroom behavior and nurture a positive, safe learning environment; make regular contact with families; analyze data to identify trends and gaps in learning and adjust their practice accordingly.

Instructional Assistants will work alongside classroom Teachers in K-2 facilitating small group instruction. Instructional Assistants in K & 1 will be bilingual if the teacher is not bilingual, in order to provide the Spanish immersive experience.

EC Teacher/Coordinator will ~~work with the management company to coordinate,~~ oversee and implement special education services for identified students;

work with classroom Teachers to ensure students needs are met in the most appropriate environment.; provide pull-out or push-in services as required by a students IEP.

EC Instructional Assistant will help provide EC services to students. under the direction of the EC Teacher/Coordinator.

Art Teacher will provide instruction as a Specials course for 30-60 minutes daily; work with classroom teachers to augment their core curriculum by using art disciplines to interpret core subjects.

Spanish Teacher will provide Spanish instruction as a Specials course for students in grades 2-8 for 30-60 minutes daily.

STEM Teacher:will lead STEM instruction as a Specials course for all students for 30-60 minutes daily

Middle School Physical Education Teacher/Athletic Director will lead PE and Health courses for middle school students for 30-60 minutes daily and will also act as the Athletic Director.

Elementary Physical Education Teacher will lead PE and Health courses for elementary school students for 30-60 minutes daily .

Virtual Learning Assistant will help supervise and manage students while they complete coursework in their virtual learning classes .

Substitute Teachers will cover and supervise classes when a classroom Teacher is absent. They will help supervise students that have been temporarily removed from the classroom.

## **Staff Evaluation and Professional Development**

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

Teacher licensure and professional development documentation will be completed by the Management Company with the assistance of the clerical staff. The Principal will develop, implement and monitor the professional development plan.

2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format

that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.

It is critical that a school is able to grow and develop its Teachers and

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leaders over time and Essie's School is committed to a culture of continuous improvement. Core classroom Teachers will receive at least 110 hours of professional development, including at least 20 hours of individualized coaching, each school year. Instructional Assistants will participate in at least 80 hours of this professional development as well so that they are able to provide high quality instructional interventions.

Classroom Teachers will receive at least 1 hour of individual coaching every 2 weeks by member of the Instructional Leadership Team, resulting in at

least 20 hours of individualized coaching over the course of the year. This will be done by the Principal in years 1 and 2. The Multi-Classroom Leader will contribute to coaching beginning in year 3 and the Assistant Principal will also be responsible for a coaching caseload in year 4. Job-embedded

professional development in the form of Teacher coaching will also be

utilized in order to ensure effective instructional implementation.

Job-embedded professional development is currently regarded as a best-practice for Teacher development. The observation and feedback system outlined in

Paul Bambrick-Santoyo's "Leverage Leadership" will be the basis for this

structure. In this model, Teachers receive regular classroom observations followed by coaching conversations in which a Teacher and Administrator

identify Teacher strengths to build on and strategic and specific areas for improvement. Through coaching, modeling, and practicing, teachers are able to acquire and master proven instructional strategies that empower them to drive student achievement in their classrooms. This model of professional development has been proven to be more effective than more traditional

professional development models such as workshops or whole staff meetings. Furthermore, it creates a culture that focuses on continual learning and improvement for staff.

In addition to individualized coaching, trends in student achievement and

Teacher effectiveness data will inform the needs and goals for afterschool professional development sessions that will occur twice per month for approximately 1 hour. These meetings will provide an additional 20 hours of professional development in key areas and school-wide initiatives.

The proposed topics of this professional development for years 1 and 2 are outlined in the sections below although the principal will use real-time data and make any revisions needed.

Finally, Teachers and Instructional Assistants will participate in monthly professional development and data analysis workshops on student early release dates. Each month will provide 3 hours of professional learning opportunities for a total of 30 hours for the school year. Again, the focus

of this time will be data analysis and action planning as outlined in Paul Bambrick-Santoyos "Driven by Data" and "Leverage Leadership."

Professional development and staff training will also occur at the beginning and end of the school year. In order to get off to a strong start, Teachers and Instructional Assistants will participate in 30 hours of professional development prior to the start of the school year for students. A proposed plan is also included in the sections below. Teachers will also participate in 10 hours of reflective professional development in June, at the end of the school year, to reflect on their effectiveness as teachers, and begin to plan for the upcoming year.

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Teacher evaluation will take place according to DPI policies and procedures, including the NCEES system. Teachers will work with their coach (member of the Instructional Leadership Team) to complete their PDP based on their self-assessment, previous ratings, and school initiatives. As part of the regular observations and coaching conversations, Teachers will receive more than the minimum observations and conferences required by

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.

During the first year, the PD plan will focus heavily on data-driven instruction, shifts in college and career readiness instruction (as defined by the Common Core or future state standards), and best instructional practices. Teachers and Administrators will participate in regular and formal data analysis and action planning sessions as outlined by BambrickSantoyo. Internally conducted sessions during planning time, biweekly staff meetings, as well as on the early release dates.

Year 1.

1st Quarter: Building Essie's School Culture

2nd Quarter: Best Instructional Strategies for Math and ELA 3rd Quarter:

Action Research Project

4th Quarter: Effective Checks for Understanding

Beginning in year 2, the focus will be culturally proficient instruction to empower students as learners AND leaders in their community.

Year 2:

August (\*prior to start of 2019 SY): The Meaning of our Mission \*Dismantling Racism

September: Action Research Group Introduction

October: The School to Prison Pipeline

November: Action Research Group Work Time December: Revisiting the Mission

January: The Effects of Living in Poverty

February: Action Research Group Reports

March: The School to Prison Pipeline Revisited April: My Privilege and My Classroom

\* May: Test Prep for Students in Poverty

June: Purposeful Reflection and Looking Forward

Teachers will draft a PDP goal related to race, class and education, for the following school year and actionable next steps for the summer.

Most of the PD will take place on-site, conducted by the Instructional Leadership Team.

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.

Intensive staff development will take place three weeks prior to the opening of the school. Time will be divided between whole group staff meetings and workshops, small group sessions in grade level bands, individual sessions,

and dedicated time for Teachers to prepare their classrooms.

Day 1: There will be the opening staff meeting, a founding staff team photo, and a welcome breakfast for all staff and Board members. This will be followed by a presentation on the schools overview and goals for the year,

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including the history of the community of East Spencer. Staff will participate in team building sessions for the remainder of the day.

Day 2: Staff members will get an overview of the employee handbook, and receive mandatory trainings such as bloodborne pathogens. Teachers will receive their classroom assignments and will have the majority of the day to move supplies in and organize their classrooms.

Day 3: Priorities for 2018-19 will be presented followed by the Student Culture Launch. This will include classroom expectations, behavior systems, and minutes by minutes for standardized procedures such as entry, exit and hallways, etc. Teachers and Instructional Assistants will participate in a discussion centered around authentic and active student engagement and will begin to develop and outline visions for the classrooms. The plans for the first week of school, which will include several all-school meetings to build school culture, will also be shared with teachers.

Day 4: Teachers and Instructional Assistants will receive an overview of math instruction using the EngageNY curriculum. Teachers will receive pacing guides for math and an overview of the curriculum. Teachers will take a deep dive into their first curriculum unit and choose a portion of the lesson to practice in front of the staff on the following day.

Day 5: Teachers will present a 5-10 minute segment of a math lesson they will teach in the first week to the rest of the staff and receive feedback. This will help set the tone of practice as part of professional development and a regular component to our schools focus on continuous improvement. During the afternoon all staff will participate in a team building and celebratory activity to close out the first week.

Day 6: Teachers and Instructional Assistants will receive an overview of the Balanced Literacy approach, with a focus on whole group close reading on this day. Staff will participate in a close reading exercise and discussion to model the type of instruction that should take place during the whole group instructional reading block. This will include the integration of writing in the literacy block. Teachers will have the remainder of the day to plan for their first instructional literacy units and lessons. Instructional Assistants will use the remainder of the day to receive training in Reading3D assessments.

Day 7: Teachers and Instructional Assistants will receive explicit instruction in how to design and conduct effective literacy stations, including the logistics of how to introduce these stations over the first month. Teachers and Instructional Assistants will learn about word study using the Qualitative Spelling Inventory and Words their Way and fluency stations. Instructional Assistants will then have the rest of the day to start preparing stations activities for their classroom. Teachers will have the rest of the day to learn about guided

reading.

Day 8: Teachers and Instructional Assistants will receive an overview of science instruction including participation in a hands-on, minds-on activity. Teachers will receive pacing guides for science and an overview of the instructional resource Discovery Education. Teachers will have the remainder of the day to plan for the first week and month of science

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instruction. Instructional Assistants will use the remainder of the day to be introduced to the Spanish immersion concept and model.

Day 9: Teachers

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.

Effective professional development will be a critical component for Essie's School to reach the ambitious academic goals stated in this application.

Core classroom Teachers will receive at least 110 hours of professional development, including at least 20 hours of individualized coaching, each school year. Instructional Assistants will participate in at least 80 hours of this professional development as well so that they are able to provide high quality instructional interventions.

Classroom Teachers will receive at least 1 hour of individual coaching every 2 weeks by member of the Instructional Leadership Team, resulting in at least 20 hours of individualized coaching over the course of the year. This will include receiving feedback on instructional methods and coaching of proven effective strategies such as those outlined in Doug Lemov's "Teach Like A Champion."

In addition to individualized coaching, trends in student achievement and teacher effectiveness data will inform the needs and goals for afterschool professional development sessions that will occur twice per month for approximately 1 hour. These meetings will provide an additional 20 hours of professional development in key areas and school-wide initiatives. The proposed topics of this professional development for years 1 and 2 are outlined in the sections below although the principal will use real-time data and make any revisions needed.

Finally, Teachers and Instructional Assistants will participate in monthly professional development and data analysis workshops on student early release dates. Each month will provide 3 hours of professional learning opportunities for a total of 30 hours for the school year. Again, the focus of this time will be data analysis and action planning as outlined in Paul Bambrick-Santoyo's "Driven by Data" and "Leverage Leadership."

Professional development and staff training will also occur at the beginning and end of the school year. In order to get off to a strong start, Teachers and Instructional Assistants will participate in 30 hours of professional development prior to the start of the school year for students. A proposed plan is also included in the sections below. Teachers will also participate



in 10 hours of reflective professional development in June, at the end of the school year, to reflect on their effectiveness as teachers, and begin to plan for the upcoming year.

According to Bambrick-Santoyos work, the coaching ratio is ideally kept at 1:12 or fewer. The staffing structure is designed to support this ratio within budgetary constraints. The Principal will be the main instructional coach for the first two years, when there are 7 and 10 Teachers respectively. Beginning in year 3, instructional coaching responsibilities will be shared with the Multi-Classroom Leader and in year 4 the Assistant

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Principal will also facilitate the coaching model with Middle School teachers.

## **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 reflects 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)).

As the first Charter School in Rowan County, our enrollment and marketing plan includes both comprehensive traditional and innovative approaches to reach our anticipated 15 mile diameter target population (East Spencer is in the far north of the county. Thus "radius" was not an appropriate measurement.) Our Board members are largely lifelong members of the community; four are retired teachers from the RSSS. They are uniquely positioned to be welcomed into, and responsive to, neighborhoods with anticipated demographics, where our ongoing door-to-door needs assessment surveys are already underway. A Spanish version of the survey is available as well. For those who have responded to our survey, regular open meetings which have been posted in the Salisbury Post (the largest newspaper in the county) and in multiple online sites, are being held in community centers and churches central to each neighborhood. The public, especially parents and grandparents, are encouraged to come meet the Board, as well as our proposed Principal. Once a month a larger community meeting is held in Salisbury, a central and familiar location within the target area. Here parents and children can come together from across Rowan County to meet each other and to begin forming relationships in anticipation of their charter school. People are encouraged to bring friends and relatives to these meetings where they will be surveyed as well. Parents are encouraged to ask questions, express their concerns and otherwise engage in productive dialogue about what they want their child's school experience to be. These

regular meetings build community relationships ultimately leading to more name recognition (branding) for our school as we move forward into the enrollment period. We have an active FB page with more than 700 members where we regularly post events and meetings, as well as articles and discussions on education topics.

Once our charter is approved, we will begin a more aggressive marketing campaign. (See next section on Parent and Community Involvement and Appendix O-7) Instagram and SnapChat are being developed to reach younger parents of children who will reach school age by 2018. Videos of conversations about the mission, vision and goals of our school are being developed for YouTube. In addition, the more conventional means of communication are being used: newspapers (Salisbury Post and Rowan Free Press); radio stations WDCG, WFXC,

WQOK; church, barbershop, beauty shop and laundromat bulletin boards, etc. Our school website is under development.

## 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.

In order for each student to reach their fullest potential, all of the stakeholders in a community must be working collaboratively. Thus the village it takes to raise a child is created.

Once the charter is granted, much of the base will already have been developed. Our marketing efforts will be expanded including through daycare and pre-school facilities, Head Start, More At Four, and private pre-schools in the area. At this time, a more aggressive media campaign will begin with local TV ads, Board members and prospective parent/child radio and YouTube conversations, and print media ads and articles. Educational social events will be held at EastSquare Artworks in Salisbury as both fundraising and enrollment stimulus, showing films, holding parent/child craft days, interactive storytelling, storytime, and concerts for children. Within each one of these events there will be a strong component of literacy built in, introducing some of the teaching models and styles we will be using. These events will continue to develop the critical parent involvement so necessary to the success of a Charter school, particularly in our target population which is deeply affected by generational poverty.

### Marketing Calendar:

Oct 2016 - Jan 2017: Continue surveying target area; branding strategy developed; A Community Outreach Committee of Board members will identify local stakeholders

Jan - June 2017: develop social media & online presence

July - Dec 2017: Outreach continues including large pre-school and daycare facilities;

informational handouts at community events. Our graphics will become a familiar sight

Jan - Mar 2018: EastSquare Artworks hosts monthly Essie Days Summer and fall neighborhood parties to meet new families, help connect them within their

neighborhoods, and disseminate information about our school.

April-August 2018: Facility preparation; add murals, and school graphics; continue social media to tell our unique story and to capture, communicate,

and celebrate  
the great things our children and families will be doing,

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Parent engagement will begin, as outlined in the Marketing Plan, with neighborhood community meetings and events designed to "create an Essie family". We believe that the dynamic of a successful school is the same as that of a successful family - a place of personal and collective security, where one is nurtured, taught personal and family values and responsibilities, leading to a fully functional, contributing adult.

At a school that includes students from multiple communities, a cohesive school culture is even more critical. A variety of School-sponsored events allow all students to shine and accommodate parental work schedules. When families and community members come to Essie's School we want them to have fun and leave feeling empowered to act

as an advocates for themselves and our students. These are included in the Appendix C calendar and include:

Pep Rallies

Essie Family Nights

All-Pro Dad: All Pro Dad is a national organization creating partnerships with schools and allowing fathers and father figures the opportunity to spend time with

their kids in a school setting. (<http://www.allprodad.com/about/>)

Back to School Carnival, Cultural Consortium and Spring Festival o Saturday all day events

o Mandatory all staff attendance

Recognizing that many of our parents are very young, and displaced from family of

origin, our preliminary and ongoing work with the family is paramount for the Board.

Staff will be interacting with families in prescribed ways- regular parent/teacher

conferences, open houses, school sponsored workshops, parent nights, student award

ceremonies, and other events led by school staff. In evening hours, community partners

will join us in additional "Essie Family Nights" to offer a range of informational sessions

on topics including ones such as health & hygiene, job training opportunities, job

readiness, raising children as a single parent, personal development, etc.

Also outlined in App-C.

## 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.

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2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdraws and transfers.

1. The application period for Essie Mae Kiser Foxx School will be from January 1 - April 30

Applications will be reviewed for completeness, checked for a valid North Carolina address and will be entered into a database. If the number of applications exceeds available seats, a public lottery will be held in

April. After the lottery is held, any application not chosen will be placed on a waitlist based on the order pulled from the lottery. Any application submitted after April 30 will be added to the end of the wait-list according to the date/time submitted.

2. The process for the public lottery includes:

Notification of the date, time, and location of the lottery will be announced on the website homepage and the email distribution list. Notice will be published in the local press.

After completed applications have been verified for a valid NC address, a unique number will be assigned and ticket created. (Applications that meet the State regulations for priority admission will be placed on the acceptance list. Essie Mae Kiser Foxx School will give admissions preference to children of current employees and Board members and to current students' siblings.) Numbered tickets will be randomly drawn during a recorded public lottery for the remaining seats at each grade level until all seats are filled.

3. Remaining tickets will be drawn and placed on the waitlist for each grade in the order they are pulled. Once a student is enrolled at Essie Mae Kiser Foxx School, families do not have to reapply each year; however they must submit an "Intent to Return" form so the school administrators can plan accordingly. Waitlisted students from the previous year must reapply and participate in the lottery again.

4. All students will be notified of acceptance via mailed written letter. All students will be required to attend an open house session and take a placement test to finalize the registration process. Multiple sessions will be held at varying times to accommodate all parents schedules.

Once a family attends a session and the student completes the placement test, they must turn in the registration packet 2 weeks from notification to complete the enrollment. If a family does not complete the registration process prior to May 1, their seat may be forfeited and the next applicant

on the waitlist will be accepted. Students who do not attend the first day of

school or call in to notify the school of the absence by an announced date/time will forfeit their enrollment and must complete another application to be considered in the future.

5. Families who wish to withdraw a student must notify Essie's School in writing at least 3 days prior to withdrawal in order that records can be forwarded to another school. Parents will be asked to complete a withdrawal survey for the school to collect and analyze data regarding withdrawals.

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

Upon completing a required withdrawal form and receiving a transfer form from the student's new school Essie's School will provide all relevant and required records. If the family chooses to later re-apply, they must complete a new application and participate in the lottery process.

## Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: X

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

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

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

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

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# PROJECTED ENROLLMENT 2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY COME

LEA #1 Rowan-Salisbury  
Schools LEA #2  
LEA #3

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

		2018-2019		LEA				entered by the school over time and be sure these figures match those on the initial cover page.	
		2019-2020		000					
		LEA	LEA	LEA	LEA				
		800	000	000	800				
		000							

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

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## V. OPERATIONS

### Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

Anticipating that for most of our target demographic in northern Rowan County, transportation will be needed, 2 buses will be purchased and maintained to NC standards. These costs are reflected as a line item in the budget. In year 2, year 3, and year 5 we will add a bus. The additional bus purchased in year 3 may not be needed during the morning and afternoon routes until year 4, but will provide an extra bus for emergencies and a bus designated for field trips and athletic events for the growing middle school. Each bus will have an aide aboard at all times.

Prior to the opening of our school, an expanded survey of needs for families in our target area, will include questions about transportation. Every effort will be made to assure that any student needing transportation has the option of taking our school buses. There will be several pick-up and drop-off locations centrally located in easily accessible areas of our target neighborhoods, and maps of these locations will be included in our enrollment packets.

In addition to having bus service, every effort will be made to coordinate carpooling, encouraging parent-to-parent connections that may be helpful.

The transportation plan will be part of the information made available to parents at all public informational gatherings, in handouts and flyers, and in our enrollment packet as soon as the charter is granted, in an effort to assure parents that the transportation plan is provided. Prior to school opening, there will be a Parent Orientation Day (and evening hours as well to accommodate people who don't get off work until 5 or after). At that orientation, transportation policies, drop-off and pick-up locations and procedures, instructions on how to access transportation information via our website will be reviewed. Riding the bus is a privilege offered for our students. All riders must follow the bus rules (which will be clearly stated in our transportation forms, and posted on all buses). Suspension may occur as a result of misbehavior on the buses.

## 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.

Anticipating that Essie's School population will be 90-100% Free and Reduced Lunch students, vendor breakfast and lunches will be provided free of charge. We will follow all required procedures for managing Free and Reduced Lunch applications, maintaining thorough records of student participation in the National School Lunch Program. Knowing our targeted population, we

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).



understand the importance of providing a nutritious breakfast, and will do so.

We will ensure all students are provided lunch daily. Students will have the option to bring lunch or receive a lunch from the school provided by selected vendors. The vendors will be required to follow all health and sanitation requirements set forth by the Food and Drug Administration and provide appropriate documentation supporting their compliance. Menus will be provided to the school monthly and meet all nutritional guidelines of the National School Lunch Program. We are currently looking at contracting options available in Rowan County.

If students who are not eligible for free lunch forget to bring their lunch, it will be provided by the school in the event they are unable to have a parent or other adult bring it to the school. A fee will be assessed to the parents to cover the cost of the lunch. A small contingency budget is planned to help cover initial costs of providing lunches to students.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability		\$1,000,000	\$2,106.40
Officers and Directors/Errors and Omissions		\$1,000,000	\$4,000.00
Property Insurance		\$1,000,000	\$2,106.00
Motor Vehicle Liability		\$1,000,000	\$3,253.00
Bonding			
Minimum/Maximum Amount	\$250,000	\$1,000,000	\$480.00
Other		\$1,000,000	\$4,393.00
Total Cost			\$16,338.40

\*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.



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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.

essie-mae 09/19/2016

(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 specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

TAS has been in conversation with Rev. Jones regarding an identified site, the Guiding Light Missionary Baptist Conference Center, 308 Boundary St, East Spencer, NC. He continues to be open to discussions for purchase arrangement with us. We anticipate that the space would be adequate for two years, at which time we would need to either bring two portable classrooms on site, or build a new building, to open in year 3. All spatial needs can be met for grades K-4 at this location for the period of two years. (See Appendix O-10 Letter to Rev. Jones)

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

We estimate \$15/sq ft. The closest market rate near the proposed facility would be in Salisbury, approximately 5 miles away is \$18/sq

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).  
Essie Mae Kiser Foxx Charter School

**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.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

## VI.FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

### Budget: Revenue Projections from each LEA 2018-19

**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 1<sup>st</sup> 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.

**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

### REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 800 - Rowan-Salisbury  
Schools

**Revenue  
Funding  
ADM  
2018-2019**

**2016-2017 Per Pupil  
Projected LEA  
Approximate funding for**

**State Funds**

85.34

7,801.00

**Local Funds**

89.42

3,413.00

**Federal EC Funds**

79.70

695.50

**Totals**

\$1,084,909.50

\$5,1  
150  
\$77

\$1,6  
150  
\$25

\$3,5  
15  
\$53,

54

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

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>INCOME:</b>					
<b>REVENUE</b>					
<b>PROJECTI</b>					
<b>ONS</b>					
-State ADM	\$777,801	\$1,140,775	\$1,400,042	\$1,659,309	\$1,918,576
Funds	\$253,413	\$371,672	\$456,143	\$540,614	\$625,085
-Local Per Pupil					
Funds	\$53,696	\$53,696	\$53,696	\$53,696	\$53,696
-Exceptional					
Children &	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
nbsp;Federal					
Funds	\$0	\$0	\$0	\$0	\$0
-Other Funds*	\$1,134,910	\$1,616,143	\$1,959,881	\$2,303,619	\$2,647,357
-Working	1,084,910	1,566,143	1,992,871	2,307,592	2,718,049
Capital*					
<b>Z - TOTAL</b>					
<b>REVENUE</b>					

**\*If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds.** If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

**Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix J.**



2021-2022			2022-2023		
FTE	Avg	To	Avg	To	
	tal		tal		
	Salary	FTE	Salary		
	ary	sal	ary	sal	
1	\$65,000 \$65,000	1	\$65,000 \$65,000		
1	\$45,000 \$45,000	1	\$47,000 \$47,000		
1	\$26,000 \$26,000	1	\$27,000 \$27,000		
1	\$24,000 \$24,000	1	\$25,000 \$25,000		
1	\$36,000 \$36,000	1	\$38,000 \$38,000		
5		\$1	5	\$2	
96,000			02,000		
13	\$38,000 \$494,000	14	\$40,000 \$560,000		
1	\$40,000 \$40,000	2	\$42,000 \$84,000		
5	\$23,000 \$115,000	5	\$24,000 \$120,000		
1	\$40,000 \$40,000	1	\$40,000 \$40,000		
1	\$23,000 \$23,000	1	\$24,000 \$24,000		
1	\$42,000 \$42,000	1	\$44,000 \$44,000		
2	\$35,000 \$70,000	2	\$35,000 \$70,000		
2	\$33,000 \$66,000	2	\$35,000 \$70,000		
1	\$33,000 \$33,000	1	\$35,000 \$35,000		
		5			
		6			
If you have questions regarding the application process, please contact the Office of Charter Schools via email at <a href="mailto:deanna.townsend-smith@dpi.nc.gov">deanna.townsend-smith@dpi.nc.gov</a> .					



Essie Mae Kiser Foxx Charter School

Special: Physical	0 \$40,000	\$0 2		\$0 \$42,000	0 \$84,000	\$0		\$0		\$0	1	\$40,000
Education Teacher												
Substitute Teacher	1 \$25,000	\$5,000 1		\$5,000 \$30,000	1 \$30,000	\$19,000 \$19,000	1	\$22,000	\$22,000		1	\$25,000
Virtual Learning Assistant	0 \$0	\$0 1		\$0 \$25,000	0 \$25,000	\$0		\$0		\$0	0	\$0
B - Total Instructional Personnel:	15			\$419,000 \$988,000	19 33	\$589,000 \$1,186,000	24		\$780,000		29	
A+B = C - Total Admin, Support and Instructional Personnel: Administrative & Support Benefits	18			\$528,000 \$1,184,000	23 38	\$725,000 \$1,388,000	28		\$923,000		34	
Health Insurance	3 \$24,000	\$4,800 5		\$14,400 \$4,800	4 \$24,000	\$4,800 \$19,200	4	\$4,800	\$19,200		5	\$4,800
Retirement Plan--Other	3 \$7,840	\$1,453 5		\$4,359 \$1,616	4 \$8,080	\$1,360 \$5,440	4	\$1,430	\$5,720		5	\$1,568
Medicare	3 \$2,840	\$527 5		\$1,581 \$586	4 \$2,930	\$493 \$1,972	4	\$518	\$2,072		5	\$568
Social Security	3 \$12,150	\$2,253 5		\$6,759 \$2,505	4 \$12,525	\$2,108 \$8,432	4	\$2,217	\$8,868		5	\$2,430
D - Total Admin and Support Benefits: Instructional Personnel Benefits:	12			\$27,099 \$46,830	16 20	\$35,044 \$47,535	16		\$35,860		20	
Health Insurance	14 \$139,200	\$4,800 32		\$67,200 \$4,800	18 \$153,600	\$4,800 \$86,400	23	\$4,800	\$110,400		29	\$4,800
Retirement Plan--Other	14 \$39,527	\$1,197 32		\$16,758 \$1,483	18 \$47,456	\$1,309 \$23,562	23	\$1,357	\$31,211		29	\$1,363
Medicare	14 \$14,326	\$434 32		\$6,076 \$537	18 \$17,184	\$474 \$8,532	23	\$492	\$11,316		29	\$494
Social Security	14 \$61,248	\$1,856 32		\$25,984 \$2,298	18 \$73,536	\$2,029 \$36,522	23	\$2,103	\$48,369		29	\$2,112
E - Total Instructional Personnel Benefits:	56			\$116,018 \$254,301	72 128	\$155,016 \$291,776	92		\$201,296		116	
D+E = F - Total Personnel Benefits	68			\$143,117 \$301,131	88 148	\$190,060 \$339,311	108		\$237,156		136	
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	15			\$136,099 \$242,830	20 25	\$171,044 \$249,535	20		\$178,860		25	
B+E = H - Total Instructional Personnel (Salary & Benefits)	71			\$535,018 \$1,242,301	91 161	\$744,016 \$1,477,776	116		\$981,296		145	
G+H = J - TOTAL	86			\$671,117 \$1,485,131	111 186	\$915,060 \$1,727,311	136		\$1,160,156		170	

[deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov)

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

BUDGET OPERATIONS EXPENDITURE

See new operations budget attached

2022	PROJECTIONS	2018-2019 2022-2023	2019-2020	2020-2021	2021-
	Administrative & Support:				
Office:	Office				
Supplies	\$3,500	\$5,000	\$7,000	\$9,000	\$9,000
	Paper	\$6,000	\$9,000	\$10,000	\$11,000
		\$13,000			
Software	Computers &	\$5,000	\$3,000	\$4,000	\$4,000
		\$3,000			
Telephone	Communications &	\$3,600	\$3,700	\$3,800	\$3,900
		\$4,000			
leases	Copier	\$6,000	\$8,000	\$10,000	\$10,000
		\$10,000			
Management Company Fees	Contract	\$50,000	\$100,000	\$100,000	\$100,000
	\$20,000				
Professional Contract	Financial	\$8,000	\$8,000	\$8,000	\$8,000
	\$8,000				
Professional	Other	\$76,000	\$65,000	\$85,000	\$69,000
		\$70,000			
Facilities	Facility				
Lease/Mortgage	\$25,000	\$30,000	\$30,000	\$30,000	\$40,000
	Maintenance	\$5,000	\$5,000	\$5,000	\$5,000
		\$5,000			
Supplies	Custodial	\$3,000	\$4,000	\$5,000	\$5,000
		\$5,000			
Contract	Custodial	\$20,000	\$22,000	\$25,000	\$27,000
		\$30,000			
(pg19)	Insurance	\$20,000	\$21,000	\$22,000	\$23,000
		\$25,000			
	Furniture	\$5,000	\$10,000	\$5,000	\$10,000
		\$10,000			
Utilities	Electric	\$30,000	\$31,000	\$32,000	\$33,000
	\$35,000				
	Gas	\$0	\$0	\$0	\$0
		\$0			
	Water/Sewer	\$8,000	\$8,500	\$9,000	\$9,500
		\$10,000			
	Trash	\$500	\$600	\$700	\$800
		\$800			
Transportation	Buses	\$15,000	\$7,500	\$7,500	\$0
	\$7,500				
	Gas	\$15,000	\$23,000	\$27,000	\$30,000
		\$32,000			
Maintenance	Oil/Tires &	\$5,000	\$9,000	\$9,000	\$10,000
		\$11,000			
Other	Marketing	\$3,000	\$7,500	\$7,000	\$5,000
	\$5,000				
nutrition	Child	\$51,870	\$83,600	\$102,600	\$127,680
		\$147,630			
	Travel	\$2,000	\$2,500	\$3,000	\$3,500

\$4,000

Supplement	School Uniform	\$2,000	\$1,000	\$500	\$500
		\$500			
Equipment	Athletic	\$500	\$500	\$500	\$6,000
		\$3,000			
		\$338,970	\$418,400	\$518,600	\$540,880
Classroom Technology	K - TOTAL Administrative & Support Operations Instructional:		\$588,430		
	Software	\$4,500	\$4,500	\$10,500	\$23,000
		\$35,500			
	Devices	\$5,000	\$10,000	\$10,000	\$10,000
		\$10,000			

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# Essie Mae Kiser Foxx Charter School

Lease	Equipment	\$0 \$15,200	\$0	\$15,200	\$15,200
Instructional Contract Development	Staff	\$3,000	\$5,000	\$7,000	\$8,000
Books And Supplies	Literacy	\$10,400	\$4,550	\$6,500	\$7,800
Materials	Math/Science	\$2,450 \$5,600	\$3,500	\$4,200	\$4,900
Books and Supplies Paper	Copy	\$7,000	\$11,000	\$13,000	\$15,000
Supplies	Testing	\$3,000 \$3,000	\$3,000	\$4,000	\$3,000
Books And Supplies Incentives	Positive Behavioral	\$1,500	\$2,200	\$2,700	\$3,200
Consumables	Art Supplies And	\$1,750 \$4,000	\$2,500	\$3,000	\$3,500
		\$32,750	\$48,200 \$113,400	\$77,400	\$94,900
	L - TOTAL Instructional Operations	\$371,720	\$466,600 \$701,830	\$596,000	\$635,780
	K+L = M - TOTAL OPERATIONS				

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).


See New Overall Budget Attached

## Overall Budget:

BUDGET OPERATIONS					
EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$671,117	\$915,060	\$1,160,156	\$1,485,131	\$1,727,311
M - TOTAL OPERATIONS	\$371,720	\$466,600	\$596,000	\$635,780	\$701,830
J+ M =N TOTAL EXPENDITURES	\$1,042,837	\$1,381,660	\$1,756,156	\$2,120,911	\$2,429,141
Z - TOTAL REVENUE	\$1,134,910	\$1,616,143	\$1,959,881	\$2,303,619	\$2,647,357
Z - N = SURPLUS / (DEFICIT)	\$92,073	\$234,483	\$203,725	\$182,708	\$218,216

## 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.

Student enrollment numbers were projected based upon an analysis of the demographic breakdown of the school-age population in East Spencer and its surrounding communities within a 15 mile radius by census tract. We also analyzed student enrollment in feeder schools for the East Spencer area community. We noted significant low performance for low income students and minority students. We recognize the need to target the at-risk population from East Spencer and the surrounding communities. The break even points are as follows: year one, 148 students; year two, 191 students; year three, 190 students; year four, 298 students; and year five, 332 students. We believe there is a significant demand for school choice based upon our interaction with the community and our analysis of low performance in the surrounding public schools.

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

If the school is unable to meet its enrollment goals and generate the projected revenue in the application we will immediately revise the budget in order to make the school viable. We will make budget cuts and take immediate action to reduce expenses to bring the budget in line with enrollment reality. ~~We also have support from our management company to assist the school to start up. The management company, TAS, will establish a \$50,000 emergency surplus fund in the name of the charter school, which is accounted for as additional revenue each year and referenced in Appendix M. These funds will provide some security for critical infrastructure~~



considered exceptional children. This will result in increased revenue from both state and federal exceptional children funds. ~~The revenue amounts also include an additional \$50,000. The management company has pledged to provide \$50,000 to support the schools operation in order to meet budget requirements, cover unexpected expenses, and maintain viability. The \$50,000 will be set aside in an account in the schools name each year the school is contracted with the management company. We have also attached in Appendix M a statement from the management company indicating that it will make the \$50,000 available if needed. The Management Company paid the \$1000 application fee.~~

To supplement instructional material, teachers will be encouraged to maintain a DonorsChoose account with an active project in order to acquire additional resources for the classroom. In addition, community businesses and organizations will be able to "sponsor a classroom" for \$250 to be used for consumable supplies for that room. The Board has already secured 7 sponsorships to cover the 7 classrooms for year 1.

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

12:1

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

~~The management company will provide student accounting and financial services as part of its management contract fees.~~ There will be separate contracts for exceptional childrens related services, including school psychologist services, speech pathology services, occupational therapy services, and any other related service required. We anticipate that additional exceptional childrens related services will be paid for from exceptional children funding not included in the budget at this time. We have included \$5000 in the "contracted services" line item to supplement these funds in order to ensure student needs are met.

The school will adopt a purchasing policy and procedure as a part of its internal control policies and procedures ~~in accordance with the management organization agreement with the Board.~~ Any contract required by law to be formally bid shall be bid in accordance with the procurement policy and



procedure that will be adopted by the board of directors. At a minimum we will seek to identify the best quality service for the lowest possible price.

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

The budget aligns to the school's mission by providing adequate funding for the schools curricular offerings, transportation plans, and facility needs. The Board has done a detailed analysis to assure that the budget will

provide all expenses associated with operating the school. In addition, we developed a contingency plan to reduce expenses and we have a pledge of

\$50,000, provided by the management company in an account in the schools

name during each year of operations to ensure the viability of the school.

The school has provided adequate resources to transport students to and from school and provide for an adequate facility to carry out the program.

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

~~The Board has reached an agreement with TAS to retain 3% of the annual revenue as a fund balance. If this balance accumulates, in Year 2, the fund balance will be approximately 5% of the budget; in Year 3, 7% of budget; in Year 4, 9 % 0f budget ; and in Year 5 , 10.6% of budget.~~

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

The school does not anticipate any significant financing needs beyond leasing copiers, and other office equipment. The school has two options to lease facilities. In both of the facilities options, there will be an option to provide a five year triple net lease that will provide adequate facilities to operate the schools educational programs. Leasing is provided for in the schools operating budget and will not require financing. Lease expenses will be funded from the general operating budget of the school.

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

We have (secured) 10 tables; 60 chairs; 2 large desks; 2 office chairs; 1 restaurant coffee maker; 4 double locker units (lockers for 50); 1 washer/dryer unit.

Note: Rowan County has a very large surplus facility that would be available for us, as well as another facility which sells surplus from hospitals and large organizations.

The schools facilities lease will include some furnishings, chairs, desk, & other office furniture. All other items are provided for in the budget.

The budget assumes the school will reach its enrollment goals and not incur unanticipated extraordinary expenses. The budget does not include exceptional children funding but the school anticipates receiving both state and federal exceptional children funding and will use those funds to supplement the EC program and services. This budget also does not include any Title I funds, although the school anticipates qualifying, as they are

meant to supplement existing programming.

~~The management company contracted fee is set at \$1,137 for the first year, \$159,107 for year 2, and \$168,040 for Year 3; \$136,711 for Year 4 and 171,906 for Year 5 as detailed in the agreement in Appendix I.~~

The budgeted amount for computers and software includes computers and printers for administrative staff and one for teacher/parent access. Classroom teachers are assumed to have personal computers. Computers in years 2-5 will be provided for new members of the Instructional Leadership Team as well as for food services. Fund raising through teacher Go Fund Me and other campaigns will raise additional funds to assure each classroom teacher has a computer.

The "Other Professional Contracts" for year 1 includes: Spanish teacher (\$20,000), 2 bus drivers (\$90/day), \$15,000 for contracts with artists, and \$5000 for contracting additional EC services. Year 2: 3 bus drivers, \$6,000 in arts contracts, and \$5,000 for EC services. Year 3: 4 bus drivers (\$19,000 ea), \$4,000 for arts contracts, and \$5,000 again for EC. Year 4 includes the same amount for bus drivers and arts contracts. Year 5: 4 bus drivers (\$20,000 ea) and \$5,000 for arts contracts.

Given our target demographic, transportation will be provided. This includes purchasing 2 used buses for the first year and 1 in years 2, 3, and 5.

The child nutrition figures were calculated based on having to supplement USDA Free and Reduced Meals reimbursement by about \$2 per day per student in order to assure free breakfast and lunch is available to all students.

Essie's School will have a designated uniform consisting of collared polo shirts and khakis. A uniform supplement fund is included as a line item so that the school can purchase extra uniforms for students and families in need.

Discovery Education software will be purchased beginning in year 1 for \$4500, and in year 3 additional funds are budgeted to administer the MAP assessment. This line item also includes enrollment fees for the NC Virtual Public School in years 4 (\$12,500) and 5 (\$25,000) in accordance with the education plan.

Classrooms will receive an LCD projector in year 1 and document cameras by year 2. The "devices" line item also covers iPads (K-3) and beginning in year 3, Chromebooks or similar devices will be leased (4-8) as listed in the Equipment Lease line item.

Instructional materials: \$650 per classroom for literacy, \$350 for math/science, and \$250 for art/consumables. Copy paper was budgeted at

cases per teacher per month.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

**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?

The Board will establish an internal control policy and procedure which requires segregation of duties, provides for safeguarding of assets, and requires accurate and adequate recordkeeping. The school has internal control policies and procedures reviewed by a licensed certified public accountant and legal counsel prior to their adoption. The Board will establish a report mechanism to assure that it receives timely and accurate information that enables it to determine the status of the schools finances. The school will also contract an auditor approved by the local government commission to conduct an annual audit of the schools financial resources. The internal control policy and procedure adopted by the board will be consistent with the policy recommended by the Local Government Commission.

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

None known at this time.

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.

Elliott Davis Decosimo is the firm we have investigated, and may use. It is City of Salisbury's firm of choice. Address: 700 East Morehead St, Suite 400, Charlotte, NC 28202. Phone: 704-333-8881.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

## VII.AGREEMENT PAGE

### Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

\*Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.

Payments should be made payable to North Carolina Department of Public Instruction

North Carolina Department of Public Instruction

Office Of Charter Schools

6303 Mail Service Center

Raleigh, NC 27699-6303

I understand the requirements pursuant to G.S. 115C-218.1(c).

essie-mae

Date: 09/15/2016

### Applicant Signature:

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

Print/Type Name: essie-mae

Board Position: Nancy Lund

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

Date: 09/19/2016

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Official Seal

66





## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Essie Mae Kiser Foxx Charter School**

**Public charter schools opening the fall of 2018**

**Due 5:00 pm EST, September 19, 2016**

North Carolina Department of Public Instruction

NCDPI/Office of Charter Schools

301 N. Wilmington Street Raleigh NC 27601-2825

919-807-3491

Mailing Address:

6303 Mail Service Center

Raleigh, NC 27699-6303



OCS June 2016

## CHARTER SCHOOL

### 2016 Application Process

To open a charter school in the 2018-2019 school year

#### APPLICATION DUE DATE/TIME

**September 19, 2016** A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

\*Non-Refundable \$1000 Application fee due to the Office of Charter Schools\*

Application Fee Payment Details can be found on the Office of Charter Schools Website

#### APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

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

2.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Essie Mae Kiser Foxx Charter School

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

Name of non-profit organization under which charter will be organized or operated: Essie Mae  
Kiser Foxx Charter School Inc

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

Name of contact person: Dr. Nancy Lund

Title/Relationship to nonprofit: Secretary

Mailing address:                      419 Eastwood Drive  
   Salisbury NC    29146

Primary telephone:            980-234-1624                      Alternative telephone: 704-630-9206

E-Mail address: Essie'sschool@gmail.com

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

County: ROWAN

LEA: 800-Rowan-Salisbury Schools

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

No:

Yes: ☒

If so, provide the name of the third party person or group. Jessica K. Miller List  
the fee provided to the third party person or group. 0

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

Jessica K Miller assisted the Board in the creation and compilation of this  
application. Jessica brought a wealth of experience as a teacher  
for 6

years, including 3 years in a renowned North Carolina charter school, a  
curriculum developer, 21st CCLC program director, teacher coach and  
education consultant. Jessica facilitated weekly work sessions with the  
Board to complete the application and contributed extensively to the  
Education Plan and professional development plans as those are her areas of  
expertise. She has a proven track record of successfully leading students  
and schools, particularly high-poverty schools, to reaching significant  
academic gains, including working extensively with TAS during the 2015-2016  
school year which resulted in Torchlight Academy going from an "F" to a "C"  
on the NC Report Card and scoring the highest EVAAS growth index  
among  
charter schools in the state. Jessica also facilitated 2 community forums



where input from the community was sought in order to design elements of the school program.

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

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: ☒

What is the name of the nonprofit organization that governs this charter school? Essie Mae Kiser Foxx  
Charter School Inc

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No: ☒

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K, 01, 02, 03, 04	150
Second Year	K, 01, 02, 03, 04, 05	220
Third Year	K, 01, 02, 03, 04, 05, 06	270
Fourth Year	K, 01, 02, 03, 04, 05, 06, 07	320
Fifth Year	K, 01, 02, 03, 04, 05, 06, 07, 08	370

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

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

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

State Board of Education, the approval is contingent upon successful completion of such planning year.

essie-mae\_\_\_\_\_  
*Signature*

Nancy Lund  
*Title*

essie-mae\_\_\_\_\_  
*Printed Name*

09/15/2016  
*Date*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

## 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:

Essie's School will promote academic excellence and cultivate confident, lifelong learners and leaders by developing the unique gifts and talents of each student, nurturing curiosity and fostering creative and critical thinking skills.

Clearly describe the mission of the proposed charter school:

Essie's School will bring educational opportunity to East Spencer in a way that leads to the transformation of the community. Students will be actively engaged in rigorous, authentic and meaningful experiences that stimulate curiosity and critical thinking. New knowledge will be applied beyond the classroom and students will grow as leaders in their community. A safe, nurturing, and inclusive learning environment will be maintained meeting the educational needs of all students.

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

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

Educational Need and Targeted Student Population

1. Educational Need: There is no school in East Spencer, NC. The children who live there are bused to the neighboring municipalities of Spencer and Salisbury. The schools to which they are assigned are among the lowest ranked in the county. The two elementary schools, Hanford Dole and North Rowan Elementary have received grades of D and F respectively in the each of the last two years (2014-15; 2015-16). The Middle school they attend, North Rowan Middle likewise has received the grade of D each year. This is a pattern that is evident in other Rowan County Schools that have majority children of color; of the six elementary school with a majority of children of color, all received grades of D or F. Of the 11 elementary schools with

- majority of white children, 9 received grades of B or C. (NCDPI, 2016)
2. The Town of East Spencer. The Town of East Spencer consists of only 1.6 square miles and the tight-knit community is comprised of 1,545 residents (2014 estimate). It is separated from the Town of Spencer by a major railroad line and adjoins the larger municipality of Salisbury. Geographically, growth is limited due to the presence of the man-made barrier (railroad tracks) to the north and west, a natural barrier (Town Creek) to the east, and the City of

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

Salisbury to the south. Only one crossing exists over the railroad tracks between Spencer and East Spencer, which severely limits access to goods and services between the towns. From its inception in 1896, the majority of East Spencer residents depended for employment on Southern Railway's Spencer Shops, the company's largest steam locomotive servicing facility strategically located at the midpoint on the line between Washington D.C. and Atlanta. Therefore, when Spencer Shops closed its doors in 1960, the

Town's economy suffered significantly. Highly skilled train repairmen found themselves with no job and little hope of future employment. Most of the commercial shops and services closed. Today, the only businesses in the town are a brick factory, a barber shop, and a gas station.

3. The People of East Spencer. The population of East Spencer is 83.5%

African American and 11.7% White. Sixty-one percent of homes are renter-occupied, including in the largest Housing Authority facility in the county.

Female-headed households account for 33.5 percent of homes, and a majority of those include children under the age of 18. Fifty-eight percent of

households have incomes below the poverty line, and 16.8 per cent are unemployed. Average median income is \$19,412. Seventy percent of adults over 25 have a high school degree; 9 percent have bachelors degree or higher; 21 percent did not complete high school.

4. Perception: This is a community that is in need of help to survive. The last school closed in 1980s and the only community facility burned in 2014. Establishing a school where children can learn and families can participate will give an impetus to further development. It will give the community something to rally around and be proud of. It will attract families from the surrounding areas that also have failing schools that do not serve their children well.

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

The projected enrollment for Year 1 is 150, which is approximately .75 percent of the Rowan-Salisbury Schools (approximately 20,000 students)

RSS had 1,566 1st graders in 2015-16; Essie's school will have 40 in Year 1 (2.5%)

RSS had 1,581 2nd graders in 2015-16; Essie's school will have 20 in Year 1 (1.5%)

RSS had 1,575 3rd graders in 2015-16; Essie's school will have 25 in Year 1 (1.5%)



RSS had 1,540 4th graders in 2015-16; Essie's school will have 25 in year 1 (1.6%)

Projected enrollment in year 2 - 220

Projected enrollment in year 3 - 270

Projected enrollment in year 4 - 320

In Year 5, projected enrollment for Essie's school is 370, which is approximately 2.6 percent of the K-8 RSS student enrollment.

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

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

LEA(s).

Essie's school will be the heart of the village that will include parents, and community members who can contribute to the development of students as creative, engaged learners and leaders, as well as Board members, teachers, administrators, staff and students. The school's mission is to promote excellence but also to nurture students unique gifts and talents which can be more easily achieved in a small school. The materials and approaches will be appropriate for the anticipated profile of our students, most of whom are likely to be African American and coming from homes in poverty. Current data demonstrate the local LEA schools have not been successful with this population. Teaching excellence will be continually enhanced by job-embedded instructional coaching and by adherence to models of data-driven instruction. Essie's school will begin with a science core in kindergarten and continue it throughout the grades, with more enhanced STEM programming beginning in year 3. Spanish will also be introduced in kindergarten, with the first 2 years taking an immersion approach and Spanish class being given for grades 2 and up. A unique feature of Essie's school will be the art-infused curriculum, whereby core concepts of math, literacy, science, and culture will be taught and reinforced through the arts.

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

**Purposes of the Proposed Charter School:** In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.

The Six Legislative Purposes of a Charter School are:

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

results:

Essie's school will administer all required state assessments and embrace NC Ready Accountability Model. There will be a comprehensive formative assessment program that evaluates individual, class wide and school wide student performance. The evaluations at the beginning of a year will provide

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

a baseline while subsequent evaluations will gather detailed information to drive and revise instructional practices and annual growth. High attendance rates will also be a measure of achievement. An annual school improvement plan will examine performance and present a plan of action.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:

There is very little school choice in Rowan County at present as there is no charter school and only 3 private schools, none of which offers free tuition through Opportunity Scholarships. All children in East Spencer are bused to another municipality as there is no school in the town. The schools to which they are assigned are ranked among the poorest in the state, with grades of D or F on the 2015 state report card. (See Appendix A- ) Essie's School will offer a neighborhood school to the children of East Spencer and nearby communities and an atmosphere of neighborliness to all children attending given the involvement of parents and community members. Emphasis on science, art, and language learning, as well as reading and math from Kindergarten, will distinguish this school. Methods and materials will be chosen for cultural relevance as well as excellence.

4. Improving student learning:

The instructional plan will be aligned with the Common Core and Essential Standards. It will have data driven instruction at its core to identify and address gaps in student learning. Teacher-parent-student collaborations will provide effective individualized attention. Providing extensive arts instruction will improve student learning. There is extensive research documenting the positive relationship between various categories of art with academic achievement, performance on standardized tests, improvement in social skills and student motivation. (See Appendix O1 Selected Bibliography on Arts and Achievement) Beginning in Kindergarten, children will be exposed to Spanish in their classrooms. Using an immersion model, some part of their day will involve interaction with an adult Spanish speaker where social exchanges and direct instruction will familiarize them with vocabulary and language structure of Spanish. There is extensive research that supports the conclusion that learning a second language enhances academic achievement and test performance. (See for selected bibliography)

5. Increasing learning opportunities for all students, with special emphasis on at-risk or gifted students:

We believe that all students respond to high expectations. We anticipate that the majority of our students will be considered "at risk" due to high poverty with nearly all qualifying for free and reduced lunch. By setting high expectations from the beginning we will increase learning opportunities for "at risk" students. At Essie's school, students will have the opportunity to engage in high-quality learning opportunities scaffolded to meet their diverse needs and tailored to meet their learning styles.

By

working with a culturally responsive curriculum that connects students lives and experiences with their learning objectives, our "at risk" students will grow in confidence and realize the relationship between self and community.

#### Goals for the Proposed Charter School:

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

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.

Essie's School has set goals pertaining to various aspects of the school. These goals are designed to be specific and measurable and will be monitored by the indicated metrics. These include:

#### Academic Goals:

##### Goals:

Attendance- Average attendance of 95%

Students average 1.5 years + of growth in Math and ELA each year

Growth rating that "meet" or "exceed" expectations

EOG scores for grades that exceed the scores of peer group schools by 15% by year 2 and show 90% proficiency by year 5

Year 1: 60% of students in 3rd and 4th grade will receive at least a 3 on the Math and ELA EOG

Year 2: 70% of students in 3rd-5th grade will receive at least a 3 on the Math and ELA EOG

Year 3: 75% of students in 3rd-6th grade will receive at least a 3 on the Math and ELA EOG

Year 4: 80% of students in 3rd-7th grade will receive at least a 3 on the Math and ELA EOG

Year 5: 90% of students in 3rd-8th grade will receive at least a 3 on the Math and ELA EOG

TRC/Dibels scores for grades K-3 that show 95%+ proficiency by year 5

Year 1: 70% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 2: 75% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 3: 80% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 4: 90% of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Year 5: 95%+ of students in K-3rd grade will meet grade level goals (blue or green overall scoring)

Use of and proficiency in another language

Active student engagement by asking questions and volunteering information

Participation in peer, school, and community activities

Development of problem solving, critical thinking, and conflict resolution skills

##### Metrics:

EOG, Reading 3D/TRC data

Common unit and benchmark assessments (SchoolNet, EngageNY)

Student discipline and referral data

Teacher, parent and student survey data

Financial Goals:

Goals:

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Positive balance by the end of Year 1 of 1.5%  
Positive balance by end of Year 2 of 13%  
Positive balance by end of Year 3 of 11.4%  
Positive balance by the end of Year 4 of 7%  
Positive balance by end of Year 5 10.2

#### Metrics:

Monthly financial report to our Board based on review by finance committee

Independent audit contracted by our Board in addition to management organization audit

#### Operational and Culture Goals:

##### Goals:

Family satisfaction of 90% with a 50% response rate

90% of families report active engagement within the school (have at least 4 personal touch points with the school over the course of the year)

90% teacher satisfaction and retention rate

County Health Dept ratings of kitchen facilities of A or 95%

##### Metrics:

Family satisfaction surveys conducted in December/May

Teacher communication logs

Family attendance records for meetings, activities, etc

Staff surveys in October, December, (NC Teacher Working  
March and June

Condition Survey, survey similar to  
Insight survey) Staff attendance

County health inspection

#### Governance Goals:

##### Goals:

Board members report satisfaction of 90% with a 100% response rate

Board meetings will average 90% attendance rate

Active participation by our Board (90% of Board  
members within the school

members have at least 4 touch  
points during the year)

##### Metrics:

Board satisfaction surveys

conducted in December/May

Board meeting minutes and  
attendance log

Log of Board members participation on  
school activities



attaining their mission statement?

The Board of Directors will receive a monthly written report from the school Principal for their monthly meeting (4th Monday of each month) with information regarding benchmarks for the above data. Each month, as determined by the Boards agenda, the Principal or other school staff will provide the Board of Directors with a more extensive report on a particular set of goals. The Board of Directors will receive at least a quarterly in-depth academic progress report using timely student assessment data, to begin at the regularly scheduled Board meeting on November 26, 2018.

Information on aggregate student progress to families will be published in a monthly newsletter, as well as on the school website. Individually, parents will be regularly contacted, at least quarterly, by teachers and staff/Board liaisons as to the progress of their child. Every effort will be made to

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quickly address instructional/behavioral areas which appear to need attention. Monthly family and community events will be held at the school and these will also serve as opportunities to report to our families about the achievements of their students.

Information will be provided to the greater community of stakeholders in a variety of formats. The monthly newsletter will be made available to local community partners, as well as on the website. Our ongoing relationship with the Salisbury Post will afford an opportunity to write a regular piece about our school and the impact it is having on the target population and the larger community. Finally, social media will be used by instructional staff regularly to celebrate and share the work of their students and keep the community informed of the schools progress. Finally, members of the Board of Directors will report progress of Essie's School and its students to local governing bodies.

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### 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.

The instructional program to be implemented by Essie's School is based on research-based best practices for accelerating student learning and growth, particularly in high-poverty populations. Teachers will facilitate appropriately rigorous lessons based on Common Core State Standards (CCSS) for ELA and Math and the NC Essential Standards for Science and other subjects. Common benchmark and unit assessments will be used to assess student learning on a regular basis. Teachers and Administrators will analyze student assessment data and create intervention plans to address gaps in student learning. These gaps will be addressed during an "Academic Intervention" block where students receive targeted instruction in smaller groups. Data will be shared with students and families so that learning goals are transparent, growth can be celebrated, and decisions are made with student achievement at the center.

**Literacy:** The Literacy Framework used at Essie's School is a Balanced Literacy Approach, including explicit instructional elements in comprehension, fluency, writing, and word study/phonics. Instruction is provided in whole group and small group settings, using grade level text and instructional level text as appropriate. Students will have a core daily instructional block of 75-90 minutes for Literacy. This time will be divided between whole group and small group instruction as outlined below.

**Literacy Planning and Assessment:** Planning for small group literacy instruction and interventions will be a collaborative effort by Teachers, Administrators and Instructional Assistants, based on assessment data such as the Dibels/TRC assessments of Reading 3D. The use of data from Read to Achieve, Reading 3D or other Dibels/TRC measures inform grouping and

instructional objectives. Students take the assessment 3 times per year (September, January, May) and receive interim progress monitoring as prescribed by DPI policy. Students in grades 3-8 will also take 3-5 benchmark assessments in ELA over the course of the year with a format that prepares students for success on state mandated testing such as the EOG.

#### Whole Group Reading Instruction:

Beginning in kindergarten, students receive reading comprehension instruction. Through the explicit instruction of critical thinking and comprehension skills such as compare/contrast, sequencing, predicting, summarizing, classifying, students are provided mental models and frameworks

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for thinking as they grapple with appropriately complex text. Writing instruction is integrated with reading comprehension. Students interact with grade level text during this instruction, with scaffolding provided as needed by the Teacher. Students may also apply skills to text at higher grade levels through read aloud methods of delivery.

#### Small Group Literacy Instruction:

Phonics/Phonemic Awareness (Word Study): Students also receive explicit phonics instruction in the primary grades, in alignment with CCSS and using resources from best practice resources such as Words Their Way, Reading Pathways, and Dolch Sight/Fry Phrase lists. Students will take a Qualitative Spelling Inventory Assessment at least three times yearly, at the beginning, middle and end of year. This will provide data about what spelling patterns students have mastered and where to focus phonics instruction. Filling the phonics gaps of our incoming 2-4th graders in year 1 will be critical to their success in reading. By using proven, systematic and personalized strategies, student growth can be accelerated, meeting the needs of our targeted student population.

Fluency: Fluency is the bridge to comprehension. (Pikulski and Chard, 2003)

\* As students master phonemes and then phonic patterns, they must develop fluency and automaticity in their decoding in order to allow the brain to focus on higher order comprehension skills. Explicit and targeted fluency instruction will be provided, mostly in small group instructional settings and station

#### 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.

Essie's School School will be a classroom-based, community-oriented school with a blend of facilitated virtual learning opportunities as students progress into middle school.

Students in kindergarten and 1st grade will be in classrooms of no more than 20 students with a Teacher and Instructional Assistant.

Students in 2nd grade will have a class size of no more than 25 with a Teacher and an Instructional Assistant during the Literacy instructional block.

Students in 3rd-4th grade will have classes of no more than 25 students and one Teacher who will teach the core subjects of ELA, Math and Science.

Students in 5th-8th grade will have classes of no more than 25 students and one Teacher. Students will rotate among a team of Teachers who teach the core

subjects of ELA, Math, and Science.

Beginning in year 3 an additional instructional position is budgeted, the Multi-Classroom Leader. Based on the Opportunity Culture model of building teacher leadership, the Multi-Classroom Leader will be a person with success driving significant student growth who will act as a reading specialist and

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instructional coach, focusing on reading assessment and intervention with students who are behind grade level or not making adequate growth. They will be providing teachers with instructional coaching in Literacy. Opportunity Culture is a research-based framework for building teacher leadership and maximizing student achievement. From their website, <http://opportunityculture.org/opportunity-culture/>, "an Opportunity Culture extends the reach of excellent teachers and their teams to more students, for more pay, within recurring budgets...All teachers can advance in their careers without leaving the classroom, though career opportunities based on excellence, student impact, and leadership. Advancement allows teachers to earn more and reach more students, and development toward excellence becomes possible for all staff, in every role."

Beginning in year 4, students in 7th grade will be able to enroll in the North Carolina Public Virtual School. All students will enroll in the 7th grade Middle School Success 101 course. (See Appendix O-4). This program will extend to include 8th grade in year 5. Students will have access to high school level core and elective courses in 8th grade. These classes will include on-site facilitation by an instructional assistant or teacher onsite at Essie's School.

**Specialists :** Specialists will rotate between classes on a regular schedule. Students will receive 30-60 minutes of Special courses each day. Beginning in year 1, art will be available to all students. A STEM Specialist will be added to the rotation in year 3 and physical education will be added in year 4. Spanish will also be available in year 1, but it will only be taken by all students in grades 2 and above since the K-1 classrooms have an immersive language environment.

**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.

Alignment with North Carolina Accountability Model will be carried out as outlined below:

The Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test will be administered to students at grade 3 to establish a baseline measure of



students English Language Arts/Reading skills.

Students at grades 3-8 will take the English Language Arts/Reading and Mathematics End-of-Grade (EOG) Tests during a designated testing window at the end of the school year.

Students will take the Read to Achieve alternative assessments as required by DPI Policy at the end of Grade 3.

Students at grades 5 and 8 will take the Science EOG Test during a

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designated testing window at the end of the school year.

8th grade students enrolled in Math I for high school credit will take the Math I EOC during a designated testing window at the end of the school year.

Alternate assessments will be used for state testing for students with disabilities as determined by their Individualized Education Programs (IEPs) as well as accommodations made for ELL students according to pertinent DPI policies.

The sampled curriculum items are aligned to the Common Core State Standards, the current instructional framework in NC and used in the Accountability Model Assessments. As NC curriculum standards are revised, our school Board, Administrators, and Teachers will make necessary adjustments. However, the core focal points of our vision for instruction are aligned to the general vision for college and career readiness for all students. In math, students will be able to problem solve and compute fluently with numbers, applying concepts to real-world circumstances and building depth of knowledge as they progress on their educational track. In literacy, students will actively engage in complex texts, cite evidence to support their thinking, and think, write and speak critically about the world around them. Moreover, a culturally-relevant curriculum focus will ensure that our students, predominantly students of color, are empowered as learners and leaders in their school, community and world.

The curriculum and instructional framework align to the needs of our targeted student population because many of our students will come to us behind grade level and will need to achieve more than one year of academic growth in each academic year in order to close the gap. In order to make such ambitious and attainable gains, the approach and structures must be strategic, regularly identifying gaps in student learning and addressing them in small-group, targeted learning sessions. By implementing research based instructional strategies within a data-driven instructional system, students can make the transformative academic gains our mission and goals calls for.

The curriculum and instructional plan also exemplifies the mission of the school.

In order to cultivate and maintain joy in lifelong learning, students will be guided in their discovery and development of their own innate talents and

interests. Students will receive a strong foundation in math and literacy instruction with the goal of achieving academic excellence.

Culturally

relevant materials such as books, art and media will further stimulate their natural curiosity and creative thinking. Student progress will be carefully monitored to assure they are developing competence and confidence in their ability to do the work and understand its application to their lives. The whole group an

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.

1. Balanced Literacy which will be the framework used at Essie's School, includes explicit instructional elements in comprehension, fluency, writing,

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- and word study/phonics. Instruction is provided in whole group and small group settings, using grade level text and instructional level text as appropriate. Teachers practices, such as use of higher-level questions and discussions related to the meaning of text, have been found to be associated with growth in students' reading comprehension." (Bitter 2009)\*
- \*Bitter. (2009). What Works to Improve Student Literacy Achievement? An Examination of Instructional Practices in a Balanced Literacy Approach Article. Journal of Education for Students Placed at Risk (JESPAR) 14(1):17-44.
2. Arts integration encompasses using movement, music, drama, and visual art to teach basic concepts of literacy, math, science, history and other core subjects. Teachers will receive training in integrating arts into regular instructional strategies through ongoing professional development that teams Arts Specialists with classroom Teachers so that each may understand how their skills can combine to create stimulating models.
  3. Spanish Immersion will be introduced in Kindergarten and 1st grade in year 1; while there will be at least one Teacher or Instructional Assistant at that level who is a fluent Spanish speaker, all Teachers will learn some basic Spanish vocabulary and polite exchanges. Research suggests that learning second languages at earlier ages and over longer periods of time support academic achievement. For example, Armstrong and Rogers (1997) found in a carefully constructed study that 3rd graders who were taught Spanish for 30 minutes three times a week showed significant gains in the Metropolitan test scores in the areas of math and language after only one semester of study.
  4. Culturally Relevant Pedagogy:. All staff will receive on-going training on using culturally relevant practices and materials. Understanding cultural norms and mores can diminish and eliminate frictions between staff, students, and families. Instructional staff will be versed in choosing appropriate materials and utilizing interactive, collaborative teaching methods, strategies, and ways of drawing on all students cultural, linguistic, and racial experiences in order to integrate these experiences with evidence-based practices.
  5. Understanding by Design/Backwards Planning will be used by all Teachers for curriculum planning. Using this approach, the Teacher starts with classroom outcomes and then plans the curriculum, choosing activities and materials that help determine student ability and foster student learning. This is in contrast to the more traditional approach to curriculum planning

that starts with activities and textbooks and instead identifies classroom learning goals and plans towards that goal. Extensive research has identified what highly successful schools with high populations of at-risk students are doing to reach and maintain their achievement. These strategies were selected based on meta-analysis research done by Robert Marzano, MCREL and the U.S Department of Education in 2002. (Gaddy, B. et. al. (2002).

Noteworthy Perspectives: Keeping the Focus on Learning. MCREL.)

6. Data-Driven Instruction is a systematic approach to improving student learning throughout the year. It includes assessment, analysis, and action and is a key framework for school-wide support of all student success.

Teachers will gather base-line data at the beginning of the year, establish clear goals for what achievement is expected, use regular and varied

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assessments during the year to show student progress, and use instruction based on those data that show which goals a student has accomplished or has not yet accomplished. Data-driven instructional cycles are based on proven best practices.

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.

This instructional plan ensures student readiness to transition from grade to grade and to the next grade span because it is based on the Common Core State Standards for ELA and Math and the NC Essential Standards for Science and other subjects. By using the standards, NC DPI Unpacking and other resources available on DPI wikis, as well as other aligned instructional and assessment resources such as EngageNY, Reading3D, and SchoolNet, Teachers will be facilitating student mastery of the objectives and standards that are ultimately assessed by the NC Accountability Model. Teachers will share instructional objectives with students and families at the beginning of the school year and conferences throughout the school year will reference student achievement data and mastery charts. As described in the application, data-driven instruction ensures that students are receiving purposeful and relevant instruction, and that they receive instructional interventions needed in order to reach mastery. Student assessment data will be used to determine student readiness to move from grade to grade. A research-based goal of at least 80% content mastery will be considered full readiness for grade level advancement. This mastery would be based on common assessments developed by the school using resources like SchoolNet as well as formal assessments like Reading3D. At 3rd grade and above, EOG scores will be used to help assess readiness for grade level advancement. Students receiving a score of 3 or Proficient or above will be considered ready for advancement. Students who do not meet the state determined bar for grade level proficiency will be recommended for advancement based on teacher reporting and conferencing with the parent and instructional leadership team, so as to ensure the best decision for the child. Moreover, state directives such as those in Read to Achieve will be used in determining if advancement is appropriate.

All 8th graders will graduate with at least one high school credit (Success 101). Students can earn up to four HS credits including Math, Spanish and an elective. Exposing students to high school level coursework within a supportive learning environment will further help support our students in their transition into high school.

The instructional plan takes intentional steps to meet the academic needs of our targeted student population. Many of our students will arrive to our school behind grade level, and systematic, targeted instruction is necessary for them to catch up to grade level proficiency. By building an instructional plan based on rigorous, standards-based lessons and associated assessments, students, teachers, administrators, and families can work together to make transformative gains.

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?

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7. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).

8. Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.

The academic calendar calls for 190 instructional days and a regular school day of 8am-4 pm. This provides 5 more instructional days than the local traditional public schools as well as a longer school day of approximately 1 hour. This additional instructional time is critical to allow for prolonged, intense blocks of academic work that allow Teachers to meet the diverse needs of their students while meeting ambitious academic goals.

Students will have an early release date 1 day per month to allow for additional professional development, data analysis, and collaborative planning. These dates are strategically placed on the calendar directly after assessment or reporting dates so that data most accurately reflects current student understanding. A few of these early release dates will also be used for both parent-teacher conferences as well as home visits periodically throughout the school year. Using this dual approach will encourage and facilitate two-way communication between our school and families in order to contribute to the accelerated academic growth our students will make.

### 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.

The Board of Directors recognizes that our targeted student population faces unique challenges in accessing the opportunity to attain an excellent education, and that in order for all of our students to achieve and excel we will need to be intentional and deliberate with our intervention system for our most at-risk students.

Essie's School will have a comprehensive process to ensure students who need intervention are consistently identified, served, and monitored. Our "Systematic Intervention" process is designed to stimulate early action that helps prevent academic failure and maximizes the effective grade-level instruction.

At the First Tier, our curricula will provide aspects of flexibility that allow our educators to customize learning and lesson plans that will effectively engage students, using highly interactive learning activities, intervention, and assessment to individualize learning opportunities for all students.



At the Second Tier, Students needing additional assistance to overcome barriers to meeting state goals will receive personalized assistance as part of our student intervention program, which is designed to (1) identify targeted areas for student growth (2) identify actionable next steps to ensure students reach or exceed expected levels of proficiency, and (3)

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engage parents and other family members in the process. At this Tier, students receive targeted small group instruction with students at a similar instructional level. These interventions are based on assessment data outlined in other parts of this application.

If a student is still not meeting or exceeding academic expectations, a student would move to Tier III. At this Tier, our process would include establishment of a "Village of Support" that includes the teacher, the parents and other family members, peers where appropriate, and interested community members such as church friends. A personalized plan will be designed to assist students in meeting expectations.

If a student is ultimately not making adequate growth, the student may be referred to the Exceptional Children Services process.

## 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.

### Methods for identifying ELL students:

The Home Language Survey will be completed for each student at the time of enrollment. Any student whose first language is not English will be administered the WIDA-ACCESS (W-APT) Placement Test to provide information to generate placement and instructional plans for the student.

### 2. Specific instructional programs, practices, and strategies school will employ

Each ELL student will have a Personal Learning Plan created through a collaborative effort of the student, parents, and teacher with the goal of having the student meet the North Carolina English Proficiency Standards. Pre-lesson assessment will match the students level with goals for the lesson.

Students background knowledge and experience will be used to provide context and create relevance to aid comprehension of lessons.

Comprehensible input will be involve having teachers slow down their speech and enunciate clearly. They will paraphrase and repeat vocabulary multiple times across a variety of contexts. Written directions and visuals/pictures/sketches are provided along with the oral directions in order to provide more language support.

Scaffolding is a strategy that involves a teacher or instructional assistant helping individual learners, providing them with exactly the support they need to move forward. The adult provides support in the form of modeling, highlighting the critical features of the task, and providing hints and questions that might help learners to reflect. The student is motivated by receiving just enough help to accomplish the goal.

The emphasis on Spanish language immersion and instruction for all students will give the native Spanish speakers an advantage over the monolingual students and will increase their comfort and confidence in their abilities. They will have a chance to help their classmates and demonstrate their competence.

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3. Plans for monitoring and evaluating the progress and success of ELL students, including exiting from ELL services

Each identified ELL student will be administered the W-APT midyear and at the end of each year in the ELL program to determine English proficiency. Other measures may also be used, such as Foreign Language Oral Skills Evaluation Matrix which is based on teacher observation and analysis of student performance.

If the student is deemed to be proficient on the assessment measure(s), he or she will exit the ELL program. Regular monitoring will continue by the classroom Teacher(s) and in particular by the Language Arts Teacher.

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.

There will be two primary channels to identify gifted children; reports from parents and observations by Teachers. At enrollment, some parents may already have identified or suspected that they have a gifted child. They will have noted some or all of the characteristics of giftedness, including that their child is very observant, extremely curious, has intense interests, excellent memory, long attention span, or excellent reasoning skills. These children generally have accelerated language development as evidenced by extensive vocabulary, early and extensive reading, and a lot of "what if" questions. Teachers may also make these observations, as well as see a constellation comprised of such qualities as well-developed powers of abstraction, conceptualization, and synthesis, quickly and easily seeing relationships in ideas, objects or facts, fluent and flexible thinking, elaborate and original thinking, excellent problem solving skills, rapid learning with less practice and repetition, and unusual and/or vivid imagination.

Parents and Teachers will be encouraged to share their observations of the child to round out a profile of the child's particular gifts and interests. A decision about whether testing will be required and, if so, what instrument(s) and criteria for inclusion in a gifted program will be reached by the Instructional Leadership Team.

Programs for gifted children will be individualized to draw on the interests and capabilities of each child. A member of the Instructional Leadership

Team will be responsible for working with the parents and the student to design such a plan, drawing on the wealth of resource materials and information available, such as the Davidson Gifted Database Resources.

As part of the Data-Driven instructional model, students participate in daily academic intervention time with students of a similar ability grouping. During this time, gifted students will receive differentiated instructional opportunities structured to meet their needs and challenge them intellectually.

Furthermore, where the arts have been used to teach specific core concepts

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of math, science, and literacy, the gifted students will be given more in-depth instructional materials which will amplify their critical thinking and problem solving skills. For example, if paintings by Kandinsky were being used to teach angles, the Teacher might begin developing this knowledge to a 3-dimensional translation of a painting, or the student might be encouraged to create a painting using and identifying such angles, cut it up, and begin to construct a 3-D version, learning in the process, how angles fit together to construct objects. This object might then be used to teach how light is refracted, and how light affects color. For students who show an aptitude or interest in art, opportunities for in-depth study with professional artists volunteering in the school could be possible.

Students in 7th and 8th grade will also have the opportunity to take national gifted assessments such as those for the Duke TIP and Johns Hopkins CTY programs. This will be an additional method for identifying students as they prepare for high school.

### Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

### Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.
  2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.
  3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
- a) Requesting Records from previous schools
  - b) Record Confidentiality (on site)
  - c) Record Compliance (on site)

The initial enrollment application will not contain any mention of an Exceptional Children's Program. However, once a student is accepted for enrollment, the student registration form will request information from the parent regarding exceptional children status. In addition, all the files from the sending school will be requested, including Exceptional Children's Program files on each student enrolled. A search in CECAS will be done to determine if any student enrolled in school has an existing IEP or 504 Plan. The school Principal will supervise the coordination of identification of

students that previously received EC or 504 Services and will file the first 60-day report. All regular classroom Teachers will receive training in "Project Child Find." Teachers will conduct a response to intervention (RTI) program to aid in the identification of students in need of Exceptional Children Services. The RTI process is a multi-tiered approach of interventions for students who demonstrate academic or behavioral

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deficiencies. The RTI process is designed to assist in screening students for eligibility for Exceptional Children Services by providing multiple interventions before an actual referral for Exceptional Children Services is made by a Teacher.

The school will also publish the process to our parents in the student handbook so that parents will understand that they can make a referral to have their child tested for Exceptional Children Services eligibility. The school will provide all testing and conduct appropriate processes including an eligibility determination meeting. The normal rules to determine eligibility within 90 days of the documented request will be followed. Once the appropriate referral is made either by the parent or Teacher, the Exceptional Children's Coordinator will conduct a meeting to obtain permission from the parent for testing. Once testing is completed and all information is gathered that sheds light on the student's needs, an IEP meeting will be conducted to determine whether the student is eligible for Exceptional Children Services. If the student is determined to be eligible, the IEP will be established and the student will begin to receive services. The school shall maintain a separate filing cabinet and filing room, under lock and key, for exceptional children and 504 accommodation plan records. A records request will be sent to previous schools seeking the general student file and specifically requesting an Exceptional Children file if one exists.

Student records and student information will remain confidential as indicated in the schools policies and procedures. An authorization to disclose information will be reviewed and signed by parents or legal guardians upon admission into the Exceptional Childrens program. Disclosure of student information will be determined based on a need to know basis which will be relative to the students educational plan and student services. All Administrators, Teachers, and school staff will be required to sign a confidentiality statement explaining and adhering to the Family Educational Rights and Privacy Act (FERPA). Student records request will be submitted to the clerical staff and approved by the EC Teacher/Coordinator. Internal request for student records will be reviewed in the school records room and in the presence of the EC Teacher/Coordinator or designated clerical staff. Disclosures to outside sources will require a written consent to release information which will bear the signature of the legally responsible person. Upon approval from the EC Teacher/Coordinator, records will be shared via confidential fax, or marked confidential mail.

Student records will be monitored to assure records security compliance and also to determine that all appropriate records are maintained including the DEC system of forms. The school will perform internal audits and regularly monitor exceptional children files for compliance with state and federal law.



## 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.

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The school will hire a licensed and qualified Exceptional Children Teacher/Coordinator in the initial start up. The principal and EC Teacher/Coordinator will assure that the school has obtained all Exceptional Children records for newly enrolled students at the earliest possible date to assure that the school is prepared to implement existing IEPs and 504 plans. The Principal will also assure that all Teachers receive proper training in "response to intervention" and that the school is prepared to identify students who may be eligible for Exceptional Children Services and to assure that those students are entered into the program appropriately.

Students who are identified in the EC category will be integrated into the general education classrooms according to their IEP. Students may also receive pull-out or push-in services as determined by their IEP and the input of the parent, Teacher and EC Teacher. Exceptional Children Teacher/Coordinator will develop and submit to the Principal a regular schedule indicating that all exceptional children receive timely services required in their IEP. This information shall be reported to the Principal on a monthly basis. The Principal will make regular general reports to the Board sufficient to keep the Board informed of the status of compliance providing Exceptional Children Services without identification of specific students.

The EC Teacher/Coordinator will provide a weekly update to parents on student progress of students served in the Exceptional Children Program or that have a 504 plan. The report to parents will include academic progress as well as report on student behavior. The Exceptional Children Coordinator will also conduct a weekly review with each student to apprise them of their progress and to encourage their success.

Essie's School will provide continuity of services to students with disabilities to meet the students' needs in the least restrictive environment possible. Parents will not be charged for any Exceptional Children Services provided by the school. The school will maintain systems of support which include any services such as speech therapy, occupational therapy, or psychological services which may be required by the IEP.

The school will establish a secure and dedicated filing area for records of exceptional children, identify sources of contract services and have them ready to provide any educational services the on-site EC Teacher is not qualified to provide.

## 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

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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 NC READY Accountability Model, based on the Common Core State Standards and the NC Essential Standards will serve as a foundation for student performance standards. These will include English/Language Arts and Math EOG results for 3-8, and Science EOG results for Grades 5 and 8. Our goal will be to have 60% of 3rd, 4th, and 5th graders scoring 3 or 4 (proficient) on EOG tests by year 2; 70% by year three, 75% by year four, and 90% by year five.

Per the best practices for highly effective schools as outlined in Bambrick-Santoyo's "Leverage Leadership," and "Driven by Data," Essie's School will use a systematic data-driven approach to instruction. In addition to traditional summative unit assessments, students will take common assessments in math and literacy approximately every 6 weeks. These will come from CCSS-aligned resources similar to EOG questioning, such as Discovery Education, SchoolNet, and EngageNY. Common assessment data will be analyzed to determine which students mastered each objective and identify gaps for reteaching during academic intervention blocks. The Instructional Leadership Team will facilitate data analysis workshops with Teachers and Instructional Assistants to develop academic action plans for each 6-week instructional cycle. Students in K-3 will also take the Reading 3D TRC/Dibels assessment at the beginning, middle and end of the year, with students receiving appropriate progress monitoring between assessments. A full assessment calendar for year 1 is attached in Appendix O-6. Beginning in year 3, students will also take the MAP assessment at the beginning, middle and end of the year to provide a nationally-normed reference for growth. Essie's School will assess multiple data points when making decisions on student promotion and retention. These will include performance on state-mandated tests, grades based on classroom performance, Teacher recommendations, and academic growth. Parents and students will be advised of the students status and progress throughout the year through report cards and conferences. Students who are behind in Q1 will be identified by the grade-level team; if they remain behind after Q2, they will be referred for extra help. If inadequate progress has been made by Q3, an intervention team including parents, Teachers, and Specialists will formulate and carry out intervention plans, including small group and individual instruction. If this persists into Q4 and academic promotion is in question, an

advisory  
committee will be established to arbitrate discussion of promotion or retention. Parents will be encouraged to participate and present their views. The advisory committee will review all documentation and relevant information and make a recommendation for retention or promotion to the principal who has the ultimate responsibility to accept or reject the committee's recommendation. Parents will be notified within 24 hours, and will receive written explanation if child is to be retained.

Consistent with state mandates outlined in the Read to Achieve legislation, any student who does not show proficiency in reading by the end of Grade 3 will be given the opportunity to retake the test or alternative assessment, and/or attend a summer program. If the student is still not proficient, retention will be required.

Any student with an IEP will be promoted if it can be demonstrated that the goals outlined in the plan have been accomplished. ELL students with less than two years of English instruction will be promoted unless there is a strong case for the benefit of retention.

4. Standards for 8th grade for the transition to high school: Per the NC Accountability Model, students in 8th grade will take the ELA, Math, and Science EOGs. Students who receive a passing score on all three of those assessments will graduate from Essie's School and be promoted to high school. Students passing all courses but not all EOG exams will have a meeting with their parent, Teacher and an Administrator to determine the best option for the student for the upcoming year. Students who have not passed at least one core subject (math, ELA, and science) nor their EOGs will be recommended for retention and the parent will be informed and a conference will be held to address any concerns. Although students at Essie's School are required to take at least 1 HS course in 8th grade through the virtual learning program, students are not required to pass that course in order to graduate.

#### Student Conduct:

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

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.

Consistent with our mission, our approach to discipline will be to be set high expectations for students behavior, and focus on consequences of students choices. All staff will have training in conflict resolution to help children analyze and de-escalate disturbing behavior. Teachers will be encouraged to deal with behavior such as rudeness or disrespect of Teacher or others within the classroom, using such behaviors as teaching moments The school-wide focus will be on positive behavioral supports and providing incentives for appropriate behavior.

K-4 classrooms will operate on a color-coded behavior chart. Students will progress through the system of consequences for each behavioral infraction over the course of the day. Students will receive a warning, opportunity for

reflection, and other interventions before being removed from the classroom. Upon being removed from the classroom, a student will spend time in another supervised area of the school in order to prepare to re-enter the room successfully.

Students in grades 5-8 will participate in an incentive-based merit/demerit system. Particular focus will be paid to restorative practices that reduce learning time lost to removal from the learning environment. Students will return to the classroom following community service, conferencing, or other

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restorative methods.

1. Preliminary list of behaviors that will lead to suspension or expulsion.  
Board members and staff members at Essie's School will be informed of the school-to-prison pipeline and connection between school suspension, dropout, and incarceration rates. Actions will be taken at Essie's School to limit the use of out-of-school suspension, which students will receive for state-mandated offenses, including but not limited to possession of a weapon, possession of drugs, or other serious or criminal offenses. In-school suspension will be used as little as possible.
2. When a student's behavior severely impedes the learning process of others, he/she may be removed from the learning environment for a short time and sent to a reflective area where they will be supervised by an adult to give the student the opportunity to cool off and keep engaged with class work. Infractions include:
  - \* Any action that could endanger the student or others
  - \* Defacing or destroying school or others property
    - \* Stealing
  - \* Throwing food or other objects
    - \* Use of any objects as a weapon
  - \* Leaving class and/or building without permission
    - \* Hitting another student or teacher
  - \* Fighting
  - \* Repeated rudeness, harassment, or lack of cooperation

Expulsion will be assigned only if there is a criminal offense, in which case it will be referred to authorities.

3. Rights of students with disabilities with regard to behaviors that could lead to suspension or expulsion

Consistent with our goal to be a safe and nurturing environment for all of our students, the first action is to identify the possibility of an impending infraction; engage in de-escalation and conflict resolution to defuse the problem. An adult will help the student understand that he/she has many choices and ultimately choosing the right one will result in re-entry to the class. The parents of all students will be familiar with the behavioral standards expected and will be encouraged to discuss these with their children to reduce the infractions. Teachers and the Principal will meet with parents of students with disabilities if the conflict resolution model fails and misbehavior continues to occur. This team will discuss best ways to handle situations and come to an agreement on any needed accommodations. Students with disabilities will not receive more than 10

days of suspension per regulations. Teacher, Administrator, EC Teacher,



- parent, and students of age will investigate patterns of behavior to determine if the students behavior is related to their disability and whether or not they are receiving the appropriate level of services.
4. The Policies and Procedures for dissemination of information on due process rights, including grievance procedures if student is suspended or expelled.

Parents will be given the Student Handbook at the beginning of each year that spells out the information on due process rights. In addition, if a student is suspended or at risk for expulsion the parents will be informed in writing of their due process rights. Parents of students that are suspended (in school or out of school) will be contacted by an Administrator. In most cases, conferences with parents will occur at the school or home site if preferred by the parent. Parents can provide a written request to the Principal to appeal any suspension or expulsion. If the parent is still unsatisfied after meeting with the Principal they may provide a written request for a grievance hearing to the Board as per the guidelines outlined in the student handbook.

#### IV.GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

**NOTE:** Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

##### Governance:

##### Private Nonprofit Corporation:

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

Name of Private Nonprofit: Essie Mae Kiser Foxx Charter School Inc

Mailing Address: 120 East Innes Street

City/State/Zip: Salisbury NC 28144

Street Address: 120 East Innes Street

Phone: 980-234-1624

Fax: 704-630-9206

##### Name of registered agent and address:

Dr. Nancy Lund  
419 Eastwood Drive  
Salisbury, NC 28146

FEDERAL TAX ID: 81-3424612

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

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

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

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

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

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

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

<b>Board</b>	<b>Board</b>	<b>County/State</b>	<b>Current</b>	<b>Past or Present</b>	<b>Has any disciplinary</b>
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Member Name	Title	of Residence	Occupation	Professional action been taken against any of these professional licenses?
Syed Ahmad	Treasurer	ROWAN	Artist	N
Tina Wallace	Chair Services/S	ROWAN	Human	N
Ruby Steele	ROWAN Counselor/		Retired	ocial work NC Counseling; N Preaching Minister
Whitney Peckman	ROWAN		Artist	N
Dr. Nancy Lund	Secretary Speech	ROWAN Prof	Retired	ND,NJ,NY lic N speech path;CCC Pathology

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

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

The Board has oversight and accountability for the school being in compliance with Charter school and NC laws and statutes; for the management company's compliance within realm of their responsibilities' for approval of hiring and firing teaching staff; for fundraising, community outreach; minimum for 4 touch points a year, forming committees to assist the Principal. At such time as we must hire a new Principal, we will advertise and use the assistance of the management company to vet all applicants. A complete application procedure will be available as we move forward. Supervision of the Principal will be the responsibility of the Board. The Principal will be required to make monthly reports to the Board as well as other reports when asked and given a reasonable deadline to comply, reporting on all aspects of the school including financial and educational and operational issues,

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. Revise as needed

Our current Board is 11 members and will be limited to 11. We have 2 men, 5 women, 3 African Americans, 3 White and 1 Asian. Two are retired school

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teachers, 1 retired school counselor, 1 retired Ph.D. speech pathologist, 2 business people. With this mix of educational and business acumen, we have the resources to search out expertise in other areas. The Board will evaluate the success of the school (and thus of the Principal) by the number of students reaching grade level or passing to the next grade level; by increased lottery application; by parent involvement; and by drop in suspension rates

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?

Founding Board members came together as a group deeply concerned with the number of failing and struggling students, with the very high poverty and unemployment rate, and with the total lack of educational opportunities in East Spencer, NC. This group identified education as the most profound need and committed to focusing its energies there. Thus the Board was

formed. In case of vacancy, recruitment begins immediately upon receiving the resignation. We have a working list of potential board members with a range of backgrounds

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

The Board will meet on the 4th Monday of each month at 6pm at the school location. Dates for year one are included on the Master Calendar included as Appendix C.

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.

The Board of Directors of Essie's School is committed to operating within a culture of continuous development and improvement in their roles as leaders of the school. Appendix O-6 is an outline of the professional development calendar the Board has committed to participate in, in order to be prepared to oversee a successful school opening and continued operation of the school. This includes sessions facilitated by NCDPI, as well as excellent school visits, regular community outreach, and two book studies (Whatever It Takes by Paul Tough and Leverage Leadership by Paul Bambrick-Santoyo.

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.

The Board will follow the standards generally recognized for professional behavior. These are available in the Board handbook. Prior to becoming a

Board member, potential conflicts of interest, personal and/or financial/professional conflicts must be identified. The Board will determine if these are conflicts which might prevent the member from carrying out the duty of upholding NC charter school statutes and laws.

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

Board decisions will be made through discussion in an attempt to arrive at a mutually agreed upon decision. If not possible, a vote will be taken with majority ruling. When items are not time sensitive, time will be taken to compile research and discuss options at the next Board meeting.

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

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school's governing body and leadership.

Not applicable

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

The Policies and Procedures for dissemination of information on due process rights, including grievance procedures if student is suspended or expelled.

Parents will be given the Student Handbook at the beginning of each year that spells out the information on due process rights. In addition, if a student is suspended or at risk for expulsion the parents will be informed in writing of their due process rights. Parents of students that are suspended (in school or out of school) will be contacted by an Administrator. In most cases, conferences with parents will occur at the school or home site if preferred by the parent. Parents can provide a written request to the Principal to appeal any suspension or expulsion. If the parent is still unsatisfied after meeting with the Principal they may provide a written request for a grievance hearing to the Board as per the guidelines outlined in the student handbook.

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have their issue heard, per these procedures:  
Discuss the problem with the person or persons involved as soon as possible after the event has taken place.

If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Principal. A conference will be held with the Principal, the aggrieved and other parties

If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to Principal within 10 days following the aforementioned grievance conference

If no resolution can be reached, the employee must submit to the Principal a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Principals decision.

After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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

**Include in the Appendices:**

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

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Management Organization)

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

**Not Applicable**

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

**X Not Applicable**

**Charter School Replication:** *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.  
Understand that the replication means that a new charter school will be governed separately from the charter*

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*school the application is modeled after.*

## **X Not Applicable**

### **Projected Staff:**

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

Year 1

Principal

Administrative Assistant

Clerical (Finance and Compliance)

7 Classrooms Teachers

5 Instructional Assistants

EC Teacher/Coordinator

Special: Art Teacher

Substitute Teacher

Add in Year 2

Food Service Staff

2 Classroom Teachers

Elementary Lead Teacher

Special: Spanish Teacher

Substitute Teacher/s

Add in Year 3

Multi-Classroom Leader

2 Classroom Teachers

EC Instructional Assistant

Special: STEM Teacher

Substitute Teacher/s

Add in Year 4

Assistant Principal

2 Classroom Teachers

Special: Middle School Physical Education Teacher/Athletic Director

Special: Art, 2 Spanish, STEM

Substitute Teacher/s

Add in Year 5

1 Classroom Teacher

Middle School Lead Teacher

Special: Elementary Physical Education Teacher

Virtual Learning Assistant

Substitute Teacher/s

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

Include the following information for the proposed charter school:

1. Explain the board's strategy for recruiting and retaining high-performing teachers.

Essie's School is dedicated to its mission to promote academic excellence and to cultivate lifelong learners and leaders. With that in mind, we are committed to recruiting and retaining highly qualified and effective educators and school staff.

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The Board will:

- 1) Create detailed job descriptions for each position.
- 2) Post job openings on the school website, social media Recruitment sites, local newspapers and other resources and collaborative community programs, to include local colleges and universities.
- 3) Participate in job fairs
- 4) Have school Board members and School leaders share recruitment activities at national conferences and other networking opportunities.

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

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

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

The Board:

- has oversight to assure our school is in legal compliance with NCDPI and NC laws and statutes
- drafts policies (with review by legal counsel)
- makes recommendations to the Principal regarding grievances which have been brought to the Board per the grievance procedures
- makes recommendations for hiring and firing per review of Principals slate
- holds monthly Board meetings at which any staff member may be heard during the open comment period

The Staff

- will have all contact information of all Board members
- may submit, in writing, suggestions about the policies of the school
- may address the Board, in writing, with any concern
- may address the Board at any open comment period at Board meetings

The concept of the "Essie Family" hinges on deep commitment on the part of our Board and our teaching and operational staff to fully understand and contribute to the school mission and vision.

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

Essie's School will conduct a national criminal background check and education verification for every hired position, and a national criminal background check for every volunteer

position.

The hiring procedures are as follows:

The Board and Principal will discuss and agree to

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procedures for both hiring and firing.

Submitted resumes are reviewed by the administrative staff, and the Board. The Principal will make final hiring recommendations to the Board in accordance with terms of the charter. Panel interviews will be conducted with attention to specific responses regarding teaching in high poverty schools and working with families in our demographic.

Candidates will be required to teach a sample lesson or provide video of instruction during the interview process.

Complete reference checks will be done for each employee before hiring.

Final Teacher hiring decisions will be made by the principal.

To dismiss school personnel:

Every effort will be made to assist employees who are not performing adequately to improve their job performance. Dismissing a staff member can occur only after a progression of actions beginning with a warning, and in compliance with NC regulations.

Creation of a performance coaching plan: the goal will always be to help the employee grow and succeed.

Principal evaluates results of coaching plan. In the event that every effort has been made to resolve the performance behavior being questioned, termination will be considered. All procedures will be documented per NC statutes.

Lastly, there will be an opportunity for the staff member in question to appeal to Grievance Committee of the Board (see Procedures for Employee

Grievance or Termination).

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

Principal: range 55,000-65,000

Assistant Principal: range - 45,000-47,000

Administrative Assistant: range- \$30,00-\$38,000

Clerical(Financial/Compliance): range \$24,000-\$27,000 Food

Service: range \$22,500-\$25,000

7 Classroom Teachers: range \$35,000-\$40,000 Lead

Teacher: range \$38,000-\$42,000

Instructional Assistants: range \$20,000-\$25,000 EC

Teacher: range \$37,000-\$40,000

EC Instructional Assistant:. range \$22,000-\$24,000

Multi-Classroom Leader: range \$40,000-\$44,000

Special Art: range \$32,000-\$35,000

Special Spanish Teacher: range \$32,000-\$35,000

Special STEM Teacher: range \$32,000-\$35,000

Phys Ed Teachers: range \$40,000-\$42,000

Substitute Teachers: \$100/day

Virtual Learning Assistant:Yr5 \$25,000.



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

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have their issue heard, per these procedures:

Discuss the problem with the person or persons involved as soon as possible after the event has taken place.

If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Principal.

A conference will be held with the Principal, the aggrieved and other

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parties

If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to Principal within 10 days following the aforementioned grievance conference

If no resolution can be reached, the employee must submit to the Principal a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Principals decision.

After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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

Not applicable

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.

Teacher will be hired in the first year who is able and qualified to complete compliance paperwork. An EC instructional Assistant will be added in year 3 to assist with instructional duties.

Essie's School will also develop and maintain relationships with at least one Psychologist, Speech Pathologist and Occupational Therapist within community. These services will be contracted on an as-needed basis per IEP. Many of our service providers will be able to bill Medicaid In addition to Medicaid reimbursement, Essie's School has allocated funds within the budget to meet these needs.

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

The Principal will have a teaching and administrative license. The Assistant Principal, Lead Teachers, and Multi-classroom Leader will have at least teacher certification. At least, fifty percent (50%) of the teaching staff will be certified teachers. The EC and physical education Teachers will have the appropriate teaching license. These will be the minimum standards for the positions listed above.

Principal will oversee day-to-day functioning of the school and serve as the head of the Instructional Leadership Team; will provide direct coaching to Teachers and serve as the Testing Coordinator for the first two years of operation.

Assistant Principal will be the administrator overseeing the middle school. The AP will provide coaching to Teachers, coordinate operations for the middle school in conjunction with the Principal, and will serve as the Virtual Learning program coordinator,

Administrative Assistant will serve as general office receptionist and will also manage the purchase of supplies for the office and classrooms. Clerical position will provide assistance in the collection of financial, licensure and other compliance paperwork.

Food Service Staff will oversee the breakfast and lunch order counts as well

as delivery of food to classrooms.

Bus Drivers will safely transport our students to and from school

Multi-Classroom Leader will assist in the coaching of Teachers, particularly  
in literacy; complete observations, coaching conversations, and  
facilitate

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professional development and data analysis workshops work directly with students.

Elementary Lead Teacher will serve as a liaison between the administration and elementary school Teachers in addition to being a regular classroom Teacher.

Middle School Lead Teacher will serve as a liaison between the administration and middle school Teachers in addition to being a regular classroom Teacher Classrooms Teachers :

Classroom Teachers will plan and execute rigorous and authentic learning experiences for their students; manage classroom behavior and nurture a positive, safe learning environment; make regular contact with families; analyze data to identify trends and gaps in learning and adjust their practice accordingly.

Instructional Assistants will work alongside classroom Teachers in K-2 facilitating small group instruction. Instructional Assistants in K & 1 will be bilingual if the teacher is not bilingual, in order to provide the Spanish immersive experience.

EC Teacher/Coordinator will

oversee and implement special education services for identified students;

work with classroom Teachers to ensure students needs are met in the most appropriate environment.; provide pull-out or push-in services as required by a students IEP.

EC Instructional Assistant will help provide EC services to students. under the direction of the EC Teacher/Coordinator.

Art Teacher will provide instruction as a Specials course for 30-60 minutes daily; work with classroom teachers to augment their core curriculum by using art disciplines to interpret core subjects.

Spanish Teacher will provide Spanish instruction as a Specials course for students in grades 2-8 for 30-60 minutes daily.

STEM Teacher:will lead STEM instruction as a Specials course for all students for 30-60 minutes daily

Middle School Physical Education Teacher/Athletic Director will lead PE and Health courses for middle school students for 30-60 minutes daily and will also act as the Athletic Director.

Elementary Physical Education Teacher will lead PE and Health courses for elementary school students for 30-60 minutes daily .

Virtual Learning Assistant will help supervise and manage students while they complete coursework in their virtual learning classes .

Substitute Teachers will cover and supervise classes when a classroom Teacher is absent. They will help supervise students that have been temporarily removed from the classroom.

## Staff Evaluation and Professional Development

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

Teacher licensure and professional development documentation will be completed by the Management Company with the assistance of the

clerical staff. The Principal will develop, implement and monitor the professional development plan.

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

It is critical that a school is able to grow and develop its Teachers and

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leaders over time and Essie's School is committed to a culture of continuous improvement. Core classroom Teachers will receive at least 110 hours of professional development, including at least 20 hours of individualized coaching, each school year. Instructional Assistants will participate in at least 80 hours of this professional development as well so that they are able to provide high quality instructional interventions.

Classroom Teachers will receive at least 1 hour of individual coaching every 2 weeks by member of the Instructional Leadership Team, resulting in at least 20 hours of individualized coaching over the course of the year. This will be done by the Principal in years 1 and 2. The Multi-Classroom Leader will contribute to coaching beginning in year 3 and the Assistant Principal will also be responsible for a coaching caseload in year 4.  
Job-embedded

professional development in the form of Teacher coaching will also be utilized in order to ensure effective instructional implementation.  
Job-embedded professional development is currently regarded as a best-practice for Teacher development. The observation and feedback system outlined in Paul Bambrick-Santoyos "Leverage Leadership" will be the basis for this structure. In this model, Teachers receive regular classroom observations followed by coaching conversations in which a Teacher and Administrator identify Teacher strengths to build on and strategic and specific areas for improvement. Through coaching, modeling, and practicing, teachers are able to acquire and master proven instructional strategies that empower them to drive student achievement in their classrooms. This model of professional development has been proven to be more effective than more traditional professional development models such as workshops or whole staff meetings. Furthermore, it creates a culture that focuses on continual learning and improvement for staff.

In addition to individualized coaching, trends in student achievement and Teacher effectiveness data will inform the needs and goals for afterschool professional development sessions that will occur twice per month for approximately 1 hour. These meetings will provide an additional 20 hours of professional development in key areas and school-wide initiatives.  
The proposed topics of this professional development for years 1 and 2 are outlined in the sections below although the principal will use real-time data and make any revisions needed.

Finally, Teachers and Instructional Assistants will participate in monthly professional development and data analysis workshops on student early release dates. Each month will provide 3 hours of professional learning

opportunities for a total of 30 hours for the school year. Again, the focus of this time will be data analysis and action planning as outlined in Paul Bambrick-Santoyo's "Driven by Data" and "Leverage Leadership."

Professional development and staff training will also occur at the beginning and end of the school year. In order to get off to a strong start, Teachers and Instructional Assistants will participate in 30 hours of professional development prior to the start of the school year for students. A proposed plan is also included in the sections below. Teachers will also participate in 10 hours of reflective professional development in June, at the end of the school year, to reflect on their effectiveness as teachers, and begin to plan for the upcoming year.

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Teacher evaluation will take place according to DPI policies and procedures, including the NCEES system. Teachers will work with their coach (member of the Instructional Leadership Team) to complete their PDP based on their self-assessment, previous ratings, and school initiatives. As part of the regular observations and coaching conversations, Teachers will receive more than the minimum observations and conferences required by

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.

During the first year, the PD plan will focus heavily on data-driven instruction, shifts in college and career readiness instruction (as defined by the Common Core or future state standards), and best instructional practices. Teachers and Administrators will participate in regular and formal data analysis and action planning sessions as outlined by BambrickSantoyo. Internally conducted sessions during planning time, biweekly staff meetings, as well as on the early release dates.

Year 1.

1st Quarter: Building Essie's School Culture

2nd Quarter: Best Instructional Strategies for Math and ELA 3rd Quarter: Action Research Project

4th Quarter: Effective Checks for Understanding

Beginning in year 2, the focus will be culturally proficient instruction to empower students as learners AND leaders in their community.

Year 2:

August (\*prior to start of 2019 SY): The Meaning of our Mission \*Dismantling Racism

September: Action Research Group Introduction

October: The School to Prison Pipeline

November: Action Research Group Work Time December: Revisiting the Mission

January: The Effects of Living in Poverty

February: Action Research Group Reports

March: The School to Prison Pipeline Revisited April: My Privilege and My Classroom

\* May: Test Prep for Students in Poverty

June: Purposeful Reflection and Looking Forward

Teachers will draft a PDP goal related to race, class and education, for the following school year and actionable next steps for the summer.

Most of the PD will take place on-site, conducted by the Instructional Leadership Team.

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.

Intensive staff development will take place three weeks prior to the opening of the school. Time will be divided between whole group staff meetings and workshops, small group sessions in grade level bands, individual sessions,



and dedicated time for Teachers to prepare their classrooms.

Day 1: There will be the opening staff meeting, a founding staff team photo, and a welcome breakfast for all staff and Board members. This will be followed by a presentation on the schools overview and goals for the year,

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including the history of the community of East Spencer. Staff will participate in team building sessions for the remainder of the day.

Day 2: Staff members will get an overview of the employee handbook, and receive mandatory trainings such as bloodborne pathogens. Teachers will receive their classroom assignments and will have the majority of the day to move supplies in and organize their classrooms.

Day 3: Priorities for 2018-19 will be presented followed by the Student Culture Launch. This will include classroom expectations, behavior systems, and minutes by minutes for standardized procedures such as entry, exit and hallways, etc. Teachers and Instructional Assistants will participate in a discussion centered around authentic and active student engagement and will begin to develop and outline visions for the classrooms. The plans for the first week of school, which will include several all-school meetings to build school culture, will also be shared with teachers.

Day 4: Teachers and Instructional Assistants will receive an overview of math instruction using the EngageNY curriculum. Teachers will receive pacing guides for math and an overview of the curriculum. Teachers will take a deep dive into their first curriculum unit and choose a portion of the lesson to practice in front of the staff on the following day.

Day 5: Teachers will present a 5-10 minute segment of a math lesson they will teach in the first week to the rest of the staff and receive feedback. This will help set the tone of practice as part of professional development and a regular component to our schools focus on continuous improvement. During the afternoon all staff will participate in a team building and celebratory activity to close out the first week.

Day 6: Teachers and Instructional Assistants will receive an overview of the Balanced Literacy approach, with a focus on whole group close reading on this day. Staff will participate in a close reading exercise and discussion to model the type of instruction that should take place during the whole group instructional reading block. This will include the integration of writing in the literacy block. Teachers will have the remainder of the day to plan for their first instructional literacy units and lessons. Instructional Assistants will use the remainder of the day to receive training in Reading3D assessments.

Day 7: Teachers and Instructional Assistants will receive explicit instruction in how to design and conduct effective literacy stations, including the logistics of how to introduce these stations over the first month. Teachers and Instructional Assistants will learn about word study using the Qualitative Spelling Inventory and Words their

Way and fluency stations. Instructional Assistants will then have the rest of the day to start preparing stations activities for their classroom. Teachers will have the rest of the day to learn about guided reading.

Day 8: Teachers and Instructional Assistants will receive an overview of science instruction including participation in a hands-on, minds-on activity. Teachers will receive pacing guides for science and an overview of the instructional resource Discovery Education. Teachers will have the remainder of the day to plan for the first week and month of science

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instruction. Instructional Assistants will use the remainder of the day to be introduced to the Spanish immersion concept and model.

Day 9: Teachers

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.

Effective professional development will be a critical component for Essie's School to reach the ambitious academic goals stated in this application.

Core classroom Teachers will receive at least 110 hours of professional development, including at least 20 hours of individualized coaching, each school year. Instructional Assistants will participate in at least 80 hours of this professional development as well so that they are able to provide high quality instructional interventions.

Classroom Teachers will receive at least 1 hour of individual coaching every 2 weeks by member of the Instructional Leadership Team, resulting in at least 20 hours of individualized coaching over the course of the year. This will include receiving feedback on instructional methods and coaching of proven effective strategies such as those outlined in Doug Lemov's "Teach Like A Champion."

In addition to individualized coaching, trends in student achievement and teacher effectiveness data will inform the needs and goals for afterschool professional development sessions that will occur twice per month for approximately 1 hour. These meetings will provide an additional 20 hours of professional development in key areas and school-wide initiatives. The proposed topics of this professional development for years 1 and 2 are outlined in the sections below although the principal will use real-time data and make any revisions needed.

Finally, Teachers and Instructional Assistants will participate in monthly professional development and data analysis workshops on student early release dates. Each month will provide 3 hours of professional learning opportunities for a total of 30 hours for the school year. Again, the focus of this time will be data analysis and action planning as outlined in Paul Bambrick-Santoyo's "Driven by Data" and "Leverage Leadership."

Professional development and staff training will also occur at the beginning and end of the school year. In order to get off to a strong start, Teachers and Instructional Assistants will participate in 30 hours of professional

development prior to the start of the school year for students. A proposed plan is also included in the sections below. Teachers will also participate in 10 hours of reflective professional development in June, at the end of the

school year, to reflect on their effectiveness as teachers, and begin to plan for the upcoming year.

According to Bambrick-Santoyos work, the coaching ratio is ideally kept at 1:12 or fewer. The staffing structure is designed to support this ratio within budgetary constraints. The Principal will be the main instructional coach for the first two years, when there are 7 and 10 Teachers respectively. Beginning in year 3, instructional coaching responsibilities will be shared with the Multi-Classroom Leader and in year 4 the Assistant

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Principal will also facilitate the coaching model with Middle School teachers.

## 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 reflects 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)).

As the first Charter School in Rowan County, our enrollment and marketing plan includes both comprehensive traditional and innovative approaches to reach our anticipated 15 mile diameter target population (East Spencer is in the far north of the county. Thus "radius" was not an appropriate measurement.) Our Board members are largely lifelong members of the community; four are retired teachers from the RSSS. They are uniquely positioned to be welcomed into, and responsive to, neighborhoods with anticipated demographics, where our ongoing door-to-door needs assessment surveys are already underway. A Spanish version of the survey is available as well. For those who have responded to our survey, regular open meetings which have been posted in the Salisbury Post (the largest newspaper in the county) and in multiple online sites, are being held in community centers and churches central to each neighborhood. The public, especially parents and grandparents, are encouraged to come meet the Board, as well as our proposed Principal. Once a month a larger community meeting is held in Salisbury, a central and familiar location within the target area. Here parents and children can come together from across Rowan County to meet each other and to begin forming relationships in anticipation of their charter school. People are encouraged to bring friends and relatives to these meetings where they will be surveyed as well. Parents are encouraged to ask questions, express their concerns and otherwise engage in productive

dialogue about what they want their child's school experience to be. These regular meetings build community relationships ultimately leading to more name recognition (branding) for our school as we move forward into the enrollment period. We have an active FB page with more than 700 members where we regularly post events and meetings, as well as articles and discussions on education topics.

Once our charter is approved, we will begin a more aggressive marketing campaign. (See next section on Parent and Community Involvement and Appendix O-7) Instagram and SnapChat are being developed to reach younger parents of children who will reach school age by 2018. Videos of conversations about the mission, vision and goals of our school are being developed for YouTube. In addition, the more conventional means of communication are being used: newspapers (Salisbury Post and Rowan Free Press); radio stations WDCG, WFXC,

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WQOK; church, barbershop, beauty shop and laundromat bulletin boards, etc. Our school website is under development.

## 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.

In order for each student to reach their fullest potential, all of the stakeholders in a community must be working collaboratively. Thus the village it takes to raise a child is created.

Once the charter is granted, much of the base will already have been developed. Our marketing efforts will be expanded including through daycare and pre-school facilities, Head Start, More At Four, and private pre-schools in the area. At this time, a more aggressive media campaign will begin with local TV ads, Board members and prospective parent/child radio and YouTube conversations, and print media ads and articles. Educational social events will be held at EastSquare Artworks in Salisbury as both fundraising and enrollment stimulus, showing films, holding parent/child craft days, interactive storytelling, storytime, and concerts for children. Within each one of these events there will be a strong component of literacy built in, introducing some of the teaching models and styles we will be using. These events will continue to develop the critical parent involvement so necessary to the success of a Charter school, particularly in our target population which is deeply affected by generational poverty.

### Marketing Calendar:

Oct 2016 - Jan 2017: Continue surveying target area; branding strategy developed; A Community Outreach Committee of Board members will identify local stakeholders

Jan - June 2017: develop social media & online presence

July - Dec 2017: Outreach continues including large pre-school and daycare facilities;

informational handouts at community events. Our graphics will become a familiar sight

Jan - Mar 2018: EastSquare Artworks hosts monthly Essie Days Summer and fall neighborhood parties to meet new families, help connect them within their



neighborhoods, and disseminate information about our school.

April-August 2018: Facility preparation; add murals, and school graphics;  
continue social media to tell our unique story and to capture, communicate,  
and celebrate

the great things our children and families will be doing,

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Parent engagement will begin, as outlined in the Marketing Plan, with neighborhood community meetings and events designed to "create an Essie family". We believe that the dynamic of a successful school is the same as that of a successful family - a place of personal and collective security, where one is nurtured, taught personal and family values and responsibilities, leading to a fully functional, contributing adult.

At a school that includes students from multiple communities, a cohesive school culture is even more critical. A variety of School-sponsored events allow all students to shine and accommodate parental work schedules. When families and community members come to Essie's School we want them to have fun and leave feeling empowered to act as advocates for themselves and our students. These are included in the Appendix C calendar and include:

- Pep Rallies
- Essie Family Nights
- All-Pro Dad: All Pro Dad is a national organization creating partnerships with schools and allowing fathers and father figures the opportunity to spend time with their kids in a school setting. (<http://www.allprodad.com/about/>)
- Back to School Carnival, Cultural Consortium and Spring Festival
- o Saturday all day events
- o Mandatory all staff attendance

Recognizing that many of our parents are very young, and displaced from family of origin, our preliminary and ongoing work with the family is paramount for the Board.

Staff will be interacting with families in prescribed ways - regular parent/teacher conferences, open houses, school sponsored workshops, parent nights, student award ceremonies, and other events led by school staff. In evening hours, community partners will join us in additional "Essie Family Nights" to offer a range of informational sessions on topics including ones such as health & hygiene, job training opportunities, job readiness, raising children as a single parent, personal development, etc. Also outlined in App-C.

## 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.

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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.

1. The application period for Essie Mae Kiser Foxx School will be from January 1 - April 30

Applications will be reviewed for completeness, checked for a valid North Carolina address and will be entered into a database. If the number of applications exceeds available seats, a public lottery will be held in April. After the lottery is held, any application not chosen will be placed on a waitlist based on the order pulled from the lottery. Any application submitted after April 30 will be added to the end of the wait-list according to the date/time submitted.

2. The process for the public lottery includes:

Notification of the date, time, and location of the lottery will be announced on the website homepage and the email distribution list. Notice will be published in the local press.

After completed applications have been verified for a valid NC address, a unique number will be assigned and ticket created. (Applications that meet the State regulations for priority admission will be placed on the acceptance list. Essie Mae Kiser Foxx School will give admissions preference to children of current employees and Board members and to current students' siblings.) Numbered tickets will be randomly drawn during a recorded public lottery for the remaining seats at each grade level until all seats are filled.

3. Remaining tickets will be drawn and placed on the waitlist for each grade in the order they are pulled. Once a student is enrolled at Essie Mae Kiser Foxx School, families do not have to reapply each year; however they must submit an "Intent to Return" form so the school administrators can plan accordingly. Waitlisted students from the previous year must reapply and participate in the lottery again.

4. All students will be notified of acceptance via mailed written letter. All students will be required to attend an open house session and take a placement test to finalize the registration process. Multiple sessions will be held at varying times to accommodate all parents schedules. Once a family attends a session and the student completes the placement test, they must turn in the registration packet 2 weeks from notification to complete the enrollment. If a family does not complete

the registration process prior to May 1, their seat may be forfeited and the next applicant

on the waitlist will be accepted. Students who do not attend the first day of school or call in to notify the school of the absence by an announced date/time will forfeit their enrollment and must complete another application to be considered in the future.

5. Families who wish to withdraw a student must notify Essie's School in writing at least 3 days prior to withdrawal in order that records can be

forwarded to another school. Parents will be asked to complete a withdrawal survey for the school to collect and analyze data regarding withdrawals.

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Upon completing a required withdrawal form and receiving a transfer form from the student's new school Essie's School will provide all relevant and required records. If the family chooses to later re-apply, they must complete a new application and participate in the lottery process.

## 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.
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.

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# PROJECTED ENROLLMENT 2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY COME

LEA #1 Rowan-Salisbury  
Schools LEA #2  
LEA #3

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

2018-2019 LEA #1 Kinderg	2019-2020				LEA #2		LEA #3						
	LEA #1	LEA #2	LEA #3	LEA #4	LEA #5	LEA #6		2020-2021		2021-2022		2022-2023	
	LEA #1	LEA #2	LEA #3	LEA #4	LEA #5	LEA #6		LEA #1	LEA #2	LEA #3	LEA #4	LEA #5	LEA #6
	800	800	800	800	800	800		800	800	800	800	800	800
arten							40	0	0	40	0	0	0
01 Grade								40	0	0	40	0	0
Grade								0	40	0			
02							40	0	0	40	0	0	0
								40	0	40	0	0	0
03 Grade								40	0				
04 Grade							20	0	0	40	0	0	0
Grade								40	0	40	0	0	0
05								40	0				
06 Grade							25	0	0	50	0	0	0
								50	0	50	0	0	0
								50	0				
07 Grade													
Grade													
08							25	5	0	25	0	0	0
								50	0	50	0	0	0
								50	0				
							0	0	0	25	0	0	0
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								25	0				
							0	0	0	0	0	0	0
								0	0	0	0	0	0
								25	0				
							150	220					
										270			
										320			
										370			

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## V. OPERATIONS

### Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

Anticipating that for most of our target demographic in northern Rowan County, transportation will be needed, 2 buses will be purchased and maintained to NC standards. These costs are reflected as a line item in the budget. In year 2, year 3, and year 5 we will add a bus. The additional bus purchased in year 3 may not be needed during the morning and afternoon

routes until year 4, but will provide an extra bus for emergencies and a bus designated for field trips and athletic events for the growing middle school. Each bus will have an aide aboard at all times.

Prior to the opening of our school, an expanded survey of needs for families in our target area, will include questions about transportation. Every effort will be made to assure that any student needing transportation has the option of taking our school buses. There will be several pick-up and drop-off locations centrally located in easily accessible areas of our target neighborhoods, and maps of these locations will be included in our enrollment packets.

In addition to having bus service, every effort will be made to coordinate carpooling, encouraging parent-to-parent connections that may be helpful.

The transportation plan will be part of the information made available to parents at all public informational gatherings, in handouts and flyers, and in our enrollment packet as soon as the charter is granted, in an effort to assure parents that the transportation plan is provided. Prior to school opening, there will be a Parent Orientation Day (and evening hours as well to accommodate people who don't get off work until 5 or after). At that

orientation, transportation policies, drop-off and pick-up locations and procedures, instructions on how to access transportation information via our website will be reviewed. Riding the bus is a privilege offered for our students. All riders must follow the bus rules (which will be clearly stated in our transportation forms, and posted on all buses). Suspension may occur as a result of misbehavior on the buses.

## 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.

Anticipating that Essie's School population will be 90-100% Free and Reduced Lunch students, vendor breakfast and lunches will be provided free of charge. We will follow all required procedures for managing Free and Reduced Lunch applications, maintaining thorough records of student participation in the National School Lunch Program. Knowing our targeted population, we

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understand the importance of providing a nutritious breakfast, and will do so.

We will ensure all students are provided lunch daily. Students will have the option to bring lunch or receive a lunch from the school provided by selected vendors. The vendors will be required to follow all health and sanitation requirements set forth by the Food and Drug Administration and provide appropriate documentation supporting their compliance. Menus will be provided to the school monthly and meet all nutritional guidelines of the

National School Lunch Program. We are currently looking at contracting options available in Rowan County.

If students who are not eligible for free lunch forget to bring their lunch, it will be provided by the school in the event they are unable to have a parent or other adult bring it to the school. A fee will be assessed to the parents to cover the cost of the lunch. A small contingency budget is planned to help cover initial costs of providing lunches to students.

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

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

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

Area of proposed coverage	Proposed amount of coverage	
Comprehensive General Liability	\$1,000,000	
Officers and Directors/Errors and Omissions	\$1,000,000	
Property Insurance	\$1,000,000	
Motor Vehicle Liability	\$1,000,000	
Bonding	\$250,000	\$1,000,000
Minimum/Maximum Amount	\$1,000,000	
Other		
Total Cost		

Cost (Quote)	\$2,106.00	\$4,393.00
\$2,106.40	\$3,253.00	\$16,338.40
	\$480.00	
\$4,000.00		

\*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.

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

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.

essie-mae 09/19/2016

(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 specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

TAS has been in conversation with Rev. Jones regarding an identified site, the Guiding Light Missionary Baptist Conference Center, 308 Boundary St, East Spencer, NC. He continues to be open to discussions for purchase arrangement with us. We anticipate that the space would be adequate for two years, at which time we would need to either bring two portable classrooms on site, or build a new building, to open in year 3. All spatial needs can be met for grades K-4 at this location for the period of two years. (See Appendix O-10 Letter to Rev. Jones)

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

We estimate \$15/sq ft. The closest market rate near the proposed facility would be in Salisbury, approximately 5 miles away is \$18/sq

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

Essie Mae Kiser Foxx Charter School

**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.



## VI.FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

### Budget: Revenue Projections from each LEA 2018-19

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per

#### 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

student receives from the State. Funding is based on the 1<sup>st</sup> 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 #1 800 - Rowan-Salisbury  
Schools**

<b>Revenue Funding</b>	<b>2016-2017 Per Pupil Projected LEA ADM Approximate funding for</b>
----------------------------	--

**2018-2019**

<b>State Funds</b>		<b>54</b>
\$5,185.34	150	

\$777,801.00

<b>Local Funds</b>	
\$1,689.42	150

\$253,413.00

<b>Federal EC Funds</b>	
\$3,579.70	15

\$53,695.50

**Totals**

\$1,084,909.50



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

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>INCOME: REVENUE PROJECTIONS</b>					
-State ADM Funds	\$777,801	\$1,140,775	\$1,400,042	\$1,659,309	\$1,918,576
-Local Per Pupil Funds	\$253,413	\$371,672	\$456,143	\$540,614	\$625,085
-Exceptional Children Federal Funds	\$53,696	\$53,696	\$53,696	\$53,696	\$53,696
	<del>\$50,000</del>	<del>\$50,000</del>	<del>\$50,000</del>	<del>\$50,000</del>	<del>\$50,000</del>
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	<del>\$1,134,910</del>	<del>\$1,616,143</del>	<del>\$1,959,881</del>	<del>\$2,303,619</del>	<del>\$2,647,357</del>
<b>Z - TOTAL REVENUE</b>	<del>1,084,910</del>	<del>1,566,143</del>	<del>1,992,871</del>	<del>2,307,592</del>	<del>2,718,049</del>

\*If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix J.

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

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

BUDGET

EXPENDITURE		Multi-Classroom Leader		2019-2020		2020-2021	
2018-2019 PROJECTIONS Personnel Num	Administrative Assistant	0	FTE				
	1	\$0		Avg Salary	Total salary	Avg FTE Salary	Total salary
	\$30,000	\$0					
	\$30,000		1				
	3	Special: Art Teacher	1				
	g	1	0	\$57,000	\$57,000	1	\$60,000\$60,000
		\$					
	T	\$32,000	1	\$0	\$0	0	\$0
	o	0					
	t	\$32,000	1	\$24,500	\$24,500	1	\$25,000\$25,000
	a	,					
Staff	l	Special: Spanish Teacher	1	\$22,500	\$22,500	1	\$23,000\$23,000
		0					
		0	4	\$32,000	\$32,000	1	\$35,000\$35,000
	A - Total Admin and Support: a	\$0					
	Instructional Personnel: a	\$0		\$136,000		4	\$143,000
	r						
	Classroom Teacher	Special: Stem Teacher	9				
	s 7	0	1	\$36,000	\$324,000	11	\$37,000 \$407,000
	a						
	l \$35,000	\$0	5	\$38,000	\$38,000	1	\$39,000\$39,000
	a						
	r \$245,000	\$0	1	\$21,000	\$105,000	5	\$22,000\$110,000
	y						
Administrative & Support Personnel:	Lead Teacher		0	\$38,000	\$38,000	1	\$40,000\$40,000
	0		0	\$0	\$0	1	\$22,000\$22,000
Lead Administrator	\$0		1	\$0	\$0	1	\$40,000\$40,000
1	\$0		1	\$33,000	\$33,000	1	\$35,000\$35,000
\$55,000	Instructional Assistant		0	\$32,000	\$32,000	1	\$33,000\$33,000
\$55,000	5						
Assistant Administrator	\$20,000			\$0	\$0	1	\$32,000\$32,000
0	\$100,000						
\$0							
\$0	Exceptional Children						
	1						
Clerical	1						
\$24,000	\$37,000						
\$24,000	\$37,000						
	Teacher(s)						
	Ec Instructional Assistant						
Food Service Staff	0						
0	\$0						
\$0	\$0						
\$0	\$0						

**2021-2022**

**2022-2023**

<i>Avg FTE Salary</i>	<i>Total salary</i>		<i>Avg FTE Salary</i>	<i>Total salary</i>	
1	\$65,000	\$65,000	1	\$65,000	\$65,000
1	\$45,000	\$45,000	1	\$47,000	\$47,000
1	\$26,000	\$26,000	1	\$27,000	\$27,000
1	\$24,000	\$24,000	1	\$25,000	\$25,000
1	\$36,000	\$36,000	1	\$38,000	\$38,000
5	\$196,000		5	\$202,000	
13	\$38,000	\$494,000	14	\$40,000	\$560,000
1	\$40,000	\$40,000	2	\$42,000	\$84,000
5	\$23,000	\$115,000	5	\$24,000	\$120,000
1	\$40,000	\$40,000	1	\$40,000	\$40,000
1	\$23,000	\$23,000	1	\$24,000	\$24,000
1	\$42,000	\$42,000	1	\$44,000	\$44,000
2	\$35,000	\$70,000	2	\$35,000	\$70,000
2	\$33,000	\$66,000	2	\$35,000	\$70,000
1	\$33,000	\$33,000	1	\$35,000	\$35,000

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).



If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

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

BUDGET OPERATIONS EXPENDITURE

See new operations budget attached

PROJECTIONS			2018-2019 2022-2023	2019-2020	2020-2021	2021-2022
Office:	Office Supplies	Administrative & Support:				
		\$3,500	\$5,000	\$7,000	\$9,000	\$9,000
		Paper	\$6,000 \$13,000	\$9,000	\$10,000	\$11,000
		Computers & Software	\$5,000 \$3,000	\$3,000	\$4,000	\$4,000
		Communications & Telephone	\$3,600 \$4,000	\$3,700	\$3,800	\$3,900
		Copier leases	\$6,000 \$10,000	\$8,000	\$10,000	\$10,000
Management Company		Contract Fees \$100,000	\$20,000	\$50,000	\$100,000	\$100,000
Professional Contract		Financial \$8,000	\$8,000	\$8,000	\$8,000	\$8,000
		Other Professional	\$76,000 \$70,000	\$65,000	\$85,000	\$69,000
Facilities	Facility Lease/Mortgage	\$25,000	\$30,000	\$30,000	\$30,000	\$40,000
		Maintenance	\$5,000 \$5,000	\$5,000	\$5,000	\$5,000
		Custodial Supplies	\$3,000 \$5,000	\$4,000	\$5,000	\$5,000
		Custodial Contract	\$20,000 \$30,000	\$22,000	\$25,000	\$27,000
		Insurance (pg19)	\$20,000 \$25,000	\$21,000	\$22,000	\$23,000
		Furniture	\$5,000 \$10,000	\$10,000	\$5,000	\$10,000
Utilities	Electric	\$30,000	\$31,000	\$32,000	\$33,000	\$35,000
		Gas	\$0 \$0	\$0	\$0	\$0
		Water/Sewer	\$8,000 \$10,000	\$8,500	\$9,000	\$9,500
		Trash	\$500 \$800	\$600	\$700	\$800
Transportation		Buses \$7,500	\$15,000	\$7,500	\$7,500	\$0
		Gas	\$15,000 \$32,000	\$23,000	\$27,000	\$30,000
		Oil/Tires & Maintenance	\$5,000 \$11,000	\$9,000	\$9,000	\$10,000
Other	Marketing	\$3,000	\$7,500	\$7,000	\$5,000	\$5,000
		Child nutrition	\$51,870 \$147,630	\$83,600	\$102,600	\$127,680
		Travel	\$2,000 \$4,000	\$2,500	\$3,000	\$3,500
		School Uniform Supplement	\$2,000 \$500	\$1,000	\$500	\$500
		Athletic Equipment	\$500 \$3,000	\$500	\$500	\$6,000
			\$338,970	\$418,400 \$588,430	\$518,600	\$540,880
		K - TOTAL Administrative & Support Operations Instructional:				

Classroom Technology	Software	\$4,500	\$4,500	\$10,500	\$23,000
	\$35,500				
	Devices	\$5,000	\$10,000	\$10,000	\$10,000
		\$10,000			

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

# Essie Mae Kiser Foxx Charter School

	Equipment Lease	\$0 \$15,200	\$0	\$15,200	\$15,200
Instructional Contract	Staff Development \$9,000	\$3,000	\$5,000	\$7,000	\$8,000
Books And Supplies	Literacy \$10,400	\$4,550	\$6,500	\$7,800	\$9,100
	Math/Science Materials	\$2,450 \$5,600	\$3,500	\$4,200	\$4,900
Books and Supplies	Copy Paper \$17,000	\$7,000	\$11,000	\$13,000	\$15,000
	Testing Supplies	\$3,000 \$3,000	\$3,000	\$4,000	\$3,000
Books And Supplies	Positive Behavioral Incentives \$3,700	\$1,500	\$2,200	\$2,700	\$3,200
	Art Supplies And Consumables	\$1,750 \$4,000	\$2,500	\$3,000	\$3,500
		\$32,750	\$48,200 \$113,400	\$77,400	\$94,900
L - TOTAL Instructional	Operations	\$466,600	\$596,000	\$635,780	\$701,830
\$371,720					
K+L = M - TOTAL	OPERATIONS				



See New Overall Budget Attached

Overall Budget:

# **BUDGET OPERATIONS**

<b>EXPENDITURE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
J - TOTAL PERSONNEL	\$671,117	\$915,060	\$1,160,156	\$1,485,131	\$1,727,311
M - TOTAL OPERATIONS	\$371,720	\$466,600	\$596,000	\$635,780	\$701,830
J+ M =N TOTAL EXPENDITURES	\$1,042,837	\$1,381,660	\$1,756,156	\$2,120,911	\$2,429,141
Z - TOTAL REVENUE	\$1,134,910	\$1,616,143	\$1,959,881	\$2,303,619	\$2,647,357
Z - N = SURPLUS / (DEFICIT)	\$92,073	\$234,483	\$203,725	\$182,708	\$218,216

**Budget Narrative:** (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

I. 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.

Student enrollment numbers were projected based upon an analysis of the demographic breakdown of the school-age population in East Spencer and its surrounding communities within a 15 mile radius by census tract. We also analyzed student enrollment in feeder schools for the East Spencer area community. We noted significant low performance for low income students and minority students. We recognize the need to target the at-risk population from East Spencer and the surrounding communities. The break even points are as follows: year one, 148 students; year two, 191 students; year three, 190 students; year four, 298 students; and year five, 332 students. We believe there is a significant demand for school choice based upon our interaction with the community and our analysis of low performance in the surrounding public schools.

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

If the school is unable to meet its enrollment goals and generate the projected revenue in the application we will immediately revise the budget in order to make the school viable. We will make budget cuts and take immediate action to reduce expenses to bring the budget in line with enrollment reality.

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

The budget does not rely on other sources of funds beyond state and local ADM

allotments. The school anticipates that if enrollment mirrors the local school district, about 10% of its students should be

considered exceptional children. This will result in increased revenue from both state and federal exceptional children funds.

To supplement instructional material, teachers will be encouraged to maintain a DonorsChoose account with an active project in order to acquire additional resources for the classroom. In addition, community businesses and organizations will be able to "sponsor a classroom" for \$250 to be used for consumable supplies for that room. The Board has already secured 7 sponsorships to cover the 7 classrooms for year 1.

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

12:1

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

The school will perform student accounting and contract out financial services. There will be separate contracts for exceptional childrens related services, including school psychologist services, speech pathology services, occupational therapy services, and any other related service required. We anticipate that additional exceptional childrens related services will be paid for from exceptional children funding not included in the budget at this time. We have included \$5000 in the "contracted services" line item to supplement these funds in order to ensure student needs are met.

The school will adopt a purchasing policy and procedure as a part of its internal control policies and procedures. Any contract required by law to be formally bid shall be bid in accordance with the procurement policy and procedure that will be adopted by the board of directors. At a minimum we will seek to identify the best quality service for the lowest possible price.

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

The budget aligns to the school's mission by providing adequate funding for the schools curricular offerings, transportation plans, and facility needs. The Board has done a detailed analysis to assure that the budget will provide all expenses associated with operating the school. In addition, we developed a contingency plan to reduce expenses and we have a

pledge of

\$50,000, provided by the management company in an account in the schools

name during each year of operations to ensure the viability of the school.

The school has provided adequate resources to transport students to and from school and provide for an adequate facility to carry out the program.

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

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

Describe how the school will develop the fund balance.

The Board is familiar with the North Carolina governing best practice of maintaining a fund balance of at least 7-8%. The budget has been constructed with this best practice in mind. The projected budget fund balance for the first five years is as follows: year one, 8.1%; year two, 14.5%; year three, 10.4%; year four, 7.9%; and year five, 8.5%. As our school moves forward, we will practice discipline and austerity budgeting to assure that our school maintains an average 8% fund balance each year. The board will establish a policy regarding fund balance and establish a policy and procedure to assure that steps are taken each year to obtain the desired fund balance.

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

The school does not anticipate any significant financing needs beyond leasing copiers, and other office equipment. The school has two options to lease facilities. In both of the facilities options, there will be an option to provide a five year triple net lease that will provide adequate facilities to operate the schools educational programs. Leasing is provided for in the schools operating budget and will not require financing. Lease expenses will be funded from the general operating budget of the school.

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

We have (secured) 10 tables; 60 chairs; 2 large desks; 2 office chairs; 1 restaurant coffee maker; 4 double locker units (lockers for 50); 1 washer/dryer unit. Note: Rowan County has a very large surplus facility that would be available for us, as well as another facility which sells surplus from hospitals and large organizations.

The schools facilities lease will include some furnishings, chairs, desk, & other office furniture. All other items are provided for in the budget.

The budget assumes the school will reach its enrollment goals and not incur unanticipated extraordinary expenses. The budget does not include exceptional children funding but the school anticipates receiving both state and federal exceptional children funding and will use those funds to supplement the EC program and services. This budget also does not include any Title I funds, although the school anticipates qualifying, as they are



meant to supplement existing programming.

The budgeted amount for computers and software includes computers and printers for administrative staff and one for teacher/parent access. Classroom teachers are assumed to have personal computers. Computers in years 2-5 will be provided for new members of the Instructional Leadership Team as well as for food services. Fund raising through teacher Go Fund Me and other campaigns will raise additional funds to assure each classroom teacher has a computer.

The "Other Professional Contracts" for year 1 includes: Spanish teacher (\$20,000), 2 bus drivers (\$90/day), \$15,000 for contracts with artists, and \$5000 for contracting additional EC services. Year 2: 3 bus drivers, \$6,000 in arts contracts, and \$5,000 for EC services. Year 3: 4 bus drivers (\$19,000 ea), \$4,000 for arts contracts, and \$5,000 again for EC. Year 4 includes the same amount for bus drivers and arts contracts. Year 5: 4 bus drivers (\$20,000 ea) and \$5,000 for arts contracts.

Given our target demographic, transportation will be provided. This includes purchasing 2 used buses for the first year and 1 in years 2, 3, and 5.

The child nutrition figures were calculated based on having to supplement USDA Free and Reduced Meals reimbursement by about \$2 per day per student in order to assure free breakfast and lunch is available to all students.

Essie's School will have a designated uniform consisting of collared polo shirts and khakis. A uniform supplement fund is included as a line item so that the school can purchase extra uniforms for students and families in need.

Discovery Education software will be purchased beginning in year 1 for \$4500, and in year 3 additional funds are budgeted to administer the MAP assessment. This line item also includes enrollment fees for the NC Virtual Public School in years 4 (\$12,500) and 5 (\$25,000) in accordance with the education plan.

Classrooms will receive an LCD projector in year 1 and document cameras by year 2. The "devices" line item also covers iPads (K-3) and beginning in year 3, Chromebooks or similar devices will be leased (4-8) as listed in the Equipment Lease line item.

Instructional materials: \$650 per classroom for literacy, \$350 for math/science, and \$250 for art/consumables. Copy paper was budgeted at 2 cases per teacher per month.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).



**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?

The Board will establish an internal control policy and procedure which requires segregation of duties, provides for safeguarding of assets, and requires accurate and adequate recordkeeping. The school has internal control policies and procedures reviewed by a licensed certified public accountant and legal counsel prior to their adoption. The Board will establish a report mechanism to assure that it receives timely and accurate information that enables it to determine the status of the schools finances. The school will also contract an auditor approved by the local government commission to conduct an annual audit of the schools financial resources. The internal control policy and procedure adopted by the board will be consistent with the policy recommended by the Local Government Commission.

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

None known at this time.

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.

Elliott Davis Decosimo is the firm we have investigated, and may use. It is City of Salisbury's firm of choice. Address: 700 East Morehead St, Suite 400, Charlotte, NC 28202. Phone: 704-333-8881.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

## VII.AGREEMENT PAGE

### Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

\*Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.

Payments should be made payable to North Carolina Department of Public Instruction

North Carolina Department of Public Instruction

Office Of Charter Schools

6303 Mail Service Center

Raleigh, NC 27699-6303

I understand the requirements pursuant to G.S. 115C-218.1(c).

essie-mae

Date: 09/15/2016

### Applicant Signature:

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

Print/Type Name: essie-mae

Board Position: Nancy Lund

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

Date: 09/19/2016

Sworn to and subscribed before me this

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Notary Public

Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.