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:

Tracy Kelley
Lindalyn Kakadelis
Joe Maimone
Ginger Cash
Danielle Allen
Alex Quigley
Tammi Sutton
Phyllis Gibbs
Sally Houston
Shannon Sellers
Sherry Reeves
Stephenie Clark
Nicole Charles

Date of Review:

NORTH CAROLINA CHARTER SCHOOL APPLICATION

Alpha Academy of Laurinburg

Public charter schools opening the fall of 2020

Due by 5:00 pm, October 1, 2018

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

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

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

CHARTER SCHOOL

2018 Application Process

To open a charter school in the 2020-2021 school year

APPLICATION DUE DATE/TIME

October 1, 2018   A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline October 1, 2018 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.

2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.

3. Review all elements of your application for completeness before submitting.

4. **Any** document attached to the application or within the online system **must be** in PDF format.

5. Late submissions **will not** be accepted. No exceptions.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

Alpha Academy of Laurinburg

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Alpha Academy of Laurinburg

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

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

Name of non-profit organization under which charter will be organized or operated: *Alpha Academy of Laurinburg*

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: *Eugene Slocum*

Title/Relationship to to nonprofitMunicipality: *Educational Leader*

Mailing address: PO Box 26179
               Fayetteville NC 28314
Primary telephone: 910-354-9099   *Alternative telephone:* 919-622-4099
E-Mail address: eslocum@alphaacademy.net

Name of county and local education agency (LEA) in which charter school will reside:
County: SCOTLAND
LEA: 830-Scotland County Schools

Was this application prepared with the assistance of a third party person or group?
No:
Yes: X
If so, provide the name of the third party person or group. Eugene Slocum & English Enterprises

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

List the fee provided to the third party person or group. 0.00

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.

This application was completed with the assistance of Eugene Slocum, Executive Director of Alpha Academy Fayetteville and English Enterprises. Eugene Slocum was involved to ensure success in the replication of Alpha Academy in Scotland County. English Enterprises assisted Mr. Slocum in this process.

Many components of this application are similar to that of Global Education Resources applications (GER), of which Eugene Slocum is a managing partner. Many management philosophies of GER and Alpha Academy overlap because of this close association. However, these practices have produced powerful results among the socioeconomically disadvantaged both Alpha Academy and GER schools serve.

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

No: X

Yes:

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

No:

Yes: X

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. Alpha Academy NC

Do you want your application to be considered for Fast Track?

Yes: X

No:

Are you a non-profit corporation board partnering to replicate an existing model operated by an EMO/CMO?

Are you a board of directors of a proposed municipal charter school partnering to replicate an existing model operated by an EMO/CMO?

Yes:

No: X

Eligibility Criteria

A non-profit corporation board that currently operates a charter school in NC is eligible to apply to replicate it currently existing model only if the non-profit corporation board's current school or schools demonstrate a consistent track record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the non-profit corporation board must meet each of the following conditions:

Each school operated by the non-profit corporation must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the non-profit corporation must meet or exceed student growth consistent with State standards, for the three years immediately preceding the application, and maintain that growth throughout the application period.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

The board of directors of the municipal charter school must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the board of directors must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

*Yes:*X
No:
*Attach as Appendix A the educational outcomes for the replicated school for the last three academic years.

Each school operated by the non-profit corporation must have unqualified audits for the three years immediately preceding the application and must maintain that fiscal standard throughout the application period.
The board of the municipal charter must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the board of directors must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The board of directors must maintain this standard through the application period.

Yes: X
No:

Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

Each school operated by the municipal charter school board must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

*Yes:*X
No:

A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.
A majority of the municipal charter school board of directors and/or 50% or greater of the board officers must be North Carolina residents.
*Yes:*X
No:

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

Eligibility Criteria

A non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:
The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current
schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC
do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic
performance. The EMO/CMO must continue to meet these standards throughout the application period.

A board of directors that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The board is eligible to replicate an existing model operated by the EMO/CMO only if the board meets each of the following conditions:
The board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.
Yes:
No: x

*Attach as Appendix A the educational outcomes for the replicated school for the last three academic years.

The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.
The board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

in NC do not yet have the data listed above, the board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The board must maintain this standard through the application period.
Yes:
No: X

A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.
A majority of the board members of a municipal charter school and 50% or greater of the board officers must be North Carolina residents.
Yes:
No: X

Acceleration
Yes:
No: X

The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:
*Demonstrate a clear and compelling need for the accelerated planning year

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

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.
Yes:
No: X

Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.
Yes: X
No:

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

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

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:
1. *Unique mission and educational program.*
2. *Local, state, and national nonprofit partnerships committed to assisting the school.*
3. *Potential for economic and educational development of the region.*
4. *Mentoring by a successful organization that has experience in creating public schools.*
5. *Obstacles to educational reform efforts that leave chartering as an available option.*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

6. *Commitment to work with a successful charter school board as a guiding mentor.*
7. *The length of time the board of directors has existed.*
8. *Whether the proposed board has previously or currently operates a successful public charter school.*

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

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

Yes:
No:

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

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

What is the name of the nonprofit organization that governs this charter school? `Alpha Academy of Laurinburg`
Is this application for Virtual charter school: `Yes:    No: X`

Grade Levels Served and Total Student Enrollment:

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

Projected School Opening: Year 2019   *Month* August

   Will this school operate on a year round schedule?
   No: X
   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	150
Year 2	K,01,02,03,04,05	195
Year 3	K,01,02,03,04,05,06	253
Year 4	K,01,02,03,04,05,06,07	330
Year 5	K,01,02,03,04,05,06,07,08	428

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

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

ezell1   Board Chair_____
Signature   *Title*

ezell1_____   10/01/2018_____
Printed Name   *Date*

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
Why has the organization not applied for 501(c)3? Can the applicant support similar characteristics for Scotland County and Cumberland County? How can the applicant justify the marginal success of the existing charter? The academic proficiency is barely comparable to the local LEA in Cumberland County. How does this compare to Scotland? Can the applicant share information about the prospective county?	Nicole Charles	Cover Page
Why are the growth numbers inconsistent? What is the student teachers ration when one year the growth is 45 students and the next its 58 and the year after it's 77 (and rising). Can the applicant justify the growth and how will this be supported in programming. The school would need to add at least two classes each year (or more depending on the year) to keep a reasonable student teacher ratio. Does Scotland County demand justify this?	Nicole Charles	Grade Levels
Based on these numbers it appears that there will be 30 students in each grade level. Is this realistic for Scotland County?	Shannon Sellers	Grade Levels
How many students per classroom since 30 students per grade level? Will there be 30 students per class or 15 per class? How will teachers be supported in developing classroom management techniques to support 30 students per class beyond reading Teach Like a Champion? Will there be 30 kindergartens, too and will there be an aid assigned to each kindergarten class?	Tracy Kelley	Grade Levels
Class size is a concern.	Shannon Sellers	Certify Appl

Reviewer	Score
Tracy Kelley	Pass
Lindalyn Kakadelis	
Joe Maimone	
Ginger Cash	
Danielle Allen	Pass
Alex Quigley	
Tammi Sutton	
Phyllis Gibbs	
Sally Houston	Pass
Shannon Sellers	Pass
Sherry Reeves	
Stephenie Clark	
Nicole Charles	Fail

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

II. MISSION and PURPOSES
(No more than three total pages in this section)

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

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

Alpha Academy Laurinburg will prepare students to become outstanding leaders and motivate them to strive for their greatest potentials through exceptional character and academic achievements.

Clearly describe the mission of the proposed charter school:

Alpha Academy Laurinburg seeks to achieve greatness for all students in academics by establishing and building upon a foundations of character and academic proficiency.

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.*

Scotland County serves approximately 4,100 K-8 students. Of that 4,100, 29% are White, 48.5% Black, and 16% Indian. In addition to serving Scotland County, Alpha Academy of Laurinburg will also recruit from surrounding counties. Hoke County to the North, serves over 8,400 students, and Richmond County to the East serves over 7,000 students. All three counties are similar in their demographic of predominantly socioeconomically disadvantaged students. Schools in this area are failing to meet growth consistently, and are producing extremely low grade proficient students as compared to the state.

Target Rationale:
This area was selected because of its diverse population, absence of school choice, and because of the desire of students in this county to attend Alpha Academy of Fayetteville. The expressed interest of families to attend a school over an hour away and the severe educational need drove community leaders to request and partner with members of Alpha Academy to replicate its model to serve students in the rural area of Scotland County.

Alpha Academy has produced exceptional results among its extremely diverse, economically disadvantaged population. 64% of Alpha Academys Black students and 65% of its economically disadvantaged students were deemed grade proficient, far surpassing the averages of Scotland County. Most schools in

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Scotland County are closer to 40% grade proficient among Black and economically disadvantaged students.

Scotland County has over 39% of its children under 18 living in poverty and most recently ranked second to last in health rankings among all NC counties. The model at Alpha Academy, serving 95% economically disadvantaged students, understands the supports needed to serve distressed, at-risk populations.

Our school will serve all students and reflect the county population that has expressed interest in Alpha Academy for years.

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).*

Alpha Academy of Laurinburg will target 150 students for year 1. The school will plan to grow 30% each year, with a target enrollment of 428 by year five. The total grade levels to be served will be grades K-8 by year five, beginning with grades K-4 year one and adding one grade level each year.

The total projected enrollment of Alpha Academy of Laurinburg is less than 5% of the LEA and will also pull from Hoke and Richmond counties.

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

Alpha Academy Laurinburg will bring the proven and effective instructional methods utilized at Alpha Academy of Fayetteville over the last 20 years to Scotland County and surrounding areas. Alpha Academy is a structured STEM program layered over the Core Knowledge Sequence curriculum, in alignment with the North Carolina Standard Course of Study.

Alpha Academy emphasizes academic fundamentals which has brought about high grade proficiency and students capable of independent learning. This focus has produced students that outperform their respective academic subgroups consistently struggling throughout the state, and to a greater extent in the surrounding counties.

The foundational skill-set emphasized in lower grades is imperative in building STEM skills. Our program introduces students to STEM at early ages, stressing to parents and students the importance of early engagement in STEM fields. With the end goal in mind, students are challenged and held to rigorous academic standards to ensure that all students are capable in engaging STEM by middle school. At Alpha Academy of Fayetteville, 6th graders are taking Algebra 1, commonly taken at 9th grade across the state.

Our school will utilize the NWEA MAP suite to measure academic achievement and track growth. Our administrators will emphasize data-driven decision making and provide teachers support in analyzing data to differentiate instruction.

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Our classroom management philosophy is built around the book "Teach Like a Champion," by Doug Lemov. This book provides both academically engaging and behavioral management techniques. The techniques listed in this book have been iterated upon across the country, and have been most extensively utilized among socioeconomically disadvantaged populations to great success.

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. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

Teachers at Power Elite Male Academy will be asked to continuously differentiate their instruction based on student assessments and data profiles. We will provide teachers the professional development and guidance to make these decisions, but teachers will be expected to regularly utilize the data they receive and construct an approach that best suits their students.

NWEA MAP Growth and Skills assessments will play a critical role in guiding teachers in identifying and addressing student skill gaps. Teachers will feel challenged and use this grade scale throughout the year to gauge the effectiveness of their instructional choices.

2. Hold schools accountable for meeting measurable student achievement results.

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The entirety of the schools program, ranging from MAP assessments to our independently constructed support system, necessitates data. Tracking academic progress of each individual student, our adherence to the North Carolina Accountability system, and most of the schools overarching charter goals are dependent upon measurable student achievement data. We envision a school managed by exceptional leaders that understand and apply data in daily decision-making.

The NWEA Map assessment was created to measure and track student academic growth and this system is embedded into the way we evaluate students, staff, and school success.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
Parents in Scotland and surrounding counties do not have a single free school of choice. Many of these students are achieving below grade proficiency, and could benefit from a high-expectation environment that emphasizes the academic basics. Many students in this area will need to go back to those basics to continue their academic progression.

4. Improving student learning.
Alpha Academys program has been serving populations mirroring that of the local LEA in Cumberland County for decades. Alpha Academys educational program has taken students with very similar needs and produced results 150% greater than that of the schools currently serving the area.

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

Our data-driven model will quickly identify and provide support to students of all levels. Utilizing the NWEA MAP assessment, we can quickly identify students abilities and place students in appropriate tiers. After which, we will utilize small groups and intervention sessions to work with the identified at-risk student base. During intervention sessions, online classwork and material can be accessed by our gifted students.

6. Encourage the use of different and innovative teaching methods.

Data-driven instruction is the future of education. Data has shown us that effective instruction occurs when it is differentiated to specifically address students learning styles and skill gaps. Teachers must adapt to their classroom. The use of data empowers our teachers to differentiate instruction throughout each year and measure instructional efficacy. Our active learning environment will provide students an educational opportunity that is not commonly available.

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.

Alpha Academy of Laurinburg embraces the following goals for its first five years of operation. The Lead Administrator will be responsible for the administration, monitoring, and reporting of these goals to the board of directors. Goals will be assigned monthly, with the below goals being reported in timely fashion each year.

Academic Goals:
General:
Attendance- Average attendance of 95%
Students average 1.5 years + of growth in Math and ELA each year "Meet" or "Exceed" Academic Growth as defined by the state
EOG scores for grades that exceed the scores of peer group schools by 5% or show 70% proficiency by year 5
90% teacher retention per year or 5% better than the peer group schools average

Grade Proficiency Objectives
Year 1: 50% of students in 3rd and 4th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
Year 2: 55% of students in 3rd-5th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
Year 3: 60% of students in 3rd-6th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
Year 4: 65% of students in 3rd-7th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
Year 5: 70% of students in 3rd-8th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
ELL Proficiency
Year 1: Achieve 10% higher ELL student proficiency than surrounding schools
Year 2: Achieve 15% higher ELL student proficiency than surrounding schools
Year 3: Achieve 20% higher ELL student proficiency than surrounding schools
Year 4: Achieve 25% higher ELL student proficiency than surrounding schools
Year 5: Achieve 30% higher ELL student proficiency than surrounding schools

TRC/Dibels:
Year 1: 70% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite
Year 2: 75% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite
Year 3: 80% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite
Year 4: 90% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

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

NWEA MAP:
Year 1: 50% of students exceed internal MAP growth goals (NWEA standard)
Years 2-5: Utilize past years data and MAP projections to create feasible, thoughtful, and challenging growth goals

Metrics:
EOG Scores
NWEA MAP Scores
NC DPI School Report Cards
Financial Goals:
Year 1: Positive balance of 1.5%
After Year 2: Meet the state standard of a positive 3% balance each year
Metrics:
Monthly financial report to our Board based on review by finance committee
Independent audit contracted by our Board

Operational and Culture Goals
Family satisfaction of 90% with a 60% response rate
Each scholar writes and sends a letter to a local legislator at least once per year
100% of parents volunteer at school
90% teacher satisfaction and retention rate
County Health Dept ratings of kitchen facilities of A or 95%
Metrics:
Family satisfaction surveys conducted in December/May Family attendance records for meetings, activities, etc.
Staff surveys in October, December, March and June (NC Teacher Working Survey
Staff attendance
County health inspection

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

The Lead Administrator will present a monthly report to the board of directors appraising the board of the schools progress toward attaining the schools mission and goals. The Lead Administrator Report shall be made a permanent part of the monthly board of directors meeting agenda.

The Lead Administrators Report shall include:
School Academic Performance
MAP Growth Assessment
Beginning, Mid-Year, End
Budget Progress Report
List of Items Requested and Sent to DPI
Parent Volunteer Services
Student Transportation
School Lunch Program Participation Percentage

In addition, the parental advisory council will present questions and concerns at the mid-year point and at the end of the school year to give parents a platform to impact school policy and encourage engagement.

Alpha Academy of Laurinburg

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Are Facebook likes enough to demonstrate interest? How do we know these are prospective students? Even it FB were enough, with a goal of over 400, how can 125 or so likes secure full enrollment? What research has been done to gauge interest? Are there surveys, town halls, meetings? How does Appendix A support need? Scotland County doesn't have all of the academic data labeled.	Nicole Charles	Mission Stat
The mission does not mention STEM focus, why is that? What will character proficiency look like?	Tracy Kelley	Mission Stat
What does exceptional character look like? How is that monitored? Why is STEM not mentioned in any part of the mission?	Shannon Sellers	Mission Stat
What "proven and effective instructional methods" will be used by Alpha? Why is the growth inconsistent across years? Is there enough proven demand for the growth? Has the applicant considered growign more steadily across years? How is the curricula different and stronger than LEA?	Nicole Charles	Educational
How, specifically, will AAL's STEM program be different from the other STEM programs in the LEA? Please clarify what is meant by "structured STEM program". What connection does the Board have to Scotland County? What other verifiable evidence exists showing the community wants this school?	Tracy Kelley	Educational
Appendix A does not demonstrate a need. The projected number of students in the end does not compare to the 124 likes on Facebook? Is there any data from surveys to support the need? Is there evidence that parents that have been driving their child an hour to school will change to your school? How will your school be different from the LEA curriculum wise?	Shannon Sellers	Educational
Appendix A1 doesn't indicate level of parental support through the use of surveys. Please provide additional explanation to support demand for this school in this particular location.	Danielle Allen	Educational
What is Power Elite Male Academy? How does teacher led professional develop ensure accountability and student success? What are the specific PD options and opportunities are available for teachers? As Alpha Academy is a replication, are there examples the applicant can point to? The applicant is committed to data informed practices. Can the applicant clarify how the school and who will be accountable for not meeting the growth or academic targets? Is there data to support the 150% better results claim? Data informed instruction, albeit important is not a innovative teaching method. What instructional models will the applicant employ to use the data results and improve student outcomes?	Nicole Charles	Purposes of
What is Power Elite Male Academy? What does this school have to do with Alpha Academy of Learning? What are your "independently constructed support system?" How are character goals measured in data? Is NWEA Map the only assessment used to monitor growth in students? This assessment is only given 3 times a year with the third time being at the end of the year. Where is the data to show the 150% greater claim? Data driven instruction is not different or innovative. How will it be used	Shannon Sellers	Purposes of

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differently in your school versus the LEA?		
What and where is Power Elites Male Academy and what is its relationship to AAL? The responses in t he purposes section does not align with the stated mission, why is that? **How will the school hold staff, leader accountable for measurable student achievement results? What will be the frequency of interventions? How will the school schedule be be configured to support students not on track to proficiency so the school is able to provide additional time and support for small group tiered instruction, a data driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges? How will teachers at AAL have opportunities for the learning program? How will AAL improve student learning for Scotland County kids? How is the proposed school different from LEA options?**	**Tracy Kelley**	**Purposes of**
First purpose names a different school. Is this tailored to the specific mission of Alpha Laurinburg? **Applicant mentions an "independently constructed support system" but provides little information on what this means. Please clarify.** **Applicant claims school will increase learning opportunities with a special emphasis on at-risk or gifted, but doesn't say how they will do this. Please clarify.** **Applicant names data-driven instruction and active learning as different and innovative teaching methods; both of these are commonly used. Please clarify how these are different/innovative.**	**Danielle Allen**	**Purposes of**
- How will you track "character proficiency" as described under the mission section of your application?	**Sally Houston**	**Goals for th**
Does a timely fashion mean annually? **The attendance and growth goals are impressive with assertive targets. Given the target population which the applicant identifies as need "basic" instruction, how will the school meet the goals and address barriers to the success of the school and the families?**	**Nicole Charles**	**Goals for th**
What goals will be used to monitor STEM program, character aspects? How will school leader build the capacity of board members to understand student achievement levels, ask relevant and pertinent and in informed questions? How will members be trained on the difference between formative, interim, summative data and how to disaggregate this information for sub group analysis? How will board members access achievement data on their own?	**Tracy Kelley**	**Goals for th**
Several operational/culture goals are not time specific (i.e., 100% of parents volunteer at school). How will this be measured, encouraged?	**Danielle Allen**	**Goals for th**
What does "in a timely fashion" mean? This is vague in reference to when items are reported to the board. **What goals are used for STEM?** **What goals are used for character portion of the mission?** **How will you monitor 100% of parents volunteer at the school?** **Why is the parent advisory council only going to express concerns twice to the board?**	**Shannon Sellers**	**Goals for th**
There is reference to another school that has no connection to Alpha Academy. The goals are vague. **The mission is not completely expressed in goals.** **Why is STEM not part of the mission.** **There is no evidence to support the need for this school and the projected enrollment.**	**Shannon Sellers**	**Certify Miss**
The mission vision statements are provided, however, there may not be a clear focus, for example the STEM component was not mentioned in the mission statement or when trying to distinguish the proposed school from the LEA. It seems as though the STEM program is a throw-away add on piece it is integrated into the fabric of the proposed school because it is not mentioned in the purposes section. Additionally, the proposed purposes are vague and not unique or	**Tracy Kelley**	**Certify Miss**

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differentiated from the LEA, especially in the description of the STEM program. The goals are generic and not particularly unique nor do they evidence high expectations for college and career ready or post secondary goals. The operations and cultural goals are boiler plate and not imaginative or creative and there is no connective tissue between the mission and the goals. This section is generic and mirrors the other Torchlight school applications. There lots of "what" but virtually no "how" or "who details showing how the school will be operationlized. There are references to the "All Male Power Elite" school which is probably a typo from another application, too.		

Reviewer	Score
Tracy Kelley	Pass
Lindalyn Kakadelis	
Joe Maimone	
Ginger Cash	
Danielle Allen	Pass
Alex Quigley	
Nicole Charles	Fail
Tammi Sutton	
Stephenie Clark	
Sherry Reeves	
Shannon Sellers	Fail
Sally Houston	Pass
Phyllis Gibbs	

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III. EDUCATION PLAN
(No more than ten total pages in this section)

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

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.

Alpha Academy of Laurinburgs overall instructional program will be based upon the North Carolina Standard Course of Study (current version), including the North Carolina Essential Standards and Common Core State Standards as tested by the State. The Core Knowledge Sequence curriculum will be employed in a high-expectation environment with Teach Like a Champion at the instructional core. Teachers will utilize the NC Six Point Lesson Plan but also be given the autonomy to differentiate instruction as deemed fit. Instruction differentiation effectiveness will be measured using daily exit tickets, regular usage of the NWEA MAP assessment tool, and state mandated assessments.

Assessment Strategies & Utilization
Within the first two weeks of school, K-2 students will take the TRC/Dibels assessment as required by Read-To-Achieve. Grades 3-8 will be assessed three times throughout the year in Reading, Math, and Science using the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment system, in addition to the Beginning-of-Grade (BOG) and End-of-Grade (EOG) Tests required by the state.

The NWEA MAP Growth assessment measures and quantifies academic growth and achievement in the core subjects of Reading, Math, and Science. The test is unique in the way that it adaptively asks students questions based upon their responses to pinpoint each child's level of understanding. The collected data is used to enhance, inform, and differentiate instruction over the next grading period.

In addition to data-driven differentiated instruction, identified gaps will be addressed during regular academic intervention sessions where students can be strategically grouped with similar skill gaps for more effective and targeted lessons.

Data will be provided and explained to students and parents regularly to increase parent engagement, challenge students to grow, and celebrate academic achievements.

Foundational Framework:
The Core Knowledge Sequence curriculum ensures that the content we teach progressively builds our students knowledge base and that our students across classes can hold discussions with the same core knowledge at the

center. An emphasis on academic fundamentals will produce independent learners capable of engaging STEM at early ages. The early introduction to STEM places an emphasis on the applicability of the studies of Science, Technology, Engineering, and Math to real life problems. This practice has engaged many students at Alpha Academy of Fayetteville.

Teach Like a Champion (TLAC) will be deployed alongside the Core Knowledge Sequence curriculum as a classroom management guide, everyday reference tool, and to streamline teaching vocabulary throughout the school for more consistent and understood communication among staff.

Alpha Academy of Laurinburg will also form a parental advisory board that will speak to the charter school board about curriculum, school priorities, or any other topic that theparental council discerns is pertinent. This provides parents a platform to communicate directly to decision-makers on a regular basis in a structured format. We believe this is relevant to the education plan because of our belief in a holistic approach to child education and the families preparedness for college.

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.

Alpha Academy of Laurinburg shall serve grades K-4 in its first year of operation and will add one grade level each year, reaching grade eight by year five. The school will ultimately feature primary (K-2), elementary (3-5), and middle (6-8) school sections.

Teachers will utilize Teach Like a Champion techniques to manage their classroom and adapt these guiding techniques to best suit their students. Teachers and staff will be encouraged to discuss the applicability of these techniques and learn how to more effectively employ them in their classrooms. These techniques are extremely helpful in setting behavioral and academic standards in the classroom and have been most referenced among socioeconomically disadvantaged students.

Our class sizes from grades K-5 will target 20 students per class. Students in 6th-8th grade will rotate among a team of teachers who teach the core subjects of ELA, Math, and Science. This will take place once our school has enough grades to financially support this rotation. Until that point, grades 6-8 will be taught by a single teacher with the support of instructional assistants.

Classes of 25 students or greater will rotate instructional assistants to assist in academic intervention sessions and overall classroom management.

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.*

Alpha Academys curriculum is based upon the Common Core State Standards and North Carolina Essential Standards. The North Carolina Accountability Model measures academic progress using the North Carolina Standard Course of Study, which is designed based upon the Common Core State Standards.

Best practices literature demonstrates that the Common Core State Standards contain college and career readiness standards which, if mastered, helps prepare students for college and career. The Core Knowledge Sequence integrates with these standards and has been used extensively among diverse populations. The Core Knowledge mission aligns directly with our mission to serve all students, and has a focus on serving socioeconomically disadvantaged students. Their program has been successful in this endeavor and continues to receive grants from various federal and state entities to further study its approach and promising results.

The schools dedication to the NWEA MAP assessment aligns with state standards and is able to compare school statistics to national norms and references. This guides our decision-making and ensures that our school is regularly monitoring academic achievement on a single grading scale.

Teach Like a Champion has been a successful and heavily utilized book at Alpha Academy and institutions across the country, especially among economically disadvantaged populations. Scotland County is a population that is very similar to that already attending Alpha Academy of Fayetteville, and the adaptations among this community are expected to be seamless.

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.*

Overview:
All teachers will be required to read and utilize the concepts laid out in "Teach Like a Champion." Culturally-relevant pedagogy will be a point of emphasis among our diverse population, and teachers will be regularly coached on the types of engaging materials that suits their specific classroom. Teachers will lesson plan with the end goal in mind utilizing the NC Six Point Lesson Plan.

Teachers will receive regular training on how to best utilize the NWEA MAP system. Identifying skill gaps, differentiating instruction, and progressing students along the RIT Scale of the MAP assessment will be key characteristics of a successful teacher.

While many schools utilize various elements of a STEM program, our school presents STEM in a collaborative and cross-curricular setting where students regularly experience the value of STEM fields and their applicability to

real world problems. This is particularly important among such a diverse population, that has been historically underrepresented across STEM fields.

K-2 Teachers:
At the primary (K-2) level, teachers build the students foundation for the future. Primary teachers are expected to master learning strategies that help students learn how to get along with each other and cooperate on past performance. Primary teachers are also expected to master instructional strategies to help students build a strong foundation in reading and math including phonemic awareness, vocabulary building, reading fluency, and techniques to enhance cognitive processing speed.

In math, primary teachers are expected to utilize mass instructional strategies designed to help students develop a number sense, concept of linear time, basic addition, subtraction, multiplication, and division. Primary teachers also introduce students to the world. Primary teachers will master instructional strategies in teaching tolerance, diversity, cooperation, and introduce the global community. Teachers are expected to promote diversity and master culturally responsive teaching techniques.

3-5 Teachers:
Our intermediate grade (3-5) level teachers are expected to master small group instructional strategies, cooperative learning strategies, and use of STEM concepts in instruction. Intermediate teachers are required to master data-driven instructional strategies and promote student independence. Intermediate teachers are expected to master instructional strategies that promote student community skills, including public speaking, conference speaking, and the art of persuasion.

6-8 Teachers:
Middle school teachers are expected to master instructional strategies designed to help students develop and improve executive function skills. Middle school teachers are expected to cultivate students independence. Each grade level teacher is expected to master the instructional strategies that may be distinctive to their grade level. All teachers must master culturally responsive teaching strategies.

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.*

Alpha Academys instructional plan is built upon the North Carolina Standard Course of Study that defines what students should know at each grade level. The Core Knowledge Sequence curriculum ensures students are progressing along a planned course schedule that builds upon itself.
Alpha Academy will participate in Read-to-Achieve and the North Carolina Accountability Model, including taking BOG and EOG tests.
The NWEA MAP assessment provides teachers and the instructional leadership team a progress profile of individual students as they transition and matriculate through the school. The MAP assessment can predict, with ~85% accuracy, whether a student is projected to pass the North Carolina EOG. This tools projection and assistance in identifying skill gaps will empower our teachers to make data-driven decisions to more effectively and effectively grow each student.

Students in grades K-2 must achieve grade proficiency on the Dibels assessment to transition to the next grade. For grades 3-8, students must achieve grade proficiency on the state EOG assessment, a score of 3, in the subjects of math, reading, and science. If a student does not achieve the stated grade proficiency scores, the teacher, parent/guardian, and Lead Administrator will review formative assessments, MAP Growth, behavior history, and various other factors to determine if grade progression is appropriate. The same method will be utilized to determine graduation from the school.

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 school calendar is closely aligned with the LEAs school calendar. The Alpha Academy calendar establishes three marking periods to administer the NWEA MAP assessment to deliver measured pacing to instruction. The calendar is also important to alert parents of when their childs MAP assessment data will be available, and times to discuss that data.

The calendar provides teachers a framework for delivery of instruction and student assignments.

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.*

Alpha Academy will use an independently constructed support system to facilitate prevention and intervention by teachers in a defined and measured system. Students will be placed into these tiers through teacher discretion and validated through MAP assessments and regular formative assessments.

Alpha Academy will operate an independent support system with four levels. All students enrolled in the school begin at Level I of the support system. Students that maintain adequate academic progress and grade level success remain in Level I. Students that demonstrate they are having difficulty maintaining adequate progress are elevated to Level II of the support system.

Level II students have trouble keeping up with assignments, not turning assignments in on time, or submitting assignments that demonstrate a lack of understanding of the intended skill being taught. Students will also be identified as Level II if they have not met academic growth as measured by the NWEA MAPS assessment across two grading periods. These identified students will be provided additional support such as small group instructional support, tutoring, parent conferences, special training, or other special assignments designed to remediate students lack of progress. Level II interventions may be maintained or rescinded based upon whether the

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student needs continuous support to maintain adequate progress. Adequate progress is defined as an academic trajectory set to achieve a "B" grade or better on the marking period report card. Students that are not able to make adequate progress with Level II intervention will be placed in Level III.

Level III students are provided one-to-one support including tutoring and individual project assignments. Level III students receive enhanced academic coaching and may be referred for evaluation by the schools exceptional childrens program to determine if the student is eligible to receive exceptional children protections and services.

Level IV interventions may include seeking out of school supports for the student such as intervention by the Division of Social Services, Division of Mental Health, Family Counseling, Housing Assistance, and facilitation on meeting other family needs that impact student academic progress. Alpha Academy teachers and staff will receive regular professional development on implementation of the support system process. [As a special note: Students may be referred for evaluation by the schools exceptional childrens program regardless of the support system process as a matter of law.] The schools primary instructional leader is responsible for coordination of the support system. The board of directors will adopt a written policy and procedure for operation of the support system that includes record-keeping requirements, evaluation, and compliance review.

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.*

Method for identifying ELL students:
The school will conduct a full program for English Language Learners. Alpha Academy will identify ELL students as mandated by the state. All students that enroll in the school will complete a Home Language Survey. All students identified through the Home Language Survey with a home language other than English will be administered the W-APT or the WIDA to determine if ELL services are needed and at what level. The school will have a licensed ELL instructor and specific support staff to provide students ELL services.

Service categories will include extensive services, supportive services, and transitional services.

"Extensive Services" may include some or all of the following:
Collaboratively modified content by the classroom teacher and English language assistance.
English language instruction taught by the ELL teachers away from the classroom (pull out services).
A minimum of four 30 minutes sessions per week in groups of no more than 4 appropriately grouped students.

"Support services" involve two or three 20-30-minute sessions per week in groups of no more than six students.

"Transitional Services" include various other cooperative activities established between the regular classroom teacher and the ELL teacher.

More detailed information of these services are identified in Appendix **.

C. The school administration will ensure proper record-keeping in compliance with federal Title III. The school may apply for Title III support and other ELL state support. The school will develop a comprehensive policy, procedure, and program for services to ELL students. ELL students will be assessed annually, at minimum, to determine if they no longer need ELL services.

The School administrator will be responsible for oversight of the ELL program including:
Identification of students
Determination of levels of services needed Implementation of the service program
Review of students deemed no longer requiring ELL services Proper record-keeping

The ELL teacher will coordinate with the schools testing coordinator to assure that ELL students receive any required test accommodations. All ELL teachers will be Spanish speakers to ensure effective communication and student comfortability.

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.*

Alpha Academy will identify students scoring in the top 10 percentile on the MAP assessments or BOG/EOG tests in reading, math, and science. The school will retain the flexibility to push students up to higher grade levels and make accommodations to gifted students through differentiated instruction and using computers and online material.

This online material will be comprised of free courses from Coursera and Khan Academy. Coursera is partnered with a multitude of universities, museums, and trusts to provide a diverse learning library ranging across all subjects. Khan Academy offers a well-organized structure of material that has gained national recognition for its numerous courses. Gifted students who excel in any specific area will be given computers during pull-out/intervention sessions or during class while others work on different material. Excelling students may also participate in pull-out sessions with struggling students in a teacher/leadership role.

Monitoring progress in these online programs is easy. Coursera functions as an interactive textbook that also offers quizzes along the way and sends a certificate upon course completion. Our teachers will set expectations and

hold students to completing certain sections based on time availability. Khan Academy also has a teacher login where teachers can easily track student progress and cater content to each students capability.

In addition to online monitoring, teachers will be expected to assign relevant STEM related projects. In a preferred scenario, academically gifted scholars will work together on a cross-curricular project where their areas of expertise can be exercised collaboratively.

The MAP assessment will offer teachers and instructional leadership an overarching tool in measuring the progress of gifted students in a robust system. We embrace the philosophy that students should be able to advance as far as their aptitude and skills will carry them and have built into the instructional program a method to foster that growth. Gifted students may also be identified in our independent support system and receive special support to meet their academic needs.

Students in 7th and 8th grade will also take national gifted assessments such as those for the Duke TIP and Johns Hopkins CTY programs.

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)*

Alpha Academy will provide a full continuum of services for our exceptional children under the Individuals with Disabilities Education Improvement Act (IDEA). After students are accepted for enrollment at the school, the school will request information regarding a students exceptional childrens status from the childs guardian or parent.

In addition, the school will make a records request to the school previously attended by the student (if any) which will include a specific request for any exceptional children or 504 records. The school will generate a report from the student information management systems (formerly Power Schools and CECAS) in current use to determine if any of our students have an existing

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IEP or are protected under Section 504. The school will also conduct a "Child Find" program and inform all parents of the availability of the exceptional childrens program. We will make the most recent version of "Parent Rights & Responsibilities in Special Education" available to parents via our website and upon request.

Students may be referred into the schools exceptional childrens program by parents, teachers, and other school staff. Once a referral is made, the Exceptional Childrens Teacher will begin and complete the evaluation process within 90 days. An IEP team, which includes the childs guardian/guardians, will make a final decision on the eligibility for exceptional children services.

The Exceptional Childrens Teacher will gather information and assessment data from the schools academic assessment program, the schools partnered Psychologist, and an indicated related services provider. The IEP team will include all statutorily required personnel including an exceptional childrens teacher, a regular classroom teacher, a representative of the school administration, the parents, and any other required individual.

Eligibility shall be determined by majority vote of the IEP team after careful consideration of the case. The school will maintain a locked/secure records room. Exceptional children records shall be maintained in a locked file cabinet with restricted access. Teachers and administration may review exceptional children files after signing and indicating the date and time they viewed the file and identifying the purpose for which the file was viewed. The school will develop a comprehensive policy and procedure regarding maintenance of exceptional childrens records that will be adopted by the board of directors. The policy will include handling records requests and record confidentiality. All staff shall receive training regarding confidentiality of exceptional childrens records and other requirements under the Federal Educational Right to Privacy Act. The school will comply with all local, state, and federal requirement, including confidentially and records requirements for the school exceptional children.

Exceptional Children's Education Programming

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

Alpha Academy will provide a full continuum of services for children with disabilities. The school will strive to educate and serve exceptional children in the least restrictive environment possible. This environment includes the regular classroom and may include pullout services for specialized instruction or inclusion services in the regular classroom. In addition, students may receive related services such as speech or occupational therapy from contracted professionals at the school site. The school may also operate a self-contained classroom for students whoms IEP

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requires they be educated in a separate setting.

The exceptional childrens teacher will coordinate with the schools designated test coordinator to ensure all exceptional children that require accommodation for standardized testing receive such accommodations during the testing process. This applies to students that are protected under IDEA and Section 504. The Exceptional Childrens Teacher shall develop a comprehensive schedule in coordination with regular classroom teachers to ensure children receive their appropriate services in accordance with their IEP. Exceptional children services schedule is considered a confidential document and all personnel receiving a copy shall be required to maintain its confidentiality. The schools full exceptional childrens program shall be designed so that all students with disabilities receive a free and appropriate public education (FAPE).

The lead exceptional childrens teacher will:
Ensure records are kept confidential and maintained in a locked secure environment
Coordinate IEP meetings, school psychologist on evaluations, and work with other related service professionals on evaluation
Monitor the exceptional children schedule, ensure that students do not fall behind on services, and oversee that all IEPs are being faithfully followed
Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress
Establish a record of regular contact, at least monthly, with parents of exceptional students, to report on progress and establish an open channel of communication

Discuss student progress in the normal course overview of data and student progress monitoring

The school will contract with a school psychologist, license speech therapist, license occupational therapists, and any other related service professional needed to comply with the existing and future student IEPs. The lead Exceptional Childrens Teacher shall coordinate and facilitate the scheduling of these related services.

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.*

Alpha Academy will utilize state standard tests such as the Beginning of

Grade and End of Grade tests and the Dibels assessment for grades K-2. The Board of Directors will adopt student performance standards for the school including a provision establishing a grading system which consists of A=90-100, B=80-89, C=70-79, D=60-69, and F=Below 60. All grading will reflect student mastery of measurable educational objectives. In addition to the prior mentioned grading system, the school will use the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment for reading (3-8), math (3-8), and science (3-8). Research literature illustrates that MAP aligns to the NC Standard Course of Study in reading and math within an 8 +/- percent margin. MAP is a reliable, nationally utilized reference assessment system. MAP is also aligned to the NC Essential Standards for science.

The MAP Growth assessment is an adaptive learning assessment that dynamically responds to students answers and provides correspondingly appropriate questions to measure each students level mastery in the subjects of math, reading, and science. The assessment is administered three times throughout the year to create student specific data points to track student academic growth. This data assists teachers in understanding each students needs and ultimately leads to more specific and targeted instructional differentiation. The MAP Growth assessment also creates academic growth targets for students and teachers to strive for between each assessment. The final product is a string of data-points that illustrates to students, teachers, and parents, quantifiable academic growth throughout the year and across years.

MAP Skills will be administered intermittently between scheduled MAP Growth assessments to provide teachers insights on specific student skill gaps. MAP Skills builds upon the MAP Growth assessment and presents teachers an easy to use dashboard that presents teachers the specific areas in which students struggle and excel. This type of information can then assist teachers in grouping at-risk students with similar skill gaps during academic intervention sessions for more efficient and effective learning time.

In addition to the utilization of MAP tools, our teachers will regularly utilize exit tickets to measure instructional efficacy. This ensures that teachers do not move onto next level coursework without verification that their lesson plan was effective.

Exceptional students will have the same grading system as regular education students, except that teachers will implement the students IEP, including any test accommodations or alternative assessments. Communication with parents is essential to the operation of a successful school. At the start of each school year, the school shall publish a parent/student handbook which will provide parents with guidance on student performance standards, promotion and retention policies and procedures, and provide information on student assessments. A pre-assessment will take place during the first two weeks of each school year. Subsequently, benchmark assessments will be conducted at the end of each marking period.

Grade progression will occur at the end of the year and when students achieve grade proficiency on the Dibels assessment in grades K-2 and on the EOG in Math, Science, and Reading. If a student does not obtain grade proficiency for their respective grade, the teacher, parent, and Lead

Administrator will examine MAP growth, classroom performance and attendance, student behavior, and any other pertinent factors to ensure a successful grade transition. Students graduating from 8th grade will follow similar protocol.

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.*

Alpha Academys Board of Directors will adopt a Student Code of Conduct. The Student Code of Conduct will be published in the Parent/Student Handbook that will be distributed to all student and parents at the beginning of each school year. The Parent/Student Handbook will also be published on the school website for accessibility and transparency.

The school staff and teachers will receive professional development prior to the start of each school year that focuses on developing school culture and etiquette. During the first week of school, students will focus on learning school etiquette and expectations will be established. The etiquette program will establish behavioral expectations for the classroom, hallway, cafeteria, and general interactions. Students and parents will receive the Student-Teacher Handbook which will outline the expectations between the parties.

The student discipline program shall be driven by the creation of positive expectations, modeling of positive behavior, and teaching school etiquette and conflict resolution as part of the school guidance curriculum. The Student Code of Conduct will contain a list of infractions outlined in three separate levels including consequences.

Level 1 offenses are minor offenses and may including disrespect, failure to obey a directive from staff, failing to be prepared for class, etc. Level 1 offenses may result in a verbal reprimand or counseling.

Level 2 offenses may include having an accumulation of three Level 1 offenses, using foul language, minor damage to property, fighting, theft, etc. Level 2 offenses may result in in/out of school suspension for up to 10 days.

Level 3 offenses may include three Level 2 offenses or any single reportable

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criminal offense under N.C. General Statutes 115C-288. These offenses include "assault resulting in serious personal injury; assault involving a weapon; assault on school officials, employees, and volunteers; making bomb threats or engaging in bomb hoaxes; willfully burning a school building; homicide; kidnapping; possession of a firearm; possession of a weapon, sexual assault." These offenses will have their ordinary definition as defined by law. Level 3 offenses may result in long-terms suspension (greater than 10 days) up to the remainder of the school year or expulsion from the school.

Students with disabilities will be subject to the same Student Code of Conduct as all other students, except that students with disabilities that receive a cumulative number of suspension days exceeding 10 during any school year shall be entitled to receive exception children's services at the school or in another setting on day 11 of any cumulative suspension and thereafter during any given school year. The school will publish a parent/student grievance policy and procedure which includes the appeals process for any long-term suspension or expulsion. The grievance or due process policy will be published in the Parent/Student Handbook disseminated at the beginning of the school year.

Section III: Education Plan
Concerns and Additional Questions

Earlier in the application STEM goals are not mentioned. How much of a role will STEM play in the instruction? Other than MAP assessments, what other assessments will be used to drive instruction.	Shannon Sellers	Instructiona
- What evidence do you have that demonstrates this approach will lead to improved student performance?	Sally Houston	Instructiona
What are the specific major instructional, assessment strategies that will support screening and monitoring, support and interventions and core instruction? What are the non negotiable instructional practices that are must- haves components that will be seen universally across classes at the school? Besides NWEA administered 3 times per year, what other interim assessments will the school use and when and how will students be re grouped? How will leaders of the AAL ensure the instructional practices are based on evidence from high quality research and on high expectations for all students. How will the staff adopt a common understanding of high quality evidence based instruction and what structures, processes, and systems will be developed for monitoring instructional practices? What makes this school design different from LEA schools?	Tracy Kelley	Instructiona
Applicant says school will layer STEM curriculum over Core Knowledge, but it remains unclear what a STEM focus will look like in the school. Please clarify.	Danielle Allen	Instructiona
The applicant doesn't have STEM goals included in earlier sections of the application. Can the applicant explain in more detail the connection to a STEM instructional model? Will the school not offer electives? Since no appendix for electives is attached and the the core curriculum does not indicate the STEM portions addressed, earlier, can the applicant highlight the intersections between the curriculum outline and STEM curriculum proposed?	Nicole Charles	Instructiona
Application states students will rotate teachers in grades 6-8, but until school can afford that, a single teacher will teach grades 6-8 with the support of instructional assistants. Unclear how this will be implemented. Further, are instructional assistants going to be effective in teaching students who are (according to the applicant) behind in grade level proficiency? When does the school anticipate being able to rotate students among a team of teachers?	Danielle Allen	Curriculum a
How will the schools curriculum be aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course? Will teachers develop pacing guides? If not how will teachers know what to teach and when? who will develop and share curriculum maps so staff can implement lessons based on curricular guidance that reflect high expectations for all students? How will the taught curriculum align assessments so staff can evaluate student work based on a common understanding of what mastery looks like? What instructional materials and technology that align to the curriculum maps will be used in classes? What will support social studies, geography lessons? How will lesson plans be monitored for alignment to curriculum maps and pacing guides? How will periodic reviews of student learning inform revisions to curriculum maps, lesson plans, and related resources? How will instructional staff be supported in efforts to refine curricula; what process will be in place to vet curricula refinements that staff recommends? Why isn't there additional details supporting the curriculum frameworks connection to the mission, for example how will this curriculum be adapted to prepare students to become outstanding leaders?	Tracy Kelley	Curriculum a
- While use of TLAC strategies often correlates with higher test scores, some argue that the unquestionable compliance demanded of students perpetuates racial inequality in the classroom. How will your "culturally-pedagogy" address this sentiment? - Your budget narrative states that you will have a student to teacher ratio of 15:1, but in this section you note having anywhere from 20-25 students in a class. How will you maintain the 15:1 ratio if this is the case? - -Will middle school teachers be experts in an assigned content area? Will students rotate between content teachers or will the middle school teachers be responsible for	Sally Houston	Curriculum a

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teaching all content areas?		
Based on your projected students in the first year class size will be 30. Here you say class size will target 20. How is that possible the first year? Will instructional assistants be qualified to support your curriculum until you are able to hire more teachers? Will qualified middle school teachers be able to teach in all curricular areas? Will this be a hindrance to hiring/retaining students? Who will monitor teacher lesson plans? What specifics will you be looking at other than EOG scores to determine promotion? State guidelines state that a single test other than the 3rd grade Reading test should not be the deciding factor on promotion/retention.	Shannon Sellers	Curriculum a
Will class size also vary from year to year? If not, how will the inconsistent class growth be distributed? Does the applicant propose that one teacher teach all subjects? Will this extensive skill be reflected in the budget? Does this model work for 6-8 grades? Can the applicant confirm the exact classes sizes? "Or greater" suggests that there may be some variability. If 6-8 teachers are expected to master various subjects, can the applicant address plans to prevent a less successful teacher from affecting the students in all subjects and potentially affecting test scores?	Nicole Charles	Curriculum a
The school has a partial plan in place to identify and meet the needs of students who are struggling, and to identify students with special needs. RtI is mentioned, but details are not provided, why is that? The school has a partial plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school, why is that? The school has a provided vague plan to provide staff to meet the needs of students, why is that?	Tracy Kelley	Special Prog
How will you measure "adequate academic progress and grade level success" to determine what students need Level II supports? What is the timeline for students to receive Level II, Level III, and/or Level IV supports? Do they have to receive Level II supports before getting Level III supports before getting Level IV supports? If so, how will you respond if a teacher, staff, or parent suspects a disability prior to the student getting to Level III?	Ginger Cash	Special Prog
School's plan to meet needs of gifted students largely consists of computers and online material. This is insufficient. Please further explain how the school will meet the needs of academically gifted students.	Danielle Allen	Special Prog
Although often related, housing insecurity and emotional issues may present themselves in 'lack of understanding". Are the ways students needs can be identified without or before the student does poorly academically? The applicant has a great way to identify gifted students, however, is online instruction the best suited option for all gifted students?	Nicole Charles	Special Prog
For the gifted students is the on-line platform in addition to regular class or as a replacement?	Shannon Sellers	Special Prog
- Who determines that a student is "having difficulty" at Level 1? - Who will provide tutoring for level III students and when will this tutoring take place?	Sally Houston	Special Prog
After asking the parent and requesting records, what will be your process for reviewing records for compliance and implementing the IEP on day 1 of instruction? How will you document and respond to the referrals for evaluation being made by parents, teachers, and other school staff? What is your process for including the parent in the review of existing data, determining the need of evaluations, and informing them of the evaluations needed in order to obtain written consent to evaluate?	Ginger Cash	Exceptional
Do teachers (or a team of teachers) need to collect any data before referring a student to	Sally Houston	Exceptional

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the EC program?		
Eligibility is not determined by majority vote. Data and shared information is used to determine eligibility for Exceptional Children's Program. There is no mention of 504 qualifications. Why is that?	Shannon Sellers	Exceptional
What is your process or procedure for determining need and providing the homebound setting if needed?	Ginger Cash	Exceptional
Eligibility is not determined by majority vote. Data and shared information is used to determine eligibility for Exceptional Children's Program.	Shannon Sellers	Exceptional
- How will the EC teacher collaborate with content teachers? What instructional development, if any, will the EC teacher have when modifying and/or accommodating work? - Clarify: Will the lead EC teacher be responsible for holding the content teacher accountable or will an administrator ensure that IEPs are implemented with fidelity? This question is in response to the following statement: Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress.	Sally Houston	Exceptional
How will exceptional students experience the proposed mission and STEM aspects of the school?	Tracy Kelley	Exceptional
- Will students be able to make up late assignments? Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book? - Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. For example, The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950. - Who will design exit tickets? How will you ensure the rigor of the exit ticket aligns with the rigor of the EOG? - If assessments need to be modified for EC students, will the content teacher or the EC teacher provide those modifications? - How does 8th-grade promotion vary from other grade levels? - Will students be able to make up late assignments? Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book?	Sally Houston	Student Perf
Promotion standards are vague. End of year test results cannot be the only basis for promotion or retention. Where is the character standards are stated in the mission?	Shannon Sellers	Student Perf
There is no description of the specific structures, schedules, processes and systems that will be put in place to ensure if and how and when data will drive instructional decisions and who on staff will be accountable for making sure this happens. The SMART goals are not different from what is typically found in the LEA, why is that?	Tracy Kelley	Student Perf
- How does the school define "disrespect?" - Has the school considered offering a detention of some sorts between Level 1 and Level 2 offenses rather than jumping from a verbal reprimand to possible suspension? - Who handles counseling for Level 1 offenses? Clarify: How will you offer counseling to students if you have not allotted funds to hire a counselor according to your Personnel Budget? - What is the dollar total considered "mild damage to property?" - Will students be able to complete their graded work if suspended out of school? Why would fighting or theft cause a student to lose two weeks of direct instruction? What is the advantage of suspending a student for 10 days instead of 5 days? - Will parents/guardians be notified of Level 1 infractions? How will the school leverage family support to prevent the escalation of infractions? - Discipline is not synonymous with consequence. What proactive supports has your school considered taking to prevent misbehavior? How will the school leverage behavior plans to support Tier 2 and Tier 3 students?	Sally Houston	Student Cond

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What type of curriculum will be used for the etiquette classes that students will participate the first few days of school? Is this school made or written? This doesn't align to the mission of students being leader? How can leadership be built into student conduct?	Shannon Sellers	Student Cond
The student conduct response is not linked to the schools mission to prepare students and motivate them to become leaders, why is that? How will AAL create and develop shared vision and plan for promoting, enhancing and sustaining a positive school climate? How will school set policies specifically promoting the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and a comprehensive system to address barriers to learning and teaching and reengage middle school students who have become disengaged? How will AAL practices be identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of middle school students; enhance engagement in teaching, learning, and school-wide activities; address barriers to learning and teaching and; reengage those who have become disengaged; and develop and sustain the appropriate operational infrastructure and capacity building mechanisms in support of this effort? How will AAL create for Scotland County students an environment where they and their parents are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically? How will AAL develop meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice, which is critical for this student population to have in order to thrive socially and academically?	Tracy Kelley	Student Cond
Is the applicant familiar wit disciplinary restrictions for students with disabilities?	Nicole Charles	Student Cond
Instructional program does not address all areas of the mission.	Shannon Sellers	Certify Educ
Overall, the education plan is lacking details and mission alignment, especially as it pertains to the STEM focus. There is nothing especially rigorous or unique about the educational plan being proposed and as a result it is unlikely that the proposed plan will result in improved academic outcomes for students in Scotland.	Tracy Kelley	Certify Educ
This subsection was not entirely original.	Sally Houston	Certify Educ

Reviewer	Score
Alex Quigley	
Danielle Allen	Pass
Ginger Cash	
Joe Maimone	
Lindalyn Kakadelis	
Tracy Kelley	Fail
Tammi Sutton	
Sherry Reeves	
Shannon Sellers	Pass
Sally Houston	Fail
Phyllis Gibbs	
Nicole Charles	Pass
Stephenie Clark	

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IV. GOVERNANCE and CAPACITY
(No more than ten total pages in this section)

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

Governance:

School Governing Body:
*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.
The municipality must be officially incorporated by the NC General Assembly upon application submission.

Name of Private NonprofitMunicipality: Alpha Academy of Laurinburg

Mailing Address: PO Box 26179 Fayetteville, NC 28314

City/State/Zip: Fayetteville NC 28314

Street Address: 8030 Raeford Rd

Phone: 910-354-9099

Fax:

Name of registered agent and address: Eugene Slocumb
8030 Raeford Rd
Fayetteville, NC 28314

FEDERAL TAX ID:

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

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Dr. Barry O. Shoffner	Chair	SCOTLAND	Pastor		
Alvin Breeden	Vice Chair	SCOTLAND	Educator		
Benita Tillman	Secretary	CUMBERLAND	Educator		
Beverly Satterfield	Member	CUMBERLAND	Educator		
JD Willis	Member	SCOTLAND	Retired Executive		

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 governance structure consists of a five-member board of directors, each with equal voting power. If the board grows to an even number, the board chair will have the power to break a tie vote. The primary board function is to establish operating policies and procedures for the nonprofit corporation, approve the hiring of the lead administrator and teachers, and to provide oversight of the schools operations, budget, and curriculum. The board has already engaged in partnership talks with local businesses and corporations, and will continue to do so after approval. The board is required to observe North Carolina open meetings laws. The board hears grievances and direct appeals from students, parents, and employees in accordance with its policies and procedures. The board carries the ultimate responsibility of the successful operation of the charter school.

The Lead Administrator reports to the board of directors monthly regarding academics, governance, and financials. This report is detailed earlier in the application. The board holds monthly meetings, maintains meeting minutes, and is required to comply with all applicable laws, rules, and regulations related to operating a charter school.

The board recognizes that our duty is to ensure the academic, operational, and financial success of this charter school. The board will do so using internal and external assessments and will adapt our approach based on our continuous review.

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 board is comprised of a healthy mix of lifetime educators and community leaders. Our educators have been involved with Alpha Academy of Fayetteville as principals for many years. They have experience, budgeting, providing oversight, and driving growth. Our other members are local, community activists who have a desire to bring a quality education to Laurinburg.

This structure allows our educators to hone our education plan and our other members to speak to the community they love. Among those community activists is a previous county commissioner who understands how the area operates and its nuances. This will result in a full school with a rigorous curriculum.

The board will evaluate the success of our school leader based upon the report mentioned previously in our application. This will include academics, finances, governance, and parental feedback.

Our board has created a Parent Committee and a Parent Advisory Board. This allows parents to take part at multiple levels with ample opportunities to contribute. Our community leaders among our board are bringing a plethora of stakeholders to the forefront of our application. We have spoken extensively with the mayor, who has expressed sincere support for educational choice in Laurinburg. Our marketing efforts and extensive connections throughout the community will ensure we engage all families.

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?*

How the board was formed:
The creation of the board began through outreach by previous county commissioner, JD Willis. JD has been a prominent community figure for many years, and even ran a charter school many years ago. JD recognized the need in the county and began speaking to leaders throughout the community.
JD recruited community members based on passion and diverse skill-sets. Our board has a variety of educational experts and community leaders.
When it was decided that the school would seek to replicate Alpha Academy, two principals from Alpha Academy were recruited to ensure a successful replication in Laurinburg. These principals have served at Alpha Academy for many years, and have significant experience growing students, managing budgets, and providing oversight.

The Board will continuously seek prospective board members by various methods, including:
Discussion during open public board meetings
Active discussion of board duties and obligations with any interested party.
Mention at appropriate school events, orientations, and community events.
The Board is committed to continually seeking out qualified candidates who will add to the experience, passion, and diversity of the board.

Applicant Requirements:

As detailed in Article III - Board of Directors, Section 2 of the By-Laws of Alpha Academy: A person needs to be at least eighteen (18) years old to be qualified as a Director. Any qualified person seeking to become a Director of the Alpha Academy Board will apply including a resume and explanation of why he/she is seeking membership to the Board and undergo a criminal background check. When a vacancy or vacancies occur, either by death, resignations, and removal from office, end of term, tenure limit, and/or for any other reason, the remaining Alpha Academy Board Members will review the applications submitted and elect the applicant(s) seeking to become a member of the Alpha Academy Board of Directors. The sitting Board Members may conduct interviews with the perspective Board Candidates.

Vacancies: As detailed in Article III - Board of Directors, Section 6 of the By-Laws of Alpha Academy, "If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy will be filled immediately." A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Director succeeds. After this period, they can seek to remain on the Board via the requirements outline for new board members in the By-Laws and mentioned previously.

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

The board of directors shall meet once each month on a day to be selected by the board. All board meetings are open to the public, except authorized closed sessions. The required number of meetings is set forth in the board by-laws. The board shall conduct a full, properly noticed meeting, with quorum present.

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

The board of directors recognizes the need to maintain a high-quality board with members that have the necessary skills to carry out the board's functions. The board has identified attractive skill-sets to seek out such as accounting, finance, nonprofit governance, teaching, educational administration, marketing and community relations, and business. Board members also need to understand Robert's Rules of Order and how to participate as board members in a public charter school that is subject to North Carolina Open Meetings Laws and the North Carolina Public Records Act.

Board Member Orientation

The board will regularly recruit potential new board members and replacement board members to assure the board maintains the threshold number of board members identified in the By-Laws. The board will also prepare individuals for participation on any formed Advisory Boards or committees. All potential board members will be required to participate in a new board member orientation prior to being formally nominated and considered to serve on the board of directors. The new board member orientation consists of a two, two (2) hour training sessions. The first session will include Roberts Rules of Order (modified), Board By-Laws, review of North Carolina Open Meetings Laws, and review of the North Carolina Public Records Act. The

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second session will review the North Carolina Charter School Act, Charter School Policies and Procedures of the North Carolina State Board of Education, the N.C. Accountability Program, Non-Profit Board of Director Ethics (including the Boards Conflicts of Interest Policy and Procedure), and Board Policy and Procedure. Once the four hours of training have been completed and the background check is completed, the potential board member will be eligible for nomination, interview, and vote to be accepted as a regular board members or advisory board (or committee) member. Completion of the four hours of training is required and must be completed prior to participation on any of the boards as a member.
Board Member Professional Development Program

After the "Board Member Orientation," each existing board member is required to participate in a minimum of ten (10) hours of professional development annually. Board members will make regular reports of their participation in professional development to the full board including an explanation and overview of the professional development experience. The board will conduct an annual retreat for professional development which includes a review of board North Carolina Open Meetings Laws and North Carolina Public Records Act compliance, Federal Education Right to Privacy Act requirements, Financial Compliance, and review of the Governance Compliance requirements.

The annual retreat, at minimum, will include federal program compliance for Title I, Title II, Title III, Title IV, and IDEA. All board members are required to participate in the annual retreat training. The board will send board representatives to the National Charter School Conference and State Charter School Conferences to participate in external board training and obtain new information which will support the objectives of a high-quality charter school. The board will set professional development goals and participate in an annual self-evaluation. Board Members and Officers will be required to participate in specialized training related to correct board meeting minutes, review and use of data, formal board reports, policy development, and internal compliance programs.

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 has adopted an ethics and conflict of interest policy that details how to approach any type of misconduct. Any potential conflicts are required to be disclosed to the board of directors. Board members may not vote on any matter in which they have a stated conflict of interest. Currently, we are unaware of any conflicts of interest or existing relationships. If the board becomes aware of any such conflicts of interests, immediate action will be taken to resolve the conflict in accordance with the adopted conflict of interest policy.

Each board member shall make an annual formal conflict of interest declaration including the disclosure of any known or potential conflicts of interest. Such statements shall be maintained as part of the records of the Board of Directors and made available to the schools auditors.

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

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

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

The board shall be empowered to create advisory bodies. The board shall appoint a Parent Advisory Council whose primary function is to organize parent volunteers for the school. The Parent Advisory Council shall make recommendations to the schools Lead Administrator and shall meet with the Lead Administrator each month. The Parent Advisory Council will also have times throughout the year to present to the Board of Directors. The by-laws of the Parent Advisory Council shall be approved by the board of directors of the charter school. Members of the Parent Advisory Council shall be appointed by the board on recommendation of the School Administrator.

The board maintains the authority to create standing and select committees, and will do so when appropriate.

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

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

Any employee who feels that they have been treated unjustly or unfairly, for any reason, has recourse to have their issue heard, per these procedures:
Discuss the problem with the person or persons involved as soon as possible after the event has taken place.
If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Lead Administrator.
A conference will be held with the Lead Administrator, the aggrieved, and other involved parties. If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to the Lead Administrator within 10 days following the aforementioned grievance conference.

This request will be provided to the Board to seek a final resolution. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

*Note: In the event the issue is with the Lead Administrator, the aggrieved party may submit a written grievance to the board at the boards monthly meeting.

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

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

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

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.
X   Not Applicable
Private School Conversions: **complete** *ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*
X Not Applicable
Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.
  Not Applicable
1. The proposed charter school will be governed by a new governing board
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

Alpha Academy of Fayetteville has not had any marks on its financial audits or state compliance reports in any recent record.
3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

Alpha Academy has grown steadily over the past 3 years. In the past 2, Alpha Academy of Fayetteville has grown over 100 students each year. In addition to growth in student attendance, Alpha Academy has been growing student achievement. Alpha Academy has met or exceeded growth each of the past three years, and has done so for a very longtime.

Alpha Academy is predominantly socioeconomically disadvantaged, with 95% of its students being classified economically disadvantaged and the majority of students being Black or Hispanic. All students are welcome at Alpha Academy,

and diversity flourishes at Alpha Academy.

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

This governing board makes sense for this charter school because it will utilize educators currently running Alpha Academy in Fayetteville to ensure that the principles of Alpha Academy are followed and implemented in the manner they designed them. The additional board members have had experience as politicians, non profit board members, community leaders, and with in various youth mentorship programs for at-risk students.

These board members bring diverse experiences that are all applicable to our students and that understand what it means to run a charter school.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix N

Projected Staff:

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

Alpha Academy will recruit and hire for the following positions for the first year of operations:

Lead Administrator (1) [aka: School Administrator, Principal]-This position will serve as the chief administrator of the school and will report to the board of directors. This employee is responsible for the day-to-day operations of the charter school.

Assistant Administrator (1)-This position will serve at the pleasure of the Lead Administrator and shall be responsible for duties assigned by the Lead Administrator including oversight of federal program, technology management, facilities management, etc.

Core Content Teachers (6)- These positions are the regular classroom teachers.

ELL Teacher (1)- Includes one ELL teacher.
Exceptional Children Teachers (1)- Run and manage EC program.
Instructional Assistants (2)-These positions are designed to support core content teachers.

The school will contract bus drivers, custodians, lunch services, and various other support staff as denoted in the budget.

Staffing Plans, Hiring, and Management
Include the following information for the proposed charter school:

Recruitment

The board will seek out teachers that have the aptitude to creatively differentiate instruction. Education isnt a formula, and a teacher that can adapt is critical. The school will provide professional development and instructional infrastructure to help teachers realize their full potential as professional educators. We will offer teachers the opportunity to innovate and exercise their craft without traditional restrictions that can impede teacher and student success.

The Board will: 1) Create detailed job descriptions for each position. 2) Post job openings on the school website, social media, recruitment sites, local newspapers and other resources and collaborative community programs, to include local colleges and universities. 3) Participate in job fairs 4) Have school Board members and leaders share recruitment activities at

national conferences and other networking opportunities.

Retention
Our school will use research-based best practices in the retention of high-performing teachers. These include but are not limited to: 1) Creating a culture of high expectations for teachers and students 2) Evaluating teachers based on performance and offering annual salary increases based on their evaluation 3) Providing teachers data-driven feedback through class MAP growth 4) Providing rewarding professional development opportunities for all teachers 5) Engaging teachers in decision making for school 6) An intentional focus on teacher retention by including it in school goals.

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

The Board:
Oversees legal compliance with NCDPI and NC laws and statutes
Drafts policies (with review by legal counsel)
Makes recommendations to the Lead Administrator regarding grievances which have been brought to the Board per the grievance procedures
Makes recommendations for hiring and firing per review of Lead Administrator slate
Holds monthly Board meetings at which any staff member may be heard during the open comment period.

The Lead Administrator will serve as the liaison between the board and staff. The Lead Administrator will be a trusted advocate of the Board and will lead all staff members as their representative. There are typically no direct lines of communication between the staff and board. The exceptions are as follows.

The Staff
May submit, in writing, suggestions about the policies of the school through the Lead Administrator.
May address the Board at any open comment period at Board Meetings
May address the Board in accordance with our grievance policy

Alpha Academy aims to ensure that communication is free flowing, but in a formulated and structured manner. The Lead Administrator serves as the focal

point of communication and is expected to keep the board and staffs best interest at the heart of all matters.

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

A job description outlining the duties and qualifications will be developed for each position authorized by the charter school board of directors. Positions will be properly advertised, utilizing online tools such as Indeed, Monster, and TeacherMatch. This job description will detail our education philosophy and the interview process will ensure staff member buy-in as a prerequisite for hiring.

The hiring procedures are as follows:
The Board and Lead Administrator will discuss all both hiring and firing. It is imperative that the Lead Administrator and board both agree that their staff buys into the philosophy and execution of our educational approach. Submitted resumes are reviewed by the administrative staff and the Board. The Lead Administrator will make final hiring recommendations to the Board in accordance with terms of the charter.

Panel interviews will be conducted with attention to specific responses regarding teaching diverse and socioeconomically disadvantaged populations. Candidates will be required to teach a sample lesson or provide video of instruction during the interview process. Complete reference checks will be done for each employee before hiring. The criminal background check policy shall follow the criminal background check policy of the Local Education Agency.

To dismiss school personnel:
Every effort will be made to assist employees who are not performing adequately to improve their job performance. Dismissing a staff member can occur only after a progression of actions beginning with a warning, and in compliance with NC regulations.
Creation of a performance coaching plan: the goal will always be to help the employee grow and succeed.
The Lead Administrator will evaluate and report on the results of the created coaching plan. All procedures will be documented per NC statutes.
Lastly, there will be an opportunity for the staff member in question to appeal to Grievance Committee of the Board, detailed below.

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

Lead Administrator: range 50,000-60,000 (Will increase as school grows)

Administrative Assistant: range- $30,00-$40,000
6 Classroom Teachers: range $35,000-$40,000 Exceptional Childrens Teacher: range $37,000-$40,000 EC Instructional Assistant: range $22,000-$24,000
Special Art: range $27,000-$32,000
Special Spanish Teacher: range $32,000-$35,000 Specialist: range $30,000-$35,000
Substitute Teachers: $100/day

The school shall not participate in the N.C. Teacher Retirement System or the N.C. Teachers Health Plan. The school will offer an independent health

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plan and retirement benefits for all employees.

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

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have their issue heard, per these procedures: Discuss the problem with the person or persons involved as soon as possible after the event has taken place. If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Lead Administrator. A conference will be held with the Lead Admin, the aggrieved, and other parties.

If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to Lead Administrator within 10 days following the aforementioned grievance conference. If no resolution can be reached, the employee must submit to the Lead Administrator a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Principals decision. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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

During our schools ramping up period, some positions will need to serve multiple purposes. Some of those positions are:

Exceptional Childrens Teacher: Will also serve as the Exceptional Childrens Director during until more staff needs to be added, and as our school serves a smaller sized population. (State/LEA Funding)
Admin Assistant: Will also serve as testing coordinator. Our administrator will help organize and accommodate all students during testing. (State/LEA Funding)

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.*

Teachers will be hired in the first year who are able and qualified to complete compliance paperwork. An EC instructional Assistant will be added in year 3 to assist with instructional duties.

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

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

The Lead Administrator will have a teaching and administrative license. Core Content Teachers will have at least a teacher certification. At least fifty percent (50%) of the teaching staff will be certified teachers, as required by state mandate. The EC and physical education Teachers will possess the appropriate teaching licenses. These will be the minimum standards for the positions listed above.

The Lead Administrator

Hold a Bachelors Degree and 5 years of school administrative experience
Oversees day-to-day operations
Supervise all staff
Serve as board liaison

Administrative Assistant will serve as a general office receptionist, manage the purchase of supplies for the office and classrooms, and assist the board in the collection of financial, licensure, and other compliance paperwork.

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

Bus Drivers will safely transport our students to and from school.

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

Instructional Assistants: Will rotate between classes to provide teachers assistance in grading assignments, managing the classroom, and aiding in intervention sessions.

EC Teacher/Coordinator will work with the Lead Admin to coordinate, oversee and implement special education services for identified students; work with classroom Teachers to ensure students needs are met in the most appropriate environment.; provide pull-out or push-in services as required by a student IEP.

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

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

Staff Evaluation and Professional Development
   1. *Identify the positions responsible for maintaining teacher licensure requirements and professional development.*
Teacher licensure and professional development documentation will be completed by the management company with the assistance of on-site clerical staff. The Lead Administrator will regularly coach, lead, and monitor teacher development.
   2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds Act. Be sure this overview matches with the projected staff and funding of the proposed budget section.*
Rise Academy Board of Directors has high expectations of staff performance in meeting the schools mission and obtaining its goals set for student performance. The Board is committed to supporting high quality teaching and a school culture which promotes academic rigor and success. The Board is

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committed to utilizing the NWEA Map assessment as the basis of staff evaluations. Accountability and evaluation will trickle down from the Lead Administrator, to teachers, to students. The growth of students will be the primary measurement for all staff. Teachers with the highest growth in their classrooms will be recognized, and their methodologies observed. These teachers will be eligible for bonuses and leadership opportunities to mentor other teachers. Lifting up and recognizing our most effective teachers is of the utmost importance for a healthy environment and overall teacher retention.

The school has budgeted approximately $10,000 annually for professional development. In addition, the school will seek Title IIA funding for recruiting, preparing, training, and developing its teachers. Staff will be required to attend all paid trainings.

The Board will conduct an annual evaluation of the Lead Administrator which will includes a review of student performance, school discipline, finances, parent relations, and compliance with governmental regulations. The Lead Administrator will be responsible for the periodic evaluation of all other staff in aforementioned manner of evaluating classroom growth.

All teachers will be required to have a personal professional development plan which sets forth specific goals and objectives required to maintain (License Renewal Plan) or obtain a North Carolina Standard II Professional Teachers License. The school will also participate in the Beginning Teacher Licensure Support Program. Teachers in their first three years as a teacher will be subject to a Beginning Teacher Licensure Support Program Policy and Procedure which will include mentoring, regular evaluation, professional training, and restrictions on non-voluntary non-teaching related duty assignments.

In addition to the ultimate measure of student growth as measured by MAPS, the schools staff evaluation program will include video review, analysis of data-driven instruction, and evaluation of relationships with students, parents, and other staff. The school has committed resources in its budget to assure that the school maintains a percentage of currently licensed teachers above the threshold for charter schools as required by state law. The schools resources commitment is further designed to meet the goal of 100% highly qualified teachers and participation in state mandated testing as required by the No Child Left Behind Act. The schools goal is to recruit, prepare, train, and retain highly qualified teachers and staff.

The schools budget reflects an annual 3% cost of living increase as a financial incentive for staff retention. The school will seek to maintain a high-quality professional environment which attracts exceptional teachers and incentivizes staff retention. The schools mission and educational program is aggressive and requires a high quality staff. The school employ a Professional Learning Community (PLC) model of teacher and staff interaction to assure that all staff is working together towards the ultimate goal of student growth and academic excellence.

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.

External Development: Staff will receive professional development training from various external entities and sources. These external sessions will vary depending on budget availability and identified areas our school needs to improve. Tentative training is scheduled with teachers from other schools associated with the management company, formal NWEA MAP training from NWEA, formal Core Knowledge training, and Teach Like a Champion seminars. These are most likely to take place at the beginning of the school year and will typically be one of the more expensive trainings.

Internal: Internal training will be conducted by teachers that have produced exceptional student growth in their classrooms, the Lead Administrator, and management company representatives. These representatives are well-versed with the needs of socioeconomically disadvantaged students, tenets of the educational program, and of the lessons learned from other schools utilizing similar practices.

Teachers will meet weekly in small groups to discuss best practices and how they measure them. This regular discussion around effective instruction and how it is measured will emphasize data-driven instruction.

The Lead Administrator will meet with all teachers on a monthly basis to discuss trends he/she has observed through classroom observations, centralized data, and student behavior. This will last 1 hour before the start of school.

New teachers will be assigned teacher mentors that have been identified through NWEA MAP growth scores. These teachers will meet bi-weekly with their mentors to discuss classroom happenings, struggles, achievements, and overall experiences.

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.*

The professional development plan ensures that teachers understand how to incorporate the core tenets of the school's educational program. Teachers will be required to read "Teach Like a Champion" before each year. Before the school begins, teachers have 2 weeks of teacher work days. At least half of this time will be dedicated to professional development, with the Lead Administrator having the flexibility to decide how the other 50% of the time should be spent. During this time, emphasis will be placed upon:

- Active-based learning
- Teach Like a Champion techniques
- Data-driven instruction best practices
- NWEA MAP assessments
- Differentiated instruction
- Culturally relevant pedagogy
- School culture
- Parent support
- Core Knowledge Sequence curriculum

Teachers will be made aware of the various online resource material related

to Success Academy Charter Schools' active-based learning, Teach Like a Champion videos, and Core Knowledge Sequence guides. After the first year, teachers that displayed exceptional growth among their students will be given the opportunity to lead one half of a day of this professional development week. This will ensure that teachers with effective strategies are heard and learned from year after year.

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.*

September through April will primarily focus on how to leverage data to better academic outcomes. The NWEA MAP Growth and Skills assessments help drive our instruction and are taken throughout the year to measure student growth and to also gauge teacher effectiveness. However, teachers must also know the types of data to collect between these assessments, so that data can drive their instruction every day.

There are multiple teacher workdays throughout the year. Every teacher workday will spend 4 hours on professional development based on trends, observations, and parent feedback that the Lead Administrator would like address.

In addition to these workdays, all teachers will gather in small groups on a weekly basis. With over 40 weeks throughout the academic school year where teachers are present and required to meet in small groups for at least 1 hour, the over 20 hours of professional development taking place at the beginning of each year, the Lead Administrators monthly coaching, and coaching across teacher work days, each teacher will receive over 70 hours of professional development each year. New teachers will receive even more, with teachers achieving high growth among their students being assigned as mentors. Mentors will be required to meet with teachers

Come May, the Lead Administrator and teachers will begin focusing on testing and testing environments. In June, staff will review, analyze, and evaluate final student growth measured throughout the year.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

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

Initial Application process (Jan – Feb 2019) – Communications to local media outlets (local newspapers and radio) regarding the start date of a new school in the NoDa area. Flyers will be distributed throughout local

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businesses regarding the process of a child applying to the school and contact person(s). The board will have a forum for parents and potential students to attend for information and questions regarding the school and the application process.

Selection Process (Mar. 2018) – All applications will be reviewed by the management company in accordance to NCGS 115-c.281.45 regulations and then submitted to the board for approval. A board meeting will be scheduled at the end of the month to review the management company recommendations which will open to the public.

Preliminary Planning Period (Apr. – May 2018) Our selections have been made then the management company will begin outreach to the parents on requirements and information needed for their child to attend the first day of school. The board will assist the management as needed to in this process.

Final Approval, Student Enrollment and Planning Period (June – July 2018) Upon receipt of all information with the recommendation of the management group for student enrollment for 2019-2020 school year, the board will review and accept or deny the recommendation. The board will meet early enough that any corrections and/or additions can be made to ensure we have met our number of students to begin the school year. The board will work closely with management group and school administration like in a consultant capacity with classroom sizes, placing teachers with student pairing and grade levels.

First 20 Days of School (Aug. – mid Sept. 2019) – The board will have their first meeting during the school year to take a snapshot of the school from the management groups perspective on how parents and students view the school and ensure correct policy and procedures are being implemented by the management in accordance with board expectations and state statutes. This meeting will be open to the public.
First Semester (Dec. 2019) – The board will review the data supplied by the management company on the progress of the school to date. Key indicators that the board will look at i.e., student attendance, adaptability of curriculum, parents assessment of school and student attitude towards learning. The meeting will be open to the public.

Open Enrollment / Enrollment Period for the 2020 – 2021 school year (Jan. – May 2020) – The board will implement the same process as the 2019 – 20201 school year plan by adding an additional grade level. If the school losing returning students, this will give us the opportunity to recruit more students to replace those that did not return. Hopefully our third-grade students will keep matriculating at the school, if not we will include that grade level in the application process as well.

Finalizing Plan and Expansion for Year Two (June to July 2020) – The board will review and approve the performance of the management group and our desire to continue to use their serves based upon the data receive about the students performance, fiscal responsibility and regulatory compliance. The facility we picked is adequate to accommodate the expansion to add 4th grade. We will work with school administration and the management group to add addition staff to accommodate the expansion and approve the process when

completed.

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.*

Upon approval of the Charter Application, the board will continue its parent and community engagement. All board of directors meetings will be open to the public and include a public comment period. The board will establish a Parent-Community Support Committee to work directly with the schools Lead Administrator. The board and school administration will communicate with parents and the community by posting information on the schools website, sending emails, and by written correspondence. The school will establish open enrollment dates and a lottery date. The school will hold a series of public forums during the open enrollment period in order to explain the schools mission and purpose and to engage the support of parents and the community. The school will establish a roster of students that are successful applicants for the schools initial opening year. The school will also establish a wait list for unsuccessful applicants after the schools lottery.

The schools Parent-Community Support Committee will be engaged to support the Leader Administrator and the Board by volunteer service in getting the school open including installation of the playground equipment, cleaning of the facility and setting up the furniture. Parents and community volunteers will assists with conducting open house and parent/community volunteers will receive training to support volunteer service and to qualify to serve of the schools boards and committees. Parents will receive training to act as volunteer tutors, engage in fundraising, support their students and participate in the life of the school.

All parents will be invited to participate in monthly Parent-Community Support Committee meetings. The monthly meetings will include training opportunities, on issues such as supporting our academic scholars, parenting, volunteer service, and many other topics of interest. The Parent-Community Support Committee may volunteer as bus monitors, greeters for morning and afternoon car rider lines, lunch and recess support, field trip chaperones, monthly Saturday clean-up of the school facilities and grounds, tutor assistance during academic enrichment activities after school or on Saturday enrichment events. The Parent-Community Support Committee will assist the facilitation of the schools carpool.

 Parent and community involvement in the school will be an important part of the schools program. The schools culture will require parents to support the school at home by enforcing and facilitating homework and study time and encouraging students to do their best at all times. The school will conduct regular events which involve family participation. The school will work to assure that students who may not have strong family support have other parent and community volunteers that will support their academic success.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdrawals and transfers.*

Alpha Academy board of directors will adopt an admissions policy which details the schools admissions process. Open enrollment will be scheduled for a minimum of 30 days sometime in January or February, depending on final approval date, in accordance with state statute. The lottery will take place in March.

We will run public service announcements in local news media and social media to announce the period of open enrollment and lottery prior to the first day of open enrollment. On the first day of open enrollment, an

admissions application will be available online and via printed copies. We will email a link to the admissions application to our developed email list, that we have been gathering through the application process. We will mail admissions application form by U.S. Postal Service to those on the list that do not use email. We will conduct a significant effort to get the word out about open enrollment. We will collect admissions application for the 30 days of open enrollment. If the number of applications exceed the number of seats available at any grade level, we will conduct a lottery for that grade level on the scheduled lottery date. Admissions applications received after the close of open enrollment will go to the secondary wait list in the order received. After the lottery is completed, those students that were not success in obtaining admission thru the lottery will be placed on a wait list. The wait list order will be based upon the drawing. The school will publish applicants assigned lottery number (no names) on the school website showing the applicant lottery number of student accepted by grade level and the ordered wait list. Parents and students do not have to be present to win the lottery. Immediately following the lottery, the school will send an official notice of acceptance for students accepted. We will also send a notice to students that were not accepted with waitlist instructions. Accepted students and parents will have 10 business days to contact the school and accept admission. If admission is not formally accepted within 10 business days the seat will be given to the next person on the waitlist. Admissions Acceptance Forms will be available on the date of the lottery. Once a student has been formally accepted, parents will be required to submit student registration information. The initial Admissions Application will only include the student's name, address, residency, grade level, date

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of birth, sibling information, and preferred contact information and method. The full registration packet will include records request authorizations and detailed information including health, immunizations, exceptional children and 504 statuses, and so forth.

The school will conduct a series of introductory events prior to the start of school. The school admission policy will also address withdrawals, re-enrollment, and transfers. Students that withdraw because of parent military service, employment, or education have an admission preference if they return during the two year period. Student that withdraw outside of the policy preference will be required to go through the lottery process over again. Students that transfer under the withdraw preference may return when a seat is available as a preference. The school will also recognize limited preferences for board members, teacher, and staff.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:
No: X

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

1. *In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
2. *A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*
3. *A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

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

1. *A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*

2. *A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

3. *The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

PROJECTED ENROLLMENT
Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Scotland County Schools
LEA #2
LEA #3

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 830	LEA 000	LEA 000	LEA 830	LEA 000	LEA 000	LEA 830	LEA 000	LEA 000	LEA 830	LEA 000	LEA 000	LEA 830	LEA 000	LEA 000
Kindergarten	30	0	0	45	0	0	58	0	0	77	0	0	77	0	0
Grade 01	30	0	0	30	0	0	45	0	0	58	0	0	58	0	0
Grade 02	30	0	0	30	0	0	30	0	0	45	0	0	45	0	0
Grade 03	30	0	0	30	0	0	30	0	0	30	0	0	30	0	0
Grade 04	30	0	0	30	0	0	30	0	0	30	0	0	30	0	0
Grade 05	0	0	0	30	0	0	30	0	0	30	0	0	30	0	0
Grade 06	0	0	0	0	0	0	30	0	0	30	0	0	30	0	0
Grade 07	0	0	0	0	0	0	0	0	0	30	0	0	30	0	0
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	30	0	0
	150			195			253			330			360		

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
N/A	Nicole Charles	Tax-Exempt S
The explanation of the board election process, decision making process, and the board membership terms provided is incomplete and underdeveloped. There is only partial description of the roles and responsibilities of the board and the roles and responsibilities of the leader and the description does not sufficiently address the distinction between roles or the relationship between employees and the board. The school shared some some strategies for communicating with families but nothing especially targeted to communicate at-risk or disengaged families. The enrollment projection shows 30 students per class, which is unrealistic. It is not clear whether the team intends to contract with a CMO, probably Torchlight upon approval and the lack of candor combined with typos referencing RISE Academy, Power Elite All Male Academy and other Torchlight components (Core Knowledge, Teach Like a Champion) is concerning.	Tracy Kelley	Certify Gove
Can the applicant explain the section that mentioned other school and appear not to be original? Has the applicant made a decision about using a management company? The application indicates it will not but several sections in the application indicate the use of a management company	Nicole Charles	Certify Gove
There are references to other schools and communities within this section. Why is that? Although the applicant says earlier there is not a management company, this section addresses a management company several times. ARe you working with a management company specifically Torchlight? Class size is now 30 where as earlier it would be 20. All of this is very concerning. The most alarming is the mentioning of different schools and the information regarding a management company that appears to be linked to Torchlight.	Shannon Sellers	Certify Gove
This subsection is not entirely original.	Sally Houston	Certify Gove
Can the applicant demonstrate parental support for the school as claimed? Is four hours enough to learn all regulations and laws for a board member not already familiar? If not, does this prevent certain populations from successful board memberships? Can parents file grievances not related to student discipline (i.e. against an admin, teacher, or board member)? Are there plans to add board members with business, legal, or finance backgrounds?	Nicole Charles	Governance a
- Why does the board only undergo a self-evaluation? Do teachers have a space to name how they feel about support from the board?	Sally Houston	Governance a
How will the board be evaluated other than self-evaluation? Will there be input from parents and teachers? How will the lead administrator be evaluated? Is four hours of training enough to understand the role of a board member and the laws required?	Shannon Sellers	Governance a
Procedure for breaking tie vote is unclear. Appears that board chair will have two votes. Please clarify. Applicant describes how the school leader will be evaluated, but does not outline how the board itself will be evaluated. Please clarify. Applicant needs to provide further clarification around the grievance process for parents whose issue may not be a suspension/expulsion.	Danielle Allen	Governance a

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Alpha Academy of Laurinburg

One board member (JD Willis) stated he was the former director of Scotland County Charter School. That school cannot be located in OCS records, but there is record of a Laurinburg Charter School, which was closed for financial mismanagement and breaking student enrollment/residency laws, and a Laurinburg Homework Academy, which was closed for low enrollment. Was this board member involved with either of these two schools? What is the rationale for including him on the board for Alpha Academy of Laurinburg?		
Is there any connection between the proposed school Alpha Academy Lautenberg and Torchlight Academy Schools? If so, please describe that relationship in detail? How did Rev Shoffner, Ms Tillman, Ms Satterfield, and Mr Willis and Mr Breedan initially come together as a team to discuss and formulate a vision for AAL? Who initially proposed the idea to the group? Ms Tillman and Ms Satterfield as school administrators, can you provide verifiable evidence of your capacity to lead and develop a high performing school for the targeted student population? Does anyone affiliated with AAL have any connection with the Power Elite Male Academy? If so, please explain the nature of that connection.	Tracy Kelley	Governance a
Does any one affiliated with AAL or development of the AAL application have any connection to Torchlight Academy Schools? If so please explain the nature of that affiliation and delineate they role Torchlight school played in development of AAL.	Tracy Kelley	Proposed Man
N/A	Nicole Charles	Proposed Man
Is there any relationship between the board and Torchlight Academy? Much of the information contained in this application resembles other schools working with Torchlight.	Shannon Sellers	Proposed Man
Only rationale applicant provides for replication is no marks on financial audits or state compliance reports. Additional clarification is needed here.	Danielle Allen	Charter Scho
Is there any other rationale for the replication? What about student achievement? What will be the differences between the current Alpha school and this one?	Shannon Sellers	Charter Scho
Can the applicant share the public version of Form 990 that legibly displays answer for the past three years available?	Nicole Charles	Charter Scho
Who on the board has human resources or non profit management including budgets and fund raising as well as marketing, real estate development, finance and legal experience? What role will the staff and leaders play in operationalizing the new AAL? Describe the extent of the partnership and describe how AAL will benefit as a replicaiton form the current AA? What difference are there between the Laurinburg location and the current Alpha Academy?	Tracy Kelley	Charter Scho
What is the proposed student teacher ratio for K-4? What spepcific core competencies will the Board look for in hiring the principal? How will those special look fors be mission aligned?	Tracy Kelley	Staffing Pla
How will the six core content teachers be distributed among five grades?

Why has school only budgeted for two instructional assistants when the instructional plan leans so heavily on instructional assistants for grades 6-8 in the early years?

Salary range includes EC instructional assistant (which is not included in projected staff section), but does not include information on the ELL teacher. Please clarify. | Danielle Allen | Staffing Pla |
| - What sources are you using as "research-based best practices" for recruiting and retaining high-quality teachers?
- How will you engage teachers in the decision making process at the school?
- What feedback will teachers receive other than "data-driven feedback through MAP growth?"
- What coaching will struggling teachers be offered?
- What does "supervising all staff" entail for the lead administrator? Who is in charge of the professional development of staff? | Sally Houston | Staffing Pla |
| How will 6 core teachers be divided among five grade levels?
Is the salary for teachers competitive enough to keep and retain?
Will the school health plan and retirement be comparable to that of the state?
Will you hire and ELL teacher? | Shannon Sellers | Staffing Pla |
| How does the outlined list of positions meet the needs of the instructional model outlined in the earlier parts of the application? The number of staff does not support the | Nicole Charles | Staffing Pla |

students numbers or the outlines student/teacher ration. How can instruction be differentiate without more instructional assistants when there are only six teachers? Is legal counsel outsourced and reflected in the budget? Given the instructional model presented earlier with 6-8 grade teachers requiring content knowledge across subjects, is the teacher salary competitive enough in the market to attract high quality teachers? Is there a large enough market for licensed administrator willing to work for $60,000 to provide high quality instructional leadership, run operations and finance department, and liaise with the board? Could not participating in the NC retirement and health insurance plans hurt recruitment as experienced teachers and admins could loose much earned time? Would the strategies gear toward inexperienced teachers?		
Is the assumption that the applicant will hire teachers already families with the instructional model? IS there a more comprehensive example for mentoring and professional development? How is Rise Academic Related to Alpha Academy? Do they share a board? Does the board evaluate teachers? This is not spelled out in the board by-laws. There is reference to a management company for internal development. Is the applicant using a CMO or EMO? With less than 13 instructional team members in total including assistants, is it reasonable to use internal teacher mentors? What is the relationship between Success Academy and Alpha?	Nicole Charles	Staff Evalua
The applicaiotn references Rise Academy, what and how is the AAL affiliated with Rise Academy? How will highly effective teachers be recognized, what structures and processes will be in place to make that transparent and well understood? What specific measurable goal centered criteria will be used to determine if a teacher is eligible for a bonus? What tool will AAL use to evaluate the school leader? What percentage of evaluation will be directly linked to student performance? How often will teachers receive a walk through on an average week or month? What processes and protocols will be used to ensure continuous learning and feedback are given to teachers so they can monitor and improve their practices. Please explain and clarify the following statement: "Tentative training is scheduled with teachers from other schools associated with the management company, formal NWEA MAP training from NWEA, formal Core Knowledge training, and Teach Like a Champion seminars." instructional practice? Are there plans to contract with Torchlight Academy Schools if the application is approved? Have there been any discussions with Torchlight Schools regarding a potential partnership? Please explain the following statement "	Tracy Kelley	Staff Evalua
Core Knowledge is notoriously difficult to implement, however, there is little information in the staff development/mentoring section on how teachers will be trained on this curriculum. Further, school intends to layer multiple curricula over this one. Please provide additional information on this. Applicant mentions Rise Academy in this section. What is the relationship between Rise and Alpha of Laurinburg? Applicant mentions "the management company" in several places as providing professional development for teachers; however, earlier in the application it was stated that Alpha of Laurinburg will not be contracting with a management company. Which one is the case?	Danielle Allen	Staff Evalua

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Does Alpha Academy in Fayetteville use Core Knowledge? The PD plan for Alpha of Laurinburg to implement Core Knowledge is tenuous at best. Please clarify.		
What relationship does Rise Academy have with Alpha? What type of evaluation system will be used on the Lead Administrator as well as teachers? Who will staff receive training from externally? Have you contracted with a management company? Based on this statement, "teachers from other schools associated with the management company." Who is the management company? Is there time built in the school day for teachers to meet in small groups to discuss data? What is defined by exceptional student growth and how will this work the first year? How will teachers be compensated for meeting with administration an hour before school starts?	Shannon Sellers	Staff Evalua
- TLAC workshops often cost $800 - $1000+. Is $10,000 enough money to provide professional development for each staff member given you will likely need to cover transportation to and from the PD session? - How will you assign teacher mentors in Year 1 if you have no previous MAP data? - How will new teachers receive "even more" professional development in addition to the proposed 70 hours all staff will receive? - What is the start day of school? You note that the lead administrator will meet with each teacher for a coaching meeting an hour before school. Is this logistically feasible?	Sally Houston	Staff Evalua
Again, is Alpha using a management company or will there be a contract to have them review applicants? Does an accept/deny application process fall within NC Charter law? What are the criteria for evaluation? Are there barrier to entry embedded in this process? Is there a lottery if there are more applicants than slots? How are sibling addressed? Is a management firm in the budget?	Nicole Charles	Marketing Pl
What is the NoDA area? Again there is reference to a management company. Are you using one? Is it Torchlight and why was this not disclosed earlier? Why is the management company reviewing applications?	Shannon Sellers	Marketing Pl
- Clarify: Please elaborate on your application review process in accordance to NCGS 115 C-281.45 regulations. What does this look like in action? - What is your proposed budget for marketing?	Sally Houston	Marketing Pl
Why does the enrollment plan not match the previous section? in the application, 100% volunteer requirement is mentioned. How does the applicant support working parents with inflexible schedules?	Nicole Charles	Parent and C
The school has provided little or no information about volunteer requirements or opportunities.	Tracy Kelley	Parent and C
Earlier in the application you stated that there would be 100% parental volunteers. How will you make this happen with working parents. What community partners have you established?	Shannon Sellers	Parent and C
The school has provided a description of the enrollment process; however, the description lacks clarity regarding some aspects of the process, why is that and can you provide more details? For example, criteria for enrollment decisions, withdrawls, and transfers and related draft policies.	Tracy Kelley	Admissions P
Earlier in the application it was stated that class size would be 20 students. Now it appears that class size will be thirty. Is this realistic in a Kindergarten class? Why is there a discrepancy? You also have 6 core teachers, where is the 6th teacher on the chart? Will you not draw students from other LEA's? You mentioned several earlier.	Shannon Sellers	Projected St
Earlier in the application, applicant indicated that the school would target 20 students per grade in K-5, but this section indicates that classes in year 1 will be at least 50% larger than that. In general the numbers per grade level do not match up with the applicants stated student/teacher ratios for each grade. Please clarify.	Danielle Allen	Projected St
How is it decided which k-2 students are not invited back given the decreasing numbers in year 5?	Nicole Charles	Projected St
- In Section 1, Year 5 had a projected enrollment of 428. Which table is accurate?	Sally Houston	Projected St

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	Tracy Kelley	Projected St
The table proports to have 30 students per class, this is not realistic especially for a kindergarten class.		
NA	Nicole Charles	Weighted Lot

Reviewer	Score
Alex Quigley	
Danielle Allen	Pass
Ginger Cash	
Joe Maimone	
Lindalyn Kakadelis	
Tracy Kelley	Fail
Nicole Charles	Fail
Phyllis Gibbs	
Sally Houston	Pass
Shannon Sellers	Fail
Sherry Reeves	
Stephenie Clark	
Tammi Sutton	

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V. OPERATIONS
Transportation Plan:

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

In order to carry out the mission of the school assuring adequate transportation is vital. A significant percentage of our target students at-risk factors includes poverty. Alpha Academy of Laurinburg views assuring that no child is denied access to this school due to lack of transportation as an important goal. The school plans to meet its goal by two methods. First, the school will organize and manage a school car pool through www.carpoolworld.com The school will coordinate efforts to facilitate shared private transportation, address supplemental insurance issues, and work with parent volunteers to assure that student get to and from school. Parent volunteers will greet car riders at pick-up drop-off daily. Second, the school will provide bus transportation for students. The school has also budgeted about $8,000.00 for the purchase of 3-4 surplus buses. The school has budgeted $35,000.00 for fuel cost, $6,000.00 for maintenance, and $20,000.00 for contracted drivers in year one. A total of about $69,000.00 is budgeted to assure that no child is denied access to the school due to lack of transportation. The school reserved the right to use the total amount of budgeted funds to contract for transportation services. The school will provide mandatory training to any and all individuals that participate in our transportation program to facilitate a school culture that promotes academic success and mutual cooperation between students, staff, administration, and parents. The board will adopt a comprehensive transportation policy, procedure, and plan which will be published in a Parent-Student Handbook. The school will publish transportation policy, procedures, and plans on the schools website and in marketing materials to assure that during the enrollment and lottery process that parents and fully aware that transportation is available for all students that enroll in the school.

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.

Alpha Academy of Laurinburg recognizes that nutritious meals are vital to healthy children and their performance in school. Multiple studies conclude that students which receive adequate nutrition are more alert, better behaved, and perform higher in school. A significant percentage of our target students at-risk factors includes poverty. Therefore, to carry out the schools mission the school will participate in the National School Lunch Program. The school will provide breakfast, lunch, and where appropriate an after school snack. The school will apply to become a School Food Authority (SFA) and will initially contract for vended meals. The school will assure that all meals provided comply with the guidelines set forth under the

National School Lunch Program and are appropriate as to nutrition quality and serving amounts. The school has initially budgeted $10,000.00 as working capital. The school facilities will have designated areas for students to eat. Meals will be catered or self-serve. The school will have adequate refrigeration and food storage on site. The school will including school lunch program information in its Parent-Student Handbook, on the schools website, and in published materials used in student enrollment and lottery. We will assure that parents are fully aware that nutritious meals will be available for students that enroll in the school. The school will also promote "Wellness" as part of its school lunch program. The school will use appropriate posters to promote "Wellness," proper nutrition, exercise, and teachers will use the N.C. Health Education and Physical Education Essential Standards as part of the schools instructional program.

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

The NonprofitBoard shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability		$3,000,000	$1,220.00
Officers and Directors/Errors and Omissions		$250,000	$332.00
Property Insurance		$500,000	$725.00
Motor Vehicle Liability		$1,000,000	$181.00
Bonding Minimum/Maximum Amount	$1,000,000	$2,000,000	$3,057.00
Other		$1,000,000	$2,387.00
Total Cost			$7,902.00

*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

66

local Health Departments.
ezell1   10/01/2018
_____
(Board Chair Signature)   (Date)

Facility:

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

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

We have secured a building that previously operated by a charter school in Laurinburg. This facility has been well-kept, has large classrooms, has previously obtained an Educational Certificate of Occupancy, and is being held for the sole purpose of providing an exceptional charter school to the community.

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 facility is 15,000 sq. ft. and is being provided for $4,000 for a total cost of $3.75 per sq. ft. This is an exceptionally great deal for such a large facility. The landowner really desires a school in this location.

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.*
Our facility has been agreed upon with the landowner, and the landowner is fully invested into the opening of a charter school in Laurinburg.

Alpha Academy of Laurinburg - Alpha Academy Laurinburg will prepare students to become outstanding leaders and motivate them to strive for their greatest potentials through exceptional character and academic achievements.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Has the facility already been leased by the board?	Shannon Sellers	Certify Oper
It is unclear if a contract for the facility has been signed.	Tracy Kelley	Certify Oper
How will you provide transportation when outlined as a related service in an IEP for a student with a disability?	Ginger Cash	Transportati
How many drivers does the school plan to contract? School is budgeting approx $2500 per bus. Buses at this cost often have extremely high mileage and require extensive maintenance. Will $6K be enough to maintain buses that will likely need this kind of maintenance?	Danielle Allen	Transportati
Does the budget meet needs? $20,000 for 3 to 4 drivers seems low.	Nicole Charles	Transportati
- Most surplus buses currently range from $3k-4k. How will you purchase 4 buses at this rate if you've only allotted $8k for buses?	Sally Houston	Transportati
Is the budgeted $10,000 enough for lunches for 150 students?	Shannon Sellers	School Lunch
Is $10,000 for 150 students at two meals a day for a school year reasonable as it assumes a meal at less than $.19 per meal	Nicole Charles	School Lunch
- What measures will you take to ensure students with dietary restrictions have meals each day?	Sally Houston	School Lunch
Has school budgeted out the cost of each breakfast, lunch, and snack? Will $10K be enough to cover the cost of these meals for students who need them?	Danielle Allen	School Lunch
Has the facility been purchased/leased? This is unclear. What is the contingency plan should something go wrong with the facility?	Shannon Sellers	Facility and
School does not have an adequate contingency plan.	Danielle Allen	Facility and
Has the board purchased or signed a lease for the property?	Tracy Kelley	Facility and

Reviewer	Score
Tracy Kelley	Pass
Lindalyn Kakadelis	
Joe Maimone	
Ginger Cash	
Danielle Allen	Pass
Alex Quigley	
Tammi Sutton	
Phyllis Gibbs	
Sally Houston	Pass
Shannon Sellers	Pass
Sherry Reeves	
Stephenie Clark	
Nicole Charles	Pass

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VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each Year 1

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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

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

- *In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides*
- *In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> 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 #1 830 - Scotland County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	$6,467.58	150	$970,137.00
Local Funds	$1,801.00	150	$270,150.00
Federal EC Funds	$3,203.69	15	$48,055.35
Totals			$1,288,342.35

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Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	$970,137	$852,494	$1,109,336	$1,442,683	$1,868,930
-Local Per Pupil Funds	$270,150	$3,599,634	$780,293	$1,014,765	$1,314,583
-Exceptional Children Federal Funds	$48,055	$71,426	$93,747	$120,532	$156,245
-Other Funds*	$0	$0	$0	$0	$0
-Working Capital*	$0	$0	$0	$0	$0
Z - TOTAL REVENUE	$1,288,342	$4,523,554	$1,983,376	$2,577,980	$3,339,758

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

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

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Personnel Budget: Expenditure Projections Year 1 through Year 5

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

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	*Avg Salary*	*Total salary*	*FTE*	*Avg Salary*	*Total salary*	*FTE*	*Avg Salary*	*Total salary*	*FTE*	*Avg Salary*	*Total salary*	*FTE*	*Avg Salary*	*Total salary*
Administrative & Support Personnel:															
Lead Administrator	1	$50,000	$50,000	1	$52,000	$52,000	1	$54,000	$54,000	1	$56,000	$56,000	0	$58,000	$0
Assistant Administrator	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Finance Officer	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Clerical	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Food Service Staff	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Custodians	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Transportation Staff	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
A - Total Admin and Support:	1		$50,000	1		$52,000	1		$54,000	1		$56,000	0		$0
Instructional Personnel:															
Core Content Teacher(s)	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Electives/Specialty Teacher(s)	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Exceptional Children Teacher(s)	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Instructional Support	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Teacher Assistants	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
B - Total Instructional	0		$0	0		$0	0		$0	0		$0	0		$0

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Personnel:														
A+B = C - Total Admin, Support and Instructional Personnel:	1		$50,000	1		$52,000	1		$54,000	1		$56,000	0		$0
Administrative & Support Benefits														
Health Insurance	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Retirement Plan--NC State	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Retirement Plan--Other	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Life Insurance	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Disability	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Medicare	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Social Security	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
D - Total Admin and Support Benefits:			$0			$0			$0			$0			$0
Instructional Personnel Benefits:														
Health Insurance	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Retirement Plan--NC State	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Retirement Plan--Other	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Social Security	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Disability	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Medicare	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Life Insurance	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
E - Total Instructional Personnel Benefits:			$0			$0			$0			$0			$0
D+E = F - Total Personnel Benefits			$0			$0			$0			$0			$0
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	1		$50,000	1		$52,000	1		$54,000	1		$56,000	0		$0

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

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					$0	0		$0	0		$0	0		$0
B+E = H - Total Instructional Personnel (Salary & Benefits)	0		$0	0										
G+H = J - TOTAL PERSONNEL	1		$50,000	1		$52,000	1		$54,000	1		$56,000	0		$0

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Operations Budget: Expenditure Projections
Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Supplies	$2,000	$2,000	$2,000	$2,000	$2,000
	Paper	$1,000	$1,000	$1,000	$1,000	$1,000
	Computers & Software	$1,000	$1,000	$1,000	$1,000	$1,000
	Communications & Telephone	$2,400	$2,400	$2,400	$2,400	$2,400
	Copier leases	$2,400	$2,400	$2,400	$2,400	$2,400
Management Company	Contract Fees	$0	$0	$0	$0	$0
Professional Contract	Legal Counsel	$2,000	$2,000	$2,000	$2,000	$2,000
	Student Accounting	$10,000	$10,000	$10,000	$10,000	$10,000
	Financial	$20,000	$20,000	$20,000	$20,000	$20,000
	Other Professional	$8,000	$8,000	$8,000	$8,000	$8,000
Facilities	Facility Lease/Mortgage	$72,000	$72,000	$72,000	$108,000	$168,000
	Maintenance	$5,000	$5,000	$5,000	$5,000	$5,000
	Custodial Supplies	$4,000	$4,000	$6,000	$6,000	$6,000
	Custodial Contract	$18,000	$18,000	$22,000	$22,000	$22,000
	Insurance (pg19)	$12,000	$12,000	$12,000	$12,000	$12,000
	Other	$1,000	$1,000	$1,000	$1,000	$1,000
Utilities	Electric	$36,000	$36,000	$36,000	$48,000	$60,000
	Gas	$6,000	$6,000	$6,000	$6,000	$6,000
	Water/Sewer	$12,000	$12,000	$12,000	$12,000	$12,000
	Trash	$8,400	$8,400	$8,400	$9,600	$12,000
Transportation	Buses	$10,000	$3,000	$3,000	$3,000	$12,000
	Gas	$35,000	$35,000	$40,000	$40,000	$40,000
	Oil/Tires & Maintenance	$6,000	$6,000	$8,000	$10,000	$12,000
Other	Marketing	$20,000	$10,000	$10,000	$10,000	$10,000
	Child nutrition	$10,000	$10,000	$10,000	$10,000	$10,000
	Travel	$1,000	$1,000	$1,000	$1,000	$1,000
	Other	$1,000	$1,000	$1,000	$1,000	$1,000
	K - TOTAL Administrative & Support Operations	$306,200	$289,200	$302,200	$353,400	$438,800
	Instructional:					
Instructional Contract	Staff Development	$10,000	$10,000	$10,000	$15,000	$15,000
Classroom Technology	Software	$6,000	$6,000	$10,000	$10,000	$10,000

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Books and Supplies	Instructional Materials	$10,000	$10,000	$15,000	$15,000	$15,000
	Curriculum/Texts	$10,000	$10,000	$10,000	$10,000	$10,000
	Copy Paper	$5,000	$5,000	$5,000	$5,000	$5,000
	Testing Supplies	$6,000	$6,000	$6,000	$6,000	$6,000
	Other	$1,000	$1,000	$1,000	$1,000	$1,000
	L - TOTAL Instructional Operations	$48,000	$48,000	$57,000	$62,000	$62,000
	K+L = M - TOTAL OPERATIONS	$354,200	$337,200	$359,200	$415,400	$500,800

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	$50,000	$52,000	$54,000	$56,000	$0
M - TOTAL OPERATIONS	$354,200	$337,200	$359,200	$415,400	$500,800
J+ M =N TOTAL EXPENDITURES	$404,200	$389,200	$413,200	$471,400	$500,800
Z - TOTAL REVENUE	$1,288,342	$4,523,554	$1,983,376	$2,577,980	$3,339,758
Z - N = SURPLUS / (DEFICIT)	$884,142	$4,134,354	$1,570,176	$2,106,580	$2,838,958

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

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

1. *How was the student enrollment number projected?*
   Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.
   Provide the break-even point of student enrollment.

Student enrollment goals were set based upon a review of U.S. Census data from the target area, public and private school enrollment data, review of student performance data, student discipline data, and direct feedback from residents of the target area. We estimate that the demand for a high quality educational choice is greater than our enrollment goals. Therefore, our enrollment goals were set with an abundance of caution. We considered start-up cost and the commitment of resources to get this school started. We believe there is a greater demand for this school than the enrollment goals we set based upon the above. A total of 75 students is the breakeven point and will meet the schools fixed cost.

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

The Board will establish contingency plan which includes various budget scenarios. Contingency plans will include scaling back the entire operation, line item budget reductions, forgoing non-critical expenditures, and other agreed upon options. The Board reserved the right to terminate the project if enrollment is not sufficient to support opening the school.

   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.
The student to teacher ratio is 15 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.*

The budget includes the provision of student accounting, financial services, custodial services, and exceptional children support services. Selection of external contracts for large purchases will be based upon the schools

procurement policies and procedures. Competitive bidding will be used as required by law. The Board will adopt procurement policies and procedures which meet the requirement of G.S. 143-48 et seq., Federal Child Nutrition Program requirements, and other applicable laws.

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

We made a careful effort to assure the budget aligns with the schools mission, curricular offerings, transportation plans, and facility needs. This budget adequately provides for teacher coverage of the schools curriculum, assessment, and academic programs. The student to teacher ratio in 15 to 1. The budget provides adequate funding for facilities and transportation. The budget process involved a full discussion of the all operational elements of the school including the at-risk status of students.

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

The schools general fund balance is a minimum of 3% of annual revenue. The school will develop the general fund balance by frequent budget review, practice of austerity measures, and discipline spending.

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

The school facility will be leased and other assets such as equipment with be leased from leasing companies.

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

No. We will purchase surplus property.

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

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

The Board will receive professional development and training in the five components of an effective internal control system including the control environment, risk assessment, control activities, information and communications, and monitoring. The Board will consult with an independent legal counsel, and a certified public accountant approved by the Local Government Commission. The Board will review publications from the N.C. State Treasurer, Local Government Commission, and the N.C. Department of Public Instruction related to internal controls. After a comprehensive review, the Board will develop and adopt an Internal Control Policy and Procedure which includes adequate requirements for segregation of duties, safeguarding of assets, and accurate and adequate recordkeeping. The Board will establish an internal monitoring and compliance program. The Board will further maintain adequate insurance coverage of the types and in the amounts that are reasonably necessary to protect the schools assets. The Board will regularly monitor the system it sets up and the system will be annually reviewed by an Independent Auditor/Certified Public Accountant as a part of the Single Audit requirements for public charter schools.

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

There are no known related party transactions at this time.

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

Darrell L. Keller, CPA
DLK
P.O. Box 1028
Kings Mtn., NC   28086
Telephone: (704) 739-0771
Fax: (704) 739-6122

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
The personnel budget is incomplete.	Shannon Sellers	Certify Fina
The team did not provide a personnel budget.	Tracy Kelley	Certify Fina
This subsection is not entirely original.	Sally Houston	Certify Fina
Why is there only one LEA listed?	Shannon Sellers	Budget Reven
- If local per pupil funding is $1801, how do you reach $3,599.634 for local per pupil funds in year 2? Why would local per pupil funding decrease from year 2 to 3? - Clarify: How are you determining the numbers for years 2-5 based on the approximate per pupil funding for Scotland County Schools?	Sally Houston	Total Budget
Why the decrease in State funds from year 1 to year 2? Why such drastic difference in Year two local per pupil funds than all the rest?	Shannon Sellers	Total Budget
Can the applicant clarify the budget variability given that the student count is higher each year? Are there any other funding sources the applicant plans to pursue until enrollment is settled?	Nicole Charles	Total Budget
The personnel budget is incomplete and does not provide enough information to evidence that the team has the capacity to operationalie the school design.	Tracy Kelley	Personnel Bu
- Table is blank in almost all sections	Sally Houston	Personnel Bu
This budget is incomplete. It does not provide for anyone other than the lead administrator. What about all other personnel mentioned in earlier sections?	Shannon Sellers	Personnel Bu
Has this budget been added erroneously? It is essentially blank save for the Lead Admin salary. How can we ensure the instruction aligns with the budget?	Nicole Charles	Personnel Bu
Applicant submitted completed budget during completeness check. Staffing numbers in budget do not match staffing numbers outlined in Staffing Plan section of the application. Will the school be hiring 6 content teachers or 8? Will they be hiring 2 instructional assistants or 3? Final budget includes an executive director; staffing plan does not. Please clarify.	Danielle Allen	Personnel Bu
Where have you allotted money for contracting related services including psychological, speech, Occupational Therapy, Physical Therapy, etc?	Ginger Cash	Operations B
Child nutrition and transportation line items appear low and not aligned with the target student population or mission of the school.	Danielle Allen	Operations B
- Clarify: Under the Transportation Plan, you noted you would spend $8k on buses. Here you list $10k. Which is accurate? - How will the insurance cost stay the same if the if student accident coverage is based on the number of students at the school? (Your insurance quote noted this cost $7 per student)	Sally Houston	Operations B
if the applicant plans to use a management company for applications, are they providing pro bono services as not dollar amount is allocated? Why are there no realistic increases for ops costs given the increase in students save fore the minimal utilities cost? What explains the jump in lease/mortgage in year 5? Are the plans to add another building? Is the professional development budget in line with the high need and proposal for development mentioned in the Education Plan?	Nicole Charles	Operations B
Office budget seems low throughout all years. Does the school not have to pay the management company mentioned in other sections? (Reading applications)	Shannon Sellers	Operations B

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The budget is incomplete as the personnel budget only shows the lead administrator.	Shannon Sellers	Total Expend
Why is the personnel budget lacking cost for instructional staff? How can there be a nearly $3 million dollar surplus?	Nicole Charles	Total Expend
The budget is incomplete.	Tracy Kelley	Total Expend
What are the various budget scenarios in the contingency plan? What will you scale back? The student/teacher ratio does not match the projected enrollment of 30 in each grade level. Will you lease or purchase?	Shannon Sellers	Budget Narra
Clarify: You name that you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate? - What are the line item budget reductions you imagine implementing if a contingency plan is necessary? What are the other "agreed upon options?"	Sally Houston	Budget Narra
Why does the ration listed in this section not match the education plan nor does it match the budget? Where in the budget are provisions for accounting, fin services, support services included? Can the applicant review its budget as nothing inn this narrative matches what was actually in the budget? Is the applicant leasing or buying as both are listed?	Nicole Charles	Budget Narra
The student teacher ratio of 15:1 does not align wit other parts of the application, budget, why is that. The personnel budget was not complete and what was provided did nto align with the stated student teacher ratio.	Tracy Kelley	Budget Narra
Applicant should be aware that breakeven enrollment number they have projected is lower than the statutory minimum number of students. Applicant did not specify which line items would be reduced in the event that projected enrollment was not met. Please clarify. Core Knowledge curriculum materials and professional development can be expensive; school has budgeted $5K for curriculum/text and $10K for instructional materials. Does this amount also include funding for additional pieces of the curriculum that school plans to implement, such as STEM, Teach Like a Champion, etc.?	Danielle Allen	Budget Narra
The auditor is not an independent auditor instead he is the auditor used by Torchlight Academy Schools.	Tracy Kelley	Financial Au
Applicant says the board will establish an internal monitoring and compliance program, but gives little to no detail about what that program would entail.	Danielle Allen	Financial Au
What protocols will the board put in place?	Nicole Charles	Financial Au

Reviewer	Score
Tracy Kelley	Fail
Lindalyn Kakadelis	
Joe Maimone	
Ginger Cash	
Danielle Allen	Fail
Alex Quigley	
Nicole Charles	Fail
Tammi Sutton	
Stephenie Clark	
Sherry Reeves	
Shannon Sellers	Fail
Sally Houston	Fail

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Phyllis Gibbs	

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a $1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

*Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.

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

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

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

```
ezell1                    Date:  10/01/2018
```

Applicant Signature:

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

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: `ezell1`

Board Position: `Board Chair`

Signature: _____   Date: `10/01/2018`

Sworn to and subscribed before me this

_____day of _____, 20_____.

_____
Notary Public   Official Seal

My commission expires: _____, 20_____.

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OVERALL ASSESSMENT

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

Total External Evaluator Votes	
No	Yes

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

Total Subcommittee Votes	
No	Yes

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

CSAB Votes	
No	Yes

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

Initial Screening

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

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Mission, Purposes, and Goals	- danielle_allen
Education Plan	- danielle_allen
Governance and Capacity	Appendix F incomplete Appendix N incomplete Appendix P incomplete - danielle_allen
Operations	- danielle_allen
Financial Plan	- danielle_allen
OVERALL	- danielle_allen Appendix F incomplete Appendix N incomplete Appendix P incomplete - danielle_allen - danielle_allen

External Evaluator	
Mission, Purposes, and Goals	<u>Mission Statement</u> Are Facebook likes enough to demonstrate interest? How do we know these are prospective students? Even it FB were enough, with a goal of over 400, how can 125 or so likes secure full enrollment? What research has been done to gauge interest? Are there surveys, town halls, meetings? How does Appendix A support need? Scotland County doesn't have all of the academic data labeled. - nacharles <u>Mission Statement</u> The mission does not mention STEM focus, why is that? What will character proficiency look like? - kelleytracy1 <u>Mission Statement</u> What does exceptional character look like? How is that monitored? Why is STEM not mentioned in any part of the mission? - shannon9402 <u>Educational Need and Targeted Student Population</u> Appendix A1 doesn't indicate level of parental support through the use of surveys. Please provide additional explanation to support demand for this school in this particular location. - danielle_allen <u>Educational Need and Targeted Student Population</u> What "proven and effective instructional methods" will be used by Alpha? Why is the growth inconsistent across years? Is there enough proven demand for the growth? Has the applicant considered growign more steadily across years?

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How is the curricula different and stronger than LEA?
 - nacharles

Educational Need and Targeted Student Population
How, specifically, will AAL's STEM program be different from the other STEM programs in the LEA? Please clarify what is meant by "structured STEM program". What connection does the Board have to Scotland County? What other verifiable evidence exists showing the community wants this school? - kelleytracy1

Educational Need and Targeted Student Population
Appendix A does not demonstrate a need. The projected number of students in the end does not compare to the 124 likes on Facebook? Is there any data from surveys to support the need? Is there evidence that parents that have been driving their child an hour to school will change to your school?
How will your school be different from the LEA curriculum wise? - shannon9402

Purposes of Proposed Charter School
First purpose names a different school. Is this tailored to the specific mission of Alpha Laurinburg?
Applicant mentions an "independently constructed support system" but provides little information on what this means. Please clarify.
Applicant claims school will increase learning opportunities with a special emphasis on at-risk or gifted, but doesn't say how they will do this. Please clarify.
Applicant names data-driven instruction and active learning as different and innovative teaching methods; both of these are commonly used. Please clarify how these are different/innovative.

 - danielle_allen

Purposes of Proposed Charter School
What is Power Elite Male Academy?
How does teacher led professional develop ensure accountability and student success? What are the specific PD options and opportunities are available for teachers? As Alpha Academy is a replication, are there examples the applicant can point to?

The applicant is committed to data informed practices. Can the applicant clarify how the school and who will be accountable for not meeting the growth or academic targets?

Is there data to support the 150% better results claim?

Data informed instruction, albeit important is not a innovative teaching method. What instructional models will the applicant employ to use the data results and improve student outcomes?

 - nacharles

Purposes of Proposed Charter School
What and where is Power Elites Male Academy and what is its relationship to AAL? The responses in t he purposes section does not align with the stated mission, why is that? How will the school hold staff, leader accountable for measurable student achievement results? What will be the frequency of interventions? How will the school schedule be be configured to support students not on track to proficiency so the school is able to provide additional time and support for small group tiered instruction, a data driven approach to

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prevention, early detection, and support for students who experience learning or behavioral challenges? How will teachers at AAL have opportunities for the learning program? How will AAL improve student learning for Scotland County kids? How is the proposed school different from LEA options? - kelleytracy1

Purposes of Proposed Charter School
What is Power Elite Male Academy? What does this school have to do with Alpha Academy of Learning?
What are your "independently constructed support system?"
How are character goals measured in data?
Is NWEA Map the only assessment used to monitor growth in students? This assessment is only given 3 times a year with the third time being at the end of the year.
Where is the data to show the 150% greater claim?
Data driven instruction is not different or innovative. How will it be used differently in your school versus the LEA?
 - shannon9402

Goals for the Proposed Charter School
Several operational/culture goals are not time specific (i.e., 100% of parents volunteer at school). How will this be measured, encouraged? - danielle_allen

Goals for the Proposed Charter School
Does a timely fashion mean annually?

The attendance and growth goals are impressive with assertive targets. Given the target population which the applicant identifies as need "basic" instruction, how will the school meet the goals and address barriers to the success of the school and the families? - nacharles

Goals for the Proposed Charter School
What goals will be used to monitor STEM program, character aspects? How will school leader build the capacity of board members to understand student achievement levels, ask relevant and pertinent and in informed questions? How will members be trained on the difference between formative, interim, summative data and how to disaggregate this information for sub group analysis? How will board members access achievement data on their own? - kelleytracy1

Goals for the Proposed Charter School
What does "in a timely fashion" mean? This is vague in reference to when items are reported to the board.
What goals are used for STEM?
What goals are used for character portion of the mission?
How will you monitor 100% of parents volunteer at the school?
Why is the parent advisory council only going to express concerns twice to the board? - shannon9402

Goals for the Proposed Charter School
- How will you track "character proficiency" as described under the mission section of your application? - sallyhouston11

Certify Mission, Plan, Goals
The mission vision statements are provided, however, there may not be a clear focus, for example the STEM component was not mentioned in the mission statement or when trying to distinguish the proposed school from the LEA. It seems as though the STEM program

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	is a throw-away add on piece it is integrated into the fabric of the proposed school because it is not mentioned in the purposes section. Additionally, the proposed purposes are vague and not unique or differentiated from the LEA, especially in the description of the STEM program. The goals are generic and not particularly unique nor do they evidence high expectations for college and career ready or post secondary goals. The operations and cultural goals are boiler plate and not imaginative or creative and there is no connective tissue between the mission and the goals. This section is generic and mirrors the other Torchlight school applications. There lots of "what" but virtually no "how" or "who details showing how the school will be operationlized. There are references to the "All Male Power Elite" school which is probably a typo from another application, too. - kelleytracy1 Certify Mission, Plan, Goals There is reference to another school that has no connection to Alpha Academy. The goals are vague. The mission is not completely expressed in goals. Why is STEM not part of the mission. There is no evidence to support the need for this school and the projected enrollment. - shannon9402
Education Plan	Instructional Program Applicant says school will layer STEM curriculum over Core Knowledge, but it remains unclear what a STEM focus will look like in the school. Please clarify. - danielle_allen Instructional Program The applicant doesn't have STEM goals included in earlier sections of the application. Can the applicant explain in more detail the connection to a STEM instructional model? Will the school not offer electives? Since no appendix for electives is attached and the the core curriculum does not indicate the STEM portions addressed, earlier, can the applicant highlight the intersections between the curriculum outline and STEM curriculum proposed? - nacharles Instructional Program What are the specific major instructional, assessment strategies that will support screening and monitoring, support and interventions and core instruction? What are the non negotiable instructional practices that are must- haves components that will be seen universally across classes at the school? Besides NWEA administered 3 times per year, what other interim assessments will the school use and when and how will students be re grouped? How will leaders of the AAL ensure the instructional practices are based on evidence from high quality research and on high expectations for all students. How will the staff adopt a common understanding of high quality evidence based instruction and what structures, processes, and systems will be developed for monitoring instructional practices? What makes this school design different from LEA schools? - kelleytracy1 Instructional Program Earlier in the application STEM goals are not mentioned. How much of a role will STEM play in the instruction? Other than MAP assessments, what other assessments will be used to drive instruction. - shannon9402 Instructional Program

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- What evidence do you have that demonstrates this approach will lead to improved student performance? - sallyhouston11

Curriculum and Instructional Design
Application states students will rotate teachers in grades 6-8, but until school can afford that, a single teacher will teach grades 6-8 with the support of instructional assistants. Unclear how this will be implemented. Further, are instructional assistants going to be effective in teaching students who are (according to the applicant) behind in grade level proficiency? When does the school anticipate being able to rotate students among a team of teachers? - danielle_allen

Curriculum and Instructional Design
Will class size also vary from year to year? If not, how will the inconsistent class growth be distributed?

Does the applicant propose that one teacher teach all subjects? Will this extensive skill be reflected in the budget? Does this model work for 6-8 grades?

Can the applicant confirm the exact classes sizes? "Or greater" suggests that there may be some variability.

If 6-8 teachers are expected to master various subjects, can the applicant address plans to prevent a less successful teacher from affecting the students in all subjects and potentially affecting test scores? - nacharles

Curriculum and Instructional Design
How will the schools curriculum be aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course? Will teachers develop pacing guides? If not how will teachers know what to teach and when? who will develop and share curriculum maps so staff can implement lessons based on curricular guidance that reflect high expectations for all students? How will the taught curriculum align assessments so staff can evaluate student work based on a common understanding of what mastery looks like? What instructional materials and technology that align to the curriculum maps will be used in classes? What will support social studies, geography lessons? How will lesson plans be monitored for alignment to curriculum maps and pacing guides? How will periodic reviews of student learning inform revisions to curriculum maps, lesson plans, and related resources? How will instructional staff be supported in efforts to refine curricula; what process will be in place to vet curricula refinements that staff recommends? Why isn't there additional details supporting the curriculum frameworks connection to the mission, for example how will this curriculum be adapted to prepare students to become outstanding leaders? - kelleytracy1

Curriculum and Instructional Design
Based on your projected students in the first year class size will be 30. Here you say class size will target 20. How is that possible the first year?
Will instructional assistants be qualified to support your curriculum until you are able to hire more teachers?
Will qualified middle school teachers be able to teach in all curricular areas? Will this be a hindrance to hiring/retaining students?
Who will monitor teacher lesson plans?
What specifics will you be looking at other than EOG scores to determine promotion?
State guidelines state that a single test other than the 3rd grade Reading test should not be

the deciding factor on promotion/retention.
 - shannon9402

Curriculum and Instructional Design
- While use of TLAC strategies often correlates with higher test scores, some argue that the unquestionable compliance demanded of students perpetuates racial inequality in the classroom. How will your "culturally-pedagogy" address this sentiment?

- Your budget narrative states that you will have a student to teacher ratio of 15:1, but in this section you note having anywhere from 20-25 students in a class. How will you maintain the 15:1 ratio if this is the case?

- -Will middle school teachers be experts in an assigned content area? Will students rotate between content teachers or will the middle school teachers be responsible for teaching all content areas?
 - sallyhouston11

Special Programs and "At-Risk" Students
School's plan to meet needs of gifted students largely consists of computers and online material. This is insufficient. Please further explain how the school will meet the needs of academically gifted students. - danielle_allen

Special Programs and "At-Risk" Students
Although often related, housing insecurity and emotional issues may present themselves in 'lack of understanding". Are the ways students needs can be identified without or before the student does poorly academically?

The applicant has a great way to identify gifted students, however, is online instruction the best suited option for all gifted students?

 - nacharles

Special Programs and "At-Risk" Students
The school has a partial plan in place to identify and meet
the needs of students who are struggling, and to identify
students with special needs. RtI is mentioned, but details are not provided, why is that?
The school has a partial plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school, why is that? The school has a provided vague plan to provide staff to meet the needs of students, why is that? - kelleytracy1

Special Programs and "At-Risk" Students
For the gifted students is the on-line platform in addition to regular class or as a replacement? - shannon9402

Special Programs and "At-Risk" Students
- Who determines that a student is "having difficulty" at Level 1?
- Who will provide tutoring for level III students and when will this tutoring take place?

 - sallyhouston11

Special Programs and "At-Risk" Students
How will you measure "adequate academic progress and grade level success" to determine

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what students need Level II supports? What is the timeline for students to receive Level II, Level III, and/or Level IV supports? Do they have to receive Level II supports before getting Level III supports before getting Level IV supports? If so, how will you respond if a teacher, staff, or parent suspects a disability prior to the student getting to Level III? - ginger_cash

Exceptional Children – Identification and Records
Eligibility is not determined by majority vote. Data and shared information is used to determine eligibility for Exceptional Children's Program.
There is no mention of 504 qualifications. Why is that? - shannon9402

Exceptional Children – Identification and Records
Do teachers (or a team of teachers) need to collect any data before referring a student to the EC program? - sallyhouston11

Exceptional Children – Identification and Records
After asking the parent and requesting records, what will be your process for reviewing records for compliance and implementing the IEP on day 1 of instruction?
How will you document and respond to the referrals for evaluation being made by parents, teachers, and other school staff? What is your process for including the parent in the review of existing data, determining the need of evaluations, and informing them of the evaluations needed in order to obtain written consent to evaluate? - ginger_cash

Exceptional Children – Education Programming
How will exceptional students experience the proposed mission and STEM aspects of the school? - kelleytracy1

Exceptional Children – Education Programming
Eligibility is not determined by majority vote. Data and shared information is used to determine eligibility for Exceptional Children's Program. - shannon9402

Exceptional Children – Education Programming
- How will the EC teacher collaborate with content teachers? What instructional development, if any, will the EC teacher have when modifying and/or accommodating work?

- Clarify: Will the lead EC teacher be responsible for holding the content teacher accountable or will an administrator ensure that IEPs are implemented with fidelity? This question is in response to the following statement: Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress.

 - sallyhouston11

Exceptional Children – Education Programming
What is your process or procedure for determining need and providing the homebound setting if needed? - ginger_cash

Student Performance Standards
There is no description of the specific structures, schedules, processes and systems that will be put in place to ensure if and how and when data will drive instructional decisions and who on staff will be accountable for making sure this happens. The SMART goals are not different from what is typically found in the LEA, why is that? - kelleytracy1

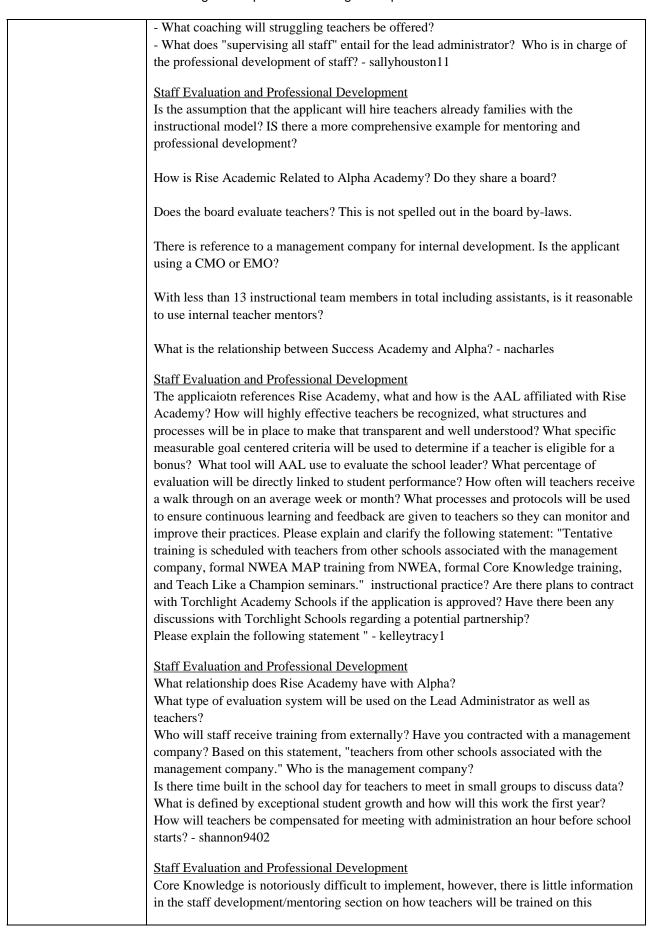If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

Student Performance Standards
Promotion standards are vague. End of year test results cannot be the only basis for promotion or retention.
Where is the character standards are stated in the mission? - shannon9402

Student Performance Standards
- Will students be able to make up late assignments? Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book?
- Will teachers use other reading data given that the Lexile level provided by MAP does not always account for text complexity? For example, some texts with very low Lexile levels are extremely complex. For example, The Sun Also Rises by Hemingway has a Lexile level of 610 while Diary of a Wimpy Kid has a Lexile level of 950.
- Who will design exit tickets? How will you ensure the rigor of the exit ticket aligns with the rigor of the EOG?
- If assessments need to be modified for EC students, will the content teacher or the EC teacher provide those modifications?
- How does 8th-grade promotion vary from other grade levels?
- Will students be able to make up late assignments? Why is there a nine to ten point range for earning a grade A, B, C, and D and a 60 point range for an F? Why has the school decided on this particular grading scale? If a student is absent and misses a graded assessment, how will grades be accounted for in the grade book?

 - sallyhouston11

Student Conduct and Discipline
Is the applicant familiar wit disciplinary restrictions for students with disabilities? - nacharles

Student Conduct and Discipline
The student conduct response is not linked to the schools mission to prepare students and motivate them to become leaders, why is that?
How will AAL create and develop shared vision and plan for promoting, enhancing and sustaining a positive school climate? How will school set policies specifically promoting the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and a comprehensive system to address barriers to learning and teaching and reengage middle school students who have become disengaged? How will AAL practices be identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic
development of middle school students; enhance engagement in teaching, learning, and school-wide activities; address barriers to learning and teaching and; reengage
those who have become disengaged; and develop and sustain the appropriate operational infrastructure and capacity building mechanisms in support of this effort? How will AAL create for Scotland County students an environment where they and their parents are welcomed,
supported, and feel safe in school: socially, emotionally, intellectually and physically?
How will AAL develop meaningful and engaging practices, activities
and norms that promote social and civic responsibilities and a commitment to social justice, which is critical for this student population to have in order to thrive socially and academically? - kelleytracy1

Student Conduct and Discipline

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	What type of curriculum will be used for the etiquette classes that students will participate the first few days of school? Is this school made or written? This doesn't align to the mission of students being leader? How can leadership be built into student conduct? - shannon9402 Student Conduct and Discipline - How does the school define "disrespect?" - Has the school considered offering a detention of some sorts between Level 1 and Level 2 offenses rather than jumping from a verbal reprimand to possible suspension? - Who handles counseling for Level 1 offenses? Clarify: How will you offer counseling to students if you have not allotted funds to hire a counselor according to your Personnel Budget? - What is the dollar total considered "mild damage to property?" - Will students be able to complete their graded work if suspended out of school? Why would fighting or theft cause a student to lose two weeks of direct instruction? What is the advantage of suspending a student for 10 days instead of 5 days? - Will parents/guardians be notified of Level 1 infractions? How will the school leverage family support to prevent the escalation of infractions? - Discipline is not synonymous with consequence. What proactive supports has your school considered taking to prevent misbehavior? How will the school leverage behavior plans to support Tier 2 and Tier 3 students? - sallyhouston11 Certify Education Plan Overall, the education plan is lacking details and mission alignment, especially as it pertains to the STEM focus. There is nothing especially rigorous or unique about the educational plan being proposed and as a result it is unlikely that the proposed plan will result in improved academic outcomes for students in Scotland. - kelleytracy1 Certify Education Plan Instructional program does not address all areas of the mission. - shannon9402 Certify Education Plan This subsection was not entirely original. - sallyhouston11
Governance and Capacity	Tax-Exempt Status 501 (c)(3) N/A - nacharles Certify Governance Can the applicant explain the section that mentioned other school and appear not to be original? Has the applicant made a decision about using a management company? The application indicates it will not but several sections in the application indicate the use of a management company - nacharles Certify Governance The explanation of the board election process, decision making process, and the board membership terms provided is incomplete and underdeveloped. There is only partial description of the roles and responsibilities of the board and the roles and

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responsibilities of the leader and the description does not sufficiently address the distinction between
roles or the relationship between employees and the board. The school shared some some strategies for communicating with families but nothing especially targeted to communicate at-risk or disengaged families. The enrollment projection shows 30 students per class, which is unrealistic. It is not clear whether the team intends to contract with a CMO, probably Torchlight upon approval and the lack of candor combined with typos referencing RISE Academy, Power Elite All Male Academy and other Torchlight components (Core Knowledge, Teach Like a Champion) is concerning. - kelleytracy1

Certify Governance
There are references to other schools and communities within this section. Why is that? Although the applicant says earlier there is not a management company, this section addresses a management company several times. ARe you working with a management company specifically Torchlight?
Class size is now 30 where as earlier it would be 20.
All of this is very concerning. The most alarming is the mentioning of different schools and the information regarding a management company that appears to be linked to Torchlight. - shannon9402

Certify Governance
This subsection is not entirely original. - sallyhouston11

Governance and Organizational Structure of Private Nonprofit Organization
Can the applicant demonstrate parental support for the school as claimed?

Is four hours enough to learn all regulations and laws for a board member not already familiar? If not, does this prevent certain populations from successful board memberships?

Can parents file grievances not related to student discipline (i.e. against an admin, teacher, or board member)?

Are there plans to add board members with business, legal, or finance backgrounds? - nacharles

Governance and Organizational Structure of Private Nonprofit Organization
Is there any connection between the proposed school Alpha Academy Lautenberg and Torchlight Academy Schools? If so, please describe that relationship in detail? How did Rev Shoffner, Ms Tillman, Ms Satterfield, and Mr Willis and Mr Breedan initially come together as a team to discuss and formulate a vision for AAL? Who initially proposed the idea to the group? Ms Tillman and Ms Satterfield as school administrators, can you provide verifiable evidence of your capacity to lead and develop a high performing school for the targeted student population? Does anyone affiliated with AAL have any connection with the Power Elite Male Academy? If so, please explain the nature of that connection. - kelleytracy1

Governance and Organizational Structure of Private Nonprofit Organization
How will the board be evaluated other than self-evaluation? Will there be input from parents and teachers?
How will the lead administrator be evaluated?
Is four hours of training enough to understand the role of a board member and the laws required? - shannon9402

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Governance and Organizational Structure of Private Nonprofit Organization
Procedure for breaking tie vote is unclear. Appears that board chair will have two votes. Please clarify.
Applicant describes how the school leader will be evaluated, but does not outline how the board itself will be evaluated. Please clarify.

Applicant needs to provide further clarification around the grievance process for parents whose issue may not be a suspension/expulsion.

One board member (JD Willis) stated he was the former director of Scotland County Charter School. That school cannot be located in OCS records, but there is record of a Laurinburg Charter School, which was closed for financial mismanagement and breaking student enrollment/residency laws, and a Laurinburg Homework Academy, which was closed for low enrollment. Was this board member involved with either of these two schools? What is the rationale for including him on the board for Alpha Academy of Laurinburg?
 - danielle_allen

Governance and Organizational Structure of Private Nonprofit Organization
- Why does the board only undergo a self-evaluation? Do teachers have a space to name how they feel about support from the board? - sallyhouston11

Proposed Management Organization (EMO/CMO)
N/A - nacharles

Proposed Management Organization (EMO/CMO)
Does any one affiliated with AAL or development of the AAL application have any connection to Torchlight Academy Schools? If so please explain the nature of that affiliation and delineate they role Torchlight school played in development of AAL. - kelleytracy1

Proposed Management Organization (EMO/CMO)
Is there any relationship between the board and Torchlight Academy? Much of the information contained in this application resembles other schools working with Torchlight. - shannon9402

Charter School Replication
Can the applicant share the public version of Form 990 that legibly displays answer for the past three years available?

 - nacharles

Charter School Replication
Who on the board has human resources or non profit management including budgets and fund raising as well as marketing, real estate development, finance and legal experience? What role will the staff and leaders play in operationalizing the new AAL? Describe the extent of the partnership and describe how AAL will benefit as a replicaiton form the current AA? What difference are there between the Laurinburg location and the current Alpha Academy? - kelleytracy1

Charter School Replication
Is there any other rationale for the replication? What about student achievement?
What will be the differences between the current Alpha school and this one?
 - shannon9402

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Charter School Replication

Only rationale applicant provides for replication is no marks on financial audits or state compliance reports. Additional clarification is needed here. - danielle_allen

Staffing Plans, Hiring, and Management

How does the outlined list of positions meet the needs of the instructional model outlined in the earlier parts of the application? The number of staff does not support the students numbers or the outlines student/teacher ration.

How can instruction be differentiate without more instructional assistants when there are only six teachers?

Is legal counsel outsourced and reflected in the budget?

Given the instructional model presented earlier with 6-8 grade teachers requiring content knowledge across subjects, is the teacher salary competitive enough in the market to attract high quality teachers?

Is there a large enough market for licensed administrator willing to work for $60,000 to provide high quality instructional leadership, run operations and finance department, and liaise with the board?

Could not participating in the NC retirement and health insurance plans hurt recruitment as experienced teachers and admins could loose much earned time? Would the strategies gear toward inexperienced teachers? - nacharles

Staffing Plans, Hiring, and Management

What is the proposed student teacher ratio for K-4? What spepcific core competencies will the Board look for in hiring the principal? How will those special look fors be mission aligned? - kelleytracy1

Staffing Plans, Hiring, and Management

How will 6 core teachers be divided among five grade levels?
Is the salary for teachers competitive enough to keep and retain?
Will the school health plan and retirement be comparable to that of the state?
Will you hire and ELL teacher? - shannon9402

Staffing Plans, Hiring, and Management

How will the six core content teachers be distributed among five grades?

Why has school only budgeted for two instructional assistants when the instructional plan leans so heavily on instructional assistants for grades 6-8 in the early years?

Salary range includes EC instructional assistant (which is not included in projected staff section), but does not include information on the ELL teacher. Please clarify. - danielle_allen

Staffing Plans, Hiring, and Management

- What sources are you using as "research-based best practices" for recruiting and retaining high-quality teachers?
- How will you engage teachers in the decision making process at the school?
- What feedback will teachers receive other than "data-driven feedback through MAP growth?"

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- What coaching will struggling teachers be offered?
- What does "supervising all staff" entail for the lead administrator? Who is in charge of the professional development of staff? - sallyhouston11

Staff Evaluation and Professional Development
Is the assumption that the applicant will hire teachers already families with the instructional model? IS there a more comprehensive example for mentoring and professional development?

How is Rise Academic Related to Alpha Academy? Do they share a board?

Does the board evaluate teachers? This is not spelled out in the board by-laws.

There is reference to a management company for internal development. Is the applicant using a CMO or EMO?

With less than 13 instructional team members in total including assistants, is it reasonable to use internal teacher mentors?

What is the relationship between Success Academy and Alpha? - nacharles

Staff Evaluation and Professional Development
The applicaiotn references Rise Academy, what and how is the AAL affiliated with Rise Academy? How will highly effective teachers be recognized, what structures and processes will be in place to make that transparent and well understood? What specific measurable goal centered criteria will be used to determine if a teacher is eligible for a bonus? What tool will AAL use to evaluate the school leader? What percentage of evaluation will be directly linked to student performance? How often will teachers receive a walk through on an average week or month? What processes and protocols will be used to ensure continuous learning and feedback are given to teachers so they can monitor and improve their practices. Please explain and clarify the following statement: "Tentative training is scheduled with teachers from other schools associated with the management company, formal NWEA MAP training from NWEA, formal Core Knowledge training, and Teach Like a Champion seminars." instructional practice? Are there plans to contract with Torchlight Academy Schools if the application is approved? Have there been any discussions with Torchlight Schools regarding a potential partnership?
Please explain the following statement " - kelleytracy1

Staff Evaluation and Professional Development
What relationship does Rise Academy have with Alpha?
What type of evaluation system will be used on the Lead Administrator as well as teachers?
Who will staff receive training from externally? Have you contracted with a management company? Based on this statement, "teachers from other schools associated with the management company." Who is the management company?
Is there time built in the school day for teachers to meet in small groups to discuss data?
What is defined by exceptional student growth and how will this work the first year?
How will teachers be compensated for meeting with administration an hour before school starts? - shannon9402

Staff Evaluation and Professional Development
Core Knowledge is notoriously difficult to implement, however, there is little information in the staff development/mentoring section on how teachers will be trained on this

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curriculum. Further, school intends to layer multiple curricula over this one. Please provide additional information on this.

Applicant mentions Rise Academy in this section. What is the relationship between Rise and Alpha of Laurinburg?

Applicant mentions "the management company" in several places as providing professional development for teachers; however, earlier in the application it was stated that Alpha of Laurinburg will not be contracting with a management company. Which one is the case?

Does Alpha Academy in Fayetteville use Core Knowledge? The PD plan for Alpha of Laurinburg to implement Core Knowledge is tenuous at best. Please clarify. - danielle_allen

Staff Evaluation and Professional Development
- TLAC workshops often cost $800 - $1000+. Is $10,000 enough money to provide professional development for each staff member given you will likely need to cover transportation to and from the PD session?
- How will you assign teacher mentors in Year 1 if you have no previous MAP data?
- How will new teachers receive "even more" professional development in addition to the proposed 70 hours all staff will receive?
- What is the start day of school? You note that the lead administrator will meet with each teacher for a coaching meeting an hour before school. Is this logistically feasible? - sallyhouston11

Marketing Plan
Again, is Alpha using a management company or will there be a contract to have them review applicants?

Does an accept/deny application process fall within NC Charter law? What are the criteria for evaluation? Are there barrier to entry embedded in this process?

Is there a lottery if there are more applicants than slots? How are sibling addressed?

Is a management firm in the budget? - nacharles

Marketing Plan
What is the NoDA area? Again there is reference to a management company. Are you using one? Is it Torchlight and why was this not disclosed earlier?
Why is the management company reviewing applications? - shannon9402

Marketing Plan
- Clarify: Please elaborate on your application review process in accordance to NCGS 115 C-281.45 regulations. What does this look like in action?
- What is your proposed budget for marketing? - sallyhouston11

Parent and Community Involvement
Why does the enrollment plan not match the previous section? in the application, 100% volunteer requirement is mentioned. How does the applicant support working parents with inflexible schedules? - nacharles

Parent and Community Involvement

	The school has provided little or no information about volunteer requirements or opportunities. - kelleytracy1 Parent and Community Involvement Earlier in the application you stated that there would be 100% parental volunteers. How will you make this happen with working parents. What community partners have you established? - shannon9402 Admissions Policy The school has provided a description of the enrollment process; however, the description lacks clarity regarding some aspects of the process, why is that and can you provide more details? For example, criteria for enrollment decisions, withdrawls, and transfers and related draft policies. - kelleytracy1 Projected Student Enrollment (Table) How is it decided which k-2 students are not invited back given the decreasing numbers in year 5? - nacharles Projected Student Enrollment (Table) The table proports to have 30 students per class, this is not realistic especially for a kindergarten class. - kelleytracy1 Projected Student Enrollment (Table) Earlier in the application it was stated that class size would be 20 students. Now it appears that class size will be thirty. Is this realistic in a Kindergarten class? Why is there a discrepancy? You also have 6 core teachers, where is the 6th teacher on the chart? Will you not draw students from other LEA's? You mentioned several earlier. - shannon9402 Projected Student Enrollment (Table) Earlier in the application, applicant indicated that the school would target 20 students per grade in K-5, but this section indicates that classes in year 1 will be at least 50% larger than that. In general the numbers per grade level do not match up with the applicants stated student/teacher ratios for each grade. Please clarify. - danielle_allen Projected Student Enrollment (Table) - In Section 1, Year 5 had a projected enrollment of 428. Which table is accurate? - sallyhouston11 Weighted Lottery NA - nacharles
Operations	Certify Operations It is unclear if a contract for the facility has been signed. - kelleytracy1 Certify Operations Has the facility already been leased by the board? - shannon9402 Transportation Plan Does the budget meet needs? $20,000 for 3 to 4 drivers seems low. - nacharles Transportation Plan How many drivers does the school plan to contract? School is budgeting approx $2500 per bus. Buses at this cost often have extremely high mileage and require extensive maintenance. Will $6K be enough to maintain buses that will likely need this kind of

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	maintenance? - danielle_allen Transportation Plan - Most surplus buses currently range from $3k-4k. How will you purchase 4 buses at this rate if you've only allotted $8k for buses? - sallyhouston11 Transportation Plan How will you provide transportation when outlined as a related service in an IEP for a student with a disability? - ginger_cash School Lunch Plan Is $10,000 for 150 students at two meals a day for a school year reasonable as it assumes a meal at less than $.19 per meal - nacharles School Lunch Plan Is the budgeted $10,000 enough for lunches for 150 students? - shannon9402 School Lunch Plan Has school budgeted out the cost of each breakfast, lunch, and snack? Will $10K be enough to cover the cost of these meals for students who need them? - danielle_allen School Lunch Plan - What measures will you take to ensure students with dietary restrictions have meals each day? - sallyhouston11 Facility and Facility Contingency Plan Has the board purchased or signed a lease for the property? - kelleytracy1 Facility and Facility Contingency Plan Has the facility been purchased/leased? This is unclear. What is the contingency plan should something go wrong with the facility? - shannon9402 Facility and Facility Contingency Plan School does not have an adequate contingency plan. - danielle_allen
Financial Plan	Certify Finance The team did not provide a personnel budget. - kelleytracy1 Certify Finance The personnel budget is incomplete. - shannon9402 Certify Finance This subsection is not entirely original. - sallyhouston11 Budget Revenue Projections from Each LEA (Table) Why is there only one LEA listed? - shannon9402 Total Budget Revenue Projections 2018-2023 (Table) Can the applicant clarify the budget variability given that the student count is higher each year?

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Are there any other funding sources the applicant plans to pursue until enrollment is settled? - nacharles

Total Budget Revenue Projections 2018-2023 (Table)
Why the decrease in State funds from year 1 to year 2?
Why such drastic difference in Year two local per pupil funds than all the rest? - shannon9402

Total Budget Revenue Projections 2018-2023 (Table)
- If local per pupil funding is $1801, how do you reach $3,599.634 for local per pupil funds in year 2? Why would local per pupil funding decrease from year 2 to 3?
- Clarify: How are you determining the numbers for years 2-5 based on the approximate per pupil funding for Scotland County Schools? - sallyhouston11

Personnel Budget: Expenditures 2018-2023 (Table)
Has this budget been added erroneously? It is essentially blank save for the Lead Admin salary. How can we ensure the instruction aligns with the budget? - nacharles

Personnel Budget: Expenditures 2018-2023 (Table)
The personnel budget is incomplete and does not provide enough information to evidence that the team has the capacity to operationalie the school design. - kelleytracy1

Personnel Budget: Expenditures 2018-2023 (Table)
This budget is incomplete. It does not provide for anyone other than the lead administrator.
What about all other personnel mentioned in earlier sections? - shannon9402

Personnel Budget: Expenditures 2018-2023 (Table)
Applicant submitted completed budget during completeness check. Staffing numbers in budget do not match staffing numbers outlined in Staffing Plan section of the application. Will the school be hiring 6 content teachers or 8? Will they be hiring 2 instructional assistants or 3? Final budget includes an executive director; staffing plan does not. Please clarify. - danielle_allen

Personnel Budget: Expenditures 2018-2023 (Table)
- Table is blank in almost all sections - sallyhouston11

Operations Budget: Expenditures 2018-2023 (Table)
if the applicant plans to use a management company for applications, are they providing pro bono services as not dollar amount is allocated?

Why are there no realistic increases for ops costs given the increase in students save fore the minimal utilities cost?

What explains the jump in lease/mortgage in year 5? Are the plans to add another building?

Is the professional development budget in line with the high need and proposal for development mentioned in the Education Plan? - nacharles

Operations Budget: Expenditures 2018-2023 (Table)
Office budget seems low throughout all years.
Does the school not have to pay the management company mentioned in other sections? (Reading applications) - shannon9402

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Operations Budget: Expenditures 2018-2023 (Table)
Child nutrition and transportation line items appear low and not aligned with the target student population or mission of the school. - danielle_allen

Operations Budget: Expenditures 2018-2023 (Table)
- Clarify: Under the Transportation Plan, you noted you would spend $8k on buses. Here you list $10k. Which is accurate?
- How will the insurance cost stay the same if the if student accident coverage is based on the number of students at the school? (Your insurance quote noted this cost $7 per student) - sallyhouston11

Operations Budget: Expenditures 2018-2023 (Table)
Where have you allotted money for contracting related services including psychological, speech, Occupational Therapy, Physical Therapy, etc? - ginger_cash

Total Expenditure Projections (Table)
Why is the personnel budget lacking cost for instructional staff?

How can there be a nearly $3 million dollar surplus? - nacharles

Total Expenditure Projections (Table)
The budget is incomplete. - kelleytracy1

Total Expenditure Projections (Table)
The budget is incomplete as the personnel budget only shows the lead administrator. - shannon9402

Budget Narrative
Why does the ration listed in this section not match the education plan nor does it match the budget?

Where in the budget are provisions for accounting, fin services, support services included?

Can the applicant review its budget as nothing inn this narrative matches what was actually in the budget?

Is the applicant leasing or buying as both are listed? - nacharles

Budget Narrative
The student teacher ratio of 15:1 does not align wit other parts of the application, budget, why is that. The personnel budget was not complete and what was provided did nto align with the stated student teacher ratio. - kelleytracy1

Budget Narrative
What are the various budget scenarios in the contingency plan? What will you scale back? The student/teacher ratio does not match the projected enrollment of 30 in each grade level. Will you lease or purchase?
 - shannon9402

Budget Narrative
Applicant should be aware that breakeven enrollment number they have projected is lower than the statutory minimum number of students.

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	Applicant did not specify which line items would be reduced in the event that projected enrollment was not met. Please clarify. Core Knowledge curriculum materials and professional development can be expensive; school has budgeted $5K for curriculum/text and $10K for instructional materials. Does this amount also include funding for additional pieces of the curriculum that school plans to implement, such as STEM, Teach Like a Champion, etc.? - danielle_allen Budget Narrative Clarify: You name that you will have 20 students per class. However, your budget narrative states the following: "The student to teacher ratio is 15 to 1." Which is accurate? - What are the line item budget reductions you imagine implementing if a contingency plan is necessary? What are the other "agreed upon options?" - sallyhouston11 Financial Audits What protocols will the board put in place? - nacharles Financial Audits The auditor is not an independent auditor instead he is the auditor used by Torchlight Academy Schools. - kelleytracy1 Financial Audits Applicant says the board will establish an internal monitoring and compliance program, but gives little to no detail about what that program would entail. - danielle_allen
OVERALL	Cover Page Why has the organization not applied for 501(c)3? Can the applicant support similar characteristics for Scotland County and Cumberland County? How can the applicant justify the marginal success of the existing charter? The academic proficiency is barely comparable to the local LEA in Cumberland County. How does this compare to Scotland? Can the applicant share information about the prospective county? - nacharles Grade Levels Served and Total Student Enrollment: Why are the growth numbers inconsistent? What is the student teachers ration when one year the growth is 45 students and the next its 58 and the year after it's 77 (and rising). Can the applicant justify the growth and how will this be supported in programming. The school would need to add at least two classes each year (or more depending on the year) to keep a reasonable student teacher ratio. Does Scotland County demand justify this? - nacharles Grade Levels Served and Total Student Enrollment: How many students per classroom since 30 students per grade level? Will there be 30 students per class or 15 per class? How will teachers be supported in developing classroom management techniques to support 30 students per class beyond reading Teach Like a Champion? Will there be 30 kindergartens, too and will there be an aid assigned to each kindergarten class? - kelleytracy1 Grade Levels Served and Total Student Enrollment:

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	Based on these numbers it appears that there will be 30 students in each grade level. Is this realistic for Scotland County? - shannon9402 Certify Application Class size is a concern. - shannon9402

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening	"Appendix F: Background checks submitted for2 of 5 board members. Appendix N: Only one year of 990 submitted Appendix P not notarized Budget appears to be incomplete"
Application Review	
Application Interview	
OVERALL	

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