



**NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# Success Academy of Warren County

**Public charter schools opening the fall of 2015**

**Due by 5:00 pm, December 6, 2013**

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

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Raleigh, NC 27699-6303

## **CHARTER SCHOOL 2013 Application Process**

**To open a charter school in the 2015-2016 school year**

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

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

### **APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov) that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Success Academy of Warren County

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

Name of non-profit organization under which charter will be organized or operated: *Success Academy of Warren County*

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

Name of contact person: *Jeffrey Allen*

Title/Relationship to nonprofit: *Lead Applicant*

Mailing address: 3589 Copper Creek Lane  
Franklinton NC 27525

Primary telephone: 919-418-6606 Alternative telephone: 919-418-6606

E-Mail address: *jlallenx75@yahoo.com*

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

County: WARREN

LEA: 930-Warren County Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Success Academy of Warren County

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

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K,01,02,03,04	125
Second Year	K,01,02,03,04,05	150
Third Year	K,01,02,03,04,05,06	175
Fourth Year	K,01,02,03,04,05,06,07	200
Fifth Year	K,01,02,03,04,05,06,07,08	225
Sixth Year	K,01,02,03,04,05,06,07,08	225
Seventh Year	K,01,02,03,04,05,06,07,08	225
Eight Year	K,01,02,03,04,05,06,07,08	225
Ninth Year	K,01,02,03,04,05,06,07,08	225
Tenth Year	K,01,02,03,04,05,06,07,08	225

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

*I certify that I have the authority to submit this application and that the initial board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.*

vcchs2015  
*Signature*

Lead Applicant  
*Title*

vcchs2015  
*Printed Name*

12/06/2013  
*Date*

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

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

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

The mission of Success Academy of Warren County is to cultivate the academic potential of every student for future success and empower them to become global leaders that initiate positive change for their generation.

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

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

Although Success Academy of Warren County will be open to all students in accordance to NC Charter School law, the target population will be students who are under served and are at risk of academic failure.

Warren County is a rural area with an estimated population of 20,576 (2012) according to the United States Census Bureau. The county is located in the northeastern Piedmont section of NC near the Virginia border. It is bordered by Northampton and Halifax Counties to the east, Franklin and Nash Counties to the south and southeast, and Vance County to the west. The county's racial composite is 40.4% white, 52.2% black, 3.6% Hispanic, and 5.5% American Indian according to the United States Census Bureau.

Warren County is an economically distressed county with an estimated 27% of the population living below the poverty level. The percentage of children living in poverty is at 31.5%. Additionally, 86.5% of children in grades K-12 receive free or reduced lunch. The unemployment rate in Warren County is 11.6% (as of July 2013). Residents in Warren County that have a Bachelors degree or higher is 14.5% and residents with a high school diploma or higher is 74.1%.

Other factors of note are the significant achievement gaps in 2012-2013 school year between: 1) white and black students, and 2) students who are economically disadvantaged and those who are not:

-The composite score for 3rd through 8th grade students who were at or above proficiency level in reading and math was 15.0%.

-Third through Eighth grade white students had a composite score of 23.9% while black students had a composite score of 11.3%.

-Third through Eighth grade economically disadvantaged students had a composite score of 12.5% while those who were not economically disadvantaged

had a composite score of 28.9%.

-Third through Eighth grade African American male students had a composite score of 8.5% while White males had a composite of 21.5%

Based on these alarming statistics, and feedback from community forums (held on October 8th and 26th at the Warren County Library), there is a demonstrated need and desire for another viable option for education that will help close the significant achievement gaps that exist among Warren County school children. The rationale for selecting this target population is directly related to our mission statement: to cultivate the academic potential of each student for future success and empower them to become global leaders that initiate positive change for their generation. Success Academy will target these students and cultivate their academic potential, while preparing them for future success.

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

The projected enrollment for year one will be 125 students. This represents 10% of the elementary ADM of Warren County Schools. At full capacity in year five, the total student population at Success Academy, K-8th will represent 13% of the current ADM of Warren County Schools, K-8th population based on current enrollment figures.

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

The Success Academy's education plan will differ in the following ways from Warren County Schools:

1. Project based learning: Student will develop projects that incorporate 21st century learning skills and are interdisciplinary.
2. Blended learning: Along with teacher led instruction in small groups, instruction will also be personalized using adaptive online programs.
3. Global Leadership Program at every grade level: Students will be involved in an effective character education program that empower them to be global leaders that will advocate for change both locally and world wide.
4. Success Lab: A program where all students can go to get assistance with academic work and also learn strategies such as test taking skills, study skills, enrichment activities to enable them have future success.
5. Saturday Academy: Provide students with more opportunities for tutoring and enrichment activities.

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

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



*The Six Legislative Purposes of a Charter School are:*

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

Success Academy of Warren County will address two out of six purposes for charter schools as follows:

Improving student learning.

Success Academy of Warren County will improve student learning by empowering its students to be critical thinkers. Project based learning will require students to answer a complex question, or solve a problem using critical thinking skills. Rigorous grade appropriate projects will help students learn key academic content and develop necessary skills for future success such as collaboration and creativity. The blended learning component of the instructional program will personalize education to meet the student's individual needs. Students will be able to focus on area of an improvement that is unique to them using adaptive instructional online programs and small group instruction. This unique combination will improve achievement and enable students to have future success.

Encourage the use of different and innovative teaching methods

Success Academy of Warren County will use different and innovative teaching methods such as project based and blended learning. Students will design grade appropriate projects that are interdisciplinary and require students to use critical thinking and problem solving skills. The Academy's blended learning component will use adaptive instructional online programs to provide students with an individualized educational experience. Students will participate in a rotational instructional model that allows teachers to instruct students in small groups while other students work with online programs to improve academic achievement.

**Goals for the Proposed Charter School:**

- 1. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. Address how often and when the information will be*

*communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Based on the current composite scores, performance goals will meet (Year 1) and exceed the state average for student performance under the new accountability standards. The results of meeting and exceeding these goals will be communicated at the regular board meetings in the Executive Director's state of school report. Also, results will be posted online for all stakeholders to view. The following are institutional goals for Year 1 to Year 5:

#### Year 1 Goals - 2015-2016

At least 45% of students are at or above proficiency level for Reading and Mathematics according to NC state mandated tests

At least 70% of students are in the 70% percentile or above in Reading and Math on the Stanford 10 Achievement Test Post Test

At least 90% of students will show improvement in Reading and Math Pre & Post Stanford 10 Achievement Test

90 % of Faculty and Staff will rate overall working conditions at satisfactory or higher

90% of Parents and Community members will rate overall school satisfaction at satisfactory or higher.

Maintain an average daily attendance of 90%

#### Year 2 Goals - 2016-2017

At least 60% of students are at or above proficiency level for Reading and Mathematics according to NC state mandated tests

At least 60% of students in the 5th grade will be at proficient level or higher for Science

At least 75% of students are in the 70% percentile or above in Reading and Math on the Stanford 10 Achievement Test

At least 90% of students will show improvement in Reading and Math on the Pre & Post Stanford 10 Achievement Test

95% of Faculty and Staff will rate overall working conditions at satisfactory or higher

95% of Parents and Community members will rate overall school satisfaction at satisfactory or higher.

Maintain an average daily attendance of 90%

#### Year 3 Goals - 2017-2018

At least 65% of students are at or above proficiency level for Reading and Mathematics according to NC state mandated tests

At least 65% of students in the 5th grade will be at proficient level or higher for Science according to NC state mandated tests

At least 75% of students are in the 70% percentile or above in Reading and Math on the Stanford 10 Achievement Test

At least 95% of students will show improvement in Reading and Math on the Pre & Post Stanford 10 Achievement Test

95 % of Faculty and Staff will rate overall working conditions at satisfactory or higher

95% of Parents and Community members will rate overall school satisfaction at satisfactory or higher.

Maintain an average daily attendance of 90%

Year 4 Goals - 2018-2019

At least 70% of students are at or above proficiency level for Reading and Mathematics according to NC state mandated tests

At least 80% of students are in the 75% percentile or above in Reading and Math on the Stanford 10 Achievement Test

At least 95% of students will show improvement in Reading and Math on the Pre & Post Stanford 10 Achievement Test

At least 70% of students in the 5th grade will be at proficiency level or higher for Science

95% of Faculty and staff will rate overall working conditions at satisfactory or higher

95% of Parents and Community members will rate overall school satisfaction at satisfactory or higher.

Maintain an average daily attendance of 90%

Year 5 Goals - 2019-2020

At least 75% of students are at or above proficiency level for Reading and Mathematics according to NC state mandated tests

At least 80% of students are in the 75% percentile or above in Reading and Math on the Stanford 10 Achievement Test

At least 70% of 5th & 8th graders will score at or above proficiency level in science

At least 95% of students will show improvement in Reading and Math on the Pre & Post Test Stanford 10 Achievement Test

95% of Faculty and Staff will rate overall working conditions at satisfactory or higher

95% of Parents and Community members will rate overall school satisfaction at satisfactory or higher.

Maintain an average daily attendance of 90%

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

The governing board of Success Academy will know that the proposed charter school is working toward attaining its mission by meeting and exceeding the institutional goals. Based on the composite score of 15% for Warren County Schools for the 2012-2013 school year, the governing board has decided to work towards improving student performance in year 1 by meeting the current state average and exceeding the state average in Year 2-5.

In addition to the Executive Director monthly reports to the board, the Executive Director will give a comprehensive State of the School Report that will include data concerning student achievement, student accomplishments, community, and parent feedback based on surveys, and operational statuses during the annual meeting.

### III. EDUCATION PLAN

(No more than ten total pages in this section)

**NOTE:** *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

#### **Instructional Program:**

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Success Academy's mission is to cultivate the academic potential of students and empower them to become global leaders. The core curriculum will align with the Common Core Standards for English/Language Arts and Math, while science, social studies and P.E. will follow the NC Essential Standards.

Success Academy's English/Language Arts curriculum will be driven by Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS). The CARS and STARS curriculum has been successful in raising achievement in reading for similar targeted populations (Appendix T5). CARS and STARS provide a powerful combination of assessment and instruction that works effectively together to improve every student's reading comprehension. CARS and STARS both align with Common Core Standards. Success Academy will supplement the curriculum with novels, short stories and non-fictional reading choices that are age appropriate. As a part of the English/Language Arts curriculum, Success Academy will incorporate Write from the Beginning and Thinking Maps. Write from the beginning prepares students to write for various audiences and purposes while Thinking Maps help students organize their thoughts using various graphic organizers.

Success Academy will use Singapore Mathematics as a main curriculum. Singapore Mathematics has been proven to raise student achievement with unique approaches to teaching problem solving (Appendix T6-T7). Singapore Mathematics encourages active thinking and develops the foundational skills students need to be successful in mathematics at the high school and college level. Singapore Mathematics also aligns with the Common Core curriculum and will be supplemented with the use of manipulatives, math lab activities and problem solving activities from other resources.

Success Academy's Global Leadership program will develop leaders who will positively impact their generation. The Global Leadership Program will be incorporated throughout the school's curriculum with monthly themes. These monthly themes will encompass leadership, respect, and responsibility, taught in weekly classroom lessons. Students will participate effective communication, conflict resolution, and team building exercises. The Global Leadership program will produce students who are prepared to make a positive impact on society and advocate for change that will affect generations. Students will take electives such as Spanish and participate in enrichment programs such as playing chess.

As a part of Success Academy's extended day program, the Success Lab will be available for students to receive tutoring, supplemental instruction, and enrichment activities.

Success Academy's blended learning program will provide students with a personalized learning experience using online programs in a rotational classroom model. The rotational model has been successfully used by schools with a similar targeted population (Appendix T3, T8-T9). Success Academy's blended learning model will use adaptive online software such as iReady for reading and mathematics. The iReady software has been proven to increase reading and math achievement in similar targeted populations. (Appendix T1) As a part of the blended learning model, small group instruction will enable teachers to differentiate instruction to meet student's needs based on data from online programs assessments and teacher informal assessments.

Project based learning will further develop key academic skills that enhance critical thinking and problem solving skills. (Appendix T4) The project based learning model includes various grade appropriate tasks that will require students to be creative and collaborate with others.

Portfolios will be used as evidence of each student's progress and academic growth. Portfolios will consist of samples of students work and personal education plans including goals for each student.

### **K-5 Curriculum and Instructional Design:**

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

The learning environment of the school will be conducive to achieving the mission by providing a structured, supportive, student-centered environment.

Success Academy will establish a culture of high expectations using the core values of the "BIG 5": Be Respectful, Be Determined, Be Responsible, Be Accountable and Lead by Example. These core values will be posted throughout the school in the hallways, common areas, and classrooms.

Students will learn the expectations of the school by practicing procedures and routines which will build a foundation of responsibility and accountability.

The classroom environment and structure will consist of two to three instructional modules. Module one is teacher lead instruction in small groups, module two is students working with online programs to improve achievement and module three is collaborative or individual work. Classes will begin using module one and module two, then gradually incorporating module three depending on the grade level and subject during the school year. The instructional ratio for small group instruction will be 1:13 or less depending on the number of modules used during a class period.

Kindergarten through second grade will have a core teacher and a teacher assistant to assist with the small group rotations. Third through Fifth Grade will have a core teacher and a floating intervention specialist to

assist with remediation and blended learning rotations where needed. Students will have electives such as Spanish and participate in enrichment programs such as art and playing chess.

Students will also participate in Project Day. Classes will have the opportunity to present projects based on topics in various classes. Students will be able to present projects to the school community.

Students will be able to attend Success Lab. In Success Lab, students will have the opportunity to receive tutoring and enrichment activities such as art.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for the elementary division the school would ultimately serve.*
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The Success Academy's curriculum and instructional model align with the proposed charter schools mission, targeted student population and North Carolina Accountability Model because of the following:

1. Success Academy's Singapore Math curriculum and CARS & STARS English/Lang Arts Curriculum will cultivate the academic potential of every student for future success by improving student achievement. Both curriculums align with the Common Core Standards of the North Carolina Accountability Model.

2. Data shows that CARS and STARS can improve a student's achievement by one grade level with similar targeted populations (Appendix T5). The iReady online program has also increased student achievement in similar targeted populations. The students of Success Academy will also benefit from the blended learning model which has shown to work with our targeted population. This model provides small group instruction and a personalized learning experience with the use of online programs. This powerful combination of instructional methods and curriculum will allow for more diverse teaching and meet the needs of different learning styles.

3. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

The primary instructional strategies that teachers are expected to learn are as follows:

Aspire Blended Learning 101: Blended Learning Classroom Rotational Model, Teaching in small groups and how to plan instruction for a blended learning environment.

Project Based Learning: Projects and instructional strategies for project based learning for students to develop critical thinking and creativity.

Thinking Maps: Graphic organizers to assist with learning and assimilating information.

Data Driven Instruction: Using real time results from the iReady programs, teachers will be able to design instruction in small groups to meet the unique needs of students.

Write from the Beginning: Strategies for writing for various audiences and purposes.

Singapore Mathematics: Model Drawing and Problem Solving.

First Days of School by Harry Wong: Establishing a School Culture and Procedures & Routines for a successful classroom.

17 Things Great Teachers do Differently by Todd Whittatker: Classroom Management and How to do deal with various behaviors in the classroom.

These strategies have been proven in cultivating the academic potential of each student and enable them to be successful in the future.

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

Success Academy's school calendar will consist of a minimum of 185 school days with the school day running from 8:00am to 4:00pm Monday through Thursday and 8:00am to 3:00pm on Friday. The extended school day will allow for effective small group instruction, 1:1 tutoring, supplemental small group instruction and enrichment. Success Academy will also offer before and after school.

Success Academy will have Saturday Academies periodically during the school year for academic assistance, development of projects, tutoring and enrichment activities. The number of school days and the number of hours per day will give the faculty and staff of Success Academy more opportunities to motivate and empower students and remediate students as needed.

### **6-8 Curriculum and Instructional Design:**

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

The learning environment of the school will be conducive to achieving the mission by providing a structured, supportive, student-centered environment.

Success Academy will establish a culture of high expectations by using the core values of the "BIG 5": Be Respectful, Be Determined, Be Responsible, Be Accountable and Lead by Example. These core values will be posted throughout the school in the hallways, common areas, and classrooms.

Students will learn the expectations of the school by practicing procedures

and routines which will build a foundation of responsibility and accountability.

The classroom environment and structure will consist of two to three instructional modules. Module one is teacher lead instruction in small groups, module two is students working with online programs to improve achievement and module three is collaborative or individual work. Classes will begin using module one and module two, then gradually incorporating module three depending on the grade level and subject. The instructional ratio will be 1:13 or less depending on the number modules used in a class period.

As a part of the middle school day, students will participate in electives such as Spanish and enrichment activities such as chess, student government and art. Students will also participate in sports such as volleyball and basketball.

To continue to develop student presentation skills, Success Academy will host Project Day. Students will present finished projects to the school community.

To cultivate the academic potential of our students, 7th and 8th grades students who excel in reading or math based on standardized tests scores and teacher recommendations will have the opportunity to participate in the Academy's Pre-Honors program. This program will further develop and enhance core subject content. The program will provide students with rigorous and accelerated instruction. The Pre-Honors program will prepare students for honor courses at the high school level. The Pre-Honors program will be a seminar/lab class that uses various learning activities designed to prepare students to think more critically in English/Language Arts and Mathematics. Students who do not place in the Pre-Honors program will participate in the Scholars Academy. The Scholars Academy will also be a seminar/lab based class that will further develop the students academic skills that will make them successful in college prep high school courses. Also, students who are ready for high school classes will have the opportunity to take those courses in the 7th and 8th grades, accelerating them into Advanced Placement classes when they transition to high school.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.*
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The Success Academy's curriculum and instructional model align with the proposed charter schools mission, targeted student population and North Carolina Accountability Model because of the following:

1. Success Academy's Singapore Math and CARS & STARS English/Lang Arts Curriculum will cultivate the academic potential of every student for future success by improving student achievement. Both curriculums align with the



Common Core Standards of the North Carolina Accountability Model.

2. Data shows that CARS and STARS can improve a student's achievement by one grade level with similar targeted populations (Appendix T5). The iReady online program has also increased student achievement in similar targeted populations. The students of Success Academy will also benefit from the blended learning model which has shown to work with our targeted population. This model provides small group instruction and a personalized learning experience with the use of online programs. This powerful combination of instructional methods and curriculum will allow for more diverse teaching and meet the needs of different learning styles.

3. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

The primary instructional strategies that teachers are expected to learn are as follows:

Aspire Blended Learning 101: Blended Learning Classroom Rotational Model, Teaching in small groups and how to plan instruction for a blended learning environment.

Project Based Learning: Projects and instructional strategies for project based learning for students to develop critical thinking and creativity

Thinking Maps: Graphic organizers to assist with learning and assimilating information

Data Driven Instruction: Using real time results from the iReady programs, teachers will be able to design instruction in small groups to meet the unique needs of students

Write from the Beginning: Strategies for writing for various audiences and purposes.

First Days of School by Harry Wong: Establishing a School Culture and Procedures & Routines for a successful classroom.

Singapore Mathematics: Model Drawing and Problem Solving

These strategies have been proven to empower to be successful in high school and have future success in post secondary options.

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

Success Academy's school calendar will consist of a minimum of 185 school days with the school day running from 8:00am to 4:00pm Monday through Thursday and 8:00am to 3:00pm on Friday. The extended school day will allow for effective small group instruction, 1:1 tutoring, supplemental small

group instruction and enrichment. Success Academy will also offer before school.

Success Academy will have Saturday Academies periodically during the school year for academic assistance, development of projects, tutoring and enrichment activities. The number of school days and the number of hours per day will give the faculty and staff of Success Academy more opportunities to motivate and empower students and remediate students as needed.

### **Special Programs and "At-Risk" Students**

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

Students who are at risk of academic failure will receive intervention through a Response to Intervention program. Tier 1 intervention will include high quality instruction for all students using the academy's blended learning & project based learning program. The blended learning program will provide students with small group instruction and personalized instruction using adaptive online programs. Tier 2 intervention will include assigning students identified as at-risk of failing to the intervention specialist. Assistance will occur outside of core classes, assisting students with remediation in small group settings. An intervention specialist will be assigned to work with students to increase achievement. Students will be assigned to the Intervention Specialist based on informal assessments and data from online assessments. Tier 3 intervention will include students assigned to Intervention Specialist who need additional support to work with the intervention specialist individually. The Intervention Specialist and Core Teacher will work together to design a personal education plan that will assist the student in performing better in a particular subject(s).

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*
  - a) *Methods for identifying ELL students.*
  - b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
  - c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Success Academy will identify ELL Students within the requirements of state and federal law. The faculty and staff will follow the proper guidelines to identify ELL students. Parents will be asked to fill out a home language survey to determine if service is needed. In addition, teachers may recommend that students need services based on observations and in class assessments.

The faculty and staff of Success Academy will employ all necessary programs, practices and strategies to ensure academic success and equitable access to

the core academic program. Students will be placed in the least restrictive appropriate environment to meet the student needs. Students will be assigned to a contract ELL teacher for remediation and provided translation and interpretation services when need. Students may also received tutoring and supplemental instruction from Success Lab.

The school administration will develop a plan for monitoring and evaluating the progress and success of ELL students. The plan will include the assessment and monitoring of student progress in the program at the beginning, midpoint, and at the end of the year. Monitoring and evaluating the progress of students will include meetings of students, parents, core teachers, administrators and contracted ELL teachers. The team will assess the progress of the student and determine whether services will continue or end.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
  - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
  - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Success Academy seeks to meet the needs of all students enrolled in the school. Intellectually gifted students will be identified within the policies and procedures of state law. Recommended students will be given an assessment and tested in accordance with the state law and procedure. Students who place in the intellectually gifted program will receive services and opportunities that will enhance their ability. The AIG Coordinator will work with students and faculty that serve these students to ensure that these students are receiving instructional services that meet individual needs.

The AIG Coordinator will work with teachers to design enrichment activities to further develop academic talent in Success Lab and core classes. Success Lab will provide opportunities for enrichment activities that are designed to further develop academic interests and skills. The Pre-Honors program will provide 7th and 8th grade students with rigorous instruction and activities to prepare them for honors classes in high school. Students also will be able to participate in the Duke TIP program. The Duke Tip program provides qualifying students with challenging opportunities through online lessons, publications, contests, and the Duke TIP Book Club.

The school administration will develop a plan for monitoring and evaluating the progress and success of AIG students. The plan will include the assessment and monitoring of student progress in the program at the beginning, midpoint, and at the end of the year. Assessments will include formal and informal assessments and development of an academic portfolio reflecting work that is appropriate for AIG students. Monitoring and evaluating the progress of students will include meetings of students, parents, core teachers, administrators and designated AIG Coordinator. The AIG Coordinator will work with teachers to design enrichment activities to further develop academic skills in Success Lab and core classes.

## **Exceptional Children**

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

### **Identification and Records**

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

1. Success Academy is committed to providing students with disabilities the best education in the least restrictive environment. Upon enrollment in the school, parents will be asked in a survey if their child has an IEP through the special education program or under Section 504 of the Rehabilitation Act. If a parent indicates that their child has an IEP, the school will request those records be sent to the school from student's previous school with the parent's consent. This will be done after the student is officially enrolled in the school and not during the application or lottery process. The board of directors will ensure that students with special needs are not discriminated against regarding admission to Success Academy.

2. After enrolling and after academic interventions through the Response to Intervention program are put into place, if a teacher or parent deems it necessary that the student needs to be evaluated for a disability, an evaluation team consisting of the EC Teacher, core teacher and lead teacher will serve as a committee that will oversee the evaluation. If a student is in need of services or an IEP based on evaluation and assessment, the evaluation team will develop the IEP along with the parent and contract services if needed.

3. Success Academy will ensure that information is kept confidential between parents and school. With written consent from the students' parent or guardian, a signed release of records will be sent to the students' previous school for records to be released to appropriate officials of Success Academy.

Success Academy will ensure that all information is kept confidential. All records such as IEPs and 504 plans will be kept in a locked fire proof file cabinet in the main office with access only by designated personnel. The Executive Director shall be responsible that all records are kept confidential in accordance with state and federal law.

The Executive Director and Exceptional Children's Teacher will be responsible for making sure the school is in compliance with federal and state law concerning special needs students. The Exceptional Children Teacher will ensure that faculty and staff are giving students the accommodations required based on their IEP and services that need to be contracted are used.

### Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

1. Success Academy will provide all services and accommodations to all students with disabilities according to the student IEP or 504 plan. The academy will seek to place students with disabilities in the least restrictive appropriate environment. If a student requires a program or service outside of inclusion, the academy will meet those needs with existing staff or contracted instructional services. As stated in the instructional program, students will also benefit from the blended learning model, which will provide a personalized educational experience; small group instruction, and Success Lab. Success Academy will ensure that a full continuum of services are accessible for all students with disabilities to meet the goals of the IEP and the student's academic needs. Success Academy is committed to cultivating the academic potential of every student for future success.

2. Success Academy has high expectations for all students who are enrolled. To ensure that all students with disabilities receive a Free and Appropriate Public Education (FAPE), the academy will implement a variety of methods and support systems. Such methods and support systems will include but are not limited to: assistance with organizational skills, an incentive program to celebrate making positive choices and making academic progress, and study strategies in success lab.

In addition, teachers will receive training to continue to learn strategies to assist students with disabilities. Success Academy's leadership, faculty and staff will ensure that all students, including those with disabilities, will receive a Free and Appropriate Public Education. The blended learning model will consist of a personalized education component using online programs and small group instruction. All students, including those with disabilities, will receive instruction that is personalized to their educational needs.

3. The Executive Director will work with the Exceptional Children's Teacher to monitor the implementation of IEPs including educational services specified by the students IEP, completion of all paperwork, annual evaluations and monitoring of student progress. The Exceptional Children's Teacher will communicate with students, parents and staff concerning the IEP. The IEP will be developed with the student, parents and teachers input

at the meeting. Each stakeholder will receive a copy and the Executive Director and Exceptional Children's Teacher will monitor its implementation.

4. The Executive Director and Exceptional Children's Teacher will oversee that appropriate and required services are being implemented for students in accordance to their IEP. Services that cannot be offered by the faculty and staff, shall be contracted with outside vendors. Success Academy will ensure that students who require instructional services are successful in their future endeavors by ensuring they received the services necessary to meet their goals in accordance to their IEP.

### **Student Performance Standards**

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

1. Success Academy will set high standards for student performance at the school as a whole. The following standards will be set school wide concerning student performance:

65% of students will score at or above proficiency level in reading based on state mandated assessments

65% of students will score at or above proficiency level in mathematics based on state mandated assessments

100% of AYP Goals will be met under the federal accountability model

90% of students will show growth in achievement in reading and mathematics based on pre and post Stanford 10 Achievement tests

2. In addition to any state or federally mandated tests, Success Academy will use the Stanford 10 Achievement Test as an evaluation tool of student achievement for reading and mathematics. Teachers will use the data to guide instruction for small group setting and assist in the development of plans for individualized learning using online programs in the blended learning model. Also, students will develop portfolios that demonstrate the progress over the academic year.

3. The standards for promoting students including those with special needs will be based on the following criteria: Students must pass English/Language Arts and Math and also pass 2 out of 3 of the following subjects: Science, Social Studies, and Health/PE. Those promotional standards will be communicated to parents in a variety of ways: 1. Orientation at the beginning the school year 2. Written in the Parent/Student Handbook 3. Posted on the school website.

In accordance NC Law, all third grade students must be retained if the student fails to demonstrate reading proficiency by reading at or above the third grade level on the State-approved standardized test of reading comprehension administered to third grade students. Success Academy will provide retained third graders with a remediation plan that may include attending Success Lab for of reading intervention, using evidence based strategies and enrolling in a transition class at the beginning of the next school year. Upon retesting retained third grade students, if the student achieves proficiency, that student will be promoted to 4th grade. If that student, does not achieve proficiency level, that student will be retained in third grade.

4. Success Academy's mission is to motivate and prepare students for future academic achievement in high school and post-secondary education. Students who complete the eighth grade will have the tools necessary to be successful in high school and transition to post-secondary options of their choice.

**Student Conduct:**

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

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

*Be sure to include:*

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

Part of the mission of Success Academy is to produce students who are responsible leaders. Responsibility will be taught through accountability. Students enrolled at Success Academy will be held accountable for their actions. Students will understand that you earn everything. You earn consequences for negative behavior that impacts the school community, and you earn rewards and incentives for behavior the positively impact the school community. The ability to make positive choices will be an emphasis of the code of conduct. Students who make choices which are not positive, will always be asked to make a better choice. If the negative behavior continues, the students will be asked to participate in a refocus activity to assist them in making a better choice. The school will assign appropriate consequences to inappropriate behavior and reward appropriate behavior in the same fashion. The Code of Conduct along with Big 5 school wide expectations will be implemented to teach students appropriate behavior and how to make positive choices.

A preliminary list of offenses which may result in suspension or expulsion is as follows (but not limited to): fighting, possession or use of illegal substances, possession or use of alcohol, possession or use of weapon or an item that could be considered a weapon, assault on a staff member or student

Students with disabilities may be suspended or expelled in accordance with state and federal law. Students with disabilities may be expelled or long term suspended from school for violation of the code of conduct if the behavior is not a manifestation of the student's disability and that same violation would lead to a long term suspension or expulsion for a regular education student. Success Academy will have a committee to determine if a violation of the code of conduct is direct result of the student's disability prior to suspending or expelling a student. The committee will consist of the Executive Director, EC Teacher and another faculty member.

Parents and students have the right to appeal a suspension or expulsion to the grievance committee of the Board of Directors. The grievance committee will hold a hearing for the parent and student and report their findings and recommendation to board of directors for a final decision.



**IV. GOVERNANCE, OPERATIONS and CAPACITY**

(No more than ten total pages in this section)

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

**Governance:**

**Private Nonprofit Corporation:**

\*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

*Name of Private Nonprofit:* Success Academy of Warren County

*Mailing Address:* 3589 Copper Creek Lane

*City/State/Zip:* Franklinton NC 27525

*Street Address:* 3589 Copper Creek Lane

*Phone:* 919-418-6606

*Fax:* 866-554-8186

*Name of registered agent and address:* Jeffrey Allen  
3589 Copper Creek Lane  
Franklinton NC 27525

*FEDERAL TAX ID:* 46-4118724

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

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

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

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

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

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

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

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Kimberly Allison	Board Member	GRANVILLE	Asst. Principal

Morris Dillard	Board Member	GRANVILLE	Correctional Counselor Federal Prison
Sandra Joyner	Board Member	GRANVILLE	Admin. Asst
Debbie Scott	Board Member	VANCE	Director of Youth Services of Warren County
Anthony Herndon	Board Member	VANCE	Math Teacher
Moore Bynum	Board Member	WARREN	Pastor/CEO of Non-Profit Organization
Denise Allen	Board Member- Chair	WARREN	Retired Business Owner

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

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

Success Academy of Warren County will be governed by a board of directors with relevant skills and commitment to the Warren community. The board of directors shall be responsible for the management and finances of the school. The primary duties and functions of the board include (but not limited to): ensuring that the corporation abides by North Carolina law; establishing school policies and procedures that are in accordance with state and federal law; recruiting, hiring, supervising and evaluating the executive director; and overseeing and governing the business affairs of the corporation. The board will recruit and hire an Executive Director that is qualified to be the chief executive officer of the school. The board will hire an Executive Director who is able to articulate the mission and vision of Success Academy, manage the day to day operations, and provide leadership and vision to the faculty and staff. The board of directors will regularly review information on the schools academic progress, organizational health, and financial viability and will adjust policies, procedures, and personnel as necessary to continue to meet its educational mission.

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

The founding board consists of seven members with backgrounds in leadership, business, education and non-profit board experience that allow them to be willing and capable of governing Success Academy and ensuring that the school is successful educationally and operationally. Members of the founding board have experience in running both non-profits and businesses. Members of the board have employment experience as educators and community experience serving once on a public school board. Also, several board members have a connection to Warren County by: previously teaching at Warren County Middle School, serving as Director of Youth Services for Warren County, and a Senior Pastor of a local church in Warren County.

The board will continually evaluate the success of the school in accomplishing its mission and meeting institutional goals. The board will evaluate the Executive Director annually based on school performance data and performance standards (i.e. student achievement, student retention and recruitment, leadership, organizational management, etc.). The Executive Director will be required to report to the governing board of directors about the state of the school at least as frequently as each board meeting. Success Academy will continue to ensure that it represents the interests of the community and its key stakeholders by actively recruiting representative board members, inviting parent and community input, especially by means of the community advisory committee authorized in the bylaws of the organization.

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

The founding board members were chosen based on their specific qualifications and background, as well as their commitment to the mission of Success Academy. Three board members are experienced educators, three board members have experience working for a non-profit or serving on a non-profit board and one is a retired resident of Warren County, who owned a real estate business.

All of the board members live within 25 minutes of Warren County which will allow for them to be accessible for regular or special board and committee meetings.

Like the initial board members, new members will be recruited to the board by the board of directors prior to the expiration of existing directors terms or as best can be anticipated prior to the need for additional representation. In the event that recruiting is necessary, the board of directors will form a nominating committee consisting of two or more board members to solicit resumes and background information from potential board members who are interested in becoming a part of the board and who offer commitment to the school and its mission, a willingness to give time and energy, appropriate community representation, financial and educational knowledge, leadership capacity, experience with program evaluation and strategic planning, etc. The nominating committee will interview the candidates and submit names to the board for further review and approval. The board understands the importance of filling a vacant position as soon as possible, but will take the appropriate time necessary to fill the position to ensure that board members represent key stakeholders and position the organization to continue to pursue its mission under capable and committed leadership.

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

The board of directors will meet 11 times a year.

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

The Board of Directors will partake in the required professional development training from the NC Department of Public Instruction. New members shall undergo an orientation process that will familiarize them with the mission

and vision of the school. In addition, board members will have an annual retreat that will include professional development on topics essential to effective board management and ongoing stewardship of the mission of the school. Such topics will include board governance, board leadership, dealing with conflicts of interest and other issues related to fiduciary duties and ethics, contract management, risk management, compliance issues, budgets and financials, strategic planning and assessment, school operational policies and procedures, and various other topics. New board members will undergo similar initial training to get up to speed, and a policy manual will be used to capture ongoing training topics. The board of directors will also seek and employ professional expertise when needed to assist with this professional development.

6. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

As specified in the conflict of interest provisions of the bylaws of the organization, the board will identify and address identifying and addressing conflicts of interest are as follows:

Any member of the board who has a financial, personal, or official interest in, or conflict (or appearance of a conflict) with any matter pending before the Board, of such nature that it prevents or may prevent that member from acting on the matter in an impartial manner, will offer to the Board to voluntarily excuse him/herself and will vacate his seat and refrain from discussion and voting on said item.

At this time, there are no existing relationships that could pose actual or perceived conflicts of interest upon approval of the charter application. The board will take the following steps to avoid any conflicts:

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

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

The board will explore, develop, and approve policies for Success Academy that align with the mission and adhere to state and federal law. The board of directors will consider and explore suggestions from stakeholders of the

school community, including input from the community advisory committee authorized by the bylaws. The board will then assign a committee that will consist of at least one board member, the Executive Director and, if appropriate, other stakeholders to develop the policy to be presented before the board of directors. After the board discusses the policies and hears input from stakeholders concerning the policy, the board may decide to approve, deny or amend the proposed school policy by appropriate vote or unanimous written consent in keeping with its educational purposes and mission. The Executive Director will communicate the disposition to all stakeholders in the school via written communication, website, or verbal announcement, as appropriate, and the board and their designated officers will design processes for implementation, review, evaluation, and on-going strategic consideration of the policies.

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

The Parent Support Group (PSG) and Community Advisory Committee will be advisory bodies to the board of directors. The Parent Support Group will be a group of parents of students enrolled who volunteer to support the school's mission. The Parent Support Group may assist with fundraising, volunteer opportunities at the school, and sporting events. The Parent Support Group will also be the voice of the parents to the board. The PSG will elect officers that will be able to present suggestions or concerns to the Executive Director and/or the board of directors. The Parent Support Group will be overseen by the Executive Director or their designee.

The Community Advisory Committee shall give community input to the board of directors and executive director of the Success Academy. The advisory committee shall consist of parents, community leaders, business professional and any other citizen who desires to see the mission of Success Academy accomplished in the Warren County community. The advisory council shall also serve as an avenue for developing partnerships and funding sources for the school. The Community Advisory Committee will be overseen by the Executive Director or their designee.

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

The board of directions believes that open and honest communication will resolve conflicts among all stakeholders at any level. Therefore, parents will be encouraged to meet with employees to settle any issue they may have. If the matter is not resolved the parent may meet with the Executive Director or Lead Teacher to discuss the issue. If the situation cannot be solve with the Executive Director or Lead Teacher, the parent may put their grievance in writing to the grievance committee of the board or request a meeting with them. The grievance committee will meet with the parent to discuss and resolve the grievance with the employee. If the parent is not satisfied with the grievance committee the parent may meet with the board of directors at a regular scheduled meeting to discuss the concern where the board of directors will make the final decision.

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

### Include in the Appendices:

1. *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of*

authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

(Appendix F)

2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

**X Not Applicable**

**Private School Conversions: complete ONLY if the proposed charter is a private school conversion.**

*Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

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

**X Not Applicable**

### **Projected Staff:**

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

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

Success Academy's Board of Directors will employ highly qualified licensed or eligible to be licensed teachers who sincerely care about the well being of students and believe in the mission of the school of preparing students for future academic success. Strategies that will be used to recruit high performing teachers include but not limited to: advertising on school's website, using career websites such as Career Builder, and attending job fairs in the community and at local universities. The academy will do its best to retain teachers using the following strategies: offering competitive salaries compared to local school systems, fostering a supportive and pleasant working environment, and allowing teachers to be creative in designing instruction to meet various student needs. Success

Academy's leadership will continuously provide support, professional development and provide feedback to the instructional staff to assist with continuous improvement.

*2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

The Board of Directors of Success Academy will directly recruit, hire and supervise an Executive Director for the school. The Executive Director will recruit, interview, and recommend faculty and staff for the school to the board. The Executive Director or designee shall directly supervise and evaluate faculty and staff working at the school.

In the event of an issue or concern, the faculty or staff member will approach the Executive Director to resolve the situation. If the situation cannot be resolved with the Executive Director, the faculty or staff member may put their grievance in writing to the grievance committee of the board or request a meeting with them. The grievance committee will meet with the faculty or staff member to discuss and resolve the grievance with the employee. If the employee is not satisfied with the grievance committee the employee may meet with board of directors at a regularly scheduled meeting to discuss the concern.

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

Upon the hiring the Executive Director, he or she will be responsible for the interviewing and hiring of other school personnel with the approval of the board. Potential applicants will submit a cover letter, resume and application for employment. The Executive Director along with a hiring committee shall interview selected candidates, and the Executive Director will make recommendations to board based on the committee findings. Prior to making an offer to the top candidate, the Executive Director will conduct a criminal background check, call references and make a final recommendation to the board for employment. In the event of dismissing an employee, the Executive Director will make a recommendation to the board of directors to approve dismissing an employee. The Executive Director will present evidence to the board documenting verbal and written warnings, meetings with the employee, written action plans to assist the employee and any documentation deemed necessary.

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

The proposed salary range for all level of employment are as follows:

Executive Director	65,000-75,000 per year
Lead Teacher	40,000-50,000 per year
Core Teacher	31,000-38,500 per year
Intervention Specialist	31,000-38,500 per year
Teacher Assistant	21,500-23,500 per year
Operation Manager	31,500-40,000 per year
Part time Teachers	15,500-19,250 per year
Part time Staff	9.00-12.00 per hour

All full time employees will be eligible to participate in the state health insurance and state retirement program. In addition, the school will offer their employees supplemental insurance such as dental, life, short-term disability as well as 403b programs.

Part time employees will not be eligible for benefits.

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

The Board of Directors believes in open and honest communication and will resolve conflicts amongst employees at any level. Therefore, employees will be encouraged to meet with employees to settle any issue they may have. If the matter is not resolved, the employee may meet with the Executive Director or Lead Teacher to discuss the issue. If the situation cannot be solved with the Executive Director or Lead Teacher, the faculty or staff member may put their grievance in writing to the grievance committee of the board and request a meeting with them. The grievance committee will meet with the faculty or staff member to discuss and resolve the grievance with the employee. If the employee is not satisfied with the grievance committee, the employee may meet with the board of directors at a regularly scheduled meeting to discuss the concern where the board of directors will make the final decision.

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

Faculty and staff members may take on additional responsibilities outside of their assigned duties. These extra duties may include but not limited to: AIG Coordinator, art enrichment teacher, coaching a school team, or mentoring other teachers. In addition to their regular pay, the faculty or staff member will receive extra pay in addition to their yearly salary paid through the staff supplement line item in the budget. This pay will be added to their yearly salary and paid accordingly.

*8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.*

The Board of Success Academy will hire or contract, as need, the appropriate staff to meet the needs for anticipated special needs population, ELL and gifted students. The Executive Director and Exceptional Children's Teacher will work closely to ensure that adequate staff will be hired or contracted to provide the services to meet the needs of special needs students.

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

The roles and responsibilities, qualifications and appropriate licenses for staff of the school are as follows:

Executive Director: shall oversee the day to day operations of the school; supervise all faculty, staff and students; administer the approved budget for the school year; supervise instruction; provide strategic leadership for school improvement and development; ensure high standards of achievement for all students; ensure an orderly, motivational and supportive culture and a strong school community where teaching, learning and healthy relationships can thrive; ensure responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported. Minimum qualifications: Masters Degree, 10 years or more school administration and teaching experience preferred.



Lead Teacher: Oversee & Mentor Teachers assigned; provide feedback to teachers as needed concerning instruction, curriculum, and classroom management; plan & execute daily lesson plans; supervise students; maintain contact with parents; perform duties assigned by executive director. Minimum qualifications Bachelors Degree, Master Degree Preferred, Certification and 5 or more years teaching experience.

Teachers: Shall plan & execute daily lesson plans; supervise students; maintain contact with parents; perform duties assigned by executive director. Minimum qualifications: Bachelors Degree, Teacher Certification, Two years experience Preferred.

Teacher Assistants: Assist teachers with instruction; assist with student supervision. Minimum qualifications: Associate degree preferred, Experience working with children.

Operations Manager: Oversee business and financial aspects of the school; oversee marketing, public relations, fundraising, volunteers, student records and other operational aspects; supervise front office. Minimum qualifications: Bachelors Degree, Five years administrative experience.

Intervention Specialist: Oversee Response to Intervention Program; provide small group and individual tutoring for students assigned; float between different classroom offerings assistance to students working with students individually and collaboratively; work with teachers to assist with increasing student achievement; oversee testing. Minimum qualifications: Bachelors Degree, Two years experience.

Exceptional Children Teacher: Oversee Exceptional Children Program; ensure implement and oversight of IEP; coordinate annual meetings with IEP team; serve as resource teacher for students. Minimum Qualifications: Bachelors Degree, Teacher Certification in Exceptional Children.

Food Service: Prepare meals according to written approved recipes, prepare menus that align with federal and state nutritional guidelines. Minimum Qualifications: High School diploma, Experience Preferred.

Before/After School Personnel: Supervise students in before school and after school. Provide tutoring as needed to students. Plan enrichment activities for students in after school. Minimum Qualifications: High School diploma, Experience Preferred.

### **Staff Evaluation and Professional Development**

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

The positions that will be responsible for maintaining teacher licensure requirements and professional development will be the Executive Director and the lead teachers.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and*

*licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

Teacher development and retention will be a priority for the Success Academy's leadership team. The school will employ lead teachers with 5 or more years experience and have demonstrated success in the classroom to mentor beginning or novice teachers at the school. The lead teacher will meet with the teachers assigned to them weekly and report to the Director on an ongoing basis. The lead teacher shall be a mentor to the team of teachers assigned, conduct informal observations of the teachers assigned and offer feedback to the teachers. Also, teachers who demonstrate that they are master teachers in the classroom, will have the opportunity to be mentor teachers to novice teachers who are employed.

The Executive Director will formally and informally observe teachers and provide feedback with a formative evaluation and summative evaluation.

- 3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

The core components of the professional development will be a two and half week long teacher orientation and training prior to school starting in the month of August. During the school year, there will be half days of school in which teachers will participate in staff development. In addition, during the year there will four teacher workdays dedicated to professional development. The two and half week orientation will build a firm foundation for a successful school year. Teachers will learn strategies and techniques to implement a blended learning model in their classrooms, manage behavior, and how to build a culture of teamwork at the school. There will be follow up sessions at staff meetings and at other professional development days.

Teachers will be encouraged to participate in professional development on individual basis. Various educational workshops that are available in the area will be announced to teachers or teachers may locate professional development activities themselves.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

During a two and half week teacher orientation and training prior to school starting, the following professional development will take place:

Establishing a school culture, School wide Expectations, Teamwork is an individual Skill, Curriculum Planning, Thinking Maps, Write from the Beginning, Project Based Learning, Webinar training for instructional online programs and Blended Learning Strategies.

Teachers will go through training that will enable to them effectively conduct a blended learning classroom, assign grade appropriate projects and teaching strategies to improve student achievement. Also during this time, teachers will begin to setup classrooms, prepare lessons, and begin to make contact with families of enrolled students.

Throughout the school year professional development will take place on

scheduled days. The topics for professional will include (but not limited to): Differentiated instruction, Strategies for teaching literacy, Reading across the content area and team building exercises.

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

Success Academy's Professional Development Plan will consist of 16 full days of professional development which will include a two week and half week orientation and training and three work days throughout the year. Teachers will complete approximately 110 hours of professional development each school year. In addition, professional will happen on half days of school as well. All of the professional development days are built into the school calendar.

### **Enrollment and Marketing:**

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

### **Marketing Plan**

*Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).*

In order for Success Academy to succeed at providing a diverse student body, the board and designated marketing committee members must immerse themselves in the target area. To achieve this goal and fulfill the mission of Success Academy, we will strive to have a positive impact on the local & surrounding communities. We will market ourselves as a viable choice for parents in the Warren County and surrounding areas.

We will begin by introducing ourselves in the local newspapers (The Warren Record and The Daily Dispatch) through submitting community news articles about the progress of the school. Also, we will submit public service announcements to the local radio stations (WARR 1520 and WIZZ 1450) that will publicize all upcoming events.

Success Academy's direct marketing will involve flyers on community bulletin boards, fact sheets, and brochures to be distributed throughout the Warren County area. The marketing material will describe the mission, a brief description of the school and upcoming community forums that will be held throughout 2014. The materials will be circulated to community leaders, civic organizations, churches, neighborhoods, day care centers, grocery stores, convenience stores, restaurants, barber & beauty salons, laundry mats and other area businesses. This process will begin after preliminary approval from the state.

There will be several community activities where Success Academy can present themselves to the community and advertise community meetings in 2014. In

July there is a 4th of July celebration in Wise, NC. In September there is the Warren County Fair and in October there is a Harvest Market and Community Festival. These events attract a diverse group of residents in Warren County and surrounding areas. Success Academy will set up booths, pass out flyers and communicate with these various groups about the schools mission, purpose and upcoming community meetings.

In 2015, Success Academy will begin recruitment of students by holding Parent Information Sessions. We will advertise with yard signs, posters and banners that will be dispersed in several public spaces (major highways, neighborhoods, parkways, etc.). From February to March, Success Academy will set up these information meetings with interested parents at local libraries, churches, community centers, civic groups, etc.

In July/August 2015, Success Academy will schedule an Open Houses for parents, students and interested members of the community. Participants will be able to take tours of the campus, meet the teaching staff, administrators and members of the board.

### **Parent and Community Involvement**

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

Success Academy believes that effective communication is essential in engaging parents and community members about the school. The board and leadership of the school will conduct community forums to continue to update parents and the community about the status of the school prior to receiving approval to start accepting applications for the school. Once approved, Success Academy will hold community forums to update potential parents and students of the status of the school. In addition, the school will use social media and local print news to give updates to the community at large.

At Success Academy parent involvement is essential for student achievement. Parents will have the opportunity to volunteer at the school and will be able to participate in the Parent Support Group. The Parent Support Group (PSG) will serve as a voice for the parents to the board and leadership of Success Academy. The PSG will also assist the school with fundraising and other activities the school may sponsor.

### **Admissions Policy**

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

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

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

Success Academy will begin taking applications for enrollment in January 2015 and will complete the process in the beginning of April 2015 for the 2015-2016 school year. If all applications received meet the available vacant spaces, then all students will be accepted at any grade level offered. If we receive more applications than available spaces in any grade level, there will be a lottery performed to determine those vacant seats. Success Academy will maintain a waiting list for those students that were not picked in the lottery for any grade level that has full occupancy. Enrollment periods will be advertised in the community. There will be no discrimination in the enrollment process due to race, gender, creed, national origin, religion, ancestry, or disabilities.

Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

Success Academy will hold a public lottery that will be completed in the following steps:

1. Each student will be given an identification number upon completing his/her application. If multiple siblings apply, their family will be given a separate identification number that will represent them all. If their number is picked, all siblings will be able to attend the school where space is available.
2. Each number for each grade will be placed in a container and be randomly drawn until all vacant spaces are filled. After all spaces are filled, a numbered waiting list will be prepared for each grade level.
3. Each student that was picked during the lottery will be notified of registration dates to ensure that they will be attending the school.
4. If any student that was picked in the lottery does not complete the registration, then openings will be filled by those students on the waiting list for each grade level. After going through the waiting list, any openings will be filled on a first come, first serve basis for any grade level.
5. Deadlines for application, lottery, and registration will be posted in the local newspapers and on the schools website. Exceptions to the lottery and enrollment to school will include students already enrolled in the school; siblings of current Success Academy students; children of Success Academy faculty and staff and the Success Academy founding board. If there are any parents or guardians that want to dispute the lottery process, they may do so by writing a formal appeal letter to the board.

Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

When all vacant spaces have been filled for the school year, a wait list

will be created for each grade. Students will be taken from this waiting list in order by their assigned number when a student withdraws, transfers or does not re-enroll at the school. The students on the wait list will be chosen in the order they were picked during the lottery process.

Explanation of the purpose of any pre-admission activities (if any) for students or parents.

We do not plan to have pre-admission activities.

Clear policies and procedures for student withdrawals and transfers.

Those parents that wish to withdraw/transfer their child from Success Academy must report to Administration before leaving the school. At this time, student must return all books and complete appropriate forms in the administrative office to complete the withdrawal and transfer process.

**PROJECTED ENROLLMENT 2015-16 through 2019-2020**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Warren County Schools  
 LEA #2  
 LEA #3

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 930	LEA 000	LEA 000	LEA 930	LEA 000	LEA 000	LEA 930	LEA 000	LEA 000	LEA 930	LEA 000	LEA 000	LEA 930	LEA 000	LEA 000
Kindergarten	25	0	0	25	0	0	25	0	0	25	0	0	25	0	0
Grade 01	25	0	0	25	0	0	25	0	0	25	0	0	25	0	0
Grade 02	25	0	0	25	0	0	25	0	0	25	0	0	25	0	0
Grade 03	25	0	0	25	0	0	25	0	0	25	0	0	25	0	0
Grade 04	25	0	0	25	0	0	25	0	0	25	0	0	25	0	0
Grade 05	0	0	0	25	0	0	25	0	0	25	0	0	25	0	0
Grade 06	0	0	0	0	0	0	25	0	0	25	0	0	25	0	0
Grade 07	0	0	0	0	0	0	0	0	0	25	0	0	25	0	0
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	25	0	0
	125			150			175			200			225		

**Transportation Plan:**

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

The board of directors and leadership of the school plans to offer transportation to the school to ensure that no child is denied access to the school. The transportation plan for the school includes offering community stops within Warren County. Success Academy will purchase buses and will conduct its own transportation program. In Year 1, Success Academy will purchase two buses and purchase additional buses in Year 2 - 5 as needed.

**School Lunch Plan:**

*Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.*

The board of directors and leadership of the school plan to offer breakfast and lunch to the students enrolled in the program. To ensure that no child is lacking a daily meal, the school will participate in the federal free and reduced lunch program. Success Academy's lunch program will consist of preparing meals on site or purchasing them from an approved location such as at another local public school or food vendor or caterer.

**Civil Liability and Insurance (GS 115C-238.29F(c)):**

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,230.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,381.00
Property Insurance	\$250,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$2,300.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$5,195.00
<b>Total Cost</b>			<b>\$11,888.00</b>





**V. FINANCIAL PLAN**

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

**Budget: Revenue Projections from each LEA 2015-16**

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

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

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

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

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

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

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

LEA #1930 - Warren County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$6,284.01	125	\$785,501.25
Local Funds	\$1,250.00	125	\$156,250.00
Federal EC Funds	\$3,341.29	13	\$43,436.77
<b>Totals</b>			\$985,188.02

**Total Budget: Revenue Projections 2015-16 through 2019-2020**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
-State ADM Funds	\$785,501	\$942,602	\$1,099,702	\$1,253,802	\$1,413,902
-Local Per Pupil Funds	\$156,250	\$187,500	\$218,750	\$250,000	\$281,250
-Exceptional Children Federal Funds	\$43,437	\$50,119	\$60,143	\$66,826	\$76,850
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$985,188	\$1,180,221	\$1,378,595	\$1,570,628	\$1,772,002

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

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

**Personnel Budget: Expenditure Projections 2015-16 through 2019-2020**

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).*

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Executive Director	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$72,500	\$72,500	1	\$72,500	\$72,500	1	\$75,000	\$75,000
Operations Manager	1	\$32,500	\$32,500	1	\$33,500	\$33,500	1	\$34,500	\$34,500	1	\$35,500	\$35,500	1	\$35,500	\$35,500
Before/After School	.5	\$22,000	\$11,000	.5	\$22,000	\$11,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000
Food Service Staff	.5	\$22,000	\$11,000	.5	\$22,000	\$11,000	1	\$22,000	\$22,000	1	\$22,000	\$22,000	1	\$23,000	\$23,000
Bus Driver	1	\$18,000	\$18,000	1.5	\$18,000	\$27,000	1.5	\$18,000	\$27,000	1.5	\$18,000	\$27,000	1.5	\$18,000	\$27,000
Staff Supplements	1	\$3,000	\$3,000	1	\$5,000	\$5,000	1	\$7,000	\$7,000	1	\$9,000	\$9,000	1	\$9,000	\$9,000
Substitute Teacher	1	\$1,500	\$1,500	1	\$2,000	\$2,000	1	\$3,500	\$3,500	1	\$4,500	\$4,500	1	\$5,000	\$5,000
<b>A - Total Admin and Support:</b>	<b>6</b>	<b>\$169,000</b>	<b>\$147,000</b>	<b>6.5</b>	<b>\$172,500</b>	<b>\$159,500</b>	<b>7.5</b>	<b>\$177,500</b>	<b>\$186,500</b>	<b>7.5</b>	<b>\$181,500</b>	<b>\$190,500</b>	<b>7.5</b>	<b>\$185,500</b>	<b>\$194,500</b>
Instructional Personnel:															
Core Content Teacher(s)	4	\$32,500	\$130,000	5	\$33,500	\$167,500	6	\$35,500	\$213,000	7	\$37,500	\$262,500	7	\$38,500	\$269,500
Exceptional Children Teacher(s)	.5	\$32,500	\$16,250	1	\$33,500	\$33,500	1	\$35,500	\$35,500	1	\$37,500	\$37,500	1	\$38,500	\$38,500
Teacher Assistants	3	\$21,500	\$64,500	3	\$22,500	\$67,500	3	\$23,500	\$70,500	4	\$23,500	\$94,000	4	\$25,000	\$100,000
Physical Education Teacher	.5	\$31,000	\$15,500	.5	\$32,500	\$16,250	.5	\$35,500	\$17,750	.5	\$37,500	\$18,750	1	\$38,500	\$38,500
Spanish Teacher	.5	\$31,000	\$15,500	.5	\$32,500	\$16,250	1	\$35,500	\$35,500	1	\$37,500	\$37,500	1	\$38,500	\$38,500
Intervention Specialist	1	\$32,500	\$32,500	1	\$33,500	\$33,500	1	\$35,500	\$35,500	1	\$37,500	\$37,500	2	\$38,500	\$77,000
Lead Teacher	1	\$40,000	\$40,000	1	\$42,000	\$42,000	1	\$43,000	\$43,000	1	\$45,000	\$45,000	2	\$47,000	\$94,000

Success Academy of Warren County

B - Total Instructional Personnel:	10.5	\$221,000	\$314,250	12	\$230,000	\$376,500	13.5	\$244,000	\$450,750	15.5	\$256,000	\$532,750	18	\$264,500	\$656,000
A+B = C - Total Admin, Support and Instructional Personnel:	16.5	\$390,000	\$461,250	18.5	\$402,500	\$536,000	21	\$421,500	\$637,250	23	\$437,500	\$723,250	25.5	\$450,000	\$850,500
Administrative & Support Benefits															
Health Insurance	2	\$5,280	\$10,560	2	\$5,280	\$10,560	2	\$5,280	\$10,560	2	\$5,280	\$10,560	2	\$5,280	\$10,560
Retirement Plan--NC State	2	\$4,934	\$9,868	2	\$5,068	\$10,136	2	\$5,538	\$11,076	2	\$5,311	\$10,622	2	\$5,427	\$10,854
Fica	4	\$2,409	\$9,636	4.5	\$2,449	\$11,021	5.5	\$2,485	\$13,668	5.5	\$2,540	\$13,970	5.5	\$2,624	\$14,432
D - Total Admin and Support Benefits:	8	\$12,623	\$30,064	8.5	\$12,797	\$31,717	9.5	\$13,303	\$35,304	9.5	\$13,131	\$35,152	9.5	\$13,331	\$35,846
Instructional Personnel Benefits:															
Health Insurance	9	\$5,280	\$47,520	11	\$5,280	\$58,080	13	\$5,280	\$68,640	15	\$5,280	\$79,200	18	\$5,280	\$95,040
Retirement Plan--NC State	9	\$4,934	\$44,406	11	\$5,068	\$55,748	13	\$5,538	\$71,994	15	\$5,311	\$79,665	18	\$5,427	\$97,686
Fica	10.5	\$2,409	\$25,295	12	\$3,178	\$38,136	13.5	\$2,485	\$33,548	14.5	\$2,540	\$36,830	18	\$2,624	\$47,232
E - Total Instructional Personnel Benefits:	28.5	\$12,623	\$117,221	34	\$13,526	\$151,964	39.5	\$13,303	\$174,182	44.5	\$13,131	\$195,695	54	\$13,331	\$239,958
D+E = F - Total Personnel Benefits	36.5	\$25,246	\$147,285	42.5	\$26,323	\$183,681	49	\$26,606	\$209,485	54	\$26,262	\$230,847	63.5	\$26,662	\$275,804
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	14	\$433,573	\$177,064	15	\$485,347	\$191,217	17	\$508,053	\$221,804	17	\$536,581	\$225,652	17	\$560,981	\$230,346
B+E = H - Total Instructional Personnel (Salary & Benefits)	39	\$314,873	\$431,471	46	\$319,276	\$528,464	53	\$339,903	\$624,932	60	\$358,131	\$728,445	72	\$373,431	\$895,958
G+H = J - TOTAL PERSONNEL	53	\$748,446	\$608,535	61	\$804,623	\$719,681	70	\$847,956	\$846,735	77	\$894,712	\$954,097	89	\$934,412	\$1,126,304

**Operations Budget: Expenditure Projections 2015-16 through 2019-2020**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
	Administrative & Support:					
Office:	Office Supplies	\$8,000	\$10,000	\$12,000	\$13,000	\$14,000
	Copier leases	\$3,600	\$3,600	\$3,600	\$4,200	\$4,200
	Copier Paper	\$1,250	\$1,250	\$1,350	\$1,350	\$1,450
Professional Contract	Financial Audit	\$0	\$7,500	\$7,500	\$8,000	\$8,500
	Legal Counsel	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Financial	\$12,500	\$15,000	\$17,500	\$20,000	\$22,500
Facilities	Facility Lease/Mortgage	\$96,000	\$110,000	\$120,000	\$130,000	\$135,000
	Classroom Furniture	\$10,000	\$12,000	\$12,000	\$12,000	\$12,000
	Maintenance	\$5,000	\$6,000	\$7,000	\$7,000	\$8,000
	Insurance	\$12,500	\$14,500	\$16,500	\$18,500	\$20,500
	Custodial Contract	\$12,000	\$12,000	\$13,000	\$13,000	\$15,000
	Custodial Supplies	\$2,000	\$2,000	\$2,500	\$2,500	\$3,000
Utilities	Electric	\$18,500	\$21,500	\$22,500	\$24,500	\$26,500
	Water/Sewer	\$5,000	\$6,500	\$8,000	\$9,500	\$10,000
	Telephone/Internet	\$3,600	\$4,200	\$4,800	\$5,400	\$6,000
Transportation	Buses	\$15,000	\$16,000	\$8,000	\$8,000	\$8,000
	Gas	\$15,000	\$20,500	\$20,500	\$21,500	\$21,500
	Oil/Tires & Maintenance	\$4,000	\$4,500	\$5,000	\$5,500	\$6,000
Other	Marketing	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Child nutrition	\$21,000	\$25,500	\$27,500	\$29,500	\$31,500
	Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Student Incentives	\$1,000	\$1,500	\$2,000	\$2,500	\$2,500
	<b>K - TOTAL Administrative &amp; Support Operations</b>	<b>\$251,950</b>	<b>\$300,050</b>	<b>\$317,250</b>	<b>\$341,950</b>	<b>\$362,150</b>
	Instructional:					
Classroom Technology	Computers	\$27,000	\$12,000	\$12,000	\$12,000	\$12,000
	Online Software Licenses	\$15,500	\$17,500	\$19,500	\$21,500	\$23,500
	Maintenance	\$1,000	\$1,200	\$1,400	\$1,400	\$1,600
Instructional Contract	Contracted Exceptional Children Services	\$15,000	\$19,250	\$21,500	\$23,500	\$25,500
	Staff Development	\$9,500	\$10,500	\$11,500	\$12,500	\$13,500
Books and Supplies	Curriculum/Texts	\$11,000	\$12,500	\$13,500	\$14,500	\$15,500
	Testing Supplies	\$2,250	\$2,800	\$3,200	\$3,600	\$4,000
		<b>\$81,250</b>	<b>\$75,750</b>	<b>\$82,600</b>	<b>\$89,000</b>	<b>\$95,600</b>

	L - TOTAL Instructional Operations					
	K+L = M - TOTAL OPERATIONS	\$333,200	\$375,800	\$399,850	\$430,950	\$457,750

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
J - TOTAL PERSONNEL	\$608,535	\$719,681	\$846,735	\$954,097	\$1,126,304
M - TOTAL OPERATIONS	\$333,200	\$375,800	\$399,850	\$430,950	\$457,750
J+ M =N TOTAL EXPENDITURES	\$941,735	\$1,095,481	\$1,246,585	\$1,385,047	\$1,584,054
Z - TOTAL REVENUE	\$985,188	\$1,180,221	\$1,378,595	\$1,570,628	\$1,772,002
Z - N = SURPLUS / (DEFICIT)	\$43,454	\$84,741	\$132,010	\$185,581	\$187,948

**Budget Narrative:** (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

*Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.*

*Provide the break-even point of student enrollment.*

Success Academy's board of directors and planning committee took into consideration various factors concerning the student enrollment number we projected for five years. Based on input from community forums held on October 8th & 26th, research concerning the number of students on a waiting list for charter schools in surrounding counties, research concerning the number of students who travel outside of the county to attend a charter school and the current population of students enrolled in Warren County schools, the planning committee concluded that the student enrollment numbers projected are realistic and attainable. The board has received interest for parents via community forums and evidence showed by the number of parents and community members signing the petition in Appendix A.

Success Academy break even student enrollment figures for Year 1 to Year 5 are as follows:

- Year 1: 119
- Year 2: 139
- Year 3: 157
- Year 4: 176
- Year 5: 200

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

In the event that revenue projections are not met in advance of opening in Year 1 the following measures will be followed:

1. Secure a loan or line of credit with a credit union or bank to cover deficit
2. Fund raise to cover expenses such as but not limited to technology and instructional supplies and redirect those projected funds in the budget to operations and personnel.
3. As a last measure, combine positions and reduce personnel that aligns with the number of students enrolled.



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

*The current projected budget does not rely on any other funding other than state, county, and federal funds. Upon preliminary approval and attainment of the school's 501(c)(3) status, the board and planning committee will seek out donations, grants and fund raise.*

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

1:25 teacher to student ratio; 1:13 for instruction

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

Success Academy of Warren Academy believes in accountability at all levels. To assist with the board of directors and leadership team of the school with the financial accountability of the organization, Success Academy will contract with a financial management company, such as Arcadia Northstar, to manage financial operations such as but not limited to: payroll, accounts payable, financial reporting for local, state, and federal. The board of the directors and finance committee of the school will research financial management companies and the board will vote on the company to contract with. The Executive Director and Operations Manager will serve as a system of checks and balances with financial management company and report monthly to the board.

The board of directors and leadership will also contract services for Exceptional Children instructional support, custodial and legal services. The Executive Director or their designee will oversee these contracted services.

The board of directors and leadership will advertise for bids and estimates for various contracted services and large purchases. The finance committee of the board will review all bids and estimates and make a recommendation to the board for final approval. The board will review all bids and estimates and recommendations from the finance committee to determine which will be the most reasonable contractor or vendor to go with that aligns with the budget and mission of Success Academy.

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

Success Academy's target population are students who are underserved and are at risk of academic failure. The mission of the school is to cultivate the academic potential of each student for future success. Therefore, the spending priorities of the academy align with the mission, curricular offerings, and transportation plans. Success Academy's blended learning program will utilize computers and various online adaptive programs to assist with instruction and close achievement gaps which is reflected in the projected budget. Our transportation plan will consist of providing transportation within the county using community stops. We will also offer a lunch program to students. The academy will participate in the Federal Free

and Reduce Lunch program that would allow qualifying students to eat breakfast and lunch for free or at a reduced price. To accommodate parent's schedule, Success Academy will offer a Before & After School program.

In regards to personnel budget projections, the school is planning to employ 5 full time teachers with one of the teachers being employed as a lead teacher in Year 1. With the projected enrollment for the first year being 125, the anticipated average student teacher ratio will be 1:25. However, as stated in the educational plan, the school will be using a rotational blended learning model for classroom instruction that will include small group instruction that will reduce the student teacher ratio of 1:13 or less. The budget also accounts for three teacher assistants in Year 1 to assist with the rotational model in grades K-2. Also, the personnel includes a line item for staff supplements for staff members who take on extra duties such as AIG Coordinator or mentoring novice teachers. Finally, there is line item for substitutes. This will be for teachers to miss school for sickness, and personal or professional development.

In regards to the operation budget, the planning committee decided on projected figures based on research with vendors for online instructional software for the blended learning program and computers for the classroom, estimated rent for commercial property in Warren County and the use of contracted instructional and financial services as needed. In addition, the operation budget contains line items for food supplies for the school lunch program, projected figures to purchase buses, projected figures for gas and maintenance for the buses, general office supplies and curriculum resources. As for facilities, the planning committee has researched possible vacant buildings to lease and leasing or purchasing land to place modular classrooms on.

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

*Describe how the school will develop the fund balance.*

The board of directors will set aside 10% of the funds from the local revenue fund to develop a general fund balance. Also, the board and leadership will develop the fund balance by fundraising and soliciting donations. Example of fundraisers include but not limited to: Car washes, selling various items such as cookie dough or doughnuts, fall festival and a golf tournament. The goal for the fund balance for the first five years are as follows:

Year 1: \$23,500

Year 2: \$30,000

Year 3: \$38,000

Year 4: \$45,000

Year 5: \$48,000

Total: \$184,500

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

The planning committee and board of directors has researched vacant buildings and land options for a possible facility for Success Academy. The

budget includes a line item for facilities based on research of leasing land, leasing modular classroom, and renovation and leasing vacant buildings in Warren County. In the event that this line item isn't enough, the board of directors of Success Academy will finance the set up or purchase facilities such as modular classrooms or renovation of an approved existing facility and other major purchases as needed by obtaining a loan from a credit union or bank. Also, some major purchases such as computers and other equipment may be purchased as needed using a school credit card or a line of credit that is obtained by the board of directors.

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

At this time, Success Academy does not anticipate any assets from other sources.

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

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

Success Academy will have a check and balance system to ensure financial integrity and accurate record keeping. The Operation Manager will coordinate with the financial management company to ensure accurate record keeping and reporting. A report will be given to the Executive Director and finance committee of the board monthly to verify accurate record keeping and reporting. That report will be given to the board of directors for financial oversight monthly. The Operation Manager will also maintain accurate records of assets and the purchasing of them. A report will be given to the Executive Director to verify and passed on to the board of directors for financial oversight and approval.

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

At this time, there are no known possible related parties in regards to making transaction for Success Academy.

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

Name: Thomas & Gibbs CPA PLLC

Address: 6114 Fayetteville Street  
Suite 101 Durham, NC 27713

Phone Number: (919) 544-0555

Fax Number: (919) 544-0556

**VI. AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.*

*\*Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

*North Carolina Department of Public Instruction  
Office Of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303*

*I understand the requirements pursuant to G.S. 115C-238.29B(e).*

vcchs2015

Date: 12/06/2013

**Applicant Signature:**

The foregoing application is submitted on behalf of Success Academy of Warren County (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: vcchs2015

Board Position: Lead Applicant

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

Date: 12/06/2013

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

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.

