



### Application Preliminary Evaluation Packet

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

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

#### Subcommittee Members:

Glenn Allen  
Arasi Adkins  
Danielle Allen  
Kenneth Tucker  
Amy Ruck Kagan  
Kristen Parker

#### Date of Review:

09/27/2017



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Achievement Charter Academy**

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

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

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

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

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

**APPLICATION DUE DATE/TIME**

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

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

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

**APPLICATION SPECIFICATIONS**

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

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

## TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	<u>5</u>
	Grade Levels Served and Total Student Enrollment:	7
	Concerns and Additional Questions	9
II.	<u>MISSION and PURPOSES</u>	<u>10</u>
	Mission:	10
	Educational need and Targeted Student Population of the Proposed Charter School:	10
	Purposes of the Proposed Charter School:	12
	Goals for the Proposed Charter School:	13
	Concerns and Additional Questions	15
III.	<u>EDUCATION PLAN</u>	<u>19</u>
	Instructional Program:	19
	Curriculum and Instructional Design:	20
	Special Programs and "At-Risk" Students	22
	Exceptional Children	25
	Student Performance Standards	27
	Student Conduct:	28
	Concerns and Additional Questions	30
IV.	<u>GOVERNANCE and CAPACITY</u>	<u>34</u>
	Governance:	34
	Governance and Organizational Structure of Private Non-Profit Organization:	34
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	40
	Private School Conversions:	40
	Projected Staff:	40
	Staffing Plans, Hiring, and Management	40
	Staff Evaluation and Professional Development	43
	Enrollment and Marketing:	45
	Marketing Plan	46
	Parent and Community Involvement	46
	Admissions Policy	47
	Weighted Lottery	48
	<u>PROJECTED ENROLLMENT</u>	<u>50</u>
	Concerns and Additional Questions	51
V.	<u>OPERATIONS</u>	<u>53</u>
	Transportation Plan:	53
	School Lunch Plan:	53
	Civil Liability and Insurance	53
	Health and Safety Requirements:	54
	Facility:	54
	Facility Contingency Plan:	55
	Concerns and Additional Questions	55
VI.	<u>FINANCIAL PLAN</u>	<u>56</u>
	Budget: Revenue Projections from each LEA 2018-19	56
	Total Budget: Revenue Projections 2018-19 through 2022-2023	57
	Personnel Budget: Expenditure Projections 2018-19 through 2022-2023	58
	Operations Budget: Expenditure Projections	60
	Overall Budget:	62
	Budget Narrative:	62

Achievement Charter Academy - Our Mission is to create a joyful and engaging learning environment based on the belief that all students can and will succeed when teachers, students, and parents collaborate to achieve excellence.

<u>Financial Compliance:</u>	<u>66</u>
<u>Concerns and Additional Questions</u>	<u>68</u>
<u>VII.</u>	
<u>AGREEMENT PAGE</u>	
<u>Application Fee:</u>	<u>69</u>
<u>Applicant Signature:</u>	<u>69</u>
<u>Total External Evaluator Votes</u>	<u>71</u>
<u>Total Subcommittee Votes</u>	<u>71</u>
<u>CSAB Votes</u>	<u>71</u>
<u>Initial Screening</u>	<u>71</u>
<u>External Evaluator</u>	<u>72</u>
<u>Charter School Advisory Board Subcommittee</u>	<u>86</u>
<u>Overall Summary</u>	<u>86</u>

## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Achievement Charter Academy*

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

Name of non-profit organization under which charter will be organized or operated: *Achievement Charter Academy, Inc.*

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: *Brenda Harnack*

Title/Relationship to nonprofit: *Board President*

*Mailing address:* P.O. Box 1685  
Fuquay Varina NC 27526  
*Primary telephone:* 919-567-1234 *Alternative telephone:* 919-753-7307  
*E-Mail address:* achievementacademy.nc@gmail.com

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

*County:* HARNETT

*LEA:* 430-Harnett County Schools

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

No:

Yes:

If so, provide the name of the third party person or group. *Goodall Consulting Corporation*

List the fee provided to the third party person or group. *\$5,000*

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

*Goodall Consulting ("GC") provided guidance, advice, resources, administrative assistance, and editing for this application. The mission, purposes, goals, and ideas expressing the board's vision contained in the application are those of the board. GC will provide guidance and assistance to the board through the evaluation and interview process and CSAB approval.*

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Subsequently, and until State Board of Education (SBE) approval,

There is language and terminology in the non-academic sections (Operations and Financial) that GC assisted with and which may appear in other charter school applications. That content provided by GC herein should therefore be considered original source content of this applicant.

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

No:

Yes:

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

No:

Yes:

*Acceleration*

Yes:

No:

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

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

One reason for acceleration is due to the experience of our board president who has run a successful large child care business with a school-age component for almost twenty years. She has taken an in-home child care setting in Harnett County serving 12 children in 1998 to a large center/school serving over 120 students presently. During those years she has learned the ins and outs of running a school, including staffing, finances, government regulations, insurance, parent relations, and educational programming.

A second reason is that we have secured an educational facility that will be available to us in 2018.

A third reason is that there is an immediate need in our county, particularly in our proposed location, for a charter school. As stated elsewhere in our application, Harnett County schools are overcrowded, with our closest elementary school being capped at 875 and there is great concern that our schools will not be able to keep up with the population growth. In our board members' discussions with community members throughout the county, there is dissatisfaction with the quality of education that children are receiving, particularly in the middle schools. The perception of parents that we have spoken with is that some schools are lacking structure and control and that there is inadequate responsiveness to bullying and other concerning behaviors. Many parents are looking for alternatives including private schools, homeschooling, and charters in neighboring counties. We believe that ACA will provide parents with a high quality educational alternative in an environment where parent involvement will be a crucial part of the educational process. We believe that parents should have this option for their children sooner rather than later.

Five years ago this board president submitted an application for a charter that was not approved. Since then, a new board has been formed with two of the past members and five new members. The concerns from the Advisory Board were taken into consideration and changes have been made that greatly

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improve our application. There was an error of omission in the by-laws regarding the open meeting law, which has been corrected. The part-time positions of Directors of Quality and Finance have been eliminated. Another concern was that we did not have a full-time EC teacher budgeted for the first year. Our current application does include a full-time EC teacher as well as a full-time School Psychologist, who will both play important roles in our ability to achieve our mission. There was concern at that time regarding the use of self-evaluation by teachers and what would happen if a teacher over-estimated his/her performance. Our current application addresses that issue in more detail and outlines a plan the DOE would follow if this happened. Mention of the number of students to be enrolled (108) in the first year was a concern as well. Our current application projects 192 students in the first year increasing to 336 in year five, which should provide sufficient revenue to ensure financial stability. In addition, our former application did not inform the reader in detail of this representative's now 20 years experience running all aspects of a successful educational business. The comment regarding food service was that we did not include a figure in our budget for food service. This has been corrected and an explanation of our plans are located in that area of this application. The above information is provided to demonstrate not only our continued desire to open a charter school in our county, but also that much work has already been done to make modifications and improvements that would ensure our educational and financial success. Because of this, we feel that the mandatory planning year for our school can be accelerated.

Attribution: Some of the wording in this application may be the same or similar to the application written by our board president in 2012 for The Achievement School.

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

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

Yes:

No:

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

Yes:

No:

*What is the name of the nonprofit organization that governs this charter school?* Achievement Charter Academy, Inc.

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

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

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02,03,04,05,06,07,08	192
Year 2	K,01,02,03,04,05,06,07,08	230
Year 3	K,01,02,03,04,05,06,07,08	270
Year 4	K,01,02,03,04,05,06,07,08	306
Year 5	K,01,02,03,04,05,06,07,08	336

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

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

achievementacademy

Signature

achievementacademy

Printed Name

Brenda Harnack, Board President

Title

09/21/2017

Date



<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<u>Applicant has not demonstrated a "clear and compelling" need for acceleration. Updated survey information from parents demonstrating a desire for a charter school would be helpful, as would more concrete evidence re overcrowding and population growth in nearby schools.</u>	<u>Danielle Allen</u>	<u>Acceleration</u>
<u>Applicant needs to clarify: Where is the formal evidence showing the overcrowding of schools in Harnett County?</u>  <u>Applicant needs to clarify: What evidence is provided to show enthusiasm and support from parents and the community?</u>	<u>Kristen Parker</u>	<u>Acceleration</u>
<u>What strategies, supports, or demonstrated successful programs will be utilized to address issues of bullying?</u>  <u>What structures or controls are different at your charter than at the existing public schools?</u>  <u>It is great to have the desire for parental input, and as the applicant stated parents are a "crucial part of the educational process." What specific strategies will allow this charter to have a higher level of parental engagement/involvement than the existing public schools?</u>	<u>Arasi Adkins</u>	<u>Acceleration</u>
<u>The applicant lists survey data from 5 years ago. Does the applicant have updated survey data?</u> <u>Does the applicant have survey data to support the claim that "parents are dissatisfied with some of the schools..."?</u>	<u>Kenneth Tucker</u>	<u>Acceleration</u>
<u>Is it an accurate assertion that there are no other charter schools within 25 miles of proposed site location?</u> <u>Does the established Raleigh charter market present competition for this school?</u> <u>Has the market changed substantially enough to warrant a revised market study (existing one is five years old)?</u> <u>How will potential conflicts of interest be resolved as applicant acts as board chair and landlord?</u>	<u>Amy Ruck Kagan</u>	<u>Acceleration</u>
<u>Is applicant confident they will be able to attract a large enough student populations across all grades in year 1? Does the current data re enrollment at nearby elem *and* middle schools support this assertion?</u>	<u>Danielle Allen</u>	<u>Grade Levels</u>
<u>Is it feasible to open with all grade levels in year one?</u> <u>Is there evidence that overcrowding of neighboring elementary schools mentioned in previous section also applies to middle school grades?</u> <u>Can you provide additional details that demonstrates how year to year growth will be achieved, ie. additional classes per grade, larger class sizes, etc.?</u>	<u>Amy Ruck Kagan</u>	<u>Grade Levels</u>
<u>The applicant discusses a need based on overcrowding in the surrounding elementary schools in the previous section. Does the applicant have survey data to support the need in middle school grades since the proposed school is K-8?</u>	<u>Kenneth Tucker</u>	<u>Grade Levels</u>

<b>Reviewer</b>	<b>Score</b>
<u>Glenn Allen</u>	
<u>Arasi Adkins</u>	<u>Fail</u>
<u>Danielle Allen</u>	<u>Pass</u>
<u>Kenneth Tucker</u>	<u>Pass</u>
<u>Amy Ruck Kagan</u>	<u>Pass</u>
<u>Kristen Parker</u>	<u>Pass</u>

## **II. MISSION and PURPOSES**

(No more than three total pages in this section)

### **Mission:**

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

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

Our Mission is to create a joyful and engaging learning environment based on the belief that all students can and will succeed when teachers, students, and parents collaborate to achieve excellence.

*Clearly describe the mission of the proposed charter school:*

Our mission is to use the Glasser Quality School model as our guide to create a school culture which focuses on having a warm and friendly environment, free from fear and coercion, where students enjoy learning. In this model teachers, students, and parents collaborate to develop individual achievement plans which focus on setting both academic and personal goals, based on students' needs, strengths, interests, and the belief that all students can succeed.

### **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.*

All students in our community whose families wish to have an alternative choice to the traditional public school model will be targeted. We anticipate that the student body of Achievement Charter Academy will closely mirror the racial/ethnic diversity of our local LEA, which is 47% Caucasian, 25% African American, 20% Hispanic, and 6% Multi-Racial. We would expect the economic diversity in Harnett County to be mirrored as well, with a median family annual income of \$46,353 and a poverty level of 17%. We expect that our marketing strategy will attract this diversity in our student body. Despite the low income level in Harnett County, it is the fifth fastest growing county in North Carolina with a current increase of population of 2.8% annually. Two of the seventeen elementary schools currently have enrollment caps. One of these schools, Lafayette Elementary, is located within three miles of our proposed location. There are currently three new housing developments being constructed within Lafayette's district, primarily due to the expansion area for people working in Wake County who choose a more rural lifestyle.

- 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 total projected enrollment is 612 at the ten year mark, although this is a very conservative estimate. Our LEA currently has enrolled 14,373 elementary and middle school students with a total of 23 schools (does not include the one alternative school), with an average students-per-school of 625 or an average percentage of the ADM of 4.3%. With an average annual growth rate of 2.8% predicted in Harnett County, we would expect that our enrollment would reflect approximately 1.3 percent of the total LEA ADM in year one and would increase to an estimated 3.8% by year 10.

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

It compares in the aspect that we will offer a curriculum that ensures that students are meeting and/or exceeding state standards and the use of EOGs to assess performance. It differs in the educational model used, Quality School, which governs the method of delivery of the curriculum and learning activities. Our classroom areas are set up to accommodate small ability groups and individual learning activities as needed. We will also offer tutoring after school, individual help during study hall to students who are struggling, and challenging activities to students who excel. It is our goal that a student who does not understand the lesson as presented be assisted by a teacher or teacher helper until he/she does understand it and demonstrates competency in that skill. A skill cannot be built upon until it is mastered and our educational model uses techniques that are student-friendly to accomplish our mission of academic excellence. Another way that we are different is that there will be much more parent involvement both in their own child's progress as well as the school at large...during the writing of the student's Individual Achievement Plan at the beginning of the school year, conferencing with the parent again during the beginning-to-mid second semester, requiring parent volunteer hours to help with the running of the school's operation and to provide invaluable assistance both indoors and out, having a "classroom mom" or "classroom dad" in as many classes as possible, asking for feedback from parents on school issues as they arise, and promoting communication with the board. We will offer more field trips than our public schools; field trips will be chosen for their relativity to the thematic units we will be studying. We will have a school schedule that is different from the public school model in that it calls for longer days Monday-Thursday and dismissal after lunch on Friday to allow time for Teacher Team Meetings and services to students who need extra help. Our board will discuss the possibility of offering an after-school service for those families who cannot pick up at the close of the school day. We will reach out to community members, business owners, civic organizations, non-profits in our county to involve them in our school by coming in to give presentations, by allowing our students to visit, by volunteering hours to us and us to them so that we can instill in our students a sense of civic pride and an understanding of what it means to give back.

It also differs in that our students will be offered a "Choice Time" activity once a week in which they will participate in activities they are interested in. Students' individual interests will be taken into consideration when teachers are assigning project and learning activities. It differs in the idea that most lessons/skills that students need to achieve to meet or exceed the standards can be completed during the school day and by using the study hall time effectively, therefore reducing

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the need for extensive homework assignments; students will be expected, at a minimum, to read every evening, to share information about what they are learning with their parents, to complete those assignments, if any, that they were unable to complete during the school day, and to enlist parental support when completing culminating semester projects.

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

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

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

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

1. Teachers will have the opportunity to be a part of a teaching team in which creativity and innovation will be encouraged. Teachers will have input in the decision-making process regarding thematic instructional units to be used. The school schedule will be designed to allow students to leave early on Fridays so that teachers can attend the team meeting to collaborate on successes during the week and share input on teaching strategies, curriculum, and classroom management. The teaching team will appoint a leader who meets regularly with the Director of Education and meet with the board every 9 weeks to discuss ideas and/or requests that have been presented during the Friday meetings. Teachers will have the opportunity to select trainings they want to attend to improve their skills. They will also receive training in the educational philosophy espoused by the Quality School model. Teachers will be able to "think out of the box" by using hands-on, experiential, and creative teaching strategies with their students and can ask help from other teachers if they need it. Overall, the Quality School model sees teachers as professionals who are responsible for the learning program at the school. The Director of Education is a guide who helps them evaluate their work and find ways to improve if necessary.

3. The Quality School model offers students "Choice Time" or "Enrichment" activities during the course of the week. Some of these activities are offered by parent volunteers, retired teachers, or community members. Some

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types of choices for learning are: art, music, cooking, gardening, auto mechanics, carpentry, business, farming, sewing, and publishing, to name a few.

4. Improve Student Learning: This goal will be accomplished by: (1) creating a school culture which focuses on the needs of the individual student academically, emotionally, and socially; (2) working with parents and students to develop an "Individual Achievement Plan" which sets goals and maps out strategies to help the student achieve these goals, taking into account individual learning styles, interests, talents, strengths, and needs; (3) providing a highly trained teaching staff who are willing to collaborate with students, parents, and each other to involved students in meaningful, experiential, and innovative learning activities which engage students and motivate them to learn; (4) implementing a system of on-going assessment of individual student progress which drives the teaching strategies to ensure academic improvement; and (5) teaching the students to evaluate their own work as to quality and how to improve to achieve competency.

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

1. *Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

#### SCHOOL'S OPERATIONS:

1. Staff Development/Director of Education: The DOE will be certified in the Quality School philosophy within 18 months of employment. He/she will attend a Basic Week (3-day) training during the first semester of the first school year employed. He/she will attend an Intensive Week (3-day) training during the second semester of the first year of employment. He/she will attend a Certification Week (3-4 day) training within an 18-month period from the first day of employment.

2. Staff Development/Teachers: All teachers will attend a minimum of 24 hours of Quality School training in the first semester and another 8 hours of Quality School training in the second semester of employment by a qualified Glasser Institute trainer. 50% of teachers will attend a training of their choice offering a minimum of 6 contact hours and approved by the DOE, designed to improve or enhance teaching skills during the first year the school is in operation; this percentage will increase by 10% each year until 100% is reached.

3. Parent Involvement: During the first semester of the first year, a Parent Team will be organized which includes at least one parent from each classroom; the parent team will meet once every 9 weeks; the team will choose a parent team leader from the K-2, 3-5, and 6-8 grades and these three representatives will attend one board meeting every 9 weeks to share information or submit requests to the board.

4. Student Involvement: A student council will be developed with representatives from K-2, 3-5, and 6-8 grades and at least one student council member from each grade group will attend a 9-week board meeting to share information regarding student activities, concerns, or to submit student requests to the board.

#### ACADEMICS:

1. 80% of students will perform at 80% competency (no lower than a "B") by

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the end of each school year.

2. EOG scores will be higher than the state average every school year.

3. All students will prepare a portfolio of the "quality work" they have achieved throughout the school year and one student from each grade will be selected to present his/her portfolio to the board during the summer after each school year ends.

#### FINANCE:

1. An unqualified audit with no financial non-compliance letters will be obtained each year; audit report and financials will be posted on website

2. There will be a cash reserve balance of at least \$25,000 per year.

#### GOVERNANCE:

1. The school's DOE will report to the board monthly regarding the ongoing operation of the school. The board president will call meetings as necessary to discuss progress and/or concerns.

2. The board will meet on a regular basis monthly and more often as requested by the DOE or the board president.

3. All board members will receive training during their first year on non-profit board protocol, bylaws and conflict of interest issues.

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

Representatives of the school, including but not limited to, the Director of Education, parent team members, teacher team leaders, and student council members will meet with the board at least once per nine week period and more often if requested by the board to share information about the school's use of Quality School methods and progress toward declaration by the Glasser Institute as a Quality School. These will be open meetings that may be attended by anyone and representatives of the school will be present to answer any questions that are asked regarding work toward attaining and maintaining the mission of the school. In addition, the Director of Education will prepare and present a report for the board prior to each of their meetings which will outline specific information as to the progress of each of the board's goals for the school. A board member will visit the school at least monthly for observation of the school's daily routines and learning environment, talking with teachers and students, and will report observations to the board at the next meeting.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>Mission is broad. How does applicant intend to evaluate/measure whether or not they have created a "joyful and engaging" environment? What is their definition of excellence? How do they intend to measure this? How will school leaders know if they have created the environment their mission dictates?</p>	Danielle Allen	Mission Stat
<p>Response states that school will provide solution for future housing developments. Does the timing of the delivery of said housing developments align with the timing of the school development? How is proposed educational plan substantially different from existing neighboring schools'? Is it legal in North Carolina to require parent volunteer hours, and if so, what will school do to ensure successful implementation?</p>	Amy Ruck Kagan	Educational
<p>RE: ADM comparisons and projections: since your proposed school is K-8, you may want to separate the K-5 and 6-8 numbers and percentages separately. For example, the average elementary school in Harnett is 577 students, and the average middle school numbers are 759 per school. Not sure if it makes a difference since the question is for projected total enrollment and ADM percentages. The enrollment projections for middle school grades may likely be different than elementary school.</p> <p>RE: study tutoring during study hall - has a study hall schedule been conceptualized and drafted? Same question for "choice time".</p> <p>RE: field trips - does the budget include the increased costs for staffing and transportation for the proposed increased field trips?</p> <p>RE: early dismissal on Fridays - after-school services must be well thought out and carefully planned. Can you provide more details on the logistics of staffing, hiring, contractual services, or other details?</p>	Arasi Adkins	Educational
<p>How will school leaders know which families want an alternative to the traditional public school system in order to target them? Is the anticipated demographic reflective of the specific neighborhood in which the school will be located? How closely do these demographics mirror those of nearby schools which are experiencing overcrowding? Evidence provided does not fully address overcrowding at elementary school grades. Additional evidences of educational need should be provided. Please provide more detail about how classroom structure is appropriate for small groups/individual instruction, and how this setup differs from the local LEA. Will all grades have study hall? Only 6-8? Is this a structured period of time during the school day? How will school leaders ensure all students are using this time effectively? Re struggling students, how will the applicant ensure that each student not grasping the material will be assisted by a teacher or teacher's helper until they demonstrate competency? Will each teacher have an aide? What if more than one student needs additional assistance? Can the applicant provide an example of "student friendly" instructional techniques? How will the school enforce required parent volunteer hours? Will parents whose work schedules restrict the number of hours they can volunteer be penalized? How will school leaders ensure field trips are helping students accomplish agreed upon goals? When will the board decide whether or not to offer after school service for students whose families cannot pick them up after lunch on Fridays? Will this Friday tutorial/Teacher Meeting time be structured? How will students know if their teachers are available for tutoring or if they will be attending Team</p>	Danielle Allen	Educational

<p>meetings? Is the "Choice Time" activity similar to "specials" such as art, music, dance, etc.?</p>		
<p>The applicant bases a lot of their education plan on volunteers. Does the school have a detailed plan for recruiting, training and retaining volunteers? Related, does the school have contingency plans involving staff if the number of needed volunteers is not secured? The application mentions after-school services but doesn't outline any details on who would implement the program (i.e. existing staff, new staff, volunteers, etc.).</p>	Kenneth Tucker	Educational
<p>How will the applicant recruit, train and retain enough volunteers to effectively carry out the proposed "Choice Time" model? Aside from the additional meeting time on Fridays, how do the opportunities outlined in the first response differ from a traditional PLC model?</p>	Kenneth Tucker	Purposes of
<p>School leaders intend to use Glasser Quality School model- do they have intend to gain approval for use of GQS materials by the start of school? What is the contingency plan in the event that they do not receive approval by the start of school?  The previous section states that early dismissals are for Team meetings and for students to receive extra help. Will all teachers be in Team Meetings on Fridays? If so, who will supervise children and ensure they're using their time effectively?  What trainings are teachers allowed to select from? Are they related to the Quality School model? Or simply any training they come across that they feel will improve their instruction?  How will school leaders ensure they have enough parent/community volunteers with varied enough expertise to provide the different activities in which students express interest?  With the emphasis on parent/community volunteers, what vetting process does the school have in place to ensure that all volunteers are safe to be in the presence of children?</p>	Danielle Allen	Purposes of
<p>Applicant needs to clarify: How will you ensure you have enough parent volunteers/community members etc. to implement choice time and enrichment?</p>	Kristen Parker	Purposes of
<p>RE: #1. What accountability measures are in place for teachers whose students are falling behind? Because the school will begin with only one grade per level, it's difficult to compare progress to grade level peers. Does the Quality School Model include specific performance benchmarks throughout each semester? Will the lead teacher that has increased responsibility to report to the Director of Education and Board be compensated with some sort of extra duty contract?  RE: #3. Can we see a sample schedule with the Choice Time and study halls, including the staffing?  If the Choice Time is a mandatory part of the program, and anticipated to be staffed by volunteers, what is the back up plan for that time if volunteers cannot be recruited?  RE: #4. Can we see two samples of fictional "Individual Achievement Plans" - one in which the student is progressing and one in which the student is not? Does the Quality School Model have strategies for teachers to helping students build the skill of evaluating their own work as to quality, and how to improve to achieve competency?</p>	Arasi Adkins	Purposes of
<p>Is three days of training within the first semester of school sufficient for the DOE to lead teachers in a philosophy that is so central to the school's mission?</p>	Danielle Allen	Goals for th



<p><b>Why will only 50% of teachers attend a training of their choice? How will this 50% be selected? Based on experience? Classroom evaluations? Student performance?</b></p> <p><b>If only 50% of teachers will receive the extra training, is there a system in place for them to share what they've learned with the rest of the faculty?</b></p> <p><b>The nearest elementary school is already outperforming the state. How, then, is the goal of "EOG scores will be higher than the state average every year" ambitious?</b></p> <p><b>How will teachers qualify "quality work"? Will students be given a rubric on which to judge their work? Or will it simply be the projects they enjoyed the most or are the most proud of? How will the student from each grade be selected? Will this give the board an accurate view of the range of student performance at the school? This goal needs to be more clear, specific, measurable, and focused on student outcomes.</b></p> <p><b>The mission speaks to a joyful, loving environment. Does the school plan to collect data on school climate and share with the board? That portion of the mission is not clearly reflected here.</b></p>		
<p><b>The director will start receiving training on the Quality School model after school has started. As a first approach, is it not possible to recruit a DOE that is already certified on the model and then move to the proposed plan as a contingency?</b></p> <p><b>How will the student portfolios be evaluated? What kind of guidelines will be in place to help students create these portfolios?</b></p> <p><b>Does the applicant have a specific goal as to how much higher the EOG scores will be over the state average?</b></p>	Kenneth Tucker	Goals for th
<p><b>School proposes to use a unique education offering, however, the DOE will not be certified in proposed philosophy for at least 18 months?</b></p>	Amy Ruck Kagan	Goals for th
<p><b>Is there any way the Director of Education can attend the Quality Schools Model training prior to the start of the school? Because your proposed school relies heavily on the model, it is critically important that he/she is not learning the model as the years pass by. The DOE needs to be the instructional leader who thoroughly understands the model, when it's working, when it's not working, and how to adjust when it's not.</b></p> <p><b>What if the teacher selected training is not specific and tailored to address specific needs (beyond it just getting approval of the DOE)? Who will select the 50% to attend the training of their choice, and what is the criteria for selection?</b></p> <p><b>What will happen if the Academic goals aren't met? What specific strategies are in place for supporting students who are not performing in accordance with the goals? What intervals are benchmarks given, and does the Quality Schools Model have standardized benchmarks for each grade?</b></p>	Arasi Adkins	Goals for th
<p><b>Applicant needs to clarify: What School operations goals have been set around general everyday running of the school?</b></p> <p><b>Applicant needs to clarify: The Director of Education is only receiving 3 days of training during the first semester of school- how will this person ensure the rest of the staff understands and know the Quality School philosophy well enough to transfer knowledge to staff? This seems like limited training for such an important aspect of the school.</b></p> <p><b>Applicant needs to clarify: How will 80% competency be measured?</b></p> <p><b>Applicant needs to clarify: How will the school and or board evaluate "quality work" from students in the portfolio?</b></p>	Kristen Parker	Goals for th

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<b>Reviewer</b>	<b>Score</b>
Amy Ruck Kagan	Pass
Kenneth Tucker	Pass
Danielle Allen	Pass
Arasi Adkins	Fail
Glenn Allen	
Kristen Parker	Pass

### III. EDUCATION PLAN

(No more than ten total pages in this section)

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

#### **Instructional Program:**

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

The Achievement Charter Academy educational philosophy is based on William Glasser's "Quality School" model, in which students come to understand that learning adds value to their lives and becomes part of their own Quality World. According to Glasser, a Quality School should have the following characteristics: achievement on state assessments is at the eightieth percentile or higher, students achieve competence in all subject areas in order to get credit for that skill (80% or higher), and mastery (90% or higher) in at least one area, rote learning is replaced by useful education, and students and teachers learn Choice Theory and how to apply it to their lives as well as their work at school. Attending School satisfies individual student's needs and therefore is a joyful place to be. (Ludwig, Sally A., and Kaye W. Mentley. *Quality is the Key*. Wyoming, MI: KWM Educational Services, 1997. Print.)

The Achievement Charter Academy will meet these criteria by applying Glasser's Choice Theory. Through Choice Theory, staff can create the conditions for quality learning to occur. Choice Theory is based on four main ideas: 1) behavior is chosen and purposeful, 2) there are basic needs of humans: survival, the need to belong, the need for power and worth, the need for freedom and the need for fun, 3) the pictures in our heads create our Quality World or how we would like the world to be, and 4) the concept of total behavior which includes: doing, thinking, feeling and physiology. Through an understanding of Choice Theory, an individual can improve his/her Quality World and consequently, his/her quality learning. Using self-evaluation, an individual reviews a behavior, analyzes how well its working to fulfill a need and then finds more effective choices to meet that need. Glasser's Choice Theory postulates that people are motivated internally; therefore when a warm, nurturing environment is created, free of coercion, and designed to meet individual needs, students are more likely to achieve success. In this model, students, parents and staff develop caring relationships, provide opportunities for relevant learning, and foster reflection for academic excellence.

Some of the proposed innovative offerings of The Achievement Charter Academy are:

The Glasser Quality School model will be followed and designation as the first North Carolina Glasser Quality School will be sought.

The Director of Education and teachers will implement Choice Theory's Lead Management which is a team style of supervision rather than boss style.

Multi-age inclusive classrooms along with the use of ability groups and team teaching will allow teachers to strengthen relationships and meet individual learning needs.

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Teachers will be given the freedom to design lessons in order to meet individual learning needs.

Parents and students will be involved in the development of the student's Individual Achievement Plan.

Self-evaluation will be an integral part of learning programs.

At the conclusion of the school year, each student will lead a conference with his/her parent(s) and homeroom teacher, to present a portfolio which includes a narrative of the year along with samples of the quality work they have achieved.

Students will be released early on Fridays to allow time for teacher collaboration and professional development. Professional development in Choice Theory will be provided for all staff.

Community involvement and civic responsibility will be integrated into the curriculum.

### **Curriculum and Instructional Design:**

*Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

Teachers will be lead managers in their classrooms. Through lead management, trusting relationships are formed and non-coercive methods are used to inspire all students to achieve academic excellence. Teachers will facilitate learning and design the focus of the lessons following the NC Standards of Study.

Teachers will support students in their pursuit of knowledge by providing a caring and student-oriented educational community. Individual student needs will be met through the establishment of a warm, safe and caring learning environment. Empowerment of students will be offered through leadership opportunities, choices for learning and discovery, and guidance and support to develop and present quality work. At Achievement Charter Academy teachers will work to connect with each student so that there is trust and respect for all individuals of the classroom and continuously encourage students to be knowledge seekers.

Class structure offers multi-age communities of learning where students will be provided the most appropriate social and academic challenges. Establishing strong relationships with each student and his/her parents will allow for a collaborative classroom. Multi-age inclusive classrooms will address the uniqueness of each student allowing for special needs (at-risk, students with disabilities, gifted/talented, English language learners) to be accommodated in a least restrictive learning environment.

The Achievement Charter Academy's curriculum is driven by teaching the whole child, academically, socially, and personally. At each grade level, students will be taught according to the NC Standards of Study. Integrated into the curriculum will be character education, values clarification, mediation, restitution, student-directed learning and community involvement for additional understanding and applications of learning. Cooperative learning, centers for investigation, community inquiry, thematic project development, and technology will be used in designing the lessons.

In addition, teachers will formatively assess to determine how well students are mastering these standards. This data will be used to reflect on teaching practices as well as drive instruction and design in order to meet a student's individual learning needs. Teachers will communicate regularly with parents with progress reports and quarterly report cards, conferences

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at least twice a year and informal communications whenever needed. Students will also communicate with their parents a self-reflection about his/her progress. Learning will take place through integrated thematic units and project based learning. Curriculum Mapping will provide real-time data that can be analyzed to improve teacher effectiveness and content delivery, as well as a guide to find connections for integration. At each grade level, students will be taught according to the NC Standards of Study along with all required courses. In addition, we will offer enrichment courses such as Spanish, Music, Art, and PE.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The sample curriculum does align with NC Essential Standards and allows for differentiation of material to meet students' needs. Our school's mission of creating an engaging environment is met by this curriculum as it allows for many opportunities for student collaboration as well as a variety of methods to address different modes of learning styles. Our educational model allows for ability and combination classroom groupings to maximize student learning and to meet students where they are. This curriculum as it is based on Essential Standards lends itself well to either of these type of groupings. Because we have collaborative learning, use of 21st Century technology skills as well as traditional hands-on project learning, all targeted students have an opportunity to learn using a method they can best excel with.

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

Our educational model calls for small ability groups in which students engage with the material in a very hands-on exploratory way. The classroom teacher plans instruction with students' ability levels in mind and allows for student self-evaluation throughout this process. The classroom teacher must be able to assess student needs and adjust lesson plans accordingly. He/she must be familiar with applying the NC Essential Standards as part of the projected classroom objectives. Overall, the most important instructional strategy for the teacher to master in our chosen educational model is the ability to assess the student's needs, place him/her in the ability group that would best set him/her up for academic success, and provide on-going guidance to all students in their efforts to improve their work to quality. When students are taught to self-evaluate, they are more vested in the learning process which builds their internal motivation to achieve success. Quality schools find that this is true across all grades.

5. *Explain how the proposed instructional plan and graduation requirements will ensure student*

*readiness to transition from grade to grade and to the next grade span upon program completion.*

Our school model is based on students being promoted based on 80% or greater competency in all subject areas. Every student's progress is monitored consistently throughout the year in every grade level with appropriate interventions in place to improve their performance. As the students are also self-evaluating their own level of progress, the teacher is working with them to help them meet their learning goals. This student/teacher collaborative methodology ensures that the student is ready to transition to the next grade. While our courses are rigorous, there is the ample opportunity for the student to grow individually as well. Students are developing problem solving skills as they work with other students and teachers. They are also developing critical thinking skills by completing the coursework with help from peers and teachers should they need it. As they grow in their academic competence, they are able to work more independently with great success. The skills they learn and develop at our charter school are lifelong skills they will need upon entrance into the ninth grade and throughout high school and life.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The calendar allows for the required 1025 hours of instructional time for students which ensures there is time for educational goals to be met; it allows for closings on major holidays as well as long Christmas and Spring breaks to allow families to have time to spend together or take vacations and allows teachers time to have a break away from their duties; breaks for students and staff factor into the "joyful" environment that our mission speaks to and the warm and friendly environment that our educational model builds upon. Four of the teacher workdays are scheduled a few days after the end of each nine week period to allow teachers time to calculate grades for their 9-week report cards. End of grade testing is scheduled close to the school year's end to allow students sufficient time to learn the required subject material and teachers the time to assess and assist students where necessary prior to testing. EOG days are scheduled over a seven day period to allow additional time for testing thereby reducing the stress and pressure that sometimes accompanies the process. The day after the end of grade testing is a teacher workday which gives the students a 3-day weekend following the end of grade testing process.

### **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.*

Achievement Charter Academy will employ a Multi-Tiered System of Support. This model is intended to address the academic needs of students by prevention and early intervention, providing those struggling students with the support needed to meet standards. When students are identified as not

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making sufficient or satisfactory progress ( classroom assessments, progress monitoring or interim assessments), the MTSS model provides targeted interventions.

Tier 1: All students receive high quality, researched-based core instruction. This core curriculum provides the foundation for instruction upon which all interventions are formulated and aligned. Students should meet grade level standards in Tier 1 instruction. If a review of data shows that 80% of students are not meeting grade level standards and would require Tier 2 or Tier 3 interventions, then instructional modifications must be made at Tier 1.

Students who are not progressing in core level instruction and appear to be at risk should continue to receive strong core instruction and additional Tier 2 interventions.

Tier 2: Tier 2 interventions are provided to those students who are not meeting/achieving grade level standards through core instruction alone. These interventions are provided in addition to core instruction and occur outside the CI block. For example, an additional 30 minutes can be allocated for supplemental tier 2 interventions outside the 90 minute reading block.

Tier 2 interventions are provided to small groups of students. Ongoing progress monitoring involves reviewing data at both Tier 1 and 2 levels. Ongoing progress monitoring should occur more frequently at a Tier 2 level (at least every 20 days). Data gathered should be used to determine whether interventions are proving effective and to determine whether any changes need to be made.

Should a student continue to not meet expectations despite Tier 1 core instruction and Tier 2 additional support being implemented and monitored with fidelity, student may require Tier 3 intensive interventions.

Tier 3: Tier 3 interventions are intensive and are intended for a small percentage of students who are not responding positively to generally effective Tier 2 interventions (effective being defined as 70% of students receiving Tier 2 interventions are meeting or exceeding grade level expectations.) Tier 3 interventions are designed to meet individual student needs by providing instruction that is explicit and intense. These interventions are designed to meet student needs by targeting areas of deficiency. Prior to beginning Tier 3 additional targeted assessments may be required in an effort to isolate deficits and guide intervention design. The intensity of these interventions is defined by frequency, duration and group size (never to exceed 3 students.)

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.*

A Home Language Survey will be completed for each student upon initial enrollment. Should the HLS identify a student to be language minority or a review of records indicate a student is already identified as ELL, the NCDPI HLS Process will be followed.

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In an effort for all ELL students to become fluent in English and the school community, an English immersion model will be used to facilitate the English language learning of ELL students. If the ELL students need is significant enough and English immersion is not appropriate, the school will provide English as a Second Language (ESL) instruction via pull-out, tutoring and or translating. Teachers will receive Professional Developments providing them with strategies to support ELL students within the classroom.

Classroom teachers will provide additional support through the implementation of a variety of instructional strategies for ELL students.

Strategies include:

Incorporation of visuals

Actively teach vocabulary (including charade games, visuals, word walls etc.)

Use Rubrics (allows students to understand all components of what aS "good" assignment looks like)

Develop a classroom library with leveled readers, allowing ELL students to select books that suit their skill level.

Model for students. Modeling a "thinking aloud" process allows ELL students to witness how to problem solve or complete an assignment.

Use Structured Discussions, encouraging students to participate in academic conversations.

Use organizers and frames, allowing ELL students to organize information and structure content.

Once identified as ELL, students will be assessed annually using ACCESS ELLs until meeting the exit criteria. Additionally, teachers will closely monitor the academic progress of ELL students, making sure they are meeting grade-level expectations.

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.*

The ACA curriculum is designed to provide students with a solid foundation necessary for future success. The Project Based Learning model will adequately meet the needs of many gifted students. Should students need a greater challenge, teachers will have the knowledge and flexibility to differentiate instruction to meet the needs of those students. Teachers will design lessons and assignments so that intellectually gifted students are challenged, using higher level thinking skills such as analyzing, synthesizing and evaluating. AIG students will be invited into a leadership club that will design and implement service projects to benefit the school and community at large. They will research and identify areas of need in our local and global community. Using this research, they will design service projects and create committees from the student body at large to carry them out.

They will be asked to partner with younger or struggling students to act as "math and reading buddies."



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Strategies such as supplemental reading materials, individualized reading goals, and engaging projects will help students achieve academic growth no matter what level they are on. All students' progress will be assessed and monitored using a variety of methods, including the NC EOGs, and grade level common assessments.

The teachers and the DOE will be held accountable for the growth and success of each student, and the School Improvement Team and the Board of Directors will continuously monitor the growth and achievement of different groups of students, including high performing students.

### **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)*

If a student demonstrates a need requiring a specific identification, the school will first obtain the necessary information from parents about the students academic, emotional, behavioral and physical history. Parents will be able to indicate on the enrollment application, if desired, and at any time if they believe their child has a special need. The Achievement Charter Academy will review parent information, student records, assessment data, teacher observations and student interviews to determine what assessments, if any, should be given to obtain further information. Once a need is identified, the Intervention Team will collaborate with the student's parents and teacher(s) to develop and implement an educational plan that follows state guidelines to ensure that the student will receive a quality education. The Achievement Charter Academy welcomes the opportunity to serve at risk students, students with disabilities, gifted/talented students and English language learners. We believe that our educational model can accommodate the needs of these students within an inclusive classroom. The school will not discriminate against any student, including students who are at-risk, students with disabilities, gifted/talented students, or English language learners. The Achievement Charter Academy will openly accept children with special needs and will ensure a student's needs are met according to all required federal and state laws, including the Individuals with Disabilities Education Act (IDEA)(20 U.S.C 1400 Et seq.) and the state

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legislation(G.S. 115C-106 Et seq.). Withing the first two weeks of the school year each student collaborates with his/her parent and teacher to develop the Individual Achievement Plan. If the teacher/parent notes any concerns regarding the student, the Exceptional Children teacher will be consulted. The EC teacher will review the teachers concerns and contact the parent to ask for permission to investigate the concerns. If permission is granted the EC teacher will continue the assessment process. If deemed appropriate an education plan will be developed and appropriate resources will be made available. The EC teacher will follow up with observations, conferences and review of the educational plan as required. Newly enrolled students who have been previously identified will have their IEP and cumulative folder reviewed by the Director of Education and EC teacher upon entry to determine the intervention(s) or related services that would be needed. The EC teacher will take the lead to make sure the child is served according to his/her IEP. The Achievement Charter Academy's mission is to ensure that every student achieves academic success and has the opportunity to reach his/her full potential. With this mission in mind our instructional approach will be so designed to align with the needs of all exceptional children. Our teachers will have the flexibility to create methods of instruction that will be geared toward adequately serving the educational needs of all students. Records will be requested from previous schools following guidelines of HIPAA to ensure confidentiality. Such files will be maintained in the EC teacher office in locked files, in accordance with all state and federal laws.

#### 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.*

Achievement Charter Academy is committed to meeting the needs of all enrolled students. It will be our policy that every child have a fair and full opportunity to reach his or her full potential and that no child shall be excluded from appropriate educational offerings. To ensure that the needs of exceptional children are met, ACAI will have an Exceptional Children Department staffed with a licensed, highly qualified, well-trained EC teacher. The EC department will be tasked with the screening of all students referred by the School Support Team (SST.) The EC department will further be responsible for developing educational plans and strategies for special needs students.

The EC department will take every reasonable measure to prevent denials of equal educational opportunity on the basis of physical, emotional, or mental handicap; and will assure that the rights of students with special needs and their parents or guardians are protected. The staff of ACA will be aware of students with an Individual Education Program (IEP) or a Section 504 Plan and make sure that all requirements are being met as prescribed. The IEP will be updated regularly and adjustments will be made to accommodate each student. An EC teacher, classroom teacher, parent, and administrator will be

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given proper notification and invited to attend all meetings. There will be ongoing assessments in classrooms to identify students with special needs.

Students with a Section 504 Plan or identified as being eligible for a 504 plan will be offered accommodations and or services for the identified disability. Accommodations and services for both IEP and 504 plans will include but not be limited to: modification of tests and assignments, supplemental textbooks, adjusted seating, use of study guides and organizational tools, preferential seating, modified recess and PE, and use of necessary health care procedures.

ACA plans to contract for related services such as speech-language, occupational therapy, and physical therapy with a company that has a proven track record and extensive experience with providing EC services to charter schools.

### **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. The student performance standards state that all students will achieve 80% competency in all subject areas and will do some quality work each year, that is, work that is significantly beyond competence. All such work will receive an A or higher grade.
  2. Evaluations or assessments given at the classroom level will consist of formative and summative assessments that demonstrate student ability. In addition, there will be alternate assignments given as performance based assessments. All information derived from these sources will be used to formulate differentiated lesson plans to meet the individual learning needs of all students in the classroom.
  3. As all students are expected to meet an 80% competency level, students are offered the opportunity for individual and small group instruction and tutoring in class, after school, and during their study hall period. Students with special needs are afforded activities designed in accordance with the EC teacher to meet their IEP and IAP goals. Promotion of any student not reaching 80% competency will be reviewed by committee made up of DOE, teacher, EC teacher, parent and student to make a decision about grade placement the following year. Promotion criteria is discussed with parents and students at first semester conference and both are updated on student progress through the use of mid quarterly progress reports and quarterly report cards.
  4. Standards for graduation are based on NC standards of study for all subjects. The quality school model is based on teaching students to acquire knowledge that has value for them in the real world. By guiding them to

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relate all subject matter to what interests them, there is a higher percentage of success. The goal is to encourage students to develop an internal motivation to learn

### **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.*

At the beginning of the school year, in accordance with our educational model, the teacher and students of each classroom group will write their classroom beliefs. These beliefs will be based on the ideas of respect for ourselves, others, and property and will include statements that will promote a positive learning environment in the classroom.

It is our hope that all of our students will demonstrate responsibility and make good behavioral choices. In the event a student does not, the following procedure will be enacted:

For minor infractions such as:

- Being disruptive in class
- Being disrespectful
- Failing to follow class rules or beliefs
- Refusing to do assignments
- Behaving in a way that prevents oneself or others from learning

The teacher will remind the students of the preferred behavior and observe for compliance. If the behavior occurs again, the student will lose a posted privilege for that day.

If the same behavior continues, the student will be counseled by either the teacher or the DOE and a written mediation report, including a plan for improvement, will be sent home for a parent's signature.

If the student refuses to follow through with the plan, he/she will be suspended; length of time to be determined by the DOE (in compliance with NCDPI and state law).

In the case of a student receiving three mediation reports within a 9-week period, the parent will be required to conference with the teacher and/or DOE and suspension is at the discretion of the DOE.

If a student receives a fourth mediation report within a 9-week period, he/she will be automatically suspended and return to school should be preceded by a parent conference.

For major infractions, suspension and/or expulsion may be immediate and are at the discretion of the DOE (and in compliance with NCDPI policy and state law). The following behaviors are considered major infractions:

- Criminal behavior of any kind, including but not limited to:

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- o Possession or use of any illegal substance
- o Assault of any kind
- o Sexual misconduct
- o Possession of any type of weapon

- Bullying, including aggressive teasing
- Profanity
- vandalism

<b>Section III: Education Plan Concerns and Additional Questions</b>		
<p>Is there data that supports demonstrated academic achievement results from Glasser's Quality School model? How does this model remediate and accelerate for all students?</p>	Amy Ruck Kagan	Instructiona
<p>Applicant needs to clarify: What research is there to show the effectiveness of the "Quality School Model" for the targeted population of students?  Applicant needs to clarify: How does the instructional program support academic growth? What is written outlines school culture but lacks details about specific instructional methods.</p>	Kristen Parker	Instructiona
<p>Instructional Program: What does "replace rote learning with useful education" mean? Please provide specific examples/comparisons of rote learning with its useful education counterpart.  What will "multi-age inclusive classrooms, along with the use of ability groups" look like? Does Quality Schools model collect feedback from teachers about how this works well?</p>	Arasi Adkins	Instructiona
<p>Does the QS model take student growth into account?  Are all portions of the QS model (including those such as self-evaluation) appropriate for elementary aged children?  How long does the school anticipate that it will take to achieve the Glasser Quality School designation? Will they be allowed to utilize resources and materials while the designation process is taking place? Or must they receive the designation before they can access resources?  How will teachers know that they have created a "warm, nurturing environment" for all students? Is there a corrective action plan for teachers having trouble creating this environment for all students?  Is teacher staffing planned such that multiage classrooms will need the learning needs of all students? What ages will be combined?  Will the early release be for teacher collaboration and professional development, and not for student remediation, as previously discussed? A more structured plan for Early Release days is needed.  How will community involvement and civic responsibility be integrated into the curriculum?</p>	Danielle Allen	Instructiona
<p>Why was this model chosen for the targeted population? Does the school have performance data from other Glasser Quality Schools?</p>	Kenneth Tucker	Instructiona
<p>How will multiage classrooms allow for each student to be taught standards appropriate for his/her grade level? How will the integrated thematic units and project based learning work with students of different ages and abilities? Please provide more detail about "values clarification"- what does this look like? How does curriculum mapping provide real-time data? Please provide an example.</p>	Danielle Allen	Curriculum a
<p>Applicant needs to clarify: What is the targeted class size for each grade level?  Applicant needs to clarify: How will multi-age classrooms work? Will one teacher be responsible for teaching students at different grade levels? Will classrooms all be multi-age classrooms or will this not happen all the time?  Applicant needs to clarify: How does a student's Achievement plan play out in the Instructional program?</p>	Kristen Parker	Curriculum a

Applicant needs to clarify: The pacing for the Socials Outline shows focusing on one standard per 9 weeks in some grade levels- how will this impact pacing throughout the year? Is this scope and sequence representative of how Reading and Math will be outlined as well?		
Provide further explanation on how students with special needs will be effectively monitored to ensure the least restrictive environment in a multi-age classroom environment. What is the average class size?	Kenneth Tucker	Curriculum a
experience with multi age classrooms? additional description of technology application and 21st century learning opportunities?	Amy Ruck Kagan	Curriculum a
Why class sizes at the lower grades higher than upper grades?	Arasi Adkins	Curriculum a
Does the applicant have a plan for training teachers on the MTSS model? The applicant provides information on providing extra opportunities for academically gifted students, but doesn't outline how these students will be identified. There doesn't seem to be ongoing monitoring of academically gifted students aside from formal assessments.	Kenneth Tucker	Special Prog
Applicant needs to clarify: According to previous details: "not performing at expected grade levels would be less than 80%." It seems like there may be a lot of students who fall into this category throughout the year? Will all students not meeting an 80% go into this multi-tiered system?  Applicant needs to clarify: Will all classroom teachers be ELL certified? If not, how will you ensure all services are being met for students?  Applicant needs to clarify: How will gifted students be identified?	Kristen Parker	Special Prog
In the example of providing an additional 30 minutes of reading time to the allocated 90 minute block - what ideas or strategies are provided for different instruction, not more? If a student is struggling in reading, it doesn't necessarily mean that they need to read for additional time without some sort of intensive support. Can we see a sample intervention that goes along with that example?  Who will train teachers on the MTSS model? This is a very labor intensive model that requires thorough knowledge of progress monitoring, data collection and analysis, and strategies for support needed. Will the one EC teacher be responsible?	Arasi Adkins	Special Prog
How will teachers implement MTSS in multi-age classrooms, where they will likely have students in different grade levels on different tiers of intervention?  Will only gifted students be expected to reach higher levels of Bloom's Taxonomy? All students should be exposed to high order thinking skills. Community involvement and civic engagement were both previously described as being central to the school's mission and culture. How will gifted students' community involvement differ from their peers?	Danielle Allen	Special Prog
How will the tiered interventions be delivered and will it be delivered by certified staff? The MTSS theory is addressed. What type of professional develop be provided? How will students be progress monitored? What data will you be using to make determinations?	Glenn Allen	Special Prog
Can applicant elaborate of types of questions that will be asked as part of application process?	Amy Ruck Kagan	Exceptional
It should be noted that 504 students with disabilities may not be served by an exceptional children teacher as the child has not been determined eligible under IDEA standards. Will there be a 504 team or committee. It appears there is confusion between 504 and EC. What is the schools process for requesting records? How do you identify at risk students and what data and process is used. What is your process for acquiring records at enrollment?	Glenn Allen	Exceptional
Applicant needs to clarify: Who will be in charge of keeping EC records and ensuring compliance?	Kristen Parker	Exceptional

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Applicant needs to clarify: What will the formal process for teachers be if they are concerned about a child?		
Will the one EC teacher be used to support all special needs students in the entire school, K-8? What about ELL students?	Arasi Adkins	Exceptional
Applicant needs to clarify: Further detail about the educational plan needs to be added. Will students receive inclusion support, pull out support?	Kristen Parker	Exceptional
Applicant needs to clarify: How will you provide services for students who receive behavior support and or speech therapy?		
The school only lists one EC teacher. Will this person be responsible for providing EC services for all grade levels?	Kenneth Tucker	Exceptional
Can applicant provide additional details outlining how additional needs will be met inside and outside classroom structure?	Amy Ruck Kagan	Exceptional
How does the school plan to address child find requirements and the referral process? In addition, how will the school offer the full continuum of services (regular, resource, separate, homebound, etc.) as mandated by IDEA and State Policy? Will all the members of the IEP team work collaboratively? There is no mention of the LEA. How will one EC Teacher cover 9 grades? You only mention one teacher in the EC department. How often is regularly when you mention reviewing the IEP Regularly?	Glenn Allen	Exceptional
Will there only be a single EC teacher for all students in grades K-8?	Danielle Allen	Exceptional
Does the Glasser model incorporate growth? This may be useful in helping students who may not yet be proficient, but may be making steady growth. "will do some quality work each year" is too vague. Does this simply mean that each student will receive an A on at least one project per year? Still unclear how teachers will be able to meet the needs of students in a multiage classroom that may include students with disabilities, ELLs, gifted/talented students. How will assessments be tailored for each of these student groups? Further, how will teachers then use this data to improve instruction for each of these student groups? 80% proficiency as a benchmark for promotion doesn't appear to take into account struggling learners or those making growth but not meeting the 80% mark.	Danielle Allen	Student Perf
Related to evaluation tools, the applicant lists classroom assessments and alternate assignments. How will these assessments/assignments be developed and what will be used as a comparison?	Kenneth Tucker	Student Perf
What is the evaluative tool that the results will be compared against? Can applicant provide additional details about the assessments and how the data will be utilized?	Amy Ruck Kagan	Student Perf
Applicant needs to clarify: How will you ensure that at risk students or students who enter your school significantly below grade level receive a fair chance at reaching 80% mastery?  Applicant needs to clarify: What assessments will be used to monitor student progress?  Applicant needs to clarify: How will you ensure that 80% mastery isn't a reason students and or families choose not to attend ACA?	Kristen Parker	Student Perf
Can sample formative and summative assessments be submitted for further review?	Arasi Adkins	Student Perf
What are the staffing plans for after school tutoring and study hall period? Is the study hall period for all grades?		
"Being disrespectful" is subjective and can lead to varying consequences, based on the student and teacher. How will school leaders ensure that all students are disciplined fairly? Please provide an example of a "posted privilege"	Danielle Allen	Student Cond
Applicant needs to clarify: How will the outlined plan take into account students with disabilities?	Kristen Parker	Student Cond
What does disrespect and disobedience mean? This is vague. How will students with disabilities be factored into the discipline policy and procedures? Consider revising this piece to include all aspects to include manifestation determination and change of placement guidelines regarding students with disabilities in providing FAPE and the full	Glenn Allen	Student Cond



continuum of service. How does your discipline policies and procedures fit into you schools philosophy?		
Does the Quality Schools Model include any specific procedures/practices using positive behavior support?	Arasi Adkins	Student Cond

<b>Reviewer</b>	<b>Score</b>
Glenn Allen	
Arasi Adkins	Fail
Danielle Allen	Pass
Kenneth Tucker	Pass
Amy Ruck Kagan	Pass
Kristen Parker	Fail

**IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

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

**Governance:**

**Private Nonprofit Corporation:**

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

*Name of Private Nonprofit:* Achievement Charter Academy, Inc.

*Mailing Address:* 25 Buttonwood Ct.

*City/State/Zip:* Fuquay-Varina NC 27526

*Street Address:* 25 Buttonwood Ct.

*Phone:* 919-753-7307

*Fax:* 919-567-2854

*Name of registered agent and address:* Brenda Harnack

P. O. Box 1685

Fuquay-Varina, N. C. 27526

*FEDERAL TAX ID:* 82-2757451

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

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

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

X No

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

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

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

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

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>	<b>Past or Present Professional Licenses(s) Held</b>	<b>Has any disciplinary action been taken against any of these professional licenses?</b>

Brenda Harnack	President	HARNETT	Child Care Director		
Leaja Horne	Secretary	WAKE	Director of Education, Private School		
Nancy Herrick	Vice President	FORSYTH	Glasser Institute Senior Faculty		
Charlene Kelly	member	HARNETT	Social Worker, Womack Army Medical Ctr		
Raymond Strain	member	HARNETT	System analyst & programmer		
Barbara Marchionni	Treasurer	WAKE	Real estate broker		
Cindy Pierce	member	HARNETT	Registered environmental health specialist		

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

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

The governing board of Achievement Charter Academy is the entity responsible for all policy making decisions as they relate to the daily operation of the school, upholding of the school's mission, fiscal soundness, adherence to all local, state, and federal regulations, academic accountability, and implementation of the chosen educational model. The board will select a Director of Education (DOE) who will recruit and interview prospective teachers, assistant teachers, custodial staff, and administrative staff. The DOE will be recruited by the board by advertisements on job recruitment websites, the job posting section of the Glasser Institute website, and at all nearby colleges. In order to ensure our mission, our board will be looking for a qualified DOE (principal) who also has had training in the Quality School model. If we find a qualified person who has not had such training, it would be important to hire a candidate who agrees with the model and is willing to accept an innovative approach to education. The board feels it would be imperative in such a case that he/she receive training prior to the beginning of the school year. One of our board members has been providing this training for many years and has agreed to assist with on-going training of the DOE and all staff. The DOE reports directly to the board and makes personnel recommendations. It is the role of the board to discuss and vote on these recommendations, following the mandates of its bylaws. The board committees will meet on a regular basis

and present updated information related to their areas of concern at each board meeting. The board, which will meet monthly for regular business, will also listen to and address ideas and concerns presented once every nine weeks by the persons who have been selected as parent, teacher, and student team leaders.

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 initial board has seven members: A childcare & private school owner/director, a private school director of education, a real estate broker, a computer systems analyst, a county environmental health specialist, a social worker, and a Quality School trainer and former teacher. Our bylaws allow for up to eleven board members and we would hope in the future to add a banker or accountant and a lawyer, a parent, and an experienced educator. Among the board members, we have four members who are certified by the Glasser Institute in CT (Choice Theory) which is the philosophy that is used in a Quality School. One who is a Senior Faculty Member (N.Herrick) who travels the world teaching and has opened a Quality School in Kenya. We feel that with this strength we will be able to maintain the mission of ACA and successfully oversee that the chosen educational model is followed by the support we can give to the staff. One of our board members serves on the board of another charter school that has recently opened in Wake County and we feel her knowledge of oversight in the area of operations will be invaluable. Our systems analyst and computer programmer will use his expertise to assist in the development of programs that will help in overall operational success. When the accountant/banker position is filled, we will have additional expertise in the area of finances. However, we have three members who have served on other boards and are very familiar with budgets and audits. The board will evaluate the ongoing success of the school by having one or more members visit the school at least monthly to observe the environment and present information back to the board on what was observed and how it meets the mission and goals of the board; the board will listen to input from teacher/student/parent team leaders (who are summarizing the results of their meetings with teacher team, student team, and parent team during one of the monthly board meetings occurring in each nine week school period; the board will evaluate the financial status of the school and ensure that financial goals are being met and that the school has received a clean audit; the board will go over EOG results at the end of the first year and compare those in subsequent years to ensure that educational goals are being met. In evaluating the effectiveness of the school leader, a member of the Executive Committee will meet with the DOE, ask for a self-evaluation which includes whether or not all goals are being met and where there is room for improvement, the board member will provide the guidance needed to write a plan that will ensure that the DOE is meeting his/her goals; an evaluation rubric which measures achievement toward the school's goals will be used by the board member and the DOE and will be presented to the full board for approval. In the event the DOE is unwilling or unable to follow the plan agreed upon, termination procedures will ensure.

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?*

Most of these board members are community members that the board president has known for many years. They are all upstanding citizens who believe that charter schools offer families an excellent choice as an alternative to the traditional public school model. Many of them have or have had children in our public schools and have seen that in many cases, the students attending are not meeting with success. These people believe that charter schools, since they are run independently, offer a choice to families that will provide a positive environment for students and be better able to meet their individual needs. One board member, Nancy Herrick, was chosen because of her expertise in the Quality School model and the fact that she has already opened a Quality School in Kenya and is so familiar with the educational model. She will be able to provide invaluable assistance to us as we set the school up and as we continue on to ensure that our mission of a joyful and engaging environment and of parent/teacher/student collaboration is being met. Leaja Horne has been working in the educational business for about 20 years, first in child care/preschool and most recently in private school; she, too, is trained in the chosen educational model. Mary Kelly's experience at Womack Army Medical Center working with families in the area of behavior health and her experience working at a military elementary school give her much insight into the counseling aspect of a Quality School, which is also essential to our success. Both Ray Strain, a computer systems analyst and Barbara Marchioni, a real estate broker, have recently been on governing boards for educational institutions and are familiar with the operations and oversight that will be needed. Mr. Strain's technology skills will be welcomed and Mrs. Marchioni's realtor experience will be needed in a few years when we begin the search for a location for expansion. Cindy Pierce has worked for Harnett County for many years and is a person of integrity who is willing to help in any way she can to help get this charter school going; as a health inspector she has her ear to the ground of Harnett County as to what the needs are and she knows a wide range of influential people in schools, restaurants, businesses, and in county government who can be essential in the planning and marketing stage of the charter school. As for myself, the board president, I headed the board for a charter that applied in 2012 and was not approved, but I have never stopped believing that a charter school in our part of Harnett County would be welcomed by parents. There is not only a need for space, there is a need for an innovative approach to education which truly has the best interests of the students at its core, where students enjoy going to school and are eager to learn. I believe this is possible in the educational environment we propose. I started a 12-student preschool in my home in 1998 which has grown into a large, 5-star child care center serving 60-80 students per year and a school age program serving 40-50 students per year. Having lead a successful educational business for many years, I have the skills required to serve as a guide to the board members as they ensure the success of Achievement Charter Academy. Prior to approval, we are looking for another experienced educator to add to our board. After approval we would like to immediately add a banker, accountant, or lawyer.

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

Although the bylaws do not set out a specific number of required meeting times annually, it is general board consensus that meetings should be held monthly, preferably on the first Tuesday of each month. Monthly meetings would keep the board informed of operational issues occurring at the school

and allow the board to make timely decisions.

- 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.*

New board members will receive training in conflict of interests, board meeting protocol, and roles and responsibilities of board members subsequent to their selection and prior to their first board meeting. All initial board members will receive this training once the charter school has been approved for opening. All new board members will receive this training prior to their first board meeting. Additional training that will be required of all initial board members will be an overview of the Quality School model, training in lead management, review of the approved interventions to be used with students at the school, review of the handbook, and training in Choice Theory, the philosophy used in the Quality School.

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

The board's operations will adhere to the highest ethical standards and will follow explicitly Roberts Rules of Order, in which all board members will be required to receive training. All board members will receive training in the conflict of interest policy, which will be discussed prior to the opening of the charter school. The minutes of that meeting will reflect each board member's name and will list any and all present or potential conflict(s) of interest. A list of board members' current conflict(s) of interest as documented in the minutes of the previous meeting will be reviewed. All members will receive training in meeting protocol regarding the conflict of interest issue as it relates to presentation, discussion, and voting. At all subsequent board meetings, conflicts of interest will be posted in the meeting room in a location where they are visible to all members and any attending public. Board members will be reminded of the conflict of interest policy at the beginning of each meeting. Future board members will receive board training prior to their first meeting so that they will understand the protocol regarding conflicts of interest and all other meeting protocol before voting. Prior to or during their board training, all new members will be given the opportunity to discuss any present or potential conflicts of interest they may have. The nominating committee chair or any board member present at any board meeting may bring up for discussion a nominee's possible conflict of interest for board discussion prior to a nominee's final approval as a new board member.

Existing Relationships: Two board members are related; one board member has an interest in the company which will be leasing the buildings; one board member earns a living as a trainer in the Quality School model. If there are other current or potential conflicts of interests, these will be brought up and discussed during board training. Our bylaws, Article VII on Conflict of Interest, permit a conflicted member to make a presentation to the board but they are not allowed to be privy to the discussion regarding that particular issue and they are not allowed to vote.

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

Initially, the founding board makes policy decisions based on state guidelines for charter schools and the school's chosen educational model. Policies must not only meet state regulations and requirements for accountability, but must also meet the criteria for designation as a

"Quality School." For example, in our model, input from students is important, therefore, the school will develop a policy that includes a student body government for all grades; our model ensures that teachers are given the professional development opportunities they need, therefore, the board will approve a budget including monies to accommodate this. Parent volunteerism will be strongly encouraged and a policy will be put in place which requires a number of hours each semester for that. The board will ensure that the mission of the school is upheld by making policy decisions that support the mission. The bottom line is that all policies considered by the board will first have to answer the question of whether that policy would move the school in the direction stated in its mission.

*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.*

We have none at this time and there are no current plans to add them in the future.

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

ACA will always provide a warm and welcoming environment for parents in which they feel they can speak openly regarding any concerns they may have. The parent and teacher will be in regular communication via communication logs, Remind App, texting and telephone. Parents will be able to ask questions or share concerns right away on the daily communication log that is in the student's backpack or they may call or send a message to the teacher or speak with the teacher verbally at any time. The teacher will respond in a timely fashion and in most cases the issue will be resolved. When it is not, the teacher will defer the grievance to the Director of Education, who will listen to the grievance and make every attempt to resolve the situation. If this cannot be done easily, the DOE will schedule a meeting of the parent, teacher, and her/himself to discuss the matter and hopefully resolve it. The parent will be informed that if a satisfactory resolution cannot be found, the matter will need to be brought before the board at the next meeting. The DOE will notify the board president or a member of the Executive Committee so that this issue can be added to the board meeting agenda. The board will hear information from the parent, teacher, and DOE and seek legal advice if necessary before making a final decision.

Our educational model calls for a warm and friendly environment for staff as well, where teachers work together as a team. When a staff member does have a grievance, he/she would first bring the concern to the DOE for discussion. The DOE will help the staff member evaluate the situation and together they will resolve the situation by coming up with a plan to address the situation and hopefully make it better. If the staff is still dissatisfied, the DOE will carry out an investigation to determine what other events may be affecting the given situation, we'll ask the staff to have an open discussion at the Friday Teacher Team meeting if that is appropriate, and will then call the staff in to further discuss the matter and work toward a positive resolution. If this does not work, the DOE will inform the board president or a member of the executive committee that this matter needs to be addressed at the next board meeting. The board will receive input from the DOE and the staff involved and will make a final decision.

**Include in the Appendices:**

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

**X Not Applicable**

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

**X Not Applicable**

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

**X Not Applicable**

**Projected Staff:**

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

In the first year we anticipate hiring a principal who we refer to as the Director of Education, 2 clerical staff (one as office manager and one as administrative assistant), 11 teachers, 5 teacher assistants, 1 part-time custodian, 1 EC teacher/coordinator, one school psychologist or guidance counselor, as well as having a list of substitutes available to be used as needed. We will add two teachers and one teacher assistant position each year thereafter to year five except that in year 4 we will not add an additional teacher assistant. The projected staffing would be contingent upon meeting projected enrollment figures. In year three, we will need an additional clerical or administrative assistant to handle the volume of data and clerical responsibilities. The custodian position will begin with 3-4 hours in the afternoon in the first two years and will increase accordingly to full time to year 5. If the budget allows, we would like to include an amount that could be used to pay subcontractors to teach such areas as art, music, dance, drama, and other electives or enrichment courses that can't be taught by parents or community volunteers. These subcontractors would be professionals who come in on a limited basis (one to two times per week) to provide services to the appropriate grades) and they would not all be coming every semester as the offerings for students would vary.

**Staffing Plans, Hiring, and Management**



Include the following information for the proposed charter school:

Teachers and other staff will be recruited through local advertising, social media, recruitment websites and digital marketing websites. Banners will be placed outside the property on Hwy 401 which is a main artery through Harnett County to get the word out to those traveling through from Fayetteville to Raleigh. We will advertise for teachers as well through the Campbell University system, which is located within 10 miles of us and we will advertise all colleges in N. C. that have teaching programs. In addition, we will place flyers in businesses and community organizations in our county advertising the opening of the school and including a list of positions that will be available. We will advertise on the Glasser Institute website for a Director of Education and teachers to be able to pull in those educators who have knowledge and/or experience in the Quality School model. We will ask our board member, Nancy Herrick, to make employment information available to all her colleagues who have experience in our chosen educational model as well. In all our advertising, we will make NC teacher licensure a requirement so that we can have as close to 100% as possible "highly qualified."

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

The relationship between the employees and the board will be one of openness, honesty, and collaboration. The Teaching Team will select a leader who will present to the board once every nine weeks a report summarizing any staff issues, concerns, or questions the teachers have. The board will listen, discuss, and make decisions where it can and take it under advisement where it can't. Although the DOE is the supervising authority over all staff, any staff who cannot resolve an issue will be welcome to come to a board meeting and do so. It is the board's responsibility to support all staff and to ensure that a warm and friendly environment is being provided for them.

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

It is the board's responsibility to advertise for, interview, and hire a DOE. Members of the board will observe the DOE during daily routines at least monthly and will listen to the DOE's reports to the board of progress that is being made both in staffing and in academics. If the DOE is not meeting job expectations, one member of the board will meet with him/her to help evaluate performance and make a plan for improvement. If the plan is not followed or the DOE's performance is unacceptable, the board will discuss and implement termination procedures. For other school personnel, the DOE will be responsible for observing and determining whether or not an employee is effective in their position. As issues arise, the DOE will meet with the employee and help him/her evaluate their performance and make a plan for improvement. If improvement is not made or other performance issues arise, the DOE will present a report to the board recommending termination. If approved, the employee will be terminated. Our board will require that all staff submit to criminal background checks prior to their first day of employment. The consensus of our board is that all parents should have the right to feel that their child(ren) are in a safe environment when they drop them off at school.

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

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In the first year, the salary for teachers will range from \$32,000-\$48,000, depending on licensure level, college degrees, and years of experience; the salary for full-time teacher assistants will range from \$20,000-\$32,000, depending on education and experience; the rate of pay for part-time teacher assistants will range from \$11-15 per hour and will include hours worked and not days the school is closed; the rate of pay for substitutes will range from \$15-20 per hour and will include hours worked and not days the school is closed; salary for school psychologist or guidance counselor is \$42,000-\$50,000; rate of pay for a custodian would range from \$10-15 per hour and would also include worked hours only; salary range for clerical staff, if full-time would range from \$18,000-\$26,000; if part-time, clerical staff would receive a rate of pay of \$12-\$15 per hour. Sub-contractors such as enrichment teachers would receive an amount negotiated with the DOE per hour or day for their services. All full-time staff would be eligible for health insurance and retirement benefits as well as annual leave on a scale that would be detailed in the Employee Handbook.

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

Employees with grievances should first report to the DOE of the school. The DOE will listen to the concern or complaint, help the employee evaluate the situation and make a plan for improvement, if appropriate. The DOE will advise the employee, if a teacher, to bring it up at the Teacher Team meeting if this is an appropriate avenue for discussion. Other teachers can give feedback and discuss a plan for improvement. If the employee feels he/she is being treated unfairly, the DOE will investigate the situation and then meet again with the employee. If the matter cannot be settled the DOE will present it to the board. In any case where the employee's performance is inadequate and with or without a grievance, the DOE determines that the employee's behavior is unacceptable or detrimental to the school, he/she will recommend to the board that the employee be terminated and if the board agrees, the employee will be terminated.

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

There are currently no positions in the charter school that will have dual responsibilities.

*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.*

ACA will hire an EC teacher/coordinator who meets all North Carolina licensing requirements. We will have a full-time school psychologist or guidance counselor on staff who will serve on the exceptional childrens team and will be responsible for delivery of services to EC students. In the hiring process we will look for teachers who are not only highly qualified teachers but also have experience and/or licensure in special needs. If we still do not have enough appropriate staff to ensure delivery of services to EC, ELL, or gifted students, we will bring in subcontractors who will work with our students and train our teachers.

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

The principal (DOE) has the role of overseeing the entire schools operation to ensure proper milestones are being reached at appropriate grade levels, supervising and overseeing all staff, planning the professional development for teachers, guiding staff in the use of self-evaluation, orienting new staff to the schools mission and operations, cultivating positive relationships with the parents and public, and communicating regularly with

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the board. The DOE will be required to have a master's degree in education, psychology, or a related field and at least two years of experience in a supervisory role in the field of education and preferably with extensive training in our chosen educational model. If a person with such training does not apply, we would expect to hire someone who can demonstrate the mindset of openness to innovation in education and the willingness to receive such training in order to apply the philosophy in our school. The principal would be required to demonstrate that he/she has excellent communication skills that can be applied in dealing with students, parents, staff, and the board. A strong belief in our mission and the tenets of our educational model would be imperative.

Teachers have the role of creating an engaging learning environment for students. Teachers are responsible for developing lesson plans and instructional activities both in small groups and for individual students. They must plan and coordinate the work of assistance and volunteers, evaluate students academic growth and teach students to evaluate their own work for improvement, prepare tests, grade, be responsible for completing nine week reports and meet with parents/students as needed for developing IAPs. Teachers are required to be certified in elementary, middle, or both and when relevant, in one or more core subject areas (middle school); If they are not certified, they must demonstrate their intention of completing the licensure process and it must be initiated in their first year of employment. Teachers must be good communicators, be willing to receive training through professional development, and must share our vision and implement our educational model. EC and EL teachers must be appropriately certified, be knowledgeable of the educational interventions that work best with the populations they serve. Teacher assistants have the role of carrying out the teachers requests regarding activities in the classroom. They are responsible for assisting with any classroom operations where they are needed, supervising students in non classroom activities, tutoring of students in small groups and individually, and operating classroom equipment as needed. Teacher assistants should have at least two years of college, be good communicators and be willing to take directives from teachers. The office manager has the role of providing administrative support to the Director of Education. The administrative assistants role is to complete all tasks given by the office manager. Responsibilities of the clerical staff are maintaining school records and files, answering telephones and emails, greeting visitors, processing daily attendance, preparing and distributing reports as required, assisting with the process of bringing in subcontractors and substitute teachers, and helping maintain an orderly environment. The office manager will be required to have a bachelor's degree, good communication skills, good technology skills, good organizational skills, attention to detail, patience, among other positive personality traits. The administrative assistant does not have to have a bachelor's degree but should have some college coursework and otherwise meet the same requirements. The custodians role is to keep the school buildings and grounds clean and clear of debris. Responsibilities include ensuring indoor/outdoor areas clear of debris, cleaning, gathering trash, etc. He/she should have a high school diploma and be honest and reliable.

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

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

The Director of Education is responsible for maintaining teacher licensure

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requirements and professional development with clerical assistance from the office manager. The DOE has the responsibility for reporting this information to the board.

- 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.*

The Director of Education will be mentored by the Board of Directors, who will have at least one member visit the school each month to observe the operations of the school and to meet with the DOE to discuss any areas of concern and any support that the DOE may need from the board. The DOE will mentor all staff, being available for discussions with them as needed, providing for staff development training, supporting them in setting and reaching classroom goals and relaying their requests to the board. The DOE will meet with each staff on an ongoing basis, at least once every nine weeks, for an informal evaluation session. During these sessions, the staff is encouraged to evaluate their performance in major areas and where deficient, make a plan for improvement. The DOE will continue to observe the staff and receive information pertinent to performance which can be discussed at the next 9-week session. This ongoing evaluation process helps both the DOE and the staff to stay on top of any areas in which the staff may need to improve performance and correct problems well before the end of the year. During the last 9-week period, a formal evaluation session will take place in which the DOE may use the NC Educator Evaluation System or another tool of his/her choice to perform an annual evaluation. However, as follows our education model, the staff still has the opportunity to self-evaluate, the importance of which will have been learned through trainings received during the year. In cases where staff either under-estimate or over-estimate their performance, a discussion will ensure and a joint decision will be made. The recommendation for pay raises or promotion is still at the discretion of the DOE, who will look at performance, continuing education, meeting or exceeding licensure requirements, successful use of techniques aligning with our educational model, among other operational areas. The board will help the DOE, during the first year, design a rubric which will be used in determining which staff would be eligible for pay increases the following year. Other factors that are important in retention of teachers is that they will be working in an environment in which their expertise is respected and valued, where they are allowed to design their teaching strategies to meet the needs of their students, where they can collaborate with one another to discuss ideas and concerns...all factors that add to teacher job fulfillment and desire to stay with the school.

- 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 most significant area of professional development will be the Quality School training. If the DOE already has received this training, the process will be easier. This training will include the core components of this educational model and how to implement them such as: the intervention strategies to be used with students learned by role-playing scenarios with assistance from the trainer; the basic psychology of Choice Theory (the philosophy used in the Quality School model); the educational beliefs such as creating a warm and friendly environment, teacher/student/parent

collaboration, teaching to students' interests, encouraging students to self-evaluate to improve their work to reach quality (their best), and giving students the support they need to accomplish quality work. As staff, especially teachers, learn the components of this model, they will become more effective in their interactions with students and with each other and they will feel more successful in their jobs. It should be added that students will also receive training in the facets of the model they can benefit from such as meeting needs in an appropriate way, communicating effectively with peers, self-evaluating, and being motivated internally to do quality work. When teachers and students are operating from the same base of respect and understanding of the model and knowing that they are responsible for the choices they make, a positive environment will be maintained where students will enjoy school and be excited about learning. Informal training will be provided by the DOE internally on an individual or small group of teachers continually throughout the year. Intensive training will be provided by Nancy Herrick, board member and Glasser Senior Faculty member in a three day session prior to the students first day of school. Ms. Herrick will also be available for additional training or to work with teachers as needed as the year progresses.

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

During the first three days the teachers come to work, they and the DOE will receive intensive training in the philosophy and delivery of the educational model. This training will cover the basic tenets of the philosophy the model is based upon and how to implement it in the classroom. The theory will be explained by an expert trainer (Nancy Herrick, board member) who will give the teachers examples and opportunities for role play to be sure they understand the basics. During this training, the teachers will receive all the information they need to apply this model in the classroom. Such components as overall behavior which teaches students to govern their own choices for appropriate behavior, self-evaluation of their work so that they can make improvements to bring it up to quality work, creating a joyful environment, and collaboration with parents and students will all be taught.

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

The intensive training on the Quality School model will take place in a 3-day session prior to the students' first day of school and will be taught by board member, Nancy Herrick. Additional training in this model will take place once a month during the Friday Teaching Team meeting, which time will be allotted for every Friday due the schedule of early release on Friday for all students. This training will be provided by the DOE or one of the board members who are qualified to teach it. (We currently have three.) For other trainings chosen by teachers to improve their teaching skills, some seminars are available on the weekends to accommodate teachers' schedules. Trainings that are offered during the week will be requested by the teacher of the DOE at least two weeks in advance and arrangements will be made to bring in a substitute.

### **Enrollment and Marketing:**

- Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your

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school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

### **Marketing Plan**

*Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).*

In order to mirror the diversity of Harnett County, we will develop a marketing plan that reaches out to all potential students. Some of the strategies we would use are: (1) Distribute flyers and brochures at various locations throughout the entire county; (2) Display a banner in front of the school site to attract people driving by from both directions; (3) Hold community meetings in locations around the county to build awareness of our opening; (4) visit child care centers and family child care homes to meet with parents and distribute brochures; (5) Purchase a direct mail list of families within a 20 mile radius and mail postcards notifying families of our open enrollment dates; (6) Mail out information to all churches in our county; (7) Develop a website and provide information; (8) Attend community gatherings, providing information and handing out brochures; (9) Attend speaking engagements whenever possible; (10) Contact the local newspapers with community service announcements and seek to have articles written about our school; (11) Meet with the chief administrator of the Migrant Head Start program to enlist her support in getting our information out to the Hispanic community; (12) Make a presentation at a Harnett County Partnership for Children board meeting to provide information and to ask for assistance reaching out to families with at-risk students.

### **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.*

1. We will communicate with the parents in our community by utilizing the large banners in front of both buildings which are located right on Hwy 401, one of the major arteries passing through Harnett County, by placing business briefs in the local newspapers, by asking local businesses and all childcare centers to have flyers available to their customers and by a direct advertising campaign. We will hold community meetings at our proposed location and in businesses and churches in our community to speak with parents and answer questions about our charter.

2. In our educational model, parent involvement is essential in meeting the requirements of our mission. Every student who attends has an Individual Achievement Plan written which includes input from parents, who meet with the teacher and the student at the beginning of the year to help develop the plan. The IAP includes a student personal goal in addition to or in conjunction with an academic goal. Parental input on this is an integral part of writing the plan as the parent is the person with the most insight on the personality traits of the student that may have prevented him/her from succeeding in the past and on the personal interests of the student

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which can be incorporated into the learning strategies. Parents will also be asked to volunteer a minimum number of hours per semester both for their involvement and to reduce costs of outside contractors and enrichment teachers. There will be a "choice time" incorporated into the weekly schedule which will give students an opportunity to choose from a variety of activities such as cooking, auto mechanics, woodworking, gardening, sewing, etc. in which we will enlist as much parent involvement as possible. Parents of all students will be asked to conference with teachers at the beginning of the fall semester and at least once again during the second semester and any other time as needed by the teacher or requested by the parent. We believe that having parents on board and involved as much as possible increases the likelihood that students will achieve their academic and personal goals and that overall school performance will be enhanced.

## **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.*

Admissions Policy:

The Achievement Charter Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. The Achievement Charter Academy will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic performance, disability, race, creed, gender, national origin, religion, or ancestry. Admission to the Achievement Charter Academy, in accordance with NC Charter School Laws, is open to any student who is qualified under the laws of NC for admission to a public school. During the first year of operation priority will be given to children of initial members and staff, so long as no more than 10% of total enrollment or 20 students, whichever is less. If multiple birth siblings apply for admission and a lottery is needed, the school will enter one surname into the lottery to represent all of the multiple birth siblings. If that surname is selected, then all of the multiple birth siblings will be admitted. The Achievement Charter Academy may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired. Each applicant must provide a completed application packet by the close of business on the deadline date or post marked by 5:00 on the deadline date. Open enrollment will be held from March 1 through April 15, 2018 if acceleration is granted. If the available seats are not filled the Achievement Charter Academy may hold additional enrollment periods. During each enrollment period, the Achievement Charter Academy will enroll all eligible students who submit an application by the enrollment period deadline. If openings remain after the close of open enrollment or become

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available, registrations will be accepted on a first-come/first-serve basis until all the spaces are filled. If the number of applications exceeds the number of available openings in a grade, the Achievement Charter Academy will conduct a lottery for that grade.

#### Lottery:

The lottery is used to ensure that each applicant has an equal opportunity of being admitted to the Achievement Charter Academy in the event that more applicants than openings exist for a given grade.

The drawing of names will take place in a public forum at a predetermined time/place and notice will be provided to all applicants that they have been placed in the lottery for enrollment. Applicants are encouraged to attend the lottery proceedings. A neutral third-party not affiliated with the

Achievement Charter Academy will draw the names. The lottery will be videotaped to provide a record of the proceedings. The person drawing the names will randomly draw each card, one at a time, and read it aloud. An impartial person will confirm and record the names in the order drawn. This will become the priority list to determine the order in which the openings will be filled in each grade. When the openings for a grade level are filled, all remaining cards will be drawn and placed on a waiting list in the order in which they are drawn. When a student withdraws or transfers creating an open seat, students will be admitted through the waiting list process. Students wishing to transfer into the school mid year will submit a late application and be notified by the waiting list process. Families who are present at the lottery whose child's names are drawn for positions will be given enrollment packets at that time. Offer letters will be mailed to families who were not present at the time of the lottery. All families will be asked to accept or decline by written notification or by coming directly to the school within two weeks. Appeals: Parents who wish to appeal the random selection process may do so in writing to the Achievement Charter Academy Board of Directors. A representative of the board will contact the parent to discuss the concern. A final decision will be made by the board.

#### **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No:

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

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



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

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

**PROJECTED ENROLLMENT**

**2018-19 through 2022-2023**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Harnett County Schools  
 LEA #2 Wake County Schools  
 LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 430	LEA 920	LEA 000	LEA 430	LEA 920	LEA 000	LEA 430	LEA 920	LEA 000	LEA 430	LEA 920	LEA 000	LEA 430	LEA 920	LEA 000
Kindergarten	21	9	0	21	9	0	21	9	0	21	9	0	31	14	0
Grade 01	21	9	0	21	9	0	21	9	0	21	9	0	31	14	0
Grade 02	21	9	0	21	9	0	21	9	0	21	9	0	21	9	0
Grade 03	12	6	0	25	11	0	25	11	0	25	11	0	25	11	0
Grade 04	12	6	0	25	11	0	25	11	0	25	11	0	25	11	0
Grade 05	12	6	0	12	6	0	25	11	0	25	11	0	25	11	0
Grade 06	11	5	0	12	6	0	25	11	0	25	11	0	25	11	0
Grade 07	11	5	0	11	5	0	12	6	0	25	11	0	25	11	0
Grade 08	11	5	0	11	5	0	12	6	0	25	11	0	25	11	0
	132	60		159	71		187	83		213	93		233	103	

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
<p>Great that several members of the board have experience with Quality School model. Will the DOE ensure that all new hires (teachers, assistants, etc.) are receptive to the Glasser model? Is there a rubric or assessment that can provide evidence to support an individuals' willingness to implement this model?</p> <p>May be helpful for applicants to include meeting regularity in bylaws to ensure accountability.</p> <p>Conflict of interest policy- how will board resolve conflict of interest between board chair who also owns the building in which the school will be housed?</p> <p>Additional details on the required parent volunteer hours is needed. Who will enforce this? What is the consequence for parents/students whose families do not meet the requirement?</p>	Danielle Allen	Governance a
<p>Does the Quality School Model have recommended characteristics of an ideal school leader in their model?</p>	Arasi Adkins	Governance a
<p>Can applicant provide a recruitment strategy that demonstrates how it will yield quality and mission aligned teachers? Can they provide information about retention? Is this salary range commensurate with NC charter salaries and does it put the school at a competitive advantage or disadvantage?</p>	Amy Ruck Kagan	Staffing Pla
<p>What is the selection process to screen for teachers with the desired characteristics of the Glasser Model? Since the training will take place after hire, is there are Glasser Model for selection that can be used?</p> <p>Does the Quality Schools Model have a sample grievance policy and sample termination process that can be provided?</p>	Arasi Adkins	Staffing Pla
<p>Applicant needs to clarify: How will you retain high performing teachers year to year?</p> <p>Applicant needs to clarify: What will the process be for staff members to engage with the board? As outlined in the application it seems as though staff members will be able to reach out to the board whenever there is an issue.</p> <p>Applicant needs to clarify: How will the board determine whether or not the school leader is meeting expectations?</p> <p>Applicant needs to clarify: How will the school leader identify when teachers are not meeting expectations? What evaluation tool will be used?</p>	Kristen Parker	Staffing Pla
<p>Applicant should ensure that having only one EC teacher for grades K-8 will provide a quality education for all students.</p> <p>Applicant plans to hire 11 teachers for 9 grades in year 1. More detailed information on staffing (how many teachers/teacher assistants per grade) would be helpful.</p> <p>Please clarify- the school psychologist and guidance counselor will be responsible for delivery of services for EC students? Does this include instruction? Please specify what services these two individuals are expected to provide.</p> <p>Applicant appears to rely heavily on subcontractors. How will you ensure that these subcontractors are trained in Quality School instruction/culture?</p>	Danielle Allen	Staffing Pla
<p>Applicant needs to clarify: What evaluation tool will be used to support teachers self evaluation?</p> <p>Applicant needs to clarify: How will the DOE ensure that implementation of key</p>	Kristen Parker	Staff Evalua

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strategies from the Quality School training is implemented?		
The applicant details a focus on professional development around the Quality School model, but at other points in the application lists other models/approaches that will also require significant training (i.e. MTSS, PBL). How does the applicant plan to balance the PD time for all of the various models?	Kenneth Tucker	Staff Evalua
What is the plan to support beginning teachers who need structured support around creating lesson planning? Is there a template for the self-evaluation process for students at each grade level, that is aligned with the state standards?	Arasi Adkins	Staff Evalua
Will the board members conducting site visits be given a rubric on which to evaluate their visit? Will all board members be trained in the use of the rubric or some instrument to evaluate school operations?  If the DOE can use a tool of his/her choice, how will the board ensure continuity from year to year in order to measure progress? Will the tool be approved by the board?  Why won't the rubric for pay increases be developed prior to year 1?	Danielle Allen	Staff Evalua
How will the use of data affect/alter PD? What budget resources are being allocated to PD? Is there any economies of scale to be achieved in a train the trainer model as the school matures?	Amy Ruck Kagan	Staff Evalua
Are there additional funds outside of proposed budget that are being allocated to initial marketing push? Why do marketing expenses increase over time? Typically marketing requirements are heavier in initial years.	Amy Ruck Kagan	Marketing Pl
Has the applicant considered social media posts or phone banks? May be another low cost option for communicating with parents.  How will school leaders enforce the minimum number of parent volunteer hours?	Danielle Allen	Parent and C
Applicant needs to clarify: Why will enrollment be lower in graded 3-8 throughout the first year?	Kristen Parker	Projected St
Why are the class sizes in K-2 larger than 3-8?	Arasi Adkins	Projected St
Please explain why K-2 classrooms are larger than 3-8. How will multiage classrooms work? What ages will be in each classroom?  There are nine classrooms per grade and 11 teachers budgeted for year 1. Where will the extra two teachers be placed?	Danielle Allen	Projected St

Reviewer	Score
Kenneth Tucker	Pass
Amy Ruck Kagan	Pass
Danielle Allen	Pass
Arasi Adkins	Pass
Glenn Allen	
Kristen Parker	Pass

## **V. OPERATIONS**

### **Transportation Plan:**

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

In order for transportation not to be a barrier for access by any student to the Achievement Charter Academy, a staff or parent coordinator will be appointed as head of the Parent Transportation Committee. This person will be in charge of organizing parent volunteers to design a carpool pickup and drop off plan that would best accommodate the needs of all of our families. Our original enrollment application will reserve a space for parents to discuss their transportation needs so that a plan can be made prior to the first day of school. Achievement Charter Academy will make every effort to ensure that all students who enroll have a way to and from school. The board will contract with a transportation company to pick up and drop off students who live within a 12 mile radius whose families do not have transportation and cannot participate in a carpool. If eligible, ACA will file for a charter school grant for reimbursement of transportation expenses under Senate Bill 257.

### **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.*

One of the buildings we will be using has a large commercial kitchen and is approved for food preparation. At the minimum, lunches adhering to state nutritional guidelines would be prepared and served to all students eligible for free or reduced lunches and all other students would bring lunches. Shortly after the beginning of the first school year, the board will receive input from parents on lunch preferences before making a decision on what is to be offered. Some of the choices that could be offered are: lunch bags from our kitchen including sandwiches, wraps, fruit, vegetables, cheese, crackers etc. which would be easy to transport to the other buildings; hot foods stored in bulk to be transported to the other buildings and served immediately; the use of a catering company that brings in lunches a minimal price. In all cases, the school will pay for lunches for all students eligible for free and/or reduced lunches.

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

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

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

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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		\$1,349.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,057.00
Property Insurance	\$250,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$5,899.00
Total Cost			\$11,268.00

\*The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

achievementacademy 09/19/2017

(Board Chair Signature) (Date)

**Facility:**

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

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

We have already identified the property we will be located in for the first five years. Our board president and her husband own the properties and buildings. All buildings are approved for educational occupancy and due to the fact that the charter school would be occupying the buildings within a time period of less than six months subsequent to the buildings being vacated by a previous educational occupancy, a permit for educational occupancy will not have to be obtained. The only requirements that will have to be met will be health inspections and fire inspections for all buildings once in the name of the charter school. All buildings are located in Harnett County and are in walking distance of each other.

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

The breakdown of cost is \$16.00 per square foot for 12,496 square feet which is comparable or slightly less than commercial/educational facilities in the area. The lease includes all furnishings currently located inside and outside the buildings.

**Facility Contingency Plan:** *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

N/A

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Carpools are not feasible for parents/families who do not have a car or whose work schedules do not allow them to participate in a carpool. Will school leaders periodically assess the parent committee in charge of transportation to ensure that all students have transportation?  When will the school determine transportation needs?	Danielle Allen	Transportati
How will you provide transportation to students that have such identified as a related service on their IEP?	Glenn Allen	Transportati
How will you ensure you will get a parent coordinator and volunteers who will be well versed with understanding the logistics of transportation? What are the contingency plans if this falls through?	Arasi Adkins	Transportati
Applicant needs to clarify: What process will you go through to ensure the Parent Transportation Committee can handle arranging transportation?	Kristen Parker	Transportati
Why are school leaders waiting until after the beginning of the year to make decisions on lunch offerings? What will be offered in the interim? When/how will school leaders know which students need assistance paying for lunch?	Danielle Allen	School Lunch
Is there alignment with the budget to provide the proposed plan?	Amy Ruck Kagan	School Lunch
Potential conflict of interest- board chair owns building in which school will be housed.  Contingency plan?	Danielle Allen	Facility and
Has the board discussed the possible perception of a conflict of interest associated with occupying a space owned by the board president? No facility contingency plan provided.	Kenneth Tucker	Facility and
Please describe how school plans to alleviate appearance of conflict of interest between board chair acting as landlord?	Amy Ruck Kagan	Facility and

<b>Reviewer</b>	<b>Score</b>
Kenneth Tucker	Pass
Amy Ruck Kagan	Fail
Danielle Allen	Pass
Kristen Parker	Pass
Glenn Allen	
Arasi Adkins	Pass

## VI. FINANCIAL PLAN

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

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

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

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

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

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

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

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

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

**LEA #1 430 - Harnett County Schools**

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,481.65	132	\$723,577.80
Local Funds	\$1,069.00	132	\$141,108.00
Federal EC Funds	\$4,253.55	13	\$55,296.15
<b>Totals</b>			\$919,981.95

**LEA #2 920 - Wake County Schools**

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,070.04	60	\$304,202.40
Local Funds	\$2,420.00	60	\$145,200.00
Federal EC Funds	\$4,253.55	6	\$25,521.30
<b>Totals</b>			\$474,923.70



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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>-State ADM Funds</b>	\$1,027,780	\$1,231,555	\$1,445,882	\$1,639,105	\$1,799,438
<b>-Local Per Pupil Funds</b>	\$286,308	\$341,791	\$400,763	\$452,757	\$498,337
<b>-Exceptional Children Federal Funds</b>	\$80,817	\$97,832	\$114,846	\$127,607	\$140,367
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$1,394,906	\$1,671,178	\$1,961,491	\$2,219,469	\$2,438,142

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$70,000	\$70,000	1	\$73,000	\$73,000	1	\$75,000	\$75,000	1	\$76,000	\$76,000
Office Manager	1	\$30,000	\$30,000	1	\$32,000	\$32,000	1	\$34,000	\$34,000	1	\$35,000	\$35,000	1	\$37,000	\$37,000
Clerical Support	1	\$20,000	\$20,000	1	\$22,000	\$22,000	2	\$23,500	\$47,000	2	\$24,000	\$48,000	2	\$25,000	\$50,000
School Counselor	1	\$45,000	\$45,000	1	\$46,500	\$46,500	1	\$48,000	\$48,000	1	\$49,000	\$49,000	1	\$51,000	\$51,000
A - Total Admin and Support:	4		\$160,000	4		\$170,500	5		\$202,000	5		\$207,000	5		\$214,000
Instructional Personnel:															
Classroom Teachers	9	\$40,000	\$360,000	11	\$41,500	\$456,500	13	\$43,000	\$559,000	15	\$45,000	\$675,000	17	\$46,000	\$782,000
Teacher Assistants	4	\$20,000	\$80,000	5	\$22,000	\$110,000	6	\$23,500	\$141,000	6	\$25,000	\$150,000	7	\$27,000	\$189,000
Exceptional Children Teacher(s)	1	\$42,500	\$42,500	1	\$44,000	\$44,000	2	\$45,000	\$90,000	2	\$46,000	\$92,000	2	\$47,000	\$94,000
B - Total Instructional Personnel:	14		\$482,500	17		\$610,500	21		\$790,000	23		\$917,000	26		\$1,065,000
A+B = C - Total Admin, Support and Instructional Personnel:	18		\$642,500	21		\$781,000	26		\$992,000	28		\$1,124,000	31		\$1,279,000
Administrative & Support Benefits															
Health Insurance	4	\$4,700	\$18,800	4	\$4,900	\$19,600	5	\$5,100	\$25,500	5	\$5,300	\$26,500	5	\$5,500	\$27,500

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401k & Profit Sharing Plan	4	\$2,700	\$10,800	4	\$2,900	\$11,600	5	\$3,200	\$16,000	5	\$3,500	\$17,500	5	\$3,700	\$18,500
Life Insurance & Disability	4	\$1,500	\$6,000	4	\$1,700	\$6,800	5	\$1,850	\$9,250	5	\$1,900	\$9,500	5	\$2,000	\$10,000
Medicare & Social Security	4	\$3,060	\$12,240	4	\$3,060	\$12,240	5	\$0	\$0	5	\$0	\$0	5	\$0	\$0
D - Total Admin and Support Benefits:	16		\$47,840	16		\$50,240	20		\$50,750	20		\$53,500	20		\$56,000
Instructional Personnel Benefits:															
Health Insurance	14	\$4,700	\$65,800	17	\$4,900	\$83,300	21	\$5,100	\$107,100	23	\$5,300	\$121,900	26	\$5,500	\$143,000
401k & Profit Sharing Plan	14	\$2,700	\$37,800	17	\$2,900	\$49,300	21	\$3,200	\$67,200	23	\$3,500	\$80,500	26	\$3,700	\$96,200
Life Insurance & Disability	14	\$1,500	\$21,000	17	\$1,700	\$28,900	21	\$1,850	\$38,850	23	\$1,900	\$43,700	26	\$2,000	\$52,000
Medicare & Social Security	14	\$2,637	\$36,918	17	\$2,637	\$44,829	21	\$2,637	\$55,377	23	\$2,637	\$60,651	26	\$2,637	\$68,562
E - Total Instructional Personnel Benefits:	56		\$161,518	68		\$206,329	84		\$268,527	92		\$306,751	104		\$359,762
D+E = F - Total Personnel Benefits	72		\$209,358	84		\$256,569	104		\$319,277	112		\$360,251	124		\$415,762
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	20		\$207,840	20		\$220,740	25		\$252,750	25		\$260,500	25		\$270,000
B+E = H - Total Instructional Personnel (Salary & Benefits)	70		\$644,018	85		\$816,829	105		\$1,058,527	115		\$1,223,751	130		\$1,424,762
G+H = J - TOTAL PERSONNEL	90		\$851,858	105		\$1,037,569	130		\$1,311,277	140		\$1,484,251	155		\$1,694,762

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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
	Administrative & Support:					
Other	Legal Fees	\$2,000	\$2,500	\$3,000	\$4,000	\$5,000
	Advertising & Marketing	\$3,000	\$4,000	\$4,500	\$4,800	\$4,900
	Insurance	\$11,268	\$13,000	\$15,000	\$17,000	\$18,000
	Communications, Website, Administrative Software	\$18,000	\$22,000	\$24,000	\$26,000	\$27,000
	Facility Rent	\$199,900	\$199,900	\$199,900	\$199,900	\$199,900
	Facility Repairs & Maintenance	\$12,000	\$15,000	\$18,000	\$21,000	\$22,000
	Facility Utilities	\$12,000	\$14,000	\$16,000	\$18,000	\$19,000
	Office Expense, Supplies, & Postage	\$10,000	\$12,000	\$14,000	\$16,000	\$17,000
	Linq, Powerschool, & Admin Support Expenses	\$44,000	\$30,000	\$35,000	\$39,500	\$41,000
	Student Transportation - Buses Expense	\$20,000	\$24,000	\$27,000	\$29,000	\$30,000
	Student Meals	\$25,000	\$30,000	\$35,000	\$38,000	\$40,000
	Technology, Equipment, Capitalized Assets Cost	\$15,000	\$18,000	\$21,000	\$24,000	\$26,000
	Travel	\$1,200	\$1,800	\$2,000	\$3,000	\$4,000
	I T Services	\$8,000	\$12,000	\$15,000	\$17,000	\$18,000
	Non Categorized Expenses	\$5,000	\$7,500	\$11,000	\$14,000	\$15,000
	Audit Fee Payable Year 1	\$0	\$11,500	\$11,750	\$12,000	\$12,250
		K - TOTAL Administrative & Support Operations	\$386,368	\$417,200	\$452,150	\$483,200
	Instructional:					
Other	Curriculum & Books	\$18,000	\$22,000	\$25,000	\$29,000	\$31,000
	Staff Development	\$14,000	\$15,000	\$18,000	\$16,000	\$17,000
	Testing & Fees	\$8,000	\$11,000	\$14,000	\$16,000	\$17,000
	Classroom Technology, Furniture, Capitalized Asset	\$18,000	\$23,000	\$27,000	\$30,000	\$32,000
	Non Categorized Expenses	\$5,000	\$7,500	\$11,000	\$14,000	\$15,000
	Substitutes	\$5,000	\$7,500	\$9,000	\$11,000	\$12,500
	E C Contracted Services	\$12,000	\$15,000	\$18,000	\$20,000	\$22,000
	E L L Contracted Services	\$10,000	\$13,000	\$16,000	\$18,500	\$19,500
	L - TOTAL Instructional Operations	\$90,000	\$114,000	\$138,000	\$154,500	\$166,000
		\$476,368	\$531,200	\$590,150	\$637,700	\$665,050

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	K+L = M - TOTAL OPERATIONS					
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**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
J - TOTAL PERSONNEL	\$851,858	\$1,037,569	\$1,311,277	\$1,484,251	\$1,694,762
M - TOTAL OPERATIONS	\$476,368	\$531,200	\$590,150	\$637,700	\$665,050
J+ M =N TOTAL EXPENDITURES	\$1,328,226	\$1,568,769	\$1,901,427	\$2,121,951	\$2,359,812
Z - TOTAL REVENUE	\$1,394,906	\$1,671,178	\$1,961,491	\$2,219,469	\$2,438,142
Z - N = SURPLUS / (DEFICIT)	\$66,680	\$102,409	\$60,064	\$97,518	\$78,330

**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.*

The secured facility for housing the charter school will accommodate with its current floor plan a projected enrollment of 192 students without overcrowding. This number falls within the guidelines of the current educational occupancy for all buildings and allows for 67 square feet per student in the K-2 buildings and 59 square feet per student in the 3-8 grade building. Enrollment can then be increased in years 2-5 by adding a modular classroom onto the property each year as there is ample space. Because we have this facility which is already set up for educational use, our board determined that an initial enrollment of less than 200 with small enrollment increases over the next four years would promote financial stability. Prior to the end of the fifth year, the board would then begin the search for an adequate property or facility for expansion. This projected enrollment growth also aligns with what might be expected in a rural farming community such as Harnett County. The demand for the school is evidenced by the following:

- 1)The local elementary school is capped at 875
- 2)The local middle school is seriously overcrowded
- 3)The population growth in Harnett County is the fifth highest in the state
- 4)Several housing developments are currently being built within a 3 mile radius within our proposed location
- 5)Many parents we have talked within the community are dissatisfied and are looking for an alternative to district schools.

**Breakeven:**

The breakeven point in number of students, using a traditional breakeven analysis formula, was calculated by dividing non-variable costs (fixed costs, \$261,000) by margin, or revenue (\$7,265) less variable costs (\$5,558) per student. That number was 153 students to break even.

Caveat: it should be noted here that the NCDPI online application is

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miscalculating revenue and may have distorted the calculation above as well as the overall budget.

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

We will avoid under enrollment pressure by aggressively marketing our school, already having a well-known, safe and attractive facility, and solidifying the parents' commitment way before the first day of school. Events such as "Curriculum Night" and "Spirit Night", help with the parent buy-in. However, actual under-enrollment would be handled financially by:

- 1 Reducing the classes and the matching teacher positions, payroll, and benefits immediately.
- 2 Restructuring the facility lease arrangement.
- 3 Leasing versus paying for capital equipment.
- 4 Renegotiating all contracts.
- 5 Board of Director loans.
- 6 Bank loans.

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

No.

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

19 to 1

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

We will contract for Exceptional Children and English Language Learners services to complement our full time EC teacher. PowerSchool and LINQ will be outsourced, enhancing our internal control by a division of responsibilities.

The board will set contract authorization levels, and recognize the need for conflict of interest avoidance, for itself and for the Principal. So all commitments exceeding predetermined amounts will require approval at different levels with the appropriate assignment of contract accountability placed also, to ensure the school receives the services and products contracted for and at the correct price.

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

Our mission, purposes, and academic goals include providing teachers, students, parents, and administrators the ability to work together in a warm, happy, and engaging learning environment. This means the facilities and classroom design must be warm and uplifting to mirror the school's desired culture. The board already has a lease for its building(s) and will design the furnishings to fit the environment envisioned.

Because we want a socio-economically diverse mixture of students we will provide transportation and have allocated \$20,000 for a contracted school bus service to run about a 40-mile route daily. We also will provide meals for those meeting the FRL thresholds or expressing the need for meals assistance. We intend to apply for the new transportation grant award if we meet the FRL 50% level required to qualify.

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.*

Our financial goals include building a surplus of \$50,000 in our first and most challenging year, and \$250,000 by the end of year three.

The board will have a financial "actual versus budget" report presented by the Treasurer each month, and sometimes accompanied by the LINQ provider or even the auditors. The cash surplus accumulation will be monitored on a weekly basis between monthly board meetings and deviations in cash expectations will prompt a more timely awareness and call for any action by the school's Principal and even the board if such action is warranted.

Because state funds revert, the school will closely monitor its use of state funds versus local funds and monitor the expenditures accordingly, so that state funds are expended by the year end.

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

The board will always make lease versus purchase decisions based upon sound economics and professional financial analysis. In the critical initial years of operation, equipment, etc. leases may be required, whereas in subsequent years the board will be able to avoid the financing costs.

The facilities will be leased for a five-year period with fixed annual rent of \$199,900.

Some items such as office printers/copiers, etc. may be leased. The Achievement Charter Academy will, however, have the option of deferred payments or leases of various other items in the budget but only if the enrollment targets are not met.

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*



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The board will solicit donations of goods and services upon receipt of acceptance of its application in addition to an aggressive Harnett and Wake County business fundraising campaign and grant request project.

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

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

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

We will contract with our CPA, Potter & Company, to provide the annual audit but in addition we will request from them an initial report on our internal controls. This will include an evaluation of our controls before we open our school so that any weaknesses are discovered and corrected before the school year begins. The audit findings are due 15 months after school opens and that could be too late.

The DPI required services of the LINQ system will be outsourced. Outsourcing LINQ and all the financial services, create another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll.

Internally, we will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures. Approval of expenditures over a recommended amount will require the signature of the Principal. School issued checks will be limited to a maximum of 10 per month requiring almost all transactions to flow through the LINQ reporting initially rather than after the fact.

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

As a guide we are adopting a 6,908 word "Statement of Financial Policies" we have been allowed to use by Monroe Charter Academy.

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

There is one related party transaction that has transpired, with the knowledge and approval of the board. The buildings that will house the school are owned by the chair of the board. There may be board members who work for the school upon its opening but that has not been decided upon.

Achievement Charter Academy - Our Mission is to create a joyful and engaging learning environment based on the belief that all students can and will succeed when teachers, students, and parents collaborate to achieve excellence.

ATTRIBUTION: Although there have been several contributing to this application, the Goodall Consulting team members assisting have used portions of previous charter applications in this application, including portions from Anson Charter Academy and Monroe Charter Academy, both with permission. Other parts of this application, particularly those practices relating to the business aspects of managing a charter school, are modeled after Anson Charter Academy and Monroe Charter Academy and thus this charter application will have some of the same language.

We know of no other relationships needing clarification or attention.

*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.*

We will use the firm of Potter & Company, 434 Copperfield Blvd. Suite A in Concord, NC. The telephone is 704-786-8189 and the facsimile number is 704-786-4447. This firm performs audits for Lake Norman Charter, Gray Stone, Community School of Davidson, and Union Day School. Fee \$10,500.

(All rights to this application other than to the state of North Carolina are reserved (c) 2017 Achievement Charter Academy & Goodall Consulting Corporation)

<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
how did applicant arrive at the estimate for EC enrollment?	Amy Ruck Kagan	Total Budget
Applicant needs to clarify: Will having only 1 teacher for a grade level especially in K-2 allow the teacher to fully implement students' Achievement plans?	Kristen Parker	Personnel Bu
Where is the budgeted line items for extra duty pay for teachers, teacher assistants, or other staff? The application references after school tutoring and study hall periods. Will teachers or other staff be compensated for working during planning periods?	Arasi Adkins	Personnel Bu
How will one EC Teacher cover 9 grades? You may want to consider increasing this line item.	Glenn Allen	Personnel Bu
The applicant lists one teacher per grade level. Is that sufficient considering the implementation of both the Quality School model and MTSS and the development and monitoring of achievement plans? As mentioned previously, the school only lists one EC teacher for nine grades.	Kenneth Tucker	Personnel Bu
These numbers are inconsistent with previous statements. Applicant previously stated that they would hire 11 teachers and 5 teacher assistants in year 1. That conflicts with what is stated here. Please clarify.	Danielle Allen	Personnel Bu
Applicant mentioned several field trips over the course of the year- are those expenses included in this budget?	Danielle Allen	Operations B
Have you considered increasing your EC Contracted Services as it may not be sufficient to cover 9 grades and the total costs of all related services that are mentioned to be contracted?	Glenn Allen	Operations B
Where did applicant obtain estimates for budgeted EC expense?	Amy Ruck Kagan	Operations B
How will the reduction of classes/corresponding teacher positions take place if there is only one teacher per grade? What if under-enrollment occurs across grade levels?	Arasi Adkins	Budget Narra
The applicant lists reducing classes/teacher positions as the first step in accommodating lower than anticipated revenues. How will this work considering the limited number of proposed teacher positions?	Kenneth Tucker	Budget Narra
Please provide information for fiscal checks and balances at the school and board level.	Amy Ruck Kagan	Budget Narra
Budget currently has nine teachers for nine grades. More detail on how classes and teacher positions would be reduced would be helpful.	Danielle Allen	Budget Narra
Is the goal of \$50K surplus in year 1 and \$250K surplus in year three consistent with the projections on the budget worksheet on the previous page?		
How does board anticipate resolving the related party transaction with the board chair?	Danielle Allen	Financial Au

<b>Reviewer</b>	<b>Score</b>
Amy Ruck Kagan	Pass
Kenneth Tucker	Pass
Glenn Allen	
Arasi Adkins	Pass
Danielle Allen	Pass
Kristen Parker	Pass

**VII AGREEMENT PAGE**

**Application Fee:**

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

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

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

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

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

achievementacademy

Date: 09/21/2017

**Applicant Signature:**

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

Print/Type Name: achievementacademy

Board Position: Brenda Harnack, Board President

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

Date: 09/21/2017

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

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

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

Achievement Charter Academy - Our Mission is to create a joyful and engaging learning environment based on the belief that all students can and will succeed when teachers, students, and parents collaborate to achieve excellence.

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

## OVERALL ASSESSMENT

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

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

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

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

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

<b><u>CSAB Votes</u></b>	
<b>No</b>	<b>Yes</b>

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

### **Initial Screening**

<b>Mission, Purposes, and Goals</b>	- craig_tucker
<b>Education Plan</b>	- craig_tucker
<b>Governance and Capacity</b>	- craig_tucker
<b>Operations</b>	- craig_tucker
<b>Financial Plan</b>	- craig_tucker
<b>OVERALL</b>	- craig_tucker - craig_tucker - craig_tucker

### External Evaluator

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> Mission is broad. How does applicant intend to evaluate/measure whether or not they have created a "joyful and engaging" environment? What is their definition of excellence? How do they intend to measure this? How will school leaders know if they have created the environment their mission dictates? - daniellejallen</p> <p><u>Educational Need and Targeted Student Population</u> Response states that school will provide solution for future housing developments. Does the timing of the delivery of said housing developments align with the timing of the school development? How is proposed educational plan substantially different from existing neighboring schools'? Is it legal in North Carolina to require parent volunteer hours, and if so, what will school do to ensure successful implementation? - arkagan</p> <p><u>Educational Need and Targeted Student Population</u> The applicant bases a lot of their education plan on volunteers. Does the school have a detailed plan for recruiting, training and retaining volunteers? Related, does the school have contingency plans involving staff if the number of needed volunteers is not secured? The application mentions after-school services but doesn't outline any details on who would implement the program (i.e. existing staff, new staff, volunteers, etc.). - craig_tucker</p> <p><u>Educational Need and Targeted Student Population</u> RE: ADM comparisons and projections: since your proposed school is K-8, you may want to separate the K-5 and 6-8 numbers and percentages separately. For example, the average elementary school in Harnett is 577 students, and the average middle school numbers are 759 per school. Not sure if it makes a difference since the question is for projected total enrollment and ADM percentages. The enrollment projections for middle school grades may likely be different than elementary school.</p>
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<p>RE: study tutoring during study hall - has a study hall schedule been conceptualized and drafted? Same question for "choice time".</p> <p>RE: field trips - does the budget include the increased costs for staffing and transportation for the proposed increased field trips?</p> <p>RE: early dismissal on Fridays - after-school services must be well thought out and carefully planned. Can you provide more details on the logistics of staffing, hiring, contractual services, or other details? - jade1124</p> <p><u>Educational Need and Targeted Student Population</u> How will school leaders know which families want an alternative to the traditional public school system in order to target them? Is the anticipated demographic reflective of the specific neighborhood in which the school will be located? How closely do these demographics mirror those of nearby schools which are experiencing overcrowding? Evidence provided does not fully address overcrowding at elementary school grades. Additional evidences of educational need should be provided. Please provide more detail about how classroom structure is appropriate for small groups/individual instruction, and how this setup differs from the local LEA. Will all grades have study hall? Only 6-8? Is this a structured period of time during the school day? How will school leaders ensure all students are using this time effectively? Re struggling students, how will the applicant ensure that each student not grasping the material will be assisted by a teacher or teacher's helper until they demonstrate competency? Will each teacher have an aide? What if more than one student needs additional assistance? Can the applicant provide an example of "student friendly" instructional techniques? How will the school enforce required parent volunteer hours? Will parents whose work schedules restrict the number of hours they can volunteer be penalized? How will school leaders ensure field trips are helping students accomplish agreed upon goals? When will the board decide whether or not to offer after school service for students whose families cannot pick them up after lunch on Fridays? Will this Friday tutorial/Teacher Meeting time be structured? How will students know if their teachers are available for tutoring or if they will be attending Team meetings? Is the "Choice Time" activity similar to "specials" such as art, music, dance, etc.? - daniellejallen</p> <p><u>Purposes of Proposed Charter School</u> Applicant needs to clarify: How will you ensure you have enough parent volunteers/community members etc. to implement choice time and enrichment? - kzparker718</p> <p><u>Purposes of Proposed Charter School</u> How will the applicant recruit, train and retain enough volunteers to effectively carry out the proposed "Choice Time" model? Aside from the additional meeting time on Fridays, how do the opportunities outlined in the first response differ from a traditional PLC model? - craig_tucker</p> <p><u>Purposes of Proposed Charter School</u> RE: #1. What accountability measures are in place for teachers whose students are falling behind? Because the school will begin with only one grade per level, it's difficult to compare progress to grade level peers. Does the Quality School Model include specific</p>
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	<p>performance benchmarks throughout each semester? Will the lead teacher that has increased responsibility to report to the Director of Education and Board be compensated with some sort of extra duty contract?</p> <p>RE: #3. Can we see a sample schedule with the Choice Time and study halls, including the staffing?</p> <p>If the Choice Time is a mandatory part of the program, and anticipated to be staffed by volunteers, what is the back up plan for that time if volunteers cannot be recruited?</p> <p>RE: #4. Can we see two samples of fictional "Individual Achievement Plans" - one in which the student is progressing and one in which the student is not? Does the Quality School Model have strategies for teachers to helping students build the skill of evaluating their own work as to quality, and how to improve to achieve competency?</p> <p>- jade1124</p> <p><u>Purposes of Proposed Charter School</u> School leaders intend to use Glasser Quality School model- do they have intend to gain approval for use of GQS materials by the start of school? What is the contingency plan in the event that they do not receive approval by the start of school?</p> <p>The previous section states that early dismissals are for Team meetings and for students to receive extra help. Will all teachers be in Team Meetings on Fridays? If so, who will supervise children and ensure they're using their time effectively?</p> <p>What trainings are teachers allowed to select from? Are they related to the Quality School model? Or simply any training they come across that they feel will improve their instruction?</p> <p>How will school leaders ensure they have enough parent/community volunteers with varied enough expertise to provide the different activities in which students express interest?</p> <p>With the emphasis on parent/community volunteers, what vetting process does the school have in place to ensure that all volunteers are safe to be in the presence of children? - daniellejallen</p> <p><u>Goals for the Proposed Charter School</u> Applicant needs to clarify: What School operations goals have been set around general everyday running of the school?</p> <p>Applicant needs to clarify: The Director of Education is only receiving 3 days of training during the first semester of school- how will this person ensure the rest of the staff understands and know the Quality School philosophy well enough to transfer knowledge to staff? This seems like limited training for such an important aspect of the school.</p> <p>Applicant needs to clarify: How will 80% competency be measured?</p> <p>Applicant needs to clarify: How will the school and or board evaluate "quality work" from students in the portfolio?</p>
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	<p>- kzparker718</p> <p><u>Goals for the Proposed Charter School</u> School proposes to use a unique education offering, however, the DOE will not be certified in proposed philosophy for at least 18 months? - arkagan</p> <p><u>Goals for the Proposed Charter School</u> The director will start receiving training on the Quality School model after school has started. As a first approach, is it not possible to recruit a DOE that is already certified on the model and then move to the proposed plan as a contingency? How will the student portfolios be evaluated? What kind of guidelines will be in place to help students create these portfolios? Does the applicant have a specific goal as to how much higher the EOG scores will be over the state average? - craig_tucker</p> <p><u>Goals for the Proposed Charter School</u> Is there any way the Director of Education can attend the Quality Schools Model training prior to the start of the school? Because your proposed school relies heavily on the model, it is critically important that he/she is not learning the model as the years pass by. The DOE needs to be the instructional leader who thoroughly understands the model, when it's working, when it's not working, and how to adjust when it's not.</p> <p>What if the teacher selected training is not specific and tailored to address specific needs (beyond it just getting approval of the DOE)? Who will select the 50% to attend the training of their choice, and what is the criteria for selection?</p> <p>What will happen if the Academic goals aren't met? What specific strategies are in place for supporting students who are not performing in accordance with the goals? What intervals are benchmarks given, and does the Quality Schools Model have standardized benchmarks for each grade? - jade1124</p> <p><u>Goals for the Proposed Charter School</u> Is three days of training within the first semester of school sufficient for the DOE to lead teachers in a philosophy that is so central to the school's mission?</p> <p>Why will only 50% of teachers attend a training of their choice? How will this 50% be selected? Based on experience? Classroom evaluations? Student performance?</p> <p>If only 50% of teachers will receive the extra training, is there a system in place for them to share what they've learned with the rest of the faculty?</p> <p>The nearest elementary school is already outperforming the state. How, then, is the goal of "EOG scores will be higher than the state average every year" ambitious?</p> <p>How will teachers qualify "quality work"? Will students be given a rubric on which to judge their work? Or will it simply be the projects they enjoyed the most or are the most proud of? How will the student from each grade be selected? Will this give the board an accurate view of the range of student performance at the school? This goal needs to be more clear, specific, measurable, and focused on student outcomes.</p> <p>The mission speaks to a joyful, loving environment. Does the school plan to collect data on school climate and share with the board? That portion of the mission is not clearly reflected here. - daniellejallen</p>
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<p><b>Education Plan</b></p>	<p><u>Instructional Program</u>  Applicant needs to clarify: What research is there to show the effectiveness of the "Quality School Model" for the targeted population of students?</p> <p>Applicant needs to clarify: How does the instructional program support academic growth? What is written outlines school culture but lacks details about specific instructional methods. - kzparker718</p> <p><u>Instructional Program</u>  Is there data that supports demonstrated academic achievement results from Glasser's Quality School model?  How does this model remediate and accelerate for all students? - arkagan</p> <p><u>Instructional Program</u>  Why was this model chosen for the targeted population?  Does the school have performance data from other Glasser Quality Schools? - craig_tucker</p> <p><u>Instructional Program</u>  Instructional Program: What does "replace rote learning with useful education" mean? Please provide specific examples/comparisons of rote learning with its useful education counterpart.</p> <p>What will "multi-age inclusive classrooms, along with the use of ability groups" look like? Does Quality Schools model collect feedback from teachers about how this works well?</p> <p>- jade1124</p> <p><u>Instructional Program</u>  Does the QS model take student growth into account?</p> <p>Are all portions of the QS model (including those such as self-evaluation) appropriate for elementary aged children?</p> <p>How long does the school anticipate that it will take to achieve the Glasser Quality School designation? Will they be allowed to utilize resources and materials while the designation process is taking place? Or must they receive the designation before they can access resources?</p> <p>How will teachers know that they have created a "warm, nurturing environment" for all students? Is there a corrective action plan for teachers having trouble creating this environment for all students?</p> <p>Is teacher staffing planned such that multiage classrooms will need the learning needs of all students? What ages will be combined?</p> <p>Will the early release be for teacher collaboration and professional development, and not for student remediation, as previously discussed? A more structured plan for Early Release days is needed.</p> <p>How will community involvement and civic responsibility be integrated into the curriculum? - daniellejallen</p>
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<p><u>Curriculum and Instructional Design</u> Applicant needs to clarify: What is the targeted class size for each grade level?</p> <p>Applicant needs to clarify: How will multi-age classrooms work? Will one teacher be responsible for teaching students at different grade levels? Will classrooms all be multi-age classrooms or will this not happen all the time?</p> <p>Applicant needs to clarify: How does a student's Achievement plan play out in the Instructional program?</p> <p>Applicant needs to clarify: The pacing for the Socials Outline shows focusing on one standard per 9 weeks in some grade levels- how will this impact pacing throughout the year? Is this scope and sequence representative of how Reading and Math will be outlined as well? - kzparker718</p> <p><u>Curriculum and Instructional Design</u> experience with multi age classrooms? additional description of technology application and 21st century learning opportunities? - arkagan</p> <p><u>Curriculum and Instructional Design</u> Provide further explanation on how students with special needs will be effectively monitored to ensure the least restrictive environment in a multi-age classroom environment. What is the average class size?  - craig_tucker</p> <p><u>Curriculum and Instructional Design</u> Why class sizes at the lower grades higher than upper grades?  - jade1124</p> <p><u>Curriculum and Instructional Design</u> How will multiage classrooms allow for each student to be taught standards appropriate for his/her grade level? How will the integrated thematic units and project based learning work with students of different ages and abilities? Please provide more detail about "values clarification"- what does this look like? How does curriculum mapping provide real-time data? Please provide an example. - daniellejallen</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant needs to clarify: According to previous details: "not performing at expected grade levels would be less than 80%." It seems like there may be a lot of students who fall into this category throughout the year? Will all students not meeting an 80% go into this multi-tiered system?</p> <p>Applicant needs to clarify: Will all classroom teachers be ELL certified? If not, how will you ensure all services are being met for students?</p> <p>Applicant needs to clarify: How will gifted students be identified? - kzparker718</p> <p><u>Special Programs and "At-Risk" Students</u></p>
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	<p>How will the tiered interventions be delivered and will it be delivered by certified staff? The MTSS theory is addressed. What type of professional develop be provided? How will students be progress monitored? What data will you be using to make determinations? - kevin_allen</p> <p><u>Special Programs and "At-Risk" Students</u> Does the applicant have a plan for training teachers on the MTSS model? The applicant provides information on providing extra opportunities for academically gifted students, but doesn't outline how these students will be identified. There doesn't seem to be ongoing monitoring of academically gifted students aside from formal assessments. - craig_tucker</p> <p><u>Special Programs and "At-Risk" Students</u> In the example of providing an additional 30 minutes of reading time to the allocated 90 minute block - what ideas or strategies are provided for different instruction, not more? If a student is struggling in reading, it doesn't necessarily mean that they need to read for additional time without some sort of intensive support. Can we see a sample intervention that goes along with that example?</p> <p>Who will train teachers on the MTSS model? This is a very labor intensive model that requires thorough knowledge of progress monitoring, data collection and analysis, and strategies for support needed. Will the one EC teacher be responsible?</p> <p>- jade1124</p> <p><u>Special Programs and "At-Risk" Students</u> How will teachers implement MTSS in multi-age classrooms, where they will likely have students in different grade levels on different tiers of intervention?</p> <p>Will only gifted students be expected to reach higher levels of Bloom's Taxonomy? All students should be exposed to high order thinking skills. Community involvement and civic engagement were both previously described as being central to the school's mission and culture. How will gifted students' community involvement differ from their peers? - daniellejallen</p> <p><u>Exceptional Children – Identification and Records</u> Applicant needs to clarify: Who will be in charge of keeping EC records and ensuring compliance?</p> <p>Applicant needs to clarify: What will the formal process for teachers be if they are concerned about a child? - kzparker718</p> <p><u>Exceptional Children – Identification and Records</u> It should be noted that 504 students with disabilities may not be served by an exceptional children teacher as the child has not been determined eligible under IDEA standards. Will there be a 504 team or committee. It appears their is confusion between 504 and EC. What is the schools process for requesting records? How do you identify at risk students and what data and process is used. What is your process for acquiring records at enrollment? - kevin_allen</p> <p><u>Exceptional Children – Identification and Records</u> Can applicant elaborate of types of questions that will be asked as part of application process? - arkagan</p>
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<p><u>Exceptional Children – Education Programming</u> Applicant needs to clarify: Further detail about the educational plan needs to be added. Will students receive inclusion support, pull out support?</p> <p>Applicant needs to clarify: How will you provide services for students who receive behavior support and or speech therapy? - kzparker718</p> <p><u>Exceptional Children – Education Programming</u> How does the school plan to address child find requirements and the referral process? In addition, how will the school offer the full continuum of services (regular, resource, separate, homebound, etc.) as mandated by IDEA and State Policy? Will all the members of the IEP team work collaboratively? There is no mention of the LEA. How will one EC Teacher cover 9 grades? You only mention one teacher in the EC department. How often is regularly when you mention reviewing the IEP Regularly? - kevin_allen</p> <p><u>Exceptional Children – Education Programming</u> Can applicant provide additional details outlining how additional needs will be met inside and outside classroom structure? - arkagan</p> <p><u>Exceptional Children – Education Programming</u> The school only lists one EC teacher. Will this person be responsible for providing EC services for all grade levels? - craig_tucker</p> <p><u>Exceptional Children – Education Programming</u> Will the one EC teacher be used to support all special needs students in the entire school, K-8? What about ELL students?  - jade1124</p> <p><u>Exceptional Children – Education Programming</u> Will there only be a single EC teacher for all students in grades K-8? - daniellejallen</p> <p><u>Student Performance Standards</u> Applicant needs to clarify: How will you ensure that at risk students or students who enter your school significantly below grade level receive a fair chance at reaching 80% mastery?  Applicant needs to clarify: What assessments will be used to monitor student progress?  Applicant needs to clarify: How will you ensure that 80% mastery isn't a reason students and or families choose not to attend ACA? - kzparker718</p> <p><u>Student Performance Standards</u> What is the evaluative tool that the results will be compared against? Can applicant provide additional details about the assessments and how the data will be utilized? - arkagan</p> <p><u>Student Performance Standards</u> Related to evaluation tools, the applicant lists classroom assessments and alternate assignments. How will these assessments/assignments be developed and what will be used as a comparison? - craig_tucker</p>
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	<p><u>Student Performance Standards</u> Can sample formative and summative assessments be submitted for further review?</p> <p>What are the staffing plans for after school tutoring and study hall period? Is the study hall period for all grades? - jade1124</p> <p><u>Student Performance Standards</u> Does the Glasser model incorporate growth? This may be useful in helping students who may not yet be proficient, but may be making steady growth. "will do some quality work each year" is too vague. Does this simply mean that each student will receive an A on at least one project per year? Still unclear how teachers will be able to meet the needs of students in a multiage classroom that may include students with disabilities, ELLs, gifted/talented students. How will assessments be tailored for each of these student groups? Further, how will teachers then use this data to improve instruction for each of these student groups? 80% proficiency as a benchmark for promotion doesn't appear to take into account struggling learners or those making growth but not meeting the 80% mark. - daniellejallen</p> <p><u>Student Conduct and Discipline</u> Applicant needs to clarify: How will the outlined plan take into account students with disabilities? - kzparker718</p> <p><u>Student Conduct and Discipline</u> What does disrespect and disobedience mean? This is vague. How will students with disabilities be factored into the discipline policy and procedures? Consider revising this piece to include all aspects to include manifestation determination and change of placement guidelines regarding students with disabilities in providing FAPE and the full continuum of service. How does your discipline policies and procedures fit into you schools philosophy? - kevin_allen</p> <p><u>Student Conduct and Discipline</u> Does the Quality Schools Model include any specific procedures/practices using positive behavior support? - jade1124</p> <p><u>Student Conduct and Discipline</u> "Being disrespectful" is subjective and can lead to varying consequences, based on the student and teacher. How will school leaders ensure that all students are disciplined fairly? Please provide an example of a "posted privilege" - daniellejallen</p>
<p><b>Governance and Capacity</b></p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Does the Quality School Model have recommended characteristics of an ideal school leader in their model?  - jade1124</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Great that several members of the board have experience with Quality School model. Will the DOE ensure that all new hires (teachers, assistants, etc.) are receptive to the Glasser model? Is there a rubric or assessment that can provide evidence to support an individuals' willingness to implement this model?  May be helpful for applicants to include meeting regularity in bylaws to ensure</p>



<p>accountability.</p> <p>Conflict of interest policy- how will board resolve conflict of interest between board chair who also owns the building in which the school will be housed?</p> <p>Additional details on the required parent volunteer hours is needed. Who will enforce this? What is the consequence for parents/students whose families do not meet the requirement? - daniellejallen</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant needs to clarify: How will you retain high performing teachers year to year?</p> <p>Applicant needs to clarify: What will the process be for staff members to engage with the board? As outlined in the application it seems as though staff members will be able to reach out to the board whenever there is an issue.</p> <p>Applicant needs to clarify: How will the board determine whether or not the school leader is meeting expectations?</p> <p>Applicant needs to clarify: How will the school leader identify when teachers are not meeting expectations? What evaluation tool will be used?  - kzparker718</p> <p><u>Staffing Plans, Hiring, and Management</u> Can applicant provide a recruitment strategy that demonstrates how it will yield quality and mission aligned teachers? Can they provide information about retention? Is this salary range commensurate with NC charter salaries and does it put the school at a competitive advantage or disadvantage? - arkagan</p> <p><u>Staffing Plans, Hiring, and Management</u> What is the selection process to screen for teachers with the desired characteristics of the Glasser Model? Since the training will take place after hire, is there are Glasser Model for selection that can be used?</p> <p>Does the Quality Schools Model have a sample grievance policy and sample termination process that can be provided? - jade1124</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant should ensure that having only one EC teacher for grades K-8 will provide a quality education for all students.</p> <p>Applicant plans to hire 11 teachers for 9 grades in year 1. More detailed information on staffing (how many teachers/teacher assistants per grade) would be helpful.</p> <p>Please clarify- the school psychologist and guidance counselor will be responsible for delivery of services for EC students? Does this include instruction? Please specify what services these two individuals are expected to provide.</p> <p>Applicant appears to rely heavily on subcontractors. How will you ensure that these subcontractors are trained in Quality School instruction/culture? - daniellejallen</p>
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<p><u>Staff Evaluation and Professional Development</u> Applicant needs to clarify: What evaluation tool will be used to support teachers self evaluation?</p> <p>Applicant needs to clarify: How will the DOE ensure that implementation of key strategies from the Quality School training is implemented? - kzparker718</p> <p><u>Staff Evaluation and Professional Development</u> How will the use of data affect/alter PD? What budget resources are being allocated to PD? Is there any economies of scale to be achieved in a train the trainer model as the school matures? - arkagan</p> <p><u>Staff Evaluation and Professional Development</u> What is the plan to support beginning teachers who need structured support around creating lesson planning? Is there a template for the self-evaluation process for students at each grade level, that is aligned with the state standards? - jade1124</p> <p><u>Staff Evaluation and Professional Development</u> The applicant details a focus on professional development around the Quality School model, but at other points in the application lists other models/approaches that will also require significant training (i.e. MTSS, PBL). How does the applicant plan to balance the PD time for all of the various models? - craig_tucker</p> <p><u>Staff Evaluation and Professional Development</u> Will the board members conducting site visits be given a rubric on which to evaluate their visit? Will all board members be trained in the use of the rubric or some instrument to evaluate school operations?</p> <p>If the DOE can use a tool of his/her choice, how will the board ensure continuity from year to year in order to measure progress? Will the tool be approved by the board?</p> <p>Why won't the rubric for pay increases be developed prior to year 1? - daniellejallen</p> <p><u>Marketing Plan</u> Are there additional funds outside of proposed budget that are being allocated to initial marketing push? Why do marketing expenses increase over time? Typically marketing requirements are heavier in initial years. - arkagan</p> <p><u>Parent and Community Involvement</u> Has the applicant considered social media posts or phone banks? May be another low cost option for communicating with parents.</p> <p>How will school leaders enforce the minimum number of parent volunteer hours? - daniellejallen</p> <p><u>Projected Student Enrollment (Table)</u> Applicant needs to clarify: Why will enrollment be lower in graded 3-8 throughout the first year? - kzparker718</p> <p><u>Projected Student Enrollment (Table)</u></p>
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	<p>Why are the class sizes in K-2 larger than 3-8? - jade1124</p> <p><u>Projected Student Enrollment (Table)</u> Please explain why K-2 classrooms are larger than 3-8. How will multiage classrooms work? What ages will be in each classroom?</p> <p>There are nine classrooms per grade and 11 teachers budgeted for year 1. Where will the extra two teachers be placed? - daniellejallen</p>
<p><b>Operations</b></p>	<p><u>Transportation Plan</u> Applicant needs to clarify: What process will you go through to ensure the Parent Transportation Committee can handle arranging transportation? - kzparker718</p> <p><u>Transportation Plan</u> How will you provide transportation to students that have such identified as a related service on their IEP? - kevin_allen</p> <p><u>Transportation Plan</u> How will you ensure you will get a parent coordinator and volunteers who will be well versed with understanding the logistics of transportation? What are the contingency plans if this falls through? - jade1124</p> <p><u>Transportation Plan</u> Carpools are not feasible for parents/families who do not have a car or whose work schedules do not allow them to participate in a carpool. Will school leaders periodically assess the parent committee in charge of transportation to ensure that all students have transportation?</p> <p>When will the school determine transportation needs? - daniellejallen</p> <p><u>School Lunch Plan</u> Is there alignment with the budget to provide the proposed plan? - arkagan</p> <p><u>School Lunch Plan</u> Why are school leaders waiting until after the beginning of the year to make decisions on lunch offerings? What will be offered in the interim? When/how will school leaders know which students need assistance paying for lunch? - daniellejallen</p> <p><u>Facility and Facility Contingency Plan</u> Please describe how school plans to alleviate appearance of conflict of interest between board chair acting as landlord? - arkagan</p> <p><u>Facility and Facility Contingency Plan</u> Has the board discussed the possible perception of a conflict of interest associated with occupying a space owned by the board president? No facility contingency plan provided. - craig_tucker</p> <p><u>Facility and Facility Contingency Plan</u> Potential conflict of interest- board chair owns building in which school will be housed.  Contingency plan? - daniellejallen</p>
<p><b>Financial Plan</b></p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> how did applicant arrive at the estimate for EC enrollment? - arkagan</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u></p>

	<p>Applicant needs to clarify: Will having only 1 teacher for a grade level especially in K-2 allow the teacher to fully implement students' Achievement plans? - kzparker718</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> How will one EC Teacher cover 9 grades? You may want to consider increasing tis line item. - kevin_allen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Where is the budgeted line items for extra duty pay for teachers, teacher assistants, or other staff? The application references after school tutoring and study hall periods. Will teachers or other staff be compensated for working during planning periods? - jade1124</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The applicant lists one teacher per grade level. Is that sufficient considering the implementation of both the Quality School model and MTSS and the development and monitoring of achievement plans? As mentioned previously, the school only lists one EC teacher for nine grades. - craig_tucker</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> These numbers are inconsistent with previous statements. Applicant previously stated that they would hire 11 teachers and 5 teacher assistants in year 1. That conflicts with what is stated here. Please clarify. - daniellejallen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Have you considered increasing you EC Contracted Services as it may not be sufficient to cover 9 grades and the total costs of all related services that are mentioned to be contracted? - kevin_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Where did applicant obtain estimates for budgeted EC expense? - arkagan</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Applicant mentioned several field trips over the course of the year- are those expenses included in this budget? - daniellejallen</p> <p><u>Budget Narrative</u> Please provide information for fiscal checks and balances at the school and board level. - arkagan</p> <p><u>Budget Narrative</u> How will the reduction of classes/corresponding teacher positions take place if there is only one teacher per grade? What if under-enrollment occurs across grade levels? - jade1124</p> <p><u>Budget Narrative</u> The applicant lists reducing classes/teacher positions as the first step in accommodating lower than anticipated revenues. How will this work considering the limited number of proposed teacher positions? - craig_tucker</p> <p><u>Budget Narrative</u> Budget currently has nine teachers for nine grades. More detail on how classes and teacher positions would be reduced would be helpful.</p> <p>Is the goal of \$50K surplus in year 1 and \$250K surplus in year three consistent with the</p>
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	<p>projections on the budget worksheet on the previous page? - daniellejallen</p> <p><u>Financial Audits</u> How does board anticipate resolving the related party transaction with the board chair? - daniellejallen</p>
<p><b>OVERALL</b></p>	<p><u>Acceleration</u> Applicant needs to clarify: Where is the formal evidence showing the overcrowding of schools in Harnett County?</p> <p>Applicant needs to clarify: What evidence is provided to short enthusiasm and support from parents and the community? - kzparker718</p> <p><u>Acceleration</u> Is it an accurate assertion that there are no other charter schools within 25 miles of proposed site location? Does the established Raleigh charter market present competition for this school? Has the market changed substantially enough to warrant a revised market study (existing one is five years old)? How will potential conflicts of interest be resolved as applicant acts as board chair and landlord?  - arkagan</p> <p><u>Acceleration</u> The applicant lists survey data from 5 years ago. Does the applicant have updated survey data? Does the applicant have survey data to support the claim that "parents are dissatisfied with some of the schools..."? - craig_tucker</p> <p><u>Acceleration</u> What strategies, supports, or demonstrated successful programs will be utilized to address issues of bullying?  What structures or controls are different at your charter than at the existing public schools?  It is great to have the desire for parental input, and as the applicant stated parents are a "crucial part of the educational process." What specific strategies will allow this charter to have a higher level of parental engagement/involvement than the existing public schools? - jade1124</p> <p><u>Acceleration</u> Applicant has not demonstrated a "clear and compelling" need for acceleration. Updated survey information from parents demonstrating a desire for a charter school would be helpful, as would more concrete evidence re overcrowding and population growth in nearby schools. - daniellejallen</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is it feasible to open with all grade levels in year one? Is there evidence that overcrowding of neighboring elementary schools mentioned in previous section also applies to middle school grades? Can you provide additional details that demonstrates how year to year growth will be achieved, ie. additional classes per grade, larger class sizes, etc.? - arkagan</p>

	<p><u>Grade Levels Served and Total Student Enrollment:</u> The applicant discusses a need based on overcrowding in the surrounding elementary schools in the previous section. Does the applicant have survey data to support the need in middle school grades since the proposed school is K-8? - craig_tucker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is applicant confident they will be able to attract a large enough student populations across all grades in year 1? Does the current data re enrollment at nearby elem *and* middle schools support this assertion? - daniellejallen</p>
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<b><u>Charter School Advisory Board Subcommittee</u></b>	
<b>Mission, Purposes, and Goals</b>	
<b>Education Plan</b>	
<b>Governance and Capacity</b>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

<b><u>Overall Summary</u></b>	
<b>Initial Screening 09/27/2017</b>	The Office of Charter Schools deemed this application complete on September 27, 2017. No further information is needed to begin the application evaluation.
<b>Application Review</b>	
<b>Application Interview</b>	
<b>OVERALL</b>	