NC INNOVATIVE SCHOOL DISTRICT

2018 APPLICATION PROCESS

Innovative School District (ISD) Schools Opening Fall 2019

Innovative School District

301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

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

Dear Prospective Innovative School Operator,

Thank you for your interest in operating a high-performing school as part of the North Carolina Innovative School District. We understand and appreciate the challenge, dedication, and commitment it takes to open and manage a high performing school.

We are looking for an entity to join our mission to change students' futures by partnering with local communities, districts, and the state with a focus on accelerating achievement in low performing schools. Qualified applicants may be, but are not limited to, individual turnaround leaders, institutions of higher education, nonprofit, for-profit, operating organization, or other individuals or groups that are fully prepared to take on the challenge of improving students' lives in the selected community(ies).[1] This can only be accomplished by putting into place a great education team focused on academic growth for students, building strong relationships with students' families and communities, supporting and inspiring great teachers, and ensuring responsible operations of our schools.

Our goals are ambitious, and our expectations are high, so we are seeking the very best our education community can provide. Our students deserve nothing less.

As a vital part of this selection process, we are contracting with experienced third-party evaluators to review school operator applications that are under final consideration. We are confident in the rigorous process by which evaluators will be selected and are certain that we have created a thorough and transparent application and review process. In order to increase the level of transparency with this process, we have attached the evaluation rubric to this application as Exhibit A.

We look forward to receiving your application and learning about your strategies and accomplishments in this important work. Please contact me with any questions you may have at lateesa.allen@dpi.nc.gov or by calling 919-807-3435.

Sincerely,

LaTeesa Allen. Superintendent

North Carolina Innovative School District

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[1] Per § 115C-75.8, in order to be an eligible applicant, the applicant must demonstrate one of the following:

1) The applicant has a record of results in improving performance of persistently low-performing schools or improving performance of a substantial number of persistently low-performing students within a school or schools operated by the applicant in this State or other states.

2) The applicant has a credible and specific plan for dramatically improving student performance in a low-performing school and provides evidence that the applicant, or a contractual affiliate of such an applicant, is either currently operating a school or schools in this State that provide(s) students a sound, basic education or has demonstrated consistent and substantial growth toward providing students a sound, basic education in the prior three school years.

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2018-2019 Innovative Schools Application Timeline

To support the applicants, the ISD has assembled the following application timeline. The content of the calendar may change over time and may be modified by the ISD at any time. The process is also subject to the approval of the State Board of Education. The most up-to-date version of the calendar will be maintained and posted on the ISD website as www.innovativeschooldistrict.org.

September 5, 2018	NC ISD issues public release of qualifying ISD Schools (for start-up in 2019/2020)
September 10 - October 15, 2018	ISD Staff presents process to qualifying ISD Schools, Districts, School Boards, County Commissioners, and Parents/Community
October 12, 2018	Interested applicants submit Notice of Intent to Apply
October 15, 2018	ISD Superintendent notifies local School Boards of intent for selection
October 26, 2018	ISD identifies community panel members for each school under consideration by the ISD
November 7, 2018	ISD Superintendent provides final recommendation on selection of qualifying schools to the State Board of Education, with request for approval
November 16, 2018	Applicants submit final application to operate an ISD School and Evaluation Team begins evaluation process of applications.
Week of November 26, 2018	Evaluation Team finalizes evaluation reports
Week of December 3, 2018	Evaluation Team conducts interviews with Operators under consideration.
January 2, 2019	ISD Superintendent recommends selected Operators to the State Board of Education
January 2 – February 1, 2019	Local School Board notifies State Board of Education on intent to transfer proposed ISD School to the ISD

Instructions and References

Specifications

- This application must be completed with responses following each question.

- All elements of the application must be typed with 1-inch page margins and 11-point Calibri font, single spaced.

- Each major section (Program Overview; Education Program Design & Capacity; Operations Plan & Capacity; and Financial Plan & Capacity) must begin on a separate page, as indicated in the application.

- References and citations should be placed in the footer.

- If a question does not apply to your team or application, simply respond "Not Applicable," AND state the reason this question is not applicable to your team or application.

- All questions, including those identified as "Not Applicable" and tables not utilized must be left in the document. Responses may not exceed 100 pages, meaning that the final submission, including all introductory sections and application questions, must be equal to or less than 100 pages.

- Attachments are not included in the narrative page limit.

- All required attachments should be clearly labeled and uploaded in the file format specified and with the file names provided.

- All pages must be numbered consecutively.

- Applicants must submit electronic copies of applications.

  - All applications must be received no later than 5:00 PM EST on November 16, 2018. Submissions received later than 5:00 PM EST on November 16, 2018 will not be accepted regardless of the reason.

  - Electronic copies of applications and attachments must be submitted via email to NCISD@dpi.nc.gov. Electronic copies must be compiled into a single PDF document unless the documents are better suited to Excel (i.e., budget documents). Specific instructions will be sent upon receipt of the notice of intent to apply.

- Attachments may be formatted at the applicant's discretion. All documents, other than budget documents better suited to Excel, must be submitted as PDF documents. A list of attachments is included at the back of this application.

- When submitting resumes and biographies, label each document with the individual's affiliation with the proposed school (school leader, partner, teacher, etc.)

- Complete all sheets in the Financial Plan Workbook.

- Review all elements of your application for completeness before submitting. Incomplete applications will not be accepted, and applicants are not able to amend, revise, or supplement their application after it has been submitted.

Additional Considerations

1. To be eligible to submit a full application for the 2019-2020 school year cycle, applicants must first have submitted the Intent to Apply packet by 5:00 PM EST on October 12, 2018.

2. Applications should be prepared using the templates and submission process (described above) established by the ISD.

3. Be sure to allow adequate time to upload and electronically send all documents before the deadline. Late submissions, including applications that are partially received, will not be accepted. Emailed copies of sections will not be accepted.

4. Please note that notices of intent and applications are deemed public information. As such, it is likely these documents will be posted to the ISD website following submission.

NC INNOVATIVE
SCHOOL DISTRICT

Notice of Intent to Apply

The North Carolina Innovative School District (ISD) is seeking proven[2] and credible[3] applicants to partner with our district and local communities to ensure strong outcomes for students in some of the state's lowest performing schools. All prospective applicants for the North Carolina ISD must submit this Notice of Intent **by 5 pm EST on October 12, 2018**.

This information will help the ISD team in the planning process, while also ensuring that we are focused on identifying partner applicants with a strong commitment to the local communities we will be serving. If you have any questions regarding the process or timeline for applying, please email lateesa.allen@dpi.nc.gov or call 919-807-3435.

Submissions for the notice of intent must be made via email to mailto:NCISD@dpi.nc.gov

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[2] Proven – "The entity has a record of results in improving performance of persistently low-performing schools or improving performance of a substantial number of persistently low-performing students within a school or schools operated by the entity in this State or other states." NC Statute 115C-75.8

[3] Credible - "The entity has a credible and specific plan for dramatically improving students in a low-performing school." NC Statute 115C-75.8

Superintendent's Office | Education Building
6301 Mail Service Center
Raleigh, North Carolina 27699-6301
Office: 919-807-3435

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Contact Information	
Name of Applicant (Applicant)	Click here to enter text.
Applicant Point of Contact (Individual)	Click here to enter text.
Address (Street, City, State, Zip)	Click here to enter text.
Phone (xxx-xxx-xxxx)	Click here to enter text.
Email	Click here to enter text.
Website	Click here to enter text.

Applicant Information	
Please indicate your status as an applicant (individual, institution of higher education, nonprofit organization, for-profit organization, operating organization, etc.).	Click here to enter text.
Please share the mission and vision you seek to implement at the proposed ISD school.	Click here to enter text.
Are there any geographic limitations impacting your ability to operate a school in the state? *(Please list areas of the state that would be difficult for your applicant to serve and why.)*	Click here to enter text.
If applicable, list the current portfolio of schools operated by your applicant or within your existing network, and/or identify any school(s) at which you, individuals, or partners supporting this effort have had significant involvement. *(Please include the school name, location, and grade levels served.)*	Click here to enter text.

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Board Information	
What is the status of your applicant's Board of Directors?	☐ No members yet ☐ 1-2 Members ☐ 3-5 Members ☐ 6 or More Members ☐ Applicant would develop local advisory members
At this time, how many of your board members are based in North Carolina?	Click here to enter text.
Please provide a list of your current Board Members, Officers, and Key Leaders.	Click here to enter text.

Additional Information

Part I: Provide a brief overview of your team's "*theory of action"* for improving outcomes in low performing schools. (500 words or less)

Click here to enter text

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Part II: Provide an overview describing how your team would plan to engage with parents/families, the community and the local school district. Examples of this in your existing or past work would be helpful in this description. (500 words or less)

Click here to enter text

Part III: Briefly describe the research or evidence-based strategies your applicant has engaged in producing a record of results. (500 words or less)

Click here to enter text

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I certify that I have the authority to submit this *Notice of Intent to Apply* and that all information contained herein is complete and accurate to the best of my knowledge. The individual named below for this *Notice* is authorized to serve as the primary contact on behalf of the applicant.

Name of Primary Contact (Printed) _____

Position of Primary Contact (Printed) _____

Signature of Primary Contact: _____   Date: _____

This form should be submitted to the NCISD by e-mailing it to NCISD@dpi.nc.gov. If you have any questions or need any additional information, please contact LaTeesa Allen, Superintendent for the North Carolina Innovative School District at 919-807-3435.

NC INNOVATIVE
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Application

INNOVATIVE SCHOOL DISTRICT (ISD) SCHOOLS

2018 APPLICATION PROCESS

To Operate an Innovative School in the 2019-2020 School Year

All applicants must submit their response to the application no later than 5:00 PM EST on November 16 2018.

Please submit an application that addresses the following questions/issues only. Additional documentation will not be reviewed. There are no page limits for individual sections except for the program overview. The total application may not exceed 100 pages (not including the requested attachments).

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to operate. Review teams will be able to navigate well-organized, effectively edited documents easily, thereby focusing their energy on reviewing the content of each application. Grammar, spelling, and formatting all make an impression on a reviewer.

The purpose of this application is to assess the potential of applicants to produce high-quality student outcomes, putting North Carolina schools that earned an overall school performance score in the lowest five percent (5%) of all schools in the prior school year back on track for success.

Eligibility. Per **§** 115C-75.8, in order to be an eligible applicant, the applicant must demonstrate one of the following:

1) The applicant has a record of results in improving performance of persistently low-performing schools or improving performance of a substantial number of persistently low-performing students within a school or schools operated by the applicant in this State or other states.

2) The applicant has a credible and specific plan for dramatically improving student achievement in a low-performing school and provides evidence that the applicant, or a contractual affiliate of such an applicant, is either currently operating a school or schools in this State that provide students a sound, basic education or is demonstrating consistent and substantial growth toward providing students a sound, basic education in the prior three school years.

Cover Page

INNOVATIVE SCHOOL DISTRICT (ISD) SCHOOLS

2018 APPLICATION PROCESS

To Operate an Innovative School in the 2019-2020 School Year

INNOVATIVE SCHOOL INFORMATION

Provide the name of the Innovative School which the applicant is applying to support.

ORGANIZATION INFORMATION

Provide the following information about the applicant:

- Name of applicant

- Applicant status (individual, institution of higher education, nonprofit organization, for-profit organization, education or charter management organization, or other entity.)

- Mailing address

- Primary telephone

PRIMARY CONTACT INFORMATION

Provide the following information about the person who will serve as primary contact for this application (Note: This person will serve as the contact for follow-up, interviews, and notices regarding this application.):

- Name of contact person

- Title/Relationship to applicant

- Mailing address

- Primary telephone

- Alternative telephone

- E-mail address

THIRD-PARTY INFORMATION

Provide the following information about any third-party person or group assisting with this application:

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

    No: _____ Yes: _____

- Name of third-person or group, if applicable

DISCLAIMER

Copy the following disclaimer to your cover page.

> Disclaimer
>
> The foregoing application is submitted on behalf of *[name of applicant 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 Innovative School Law and agrees to be governed by it, other applicable laws, and State Board of Education regulations. Additionally, we understand the final approval of the application is contingent upon successful completion of additional technical assistance sessions offered by the ISD.

AUTHORIZATION SIGNATURE AND NOTARIZATION

Provide the following information authorizing submission of this application by the primary contact person as well as notarization of the signature:

- Signature_____

- Printed Name_____

- Title_____

- Date_____

- Notary_____

- Date_____

Program Overview (2-page maximum)

The program overview should provide a concise summary of the following:

1. **Mission and Vision.** State the mission and vision of the program you seek to implement at the school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

   The mission and vision statements, taken together, should:
   - Identify the students and community to be served;
   - Illustrate what success will look like; and
   - Align with the purposes of the North Carolina Innovative School District Section 7.26E.(a) Article 7A of Chapter 115C of the North Carolina General Statutes and the mission of the Innovative School District

2. **Educational Need and Anticipated Student Population.** Describe the population the school will serve; students' anticipated educational needs; and non-academic challenges the applicant is likely to encounter. Describe your interest in the specific community(ies).

3. **Key Design Elements/School Design.** Provide an overview of the key design elements you plan to implement at the school, including major instructional methods and assessment strategies and non-negotiables of the proposed school model. Describe the evidence that demonstrates how the proposed school model will be successful in improving academic achievement for the targeted student population. Summarize what your team will do differently in order to better serve the school's students and describe how the school will achieve its goals. To the extent it is helpful in formatting a response to this request, consider referring to the school's trend data available on DPI's website or the most recent Comprehensive Needs Assessment (if available).

4. **Parent and Community Engagement.** Describe how you have solicited support from both parents and the community; describe the relationships and partners that you have established to generate parent and community engagement in support for the proposed school model and from the school community. Briefly describe these activities and summarize their results.

5. **Leadership.** List the members of both the applicant's team and/or the school's proposed leadership team, including their roles with the school and their current job title and employer. Briefly describe the applicant's and/or school leadership team's capacity to operate the school. As *Attachment 1*, include full resumes (including contact information and professional biographies for each individual listed).

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Section 1. Educational Program Design & Capacity

Summary

Briefly summarize the key design elements of the school model. Explain how these key design elements, and the commitment to serve the school's population, would meet the student and community needs and align with the mission of the ISD. Briefly describe the evidence that promises success for this program with the anticipated student population.

Curriculum and Instructional Design

In this section, you will propose a framework for instructional design that both reflects the needs of the school's population and ensures all students will meet or exceed the state standard.

1. **Learning Environment.** Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

2. **Overview.** Provide a narrative overview of the planned curriculum, including, as Attachment 2, a sample course scope and sequence for one subject across each grade range (elementary, middle, high school) the school serves. In addition, identify course outcomes and demonstrate alignment with applicable state standards.

3. **Curricular Choices and Resources.** If the curriculum is fully developed, summarize curricular choices and resources (such as text book selection), by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the school's students.

4. **Curriculum Development.** If the curriculum is not already developed, provide, as Attachment 3, a plan for how the curriculum will be developed between approval of the applicant and the opening of the school, including who will be responsible and when (timeline) key stages will be completed.

5. **Instructional Strategies.** Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the student population. Describe the methods and systems teachers will employ to provide differentiated instruction in order to meet the needs of all students.

6. **Promoting Students.** Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion criteria will be communicated to parents and students.

7. **Exit Standards.** Provide, in Attachment 4, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

Performance Goals

The ISD will evaluate the performance of every innovative school operator annually according to a set of academic, financial, organizational, and student engagement performance standards that will be incorporated into the operating agreement.

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In this section, you will describe the school's mission-specific goals and targets; and, indicate how each goal will be measured.

1. **Educational Goals.** Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

2. **Financial Goals.** Describe any mission-specific financial goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

3. **Organizational Goals.** Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

4. **Student Engagement Goals.** Describe any mission-specific student engagement goals and targets that the school will have (e.g. attendance, attrition, etc.). Indicate how such goals will be measured.

Assessments

In this section, you will describe the school's assessment system and corrective action plans.

1. **Assessments.** In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

2. **Measuring Progress.** Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the operating agreement. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or applicants that will be responsible and involved in the collection and analysis of assessment data.

3. **Data Management and Training.** Who will be responsible for interpreting the data received from the ISD for classroom teachers, and leading or coordinating professional development to improve student achievement? Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

4. **Corrective Action.** Describe the corrective actions that will be taken if the school falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Special Student Populations

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate.

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In this section, you will describe how the school will identify and meet the needs of the special populations and students that are below grade level.

1. **Overall Plan for Serving All Students.** Describe the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans; English Language Learners (ELL); students identified as intellectually gifted; and students at-risk of academic failure or dropping out. Identify the specific populations of students that the school expects to serve based upon current school data. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

2. **Exceptional Children.** Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:

   a. Methods for identifying students with special education needs (and avoiding misidentification);
   b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
   c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP; and
   d. Plans to have qualified staffing adequate for the anticipated special needs population.

3. **English Language Learners (ELL).** Explain how the school will meet the needs of ELL students, including the following:
   a. Methods for identifying ELL students (and avoiding misidentification);
   b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
   c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
   d. Means for providing qualified staffing for ELL students.

4. **Students at Risk of Academic Failure.** Explain how the school will meet the needs of this population of students, including the following:
   a. Methods for identifying students who may be at risk of academic failure;
   b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
   c. Plans for monitoring and evaluating the progress and success; and
   d. Means for providing adequate staff.

5. **Intellectually Gifted.** Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
   a. Specific research-based 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; and

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    c.   Means for providing qualified staffing for intellectually gifted students.

School Culture and Student Discipline

In this section, you will describe plans for school culture and for student behavior and discipline.

1. **Culture.** Describe the culture or ethos of the school. Explain how the school will promote a positive academic environment and reinforce student intellectual and social development.

2. **Creating and Implementing School Culture**. Explain how the school will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

3. **Inclusive Culture**. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, ELL students, and any students at risk of academic failure.

4. **Student Discipline.** Describe in detail the school's approach to student discipline. Provide as Attachment 5 the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and ISD policies. The description of the school's approach and the proposed policy should address each of the following:
   - Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
   - A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
   - An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
   - Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
   - Discuss how students and parents will be informed of the school's discipline policy.

Parent and Community Involvement

In this section, you will describe how the school will engage parents (guardians) and community members in the life of the school to build partnerships that will strengthen student outcomes.

1. **Pre-Opening.** Describe how the school will engage parents (guardians), neighborhood, and community members from the time that the applicant is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

2. **Parent Engagement.** Describe how the school will engage parents in the life of the school. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

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3. **Community Engagement.** In greater detail, describe how you have solicited support for the school model you are proposing; describe the relationships and partners that you have established to generate community engagement in and support for the school model. Describe these activities and summarize their results. What initiatives and/or strategies will you implement to learn from and engage the neighborhood and community? Include, as Attachment 6, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

4. **Partners.** Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the group is new to North Carolina, describe how your previous work has prepared you to establish relationships and supports in this new community.

5. **Coordinating Services.** Identify who will be responsible for coordinating community services and resources for the school.

Supplemental Programming

In this section, you will explain the supplemental programming, if any, that will be offered to students at the school.

1. **Mental, Social, and Emotional Needs.** Explain how the school will support all students' mental, social, and emotional needs. Detail the identification strategy, interventions, and supports to be implemented and include research as to the rationale for the selected methods.

2. **Summer School.** If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?

3. **Extracurriculars.** Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

4. **Additional Activities.** If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

School Calendar and Schedule

In this section, you will provide details to describe the structure of the school year, day and week.

1. **Annual Academic Calendar.** Discuss the annual academic calendar for the school. Explain how the calendar reflects the needs of the educational program. In Attachment 7, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

2. **Structure of the School Day/Week.** Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics,

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science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in Attachment 8, a sample daily and weekly schedule for each division of the school.

Educational Program Capacity

In this section, you will identify key members of the school's applicant and/or school leadership team(s) to demonstrate that members hold the collective capacity needed to achieve educational success at the school. Also, identify the transition plan, including the team members that will implement the plan.

1. **Leadership Team.** Identify the key members of the applicant's leadership team and/or the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development and/or management and will thus share responsibility for the school's educational success. These may include current or proposed school leadership/management and any essential partners who will play an important ongoing role in the school's development and operation.

   Describe the applicant's leadership team and/or the school leadership team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

   - School leadership and administration;
   - Curriculum, instruction, and assessment;
   - Performance management; and
   - Parent and community engagement.

   Describe the group's ties to and/or knowledge of the target community.

2. **School Leader**. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing innovative school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as Attachment 9, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

   If no candidate has been identified, provide as Attachment 10 the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

3. **School Transition Plan.** Explain who will work on a full-time or nearly full-time basis following approval of the ISD for the applicant to lead transition planning of the school and the plan to compensate these individuals.

Record of Results

In this section, you will describe the applicant's experience in taking over or turning around an underperforming school(s). Provide evidence to demonstrate the applicant's success in achieving strong

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academic outcomes for traditionally low-performing student subgroups, including low-income, minority, and students with IEPs

1. **Prior Experience.** Describe the applicant's prior experience in taking over or turning around an underperforming school. If no prior experience taking over or turning around an underperforming school, indicate so and provide substantive evidence for the following question (Evidence of Success).

2. **Evidence of Success.** Provide evidence that demonstrates the applicant has success in achieving strong academic outcomes (as an applicant, school leader, teacher, etc.) for traditionally low-performing student subgroups, including low-income, minority, and students with IEPs. Include the following:
    a. Evidence that the applicant is either currently operating a school or schools in this State that provide students a sound, basic education or demonstrating consistent and substantial growth toward providing students a sound, basic education in the prior three school years including specific names of schools and data.
    b. Using the template for Attachment 11, include the names of all schools and the city and state the schools are currently being operated or operated within the past five years by the applicant in this State or any other state regardless of current operational status. In addition, please attach a copy of the publicly available academic record of each school for the last year in which there is publicly posted data. The report should contain, at a minimum:
        i. School name
        ii. Student enrollment and demographic information
        iii. Attendance data
        iv. Academic achievement data
    c. Provide a letter of reference from the authorizer, sponsor, or contract manager of any school currently served by the applicant that indicates that the school(s) is/are in good standing. If any school is in a status of corrective action or intervention, the letter should state such status and any conditions imposed upon the school or required to earn contract renewal.

Section 2. Operations Plan & Capacity

Legal Status and Eligibility

In this section, you will describe and provide documentation to demonstrate the applicant has required legal status and is legally eligible to operate an innovative school in accordance with North Carolina state statute. The ISD is open to applicants who may meet the eligibility requirements in any number of ways (including individual turnaround leaders, institutions of higher education, nonprofit, for-profit, operating organization, or other individuals or groups that are fully prepared to take on the challenge of improving students' lives in the selected community(ies).

1. **Legal Status.** Describe the proposed applicant's corporate status. If submitting as part of an organization, please provide corporate documents as Attachment 12.

2. **Legal Eligibility.** Describe how the proposed applicant is legally eligible to operate an innovative school. According to state statute, in order to be an eligible applicant, the applicant must demonstrate one of the following:
   - The entity has a record of results in improving performance of persistently low-performing schools or improving performance of a substantial number of persistently low-performing students within a school or schools operated by the applicant in this State or other states.
   - The entity has a credible and specific plan for dramatically improving students in a low-performing school and provides evidence that the applicant, or a contractual affiliate of such an applicant, is either currently operating a school or schools in this State that provide students a sound, basic education or demonstrating consistent and substantial growth toward providing students a sound, basic education in the prior three school years.

Organizational Charts

1. **Organizational Charts.** Submit, as Attachment 13, an organizational chart that shows the proposed applicant structure and the school management/staffing structure. The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the ISD, applicant, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts should also document clear lines of authority and reporting within the school.

Staff Structure

1. **Staffing Chart.** Provide, as Attachment 14, a complete staffing chart for the applicant and school. The staffing chart and accompanying notes or roster should identify the following:
   a. Applicant leadership;
   b. Administrative, instructional, and non-instructional personnel;
   c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
   d. Operational and support staff.

2. **Staff Management.** Explain how the relationship between the school's senior administrative team

and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

Staffing Plans, Hiring, Management, and Evaluation

In this section, you will provide details regarding plans to hire, support, develop and evaluate staff.

1. **Salary Ranges.** Outline the proposed salary ranges, as well as any incentives or reward structures that may be part of the compensation system. Explain the strategy for retaining high-performing teachers.

2. **Hiring Staff.** Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.

3. **School Leader Development.** Explain how the school leader will be supported, developed, and evaluated each school year. Indicate who will provide this support and development. Describe the evaluation tool that will be used and the frequency of the evaluation. Describe who will conduct the evaluation and how the evaluation will be utilized to drive continuous improvements.

4. **Teacher Development.** Explain how teachers will be supported, developed, and evaluated each school year. Indicate who will provide this support and development to teachers. Describe the evaluation tool that will be used and indicate the frequency of the evaluations. Describe who will conduct the evaluations and how the evaluations will be utilized to drive teacher development.

Professional Development

In this section, you will describe the school's professional development expectations and opportunities, including the following:

1. **Core Components.** Discuss the core components of professional development and how these components will support effective implementation of the educational program and build the capacity of the school's leadership and instructional staff. Identify the person or position responsible for professional development.

2. **Pre-Service.** Provide a schedule and explanation of professional development that will take place prior to the start of the school year. 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 school model. Please ensure you describe how teachers will be prepared to implement your model on the first day of the school year on the first day of operation.

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3. **Ongoing Professional Development.** 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. Include time scheduled for common planning or collaboration and how such time will typically be used.

Start-Up & Ongoing Operations

1. **Start-Up Plan.** Provide, as Attachment 15, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook and provide it as Attachment 16). In addition to focusing on the implementation of the educational program, please address how the applicant will ensure basic organizational requirements are in place (technology such as email and website platforms, communications, etc.).

2. **Technology.** Describe the school's plan for technology. Indicate how the school will ensure student access to technology required by State mandated assessments; include infrastructure requirements and costs in the budget section. List the technology that will be required to meet the academic and operational needs of the school. Include any technology needed for the school (email and website platforms), classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.

3. **Student Information Management.** Describe how the school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and State regulations regarding student privacy and disclosure of student data and records.

4. **School Safety.** Provide the school plan for safety and security for students, the facility, and property.

5. **Insurance Coverage.** Provide, as Attachment 17, a list of the types of insurance coverage the applicant will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

Operations Capacity

1. **Capacity**. Describe the applicant's individual and collective qualifications for implementing the Operations Plan (as opposed to the Educational Plan) successfully, including capacity in areas such as the following:
   - Staffing;
   - Professional development;
   - Performance management;
   - General operations; and
   - Facilities management.

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Section 3. Financial Plan & Capacity

Financial Plan

1. **Prioritizing Funding.** Describe how the applicant would prioritize funding within a budget narrative. 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 (e.g., grants, donations, fundraising).
   a. Per-Pupil Revenue. The ISD will provide anticipated per pupil revenues.
   b. Other anticipated funding sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends as Attachment 18.
   c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
2. Submit the Budget Form in the Financial Plan Workbook (provide the completed Workbook as Attachment 19 and be sure to complete all sheets in the Workbook).

Attachments

1. Resumes
2. Sample Scope and Sequence
3. Curriculum Development Plan
4. Exit Standards
5. Discipline Policy
6. Evidence of Community Support
7. School Calendar
8. Sample Daily & Weekly Schedules
9. School Leader Qualifications
10. School Leader Hiring Process
11. School Relationships
12. Evidence of Legal Status
13. Organizational Chart
14. Staffing Chart
15. Start-Up Plan
16. Financial Workbook
17. Insurance Coverage
18. Evidence of Other Funds
19. Budget

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Attachment 11: School Relationships

Please use the following template to identify all schools with which the applicant currently has or has had a relationship with over the past five years. Add rows if necessary.

School Name	Currently Operating/Engaged (yes/no; if no, please explain)	Location (City, State)	Oversight Entity	Grades Served	Link to Publicly Posted Data

2018 APPLICATION PROCESS RUBRIC

INNOVATIVE SCHOOL DISTRICT (ISD) SCHOOLS OPENING FALL 2019

Rating Characteristics

The review team assesses each application against the *Rubric*. In general, the following definitions guide evaluator ratings*:

- **Meets**: Clear and complete response to all requests, demonstrates capacity.
- **Partially Meets:** Partial response to requests, insufficient details, demonstrates some capacity.
- **Does Not Meet:** Does not address most requests, provides little or no evidence of capacity or understanding.

The review team acknowledges the applicant's tendency to tally ratings; however, it is important to note that not all criteria are weighed equally, and the application of this rubric does not result in an overall score. Success in meeting all or most of the criteria in this rubric will not necessarily result in a positive recommendation from the Superintendent.

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SECTION 1: EDUCATIONAL PROGRAM DESIGN & CAPACITY

Curriculum and Instructional Decision			
Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant fails to propose a framework for instructional design that reflects both the needs of the school's population and ensures that all students will meet or exceed the state standard. The section provides very little or no detail about most or all of the following: • the basic learning environment; and/or, • the planned curriculum; and/or, • curricular choices and resources by subject and/or the rationale for each and/or the evidence of appropriateness and effectiveness of these curricula for the school's students; and/or, • the plan (as Attachment 3) to develop not already developed curriculum before school opens; and/or, • the primary instructional strategies teachers at the school will be expected and/or a description stating why these are well-suited for the student population; and/or the methods and systems teachers will employ to provide differentiated instruction in order to meet all students' needs; and/or, • the promotion policies and standards; and/or the method and timing for communicating promotion criteria to parents and students; and/or, • the school's exit standards for graduating students.	The applicant partially proposes a framework for instructional design that both reflects the needs of the school's population and ensures that all students will meet or exceed the state standard. The section provides insufficient detail about some or all of the following: • the basic learning environment; and/or, • the planned curriculum; and/or, • curricular choices and resources by subject and/or the rationale for each and/or the evidence of appropriateness and effectiveness of these curricula for the school's students; and/or, • the plan (as Attachment 3) to develop not already developed curriculum before school opens; and/or, • the primary instructional strategies teachers at the school will be expected and/or a description stating why these are well-suited for the student population; and/or the methods and systems teachers will employ to provide differentiated instruction in order to meet all students' needs; and/or, • the promotion policies and standards; and/or the method and timing for communicating promotion criteria to parents and students; and/or, • the school's exit standards for graduating students.	The applicant clearly proposes a framework for instructional design that both reflects the needs of the school's population and ensures all students will meet or exceed the state standard. The section clearly: • describes the basic learning environment, including class size and structure; • provides an overview (as Attachment 2) of the planned curriculum, including a sample course scope and sequence for one subject across each grade range, identifies course outcomes and demonstrates alignment with applicable state standards; • summarizes fully developed curricular choices and resources by subject and the rationale for each; describes the evidence that these curricula will be appropriate and effective for the school's students; • provides a plan (as Attachment 3) for curriculum not already developed; provides a plan for how the curriculum will be developed before school opens, including the responsible party and key timeline stages for work completion; • describes the primary instructional strategies teachers at the school will be expected to use and why these are well-suited for the student population; describes the methods and systems teachers will employ to provide differentiated instruction in order to meet all students' needs. • explains the policies and standards for promoting students from one grade to the next; discusses how and when promotion criteria will be communicated to parents and students; and, • provides (in Attachment 4), the school's exit standards for graduating students, clearly setting forth what students in the last grade served will now and be able to do.	

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Performance Goals

Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not describe a set of mission-specific performance standards that will be incorporated into the operating agreement and used to evaluate annual performance; and, does not indicate how each goal will be measured, including: • educational goals and targets • financial goals and targets • organizational goals • student engagement goals and targets	The applicant does not fully describe a set of mission-specific performance standards that will be incorporated into the operating agreement and used to evaluate annual performance; and/or, partially indicates how each goal will be measured, including: • educational goals and targets • financial goals and targets • organizational goals • student engagement goals and targets	The applicant clearly describes a set of mission-specific goals and targets that will be incorporated into the operating agreement and used to evaluate annual performance; and, indicates how each goal will be measured, including: • educational goals and targets • financial goals and targets • organizational goals • student engagement goals and targets	

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Assessments			
Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not describe the school's assessment system or corrective action plan.	The applicant partially describes the school's assessment system and/or corrective action plan. The applicant does not sufficiently: • identify all mandatory and interim assessments and explains how the interim assessments align with the school's curriculum, performance goals and state standards; and, • explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the operating agreement; and, • explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community; and, • identify the person(s), position(s), and/or applicants that will be responsible and involved in the collection and analysis of assessment data; and/or, • state who will be responsible for interpreting the data received from the ISD for classroom teachers, and leading or coordinating professional development to improve student achievement; and/or, • explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning; and/or, • describe the corrective actions that will be taken if the school falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level; and/or, • explain what would trigger such corrective actions and who would be responsible for implementing them.	The applicant clearly describes the school's assessment system and corrective action plan. The applicant: • identifies all mandatory and interim assessments and explains how the interim assessments align with the school's curriculum, performance goals and state standards; and, • explains how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the operating agreement; and, • explains how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community; and, • identifies the person(s), position(s), and/or applicants that will be responsible and involved in the collection and analysis of assessment data; and, • states who will be responsible for interpreting the data received from the ISD for classroom teachers, and leading or coordinating professional development to improve student achievement; and, • explains the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning; and, • describes the corrective actions that will be taken if the school falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level; and, • explains what would trigger such corrective actions and who would be responsible for implementing them.	

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Special Populations and Students at Risk of Academic Failure

Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not describe how the school will identify and meet the needs of the special populations and students at-risk of academic failure. The applicant fails to: • describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out; and, • identify the special populations and at-risk groups that the school expects to serve based upon current school data; and, • discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students; and, • explain how the school will identify and meet the learning needs of all students, including o exceptional children (students with mild, moderate, and severe disabilities); o English Language Learners; o at-risk students; and, o intellectually gifted students.	The applicant begins to describe how the school will identify and meet the needs of the special populations and at-risk students but does not provide sufficient detail. The applicant partially: • describes the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out; and/or, • identifies the special populations and at-risk groups that the school expects to serve based upon current school data; and/or, • discusses how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students; and/or, • explains with how the school will identify and meet the learning needs of all students, including o exceptional children (students with mild, moderate, and severe disabilities); o English Language Learners; o at-risk students; and, o intellectually gifted students.	The applicant comprehensively describes how the school will identify and meet the needs of the special populations and at-risk students. The applicant: • describes the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out; and, • identifies the special populations and at-risk groups that the school expects to serve based upon current school data; and, • discusses how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students; and, • explains with specificity how the school will identify and meet the learning needs of all students, including o exceptional children (students with mild, moderate, and severe disabilities); o English Language Learners; o at-risk students; and, o intellectually gifted students.	

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School Culture and Student Discipline

Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not describe plans for school culture and for student behavior and discipline. The applicant fails to: • describe the culture or ethos of the school; and, • explain how the school will promote a positive academic environment and reinforce student intellectual and social development; and, • explain how the school will create and implement the proposed culture for students, teachers, administrators, and parents starting from the first day of school, and upon mid-year entry; and, • explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure; and, • describe in detail the school's approach to student discipline; and, • provide the school's proposed discipline policy (Attachment 5).	The applicant partially describes plans for school culture and for student behavior and discipline. The applicant incompletely: • describes the culture or ethos of the school; and/or • explains how the school will promote a positive academic environment and reinforce student intellectual and social development; and/o, • explains how the school will create and implement the proposed culture for students, teachers, administrators, and parents starting from the first day of school, and upon mid-year entry; and/or, • explains how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure; and/or, • describes in detail the school's approach to student discipline; and/or • provides the school's proposed discipline policy (Attachment 5).	The applicant presents solid plans for school culture and for student behavior and discipline. The applicant clearly: • describes the culture or ethos of the school; and, • explains how the school will promote a positive academic environment and reinforce student intellectual and social development; and, • explains how the school will create and implement the proposed culture for students, teachers, administrators, and parents starting from the first day of school, and upon mid-year entry; and, • explains how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure; and, • describes in detail the school's approach to student discipline; and, • provides the school's proposed discipline policy (Attachment 5).	

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Parent and Community Involvement

Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not provide a clear description of how the school will engage parents (guardians) and community members in the life of the school to build partnerships that will strengthen student outcomes. The applicant did not: • describe how the school will engage parents (guardians), neighborhood, and community members from the time that the applicant is approved through the opening of the school; or • describe the specific strategies that will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening; or, • describe how parents will be engaged in the life of the school; or, • explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement; • describe any commitments or volunteer activities the school will seek from, offer to, or require of parents; or, • describes how support has been solicited support for the proposed school model; and, • describes the relationships and partners that have been established to generate community engagement in and support for the school model, as well the activities and their results; or, • identifies the initiatives and/or strategies that will be implemented to learn from and engage the neighborhood and community; or, • includes evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts; or, • identifies the organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development; or, • differentiates the tasks that will be	The applicant provides a vague description of how the school will engage parents (guardians) and community members in the life of the school to build partnerships that will strengthen student outcomes. The applicant did not provide sufficient detail to: • describe how the school will engage parents (guardians), neighborhood, and community members from the time that the applicant is approved through the opening of the school; and/or, • describe the specific strategies that will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening; • explain how the applicant will communicate with stakeholders in the community to share their vision and education program; and/or, • describe how parents will be engaged in the life of the school; and/or, • explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement; and/or, • describe any commitments or volunteer activities the school will seek from, offer to, or require of parents; and/or, • describe how support has been solicited support for the proposed school model; and/or, • describe the relationships and partners that have been established to generate community engagement in and support for the school model, as well the activities and their results; and/or, • identify the initiatives and/or strategies that will be implemented to learn from and engage the neighborhood and community; and/or, • include evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts; and/or, • identify the organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development; and/or,	The applicant provides a clear description of how the school will engage parents (guardians) and community members in the life of the school to build partnerships that will likely strengthen student outcomes. With detail, the applicant: • describes how the school will engage parents (guardians), neighborhood, and community members from the time that the applicant is approved through the opening of the school; and, • describes the specific strategies that will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening; and, • explains how the applicant will communicate with stakeholders in the community to share their vision and education program; and, • describes how parents will be engaged in the life of the school; and, • explains the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement; and, • describes any commitments or volunteer activities the school will seek from, offer to, or require of parents; and, • describes how support has been solicited support for the proposed school model; • describes the relationships and partners that have been established to generate community engagement in and support for the school model, as well the activities and their results; and, • identifies the initiatives and/or strategies that will be implemented to learn from and engage the neighborhood and community; and, • includes evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts; and, • identifies the organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development; and,	

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| done by and for the school district as well as by/for the applicant.

In addition, applicants new to North Carolina did not describe how their previous work has prepared them to establish relationships and supports in this new community. | • differentiates the tasks that will be done by and for the school district as well as by/for the applicant.

In addition, applicants new to North Carolina partially describe how their previous work has prepared them to establish relationships and supports in this new community. | • differentiates the tasks that will be done by and for the school district as well as by/for the applicant.

In addition, applicants new to North Carolina effectively describe how their previous work has prepared them to establish relationships and supports in this new community. | |

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Supplemental Programming

Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not explain the supplemental programming that will be offered to students at the school. The applicant fails to: • explain how the school will support all students' mental, social, and emotional needs; details include the identification strategy, interventions, and supports to be implemented; and research as to the rationale for the selected methods; and, • include a description of the summer school program(s) if will be offered, including schedule, duration (daily and weekly); enrollment (numbers and methods); and the anticipated resource and staffing needs for these programs; and, • describe the extra- or co-curricular activities or programming the school will offer, including how often they will occur and how they will be funded; and, • describe any other student-focused activities and programs that are integral to the educational and student-development plans.	The applicant partially explains the supplemental programming that will be offered to students at the school. The applicant begins to: • explains how the school will support all students' mental, social, and emotional needs; details include the identification strategy, interventions, and supports to be implemented; and research as to the rationale for the selected methods; and/or, • includes a description of the summer school program(s) if will be offered, including schedule, duration (daily and weekly); enrollment (numbers and methods); and the anticipated resource and staffing needs for these programs; and/or, • describes the extra- or co-curricular activities or programming the school will offer, including how often they will occur and how they will be funded; and/or • describes any other student-focused activities and programs that are integral to the educational and student-development plans.	The applicant clearly explains the supplemental programming that will be offered to students at the school. The applicant clearly: • explains how the school will support all students' mental, social, and emotional needs; details include the identification strategy, interventions, and supports to be implemented; and research as to the rationale for the selected methods; and, • includes a description of the summer school program(s) if will be offered, including schedule, duration (daily and weekly); enrollment (numbers and methods); and the anticipated resource and staffing needs for these programs; and, • describes the extra- or co-curricular activities or programming the school will offer, including how often they will occur and how they will be funded; and, • describes any other student-focused activities and programs that are integral to the educational and student-development plans.	

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School Calendar and Schedule

Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not describe the structure of the school year, day and week. The applicant does not: • discuss the annual academic calendar for the school, effectively explaining how the calendar reflects the needs of the educational program; or • provide a copy of the school's proposed calendar for the first year of operation, clearly identifying the total number of days/hours of instruction; or, • describe the structure of the school day and week, including the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies; the length of the school day, including start and dismissal times; or, • explain why the school's daily and weekly schedule will be optimal for student learning; or, • identify the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade; or, • provide a sample daily and weekly schedule for each division of the school (as Attachment 8).	The applicant provides insufficient detail to describe the structure of the school year, day and week. The applicant partially: • discusses the annual academic calendar for the school, effectively explaining how the calendar reflects the needs of the educational program; and/or, • provides a copy of the school's proposed calendar for the first year of operation, clearly identifying the total number of days/hours of instruction; and/or, • describes the structure of the school day and week, including the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies; the length of the school day, including start and dismissal times; and/or • explains why the school's daily and weekly schedule will be optimal for student learning; and/or, • identifies the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade; and/or • provides a sample daily and weekly schedule for each division of the school (as Attachment 8).	The applicant provides sufficient detail to describe the structure of the school year, day and week. The applicant clearly: • discusses the annual academic calendar for the school, effectively explaining how the calendar reflects the needs of the educational program; and, • provides a copy of the school's proposed calendar for the first year of operation, clearly identifying the total number of days/hours of instruction; and, • describes the structure of the school day and week, including the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies; the length of the school day, including start and dismissal times; and, • explains why the school's daily and weekly schedule will be optimal for student learning; and, • identifies the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade; and, • provides a sample daily and weekly schedule for each division of the school (as Attachment 8).	

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Educational Program Capacity

Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not identify key members of the school's applicant and/or school leadership team(s) to demonstrate that members hold the collective capacity needed to achieve educational success at the school; and, identify the transition plan, including the team members that will implement the plan. The applicant fails to: • identify the individuals who will play a substantial and ongoing role in school development and/or management and will thus share responsibility for the school's educational success; and/or, • describe the applicant's leadership team and/or the school's leadership team's individual and collective qualifications for implementing the school design successfully; and/or, • describe the group's ties to and/or knowledge of the target community; and/or, • identify the principal/head of school candidate and explains why this individual is well-qualified to lead the school in achieving its mission; and/or, • provide, as Attachment 9, the qualifications, resume, and professional biography for this individual while discussing the evidence of the leader's ability to effectively serve the anticipated population; or, if no candidate has been identified; and/or, • provide, as Attachment 10 the job description or qualifications for the principal/head of school and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader; and/or, • explain who will work on a full-time or nearly full-time basis following approval of the ISD for the applicant to lead transition planning of the school and the plan to compensate these individuals.	The applicant partially identifies key members of the school's applicant and/or school leadership team(s) to demonstrate that members hold the collective capacity needed to achieve educational success at the school; and, identify the transition plan, including the team members that will implement the plan. The applicant begins to: • identify the individuals who will play a substantial and ongoing role in school development and/or management and will thus share responsibility for the school's educational success; and/or, • describe the applicant's leadership team and/or the school's leadership team's individual and collective qualifications for implementing the school design successfully; and/or, • describe the group's ties to and/or knowledge of the target community; and/or, • identify the principal/head of school candidate and explains why this individual is well-qualified to lead the school in achieving its mission; and/or, • provide, as Attachment 9, the qualifications, resume, and professional biography for this individual while discussing the evidence of the leader's ability to effectively serve the anticipated population; or, if no candidate has been identified; and/or, • provide, as Attachment 10 the job description or qualifications for the principal/head of school and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader; and/or, • explain who will work on a full-time or nearly full-time basis following approval of the ISD for the applicant to lead transition planning of the school and the plan to compensate these individuals.	The applicant effectively identifies key members of the school's applicant and/or school leadership team(s) to demonstrate that members hold the collective capacity needed to achieve educational success at the school; and, identify the transition plan, including the team members that will implement the plan. The applicant clearly: • identifies only individuals who will play a substantial and ongoing role in school development and/or management and will thus share responsibility for the school's educational success; • describes the applicant's leadership team and/or the school's leadership team's individual and collective qualifications for implementing the school design successfully; • describes the group's ties to and/or knowledge of the target community • identifies the principal/head of school candidate and explains why this individual is well-qualified to lead the school in achieving its mission; • provides, as Attachment 9, the qualifications, resume, and professional biography for this individual while discussing the evidence of the leader's ability to effectively serve the anticipated population; or, if no candidate has been identified, • provides as Attachment 10 the job description or qualifications for the principal/head of school and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader; and, • explains who will work on a full-time or nearly full-time basis following approval of the ISD for the applicant to lead transition planning of the school and the plan to compensate these individuals.	

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Record of Results

Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The application does not include a description of the applicant's prior experience in taking over or turning around an underperforming school(s); and, the applicant provides no evidence to demonstrate proven success in achieving strong academic outcomes for traditionally low-performing student subgroups, including low-income, minority, and students with IEPs.	The application includes a deficient description of the applicant's prior experience in taking over or turning around an underperforming school(s); and/or the applicant provides insufficient evidence to demonstrate proven success in achieving strong academic outcomes for traditionally low-performing student subgroups, including low-income, minority, and students with IEPs.	The application includes a description of the applicant's prior experience in taking over or turning around an underperforming school(s); and, the applicant provides evidence to demonstrate proven success in achieving strong academic outcomes for traditionally low-performing student subgroups, including low-income, minority, and students with IEPs.	

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SECTION 2: OPERATIONS PLAN & CAPACITY

Legal Status and Eligibility			
Rating			
Incomplete		Complete	N/A
The applicant does not describe or provide sufficient documentation to demonstrate legal status requirements have been met; and, does not demonstrate that the applicant is legally eligible to operate an innovative school in accordance with North Carolina state statute.	Compliance related standard.	The applicant effectively describes and provides sufficient documentation to demonstrate legal status requirements have been met and to demonstrate that the applicant is legally eligible to operate an innovative school in accordance with North Carolina state statute.	

Organization Charts			
Rating			
Does Not Meet	Partially Meets	Meets	N/A
The applicant has not submitted an organization chart, or the organization chart submitted does not illustrate the applicant structure and the school management/staffing structure; and, roles and responsibilities of all staff as well as lines of authority and reporting are not delineated.	The applicant has submitted an organization chart that does not fully illustrate the applicant structure and the school management/staffing structure; and/or roles and responsibilities of all staff as well as lines of authority and reporting are not clearly delineated.	The applicant has submitted an organization chart that clearly illustrates the applicant structure and the school management/staffing structure; clearly delineating the roles and responsibilities of all staff, lines of authority and reporting.	

Staff Structure			
Rating			
Does Not Meet	Partially Meets	Meets	N/A
The applicant does not provide a staffing chart (Attachment 13) for the applicant's organization and the school or the staffing chart provided does not include applicant leadership; administrative, instructional, and non-instructional personnel; number of classroom teachers, paraprofessionals, and specialty teachers; and, operational and support staff. Further, the applicant does not explain the relationship between the school's senior administrative team and the rest of the staff; and, does not note teacher: student and adult:student ratios at the school.	The applicant provides an incomplete or unclear staffing chart (Attachment 13) for the applicant's organization and the school, including applicant leadership; administrative, instructional, and non-instructional personnel; number of classroom teachers, paraprofessionals, and specialty teachers; and, operational and support staff. The relationship between the school's senior administrative team and the rest of the staff; and teacher: student and adult:student ratios at the school may not have been provided.	The applicant provides complete staffing charts (Attachment 13) for the applicant's organization and the school, including applicant leadership; administrative, instructional, and non-instructional personnel; number of classroom teachers, paraprofessionals, and specialty teachers; and, operational and support staff. In alignment with the staffing chart, the applicant explains the relationship between the school's senior administrative team and the rest of the staff; and, note teacher: student and adult:student ratios at the school.	

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Staffing Plans, Hiring, Management, and Evaluation

Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not provide details regarding plans to hire, support, develop and evaluate staff. The applicant fails to: • outline the proposed salary ranges, as well as any incentives or reward structures that may be part of the compensation system; and, • explain the strategy for retaining high-performing teachers; and, • describe the strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA); and to, • explain other key selection criteria and any special considerations relevant to your school design; • explain how the school leader will be supported, developed, and evaluated each school year, indicating who will provide this support and development; describing the evaluation tool that will be used and the frequency of the evaluation; describing who will conduct the evaluation, and how the evaluation will be utilized to drive continuous improvements; • explain how teachers will be supported, developed, and evaluated each school year, indicating who will provide this support and development to teachers; describing the evaluation tool that will be used and Indicate the frequency of the evaluations; and, describing who will conduct the evaluations; and, how the evaluations will be utilized to drive teacher development.	The applicant provides insufficient details regarding plans to hire, support, develop and evaluate staff. The applicant does not fully: • outline the proposed salary ranges, as well as any incentives or reward structures that may be part of the compensation system; and/or, • explain the strategy for retaining high-performing teachers; and/or, • describe the strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA); and/or, • explain other key selection criteria and any special considerations relevant to your school design; and/or, • explain how the school leader will be supported, developed, and evaluated each school year, indicating who will provide this support and development; describing the evaluation tool that will be used and the frequency of the evaluation; describing who will conduct the evaluation, and how the evaluation will be utilized to drive continuous improvements; and/or • explain how teachers will be supported, developed, and evaluated each school year, indicating who will provide this support and development to teachers; describing the evaluation tool that will be used and Indicate the frequency of the evaluations; and, describing who will conduct the evaluations; and, how the evaluations will be utilized to drive teacher development.	The applicant provides sufficient details regarding plans to hire, support, develop and evaluate staff. The applicant: • outlines the proposed salary ranges, as well as any incentives or reward structures that may be part of the compensation system; and, • explains the strategy for retaining high-performing teachers; and, • describes the strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA); and, • explains other key selection criteria and any special considerations relevant to your school design; and, • explains how the school leader will be supported, developed, and evaluated each school year, indicating who will provide this support and development; describing the evaluation tool that will be used and the frequency of the evaluation; describing who will conduct the evaluation, and how the evaluation will be utilized to drive continuous improvements; and, • explains how teachers will be supported, developed, and evaluated each school year, indicating who will provide this support and development to teachers; describing the evaluation tool that will be used and Indicate the frequency of the evaluations; and, describing who will conduct the evaluations; and, how the evaluations will be utilized to drive teacher development.	

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Professional Development			
Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not describe the school's professional development expectations and opportunities.	The applicant partially describes the school's professional development expectations and opportunities. Some or all of the following lack sufficient detail: • the core components of professional development and how these components will support effective implementation of the educational program and build the capacity of the school's leadership and instructional staff and identifies the person or position responsible for professional development; and, • a schedule and explanation of professional development that will take place prior to the start of the school year as well as an explanation re: what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the school model; and, • a description of the expected number of days/hours for professional development throughout the school year; and an explanation of how the school's calendar, daily schedule, and staffing structure accommodates this plan. The description includes time scheduled for common planning or collaboration and how such time will typically be used.	The applicant effectively describes the school's professional development expectations and opportunities, including the following: • the core components of professional development and how these components will support effective implementation of the educational program and build the capacity of the school's leadership and instructional staff and identifies the person or position responsible for professional development; and, • a schedule and explanation of professional development that will take place prior to the start of the school year as well as an explanation re: what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the school model; and, • a description of the expected number of days/hours for professional development throughout the school year; and an explanation of how the school's calendar, daily schedule, and staffing structure accommodates this plan. The description includes time scheduled for common planning or collaboration and how such time will typically be used.	

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Start-Up & Ongoing Operations

Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant did not provide a start-up plan, technology, student information systems, school safety, and insurance coverage.	The applicant begins to describe the school's start-up plan, technology, student information systems, school safety, and insurance coverage, including the following: • a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook. • a description of the school's plan for technology that indicates how the school will ensure student access to technology required by State mandated assessments, as well as the infrastructure requirements and costs in the budget section; technology that will be required to meet the academic and operational needs of the school; and any technology needed for the school (email and website platforms), classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces. • how the school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and State regulations regarding student privacy and disclosure of student data and records. • the school's plan for safety and security for students, the facility, and property. • a list of the types of insurance coverage the applicant will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.	The applicant fully describes the school's start-up plan, technology, student information systems, school safety, and insurance coverage, including the following: • a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook. In addition to focusing on the implementation of the educational program, please address how the applicant will ensure basic organizational requirements are in place (technology such as email and website platforms, communications, etc.). • a description of the school's plan for technology that indicates how the school will ensure student access to technology required by State mandated assessments, as well as the infrastructure requirements and costs in the budget section; technology that will be required to meet the academic and operational needs of the school; and any technology needed for the school (email and website platforms), classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces. • how the school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and State regulations regarding student privacy and disclosure of student data and records. • the school's plan for safety and security for students, the facility, and property. • a list of the types of insurance coverage the applicant will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.	

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Operations Capacity

Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not provide a description of the individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following: o Staffing; o Professional development; o Performance management; o General operations; and o Facilities management.	The applicant does not provide a sufficiently detailed description of the individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following: o Staffing; o Professional development; o Performance management; o General operations; and o Facilities management.	The applicant provides a description of the individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following: o Staffing; o Professional development; o Performance management; o General operations; and o Facilities management.	

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SECTION 3: FINANCIAL PLAN & CAPACITY

Financial Plan			
Rating			
Does Not Meet	**Partially Meets**	**Meets**	**N/A**
The applicant does not provide a description of how it will prioritize funding, and/or it has not provided accurate and reasonable assumptions for revenues and expenditures, staffing levels, and costs associated with implementing its program. In addition, the applicant has not provided clear commitments for additional funding sources, and/or has neglected to provide a viable contingency plan. The applicant has not submitted a Financial Plan Workbook.	The applicant does not provide an adequate description of how it will prioritize funding, and/or it has not provided accurate and reasonable assumptions for revenues and expenditures, staffing levels, and costs associated with implementing its program. In addition, the applicant has not provided sufficiently clear commitments for additional funding sources, and/or has neglected to provide a viable contingency plan. Finally, the applicant has submitted a partially completed Financial Plan Workbook as Attachment 19.	The applicant has provided an adequate description of how it will prioritize funding, and it has provided accurate and reasonable assumptions for revenues and expenditures, staffing levels, and costs associated with implementing its program. In addition, the applicant has provided sufficiently clear commitments for additional funding sources and has also provided a viable contingency plan. Finally, the applicant has submitted a fully completed Financial Plan Workbook as Attachment 19.	