



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Triumph Charter Academy

Public charter schools opening the fall of 2020

Due 5:00 pm EST, 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:
6307 Mail Service Center
Raleigh, NC 27699-6307

**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.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Triumph Charter Academy

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

Name of non-profit organization under which charter will be organized or operated: *Empowered ED Group Inc.*

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

Name of contact person: *Priscilla J. Maynor, Ed.D*

Title/Relationship to

nonprofit

: *Board Member, Vice Chairperson*

Mailing address: 308 Elam Street
Holly Springs NC 27540

Primary telephone: 919-215-5809 Alternative telephone: 919-215-5810

E-Mail address: *priscilla.maynor@gmail.com*

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

County: ROBESON

LEA: 780-Public Schools of Robeson County

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

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.

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? Empowered ED Group Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2020 Month August

Will this school operate on a year round schedule?

No:
Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 01, 02, 03, 04, 05, 06	470
Year 2	K, 01, 02, 03, 04, 05, 06, 07	576
Year 3	K, 01, 02, 03, 04, 05, 06, 07, 08	682
Year 4	K, 01, 02, 03, 04, 05, 06, 07, 08	738
Year 5	K, 01, 02, 03, 04, 05, 06, 07, 08	800

The State Board of Education provides funds to charter schools, approves the original members of the

boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school governance, operations, finances and student performance.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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.

pmaynor
Signature

Board Vice Chair
Title

pmaynor
Printed Name

10/01/2018
Date

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:

TCA inspires and empowers students to reach their true potential as learners and engaged contributors in a global society by providing authentic learning opportunities that cultivate excellence, innovation, collaboration and nurturing of the whole child.

Clearly describe the mission of the proposed charter school:

TCA pledges to produce the next generation of leaders by developing a passion for learning at a young age and building a strong well-rounded foundation for success in school, life and global citizenship. We are committed to excellence, innovation, collaboration and believe that nurturing the whole child and their creative abilities to express themselves, understand others, and navigate complex information will position them to confidently solve problems and reach their fullest potential.

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.*

The targeted student population of Triumph Charter Academy (TCA) is anticipated to closely mirror the demographics of the Public Schools of Robeson County (PSRC). The student population of the PSRC for 2017-18 is 42.1% American Indian, 23.7 % Black, 16.4% Hispanic, 12.8% White, 4.35% Multi-racial, and 0.5% Asian. As far as, the rationale for selecting a school site, TCA anticipates the student population will be predominately drawn from 22 schools serving students in grades K-8 in the PSRC. These schools are located within a 17-mile radius from the proposed location of TCA. Of these 22 schools, 18 had a school performance grade of D or F and 16 were designated as low-performing schools based on the 2016-17 school performance data reported by NCDPI. Secondly, at 950 square miles, Robeson County is the largest county in the state by landmass. There are currently two charter schools located in Robeson County, one each located on the eastern and western parts of the county. The one charter school on the eastern side serving K-8 has been unable to accommodate the current demand for enrollment, as evidenced by consecutive years of conducting a lottery and maintaining a waitlist. TCA's proposed location will be centrally located within the county, which will position the school to respond to the

present need and demand for higher performing, quality schools and additional educational choice options for students and families. Based on the responses to the community survey, families in Robeson County have concerns about the lack of educational options and the high costs associated with private schools. 93.5% of the survey respondents indicated a high interest in an educational option with high standards and high expectations for students and staff. 92.6% of respondents equally indicated high interest in the opportunity for students to develop character and leadership skills and opportunity for additional support for basic skill development in reading, writing, and/or math. Additional evidence for this demand is evidenced by the community's response to the launch of the TCA Facebook page and community survey. The TCA Facebook page currently has 450 likes and 456 followers. The community survey collected over 200 responses within the first 24 hours of launch. Results from a community survey and community outreach activities confirm this demand.(Ref: Appendix A1)

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

The Public Schools of Robeson County (PSRC) serves approximately 22,000 students enrolled in 40 schools located in Robeson County and is one of the largest rural school districts in the state. The district includes 23 elementary schools, 11 middle schools, and 6 high schools. In 2020, TCA plans to open with 470 students and reach an enrollment of 800 students within five years of the school's opening. Based on NCDPI's Finance and Business allotment projections, this enrollment reflects <0.05% of the projected 2018-19 K-8 ADM for the PSRC.

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

Our five year vision embraces the philosophy that each scholar learns with a purpose, is highly engaged and motivated to master academic content and to produce high quality work in a culture of high expectations. Triumph Charter Academy (TCA) recognizes the importance of high achieving cultures, but equally understands the importance of closing critical achievement gaps for diverse student populations, English language learners, students with disabilities, and low-income students. TCA will ensure that all students are grade level ready as each scholar matriculates through grades K-8, and ultimately demonstrates readiness for college or career goals at the high school and collegiate or workforce levels. We believe that skills such as inquiry, research, problem solving, collaboration and communication, and quality habits of mind begin at the kindergarten level and increase in skill depth and application as they continue to work independently, in teams, think critically, and become competent and caring citizens. TCA is unique in that it will reflect an inspiring, empowering and challenging learning environment designed around four pillars that articulate the school's core values and are essential to driving the school's mission. These pillars include:

1. EXCELLENCE: TCA inspires and empowers scholars to discover and achieve their full potential with excellence in academics, extra-curricular interests, in their knowledge of the world around them, and their

stewardship as productive citizens.

2. INNOVATION: TCA inspires and empowers scholars to use all resources to think critically and creatively, and explore globally through immersive, experiential learning opportunities.

3. COLLABORATION: TCA inspires and empowers a vibrant and actively engaged school and community culture for every scholar, teacher, family and community partner.

4. NURTURING THE WHOLE CHILD: TCA inspires and empowers a community of learners and learning that instills ethical values and virtues of respect, gratitude, self-control, compassion, integrity and perseverance.

Similar to PSRC, TCA will utilize the NC Standard Course of Study and Common Core Standards for each grade level. However, compared to the more traditional education system provided by PSRC, TCA proposes a personalized learning approach, which means there is 1) a keen focus on the learner; 2) consideration for flexibility in the pace and mastery of learning; 3) instruction that is culturally relevant and tailored to learner preferences, patterns and distinct individual needs; 4) shared ownership for learning; 5) continuous monitoring of student progress; 6) the use of assessment data to inform instruction; and 7) individual student learning plans.

A trans-disciplinary approach to teaching where scholars are exposed to a rigorous curriculum and meaningful, authentic learning experiences, also distinguishes TCA from PSRC. TCA will provide its scholars a challenging academic program of deep learning in literacy, math, science and other core subjects, including global and character education, that is further supported by a strong digital learning culture. In addition to a challenging curriculum grounded in high academic and social expectations, teachers will deliver content using research-based instructional practices and engage parents and community in the process. TCA will offer its different approach to teaching and learning and create its transformative school culture utilizing the EL Education Program and Curriculum. The core design principles for EL Program closely align to the four pillars in the TCA mission in that it is based on providing enriched classroom environments where teaching and learning are active, challenging, meaningful, public and collaborative. The EL Program also places an emphasis on high quality work by way of the four Cs of 21st Century Learning: critical thinking, communication, collaboration and creativity.

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

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

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible*

for the learning program at the school site.

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

As follows, TCA will meet all six legislated purposes of a North Carolina Charter School, per G.S. 115C-238.29A, within the first three years of operation and maintain a highly effective and positive educational experience for families and K-8 scholars.

1. **New Professional Opportunities for Teachers-** TCA will inspire and empower our teachers to lead in their classrooms and the school through multiple professional learning opportunities. To meet the various needs of our targeted student population, TCA plans to partner with the Center of Excellence with Francis Marion University, which focuses on research-based strategies for improving the academic achievement of students of poverty. All teachers will participate in professional learning communities (PLC) based on the DuFour model. Research supports teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009) is highly effective. Through PLCs, professional learning will be embedded into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010).

2. **Accountability for Meeting Measurable Student Achievement Results-** TCA will demonstrate a culture of continuous improvement and a focus on student growth. From the Board of Directors, school leadership, to the teachers and students in the classroom, everyone plays a significant role in the implementation of assessment practices that maintain a focus on students mastering their standards-based learning goals and drive high student achievement.

3. **Expanded Choices in Educational Opportunities-** TCA will offer a non-tuition, public charter school option in Robeson County, where a clear need and demand for higher performing and higher quality schools with high expectations for students and staff exists. The charter school will offer a unique opportunity for students and families who are interested in a culturally relevant, high quality education program through a rigorous academic curriculum and authentic learning experiences that are connected to the real world and active learning and engaging opportunities for discovery, inquiry, critical thinking, problem-solving and collaboration are the norm.

4. Improved Student Learning - TCA will offer an innovative and rigorous program of quality academics, character development, innovative lessons and teaching methods, and a strong body of evidence-based research to support a full and robust curriculum to ensure improved student learning. After extensive research to identify an evidence-based quality curriculum for the TCA education program that was appropriate for the targeted population and aligned to the school's mission and core values, the TCA Academic Excellence Committee selected the EL Education program. According to EdReports, an independent nonprofit that reviews K-12 instructional materials with a focus on alignment to college and career-ready standards and other indicators of high quality as recommended by educators, the EL reading curriculum received the highest score ever given to a K-5 English Language Arts curriculum. Within the contents of the EL Education program, cross-curricular studies in Science, Social Studies, Humanities, character and global education, and Health/Wellness unfold, allowing teachers to embed learning with real world experiences that will help students connect to content in new ways. TCA is strongly considering implementations of the I-Ready Math and Eureka Mathematics, which both have proven student achievement success with minority students and at-risk populations. Eureka Mathematics, a strong, research-based math program supported by an 18-district study conducted by Mathematica Policy Research. Eureka Mathematics is currently the highest scoring math curriculum on EdReports offering material for grades K-8 with a heavy focus on both procedural and conceptual math. These combined methods for teaching math can be tailored for scholars at all tiers of learning, while also teaching scholars the "why" of mathematics as they connect these ideas to their everyday experiences.

5. Increased Learning Opportunities for All Students- TCA will demonstrate innovative approaches to creating learning spaces, offering extracurricular clubs and real world and community service projects, and strategies that promote student responsibility and leadership in every child. Classrooms will offer 1:1 technology for all scholars, and varying enrichment and tutorial options to support scholars in their academics and learning.

6. Use of Different and Innovative Teaching Methods- TCA will implement personalized learning strategies that are learner-focused which means all learners will get the differentiated support needed to gain the required knowledge, skills and competencies, as well as, the flexibility and choice to develop their individual interests and passions. Instruction will involve the trans-disciplinary integration of science, technology, engineering and mathematics (STEM) into lessons that connect students to the real world issues and careers. TCA will inspire and empower all students to become effective problem solvers through multiple opportunities to identify authentic problems, propose and test solutions, and to communicate their findings with the larger community. TCA will use the STEM Immersion Guide for Schools and Districts from the Arizona STEM Network to guide the school in integrating STEM education. Because of the organic nature of identifying authentic community issues and the need to develop relationships with local businesses and institutions of higher education, the goal will be to have TCA operating at the Partial Immersion Model by the end of year 5 with the ultimate goal of moving to the Full Immersion Model. (Appendix O)

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.*

TCA will execute a strategic process in program planning and academics, financial operations, and will maintain governance structures to ensure success of the school for the first five years. Below are our initial priority goals. An abbreviated sample of the strategic approach and actions of the TCA governing board and staff. (Ref: Appendix O)

1. School Operations

100% of TCA families will have access to transportation options for students in place prior to the start of school each year, based on enrollment records data.

100% of TCA students will have access to nutritious meal options identified prior to the start of school each year, based on enrollment records data.

2. Academics

In 3rd grade literacy, the percentage of students reading at or above grade level will increase annually as measured by state assessments.

Student achievement in the areas of reading, math and science will exceed the state average of performance by 10% on state assessments as identified by the NC State Board of Education by the end of year three.

TCA will be a high performing public school of choice with a performance grade of B by the end of year 2 and each year thereafter; as identified by the NC State Board of Education.

3. Finance

In years 1-5, TCA will meet its projected student enrollment and approve a fiscally sound, balanced budget aligned to the school's mission and educational program by June 1 annually.

TCA will close with a healthy fund balance that is no less than three months of the school's operations budget, and a clean financial audit at the end of each fiscal year.

4. Governance

100% of the Board of Directors will complete 12 hours of governance development training by June 30 of year 1 and 6 hours in subsequent years 2-5.

By 2020, the Board will approve a comprehensive, multi-year strategic plan, which includes development goals and systems designed to support quality performance and accountability.

By May 30, the TCA Board will evaluate the school leader using the NCEES system ratings.

TCA will attain stakeholder satisfaction equal/greater than 80% as measured on annual surveys.

TCA will utilize an outcome-based calendar to ensure board oversight, advancements towards its mission, progress of academic achievement and fulfillment of charter requirements. (Ref: Appendix 0)

Monthly board meeting will include reporting of academic programs, student performance, operational compliance, financial reports, and enrollment reports. TCA committees will conduct in-depth discussions, a metric based analyses of data in conjunction with the Head of School and staff to ensure quality recommendations are presented to the full board. The Board will conduct quarterly comprehensive reviews and end-of-year assessment of the school's overall organizational health annually, using methods such as, but not limited to, formative and summative assessments, stakeholder surveys, compliance reports and audits. Information will be made available to all stakeholders on the school's website, State Report Card data, and through ongoing written communications such as newsletters and social media.

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

Excellence is a core pillar of the TCA mission, which means that a culture of continuous improvement will be embedded in every facet of the school and classroom. The TCA Board of Directors will utilize a systematic approach to ensure quality and progress towards the school's mission and organizational goals. In collaboration with the Head of School, the Board will methodically and routinely monitor the connection between strategies and the expected outcomes. The Board will utilize a framework for quality and performance management that entails (1) establishing and widely communicating its priorities and setting ambitious, clear and measurable goals and outcomes with aligned strategies and activities; (2) directing appropriate resources to priority efforts that produce results; (3) establishing and implementing a schedule for collecting, analyzing and monitoring data, including leading and lagging indicators, to inform continuous improvement and to make decisions; and (4) maintaining accountability for results through decisions based on data and communication of results to the TCA staff, parents and community partners. The Board's approach draws upon the work of W. Edward Deming's PDSA Cycle and the Baldrige Excellence Framework and Criteria (Ref: Appendix 0). During the planning year, the Board and Head of School will establish the appropriate structure and system design to support quality, performance, and accountability. Additionally, TCA aims to inspire, empower scholars, and will seek scholar voice at each monthly board meeting with opportunities to share their reflections of their TCA experience.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Our educational program is grounded in its mission to provide a high quality, innovative, and learner-focused instructional opportunity for every student. Our instructional model will focus on the EL Education curriculum for reading and language arts, the Eureka and iReady models for mathematics, and a rich, inquiry-based model for science. Social studies, fine arts, and the other enrichment content areas will offer programs such as Leader in Me, SPARK Curriculum, and Discovery Education. (Appendix O) Technology integration and a one-to-one collaborative and global focus in all content areas will provide an innovative and 21st-century approach to teaching and learning for every student and will offer a diverse and enriched learning culture of learners engaged in not only curriculum content, but the real world experiences around them.

Instructional methods, based on the research work of Marzano high probability strategies, John Hattie's evidenced-based teaching methodologies, and a strong focus on student accountability and ownership for learning will be used. TCA will offer innovative opportunities for a diverse population and will create a model culturally relevant educational program that breeds success for every learner. Assessment protocols using NWEA, mClass Reading 3D and others will be diverse, focusing on the individual and personalized needs of the student or small groups of students within the student population.

Community input helped shape the school's educational plan. Based on survey responses, there is overwhelming interest in a school that leverages technology for teaching and learning and integrates STEM education. There is also significant interest in a school that has high standards and expectations for students and staff, an opportunity for students to develop character and leadership skills, and an opportunity for additional support for basic skill development in reading, writing, and/or math. This, in combination with the historically low student achievement scores in reading and mathematics in PSRC, was a guiding factor in our curriculum and instructional decisions.

TCA will use an approach to STEM integration informed by the Arizona STEM Network definition of STEM, Morrison's functions of STEM education, and the National Research Councils definitions of technology and engineering design. The Arizona STEM Network defines STEM instruction as involving the trans-disciplinary integration of science, technology, engineering, and

mathematics into rigorous lessons that connect students to real world careers and issues. Morrison's six functions of STEM education state that students should be: 1) problem-solvers; 2) innovators; 3) inventors; 4) self-reliant; 5) logical thinkers; and 6) technologically literate. The National Research Council in its Framework for K-12 Science Education defines engineering as systematic practices of design to achieve solutions to human problems and technology as all types of human-made systems and processes. These definitions align tightly with our mission and encompass the four pillars of excellence, innovation, collaboration, and nurturing the whole child.

Attempts at STEM integration emphasize the bookends of the acronym - science and mathematics content, while downplaying the importance of technology and engineering. We believe content knowledge is not static and, although important, learners today need more than mere content knowledge to be contributors in our ever-changing global society. Learners need a strong foundation across all content disciplines and need to be taught how to be innovative problem solvers. TCAs trans-disciplinary approach to STEM integration will result in a unified intellectual framework that goes beyond individual disciplinary perspectives. This differs from the more common multi-disciplinary approach in which people from different disciplines work together drawing on their specific disciplinary knowledge to solve problems.

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.

The TCA learning environment will reflect the ways individuals learn in a global, twenty-first century society. Children at the very youngest of ages are exposed to online books, apps for learning games, and use of online learning programs. Each grade is a learning community and individual class size ratios are K-1 1:20; 2-5 1:22; and 6-8 1:25. Learning spaces in classrooms will become hubs for collaborative work, flexible seating, think spaces, and allow for individual, peer to peer collaboration, small group, and whole group instruction, contingent on the activity or learning goals and expected outcomes. With 1:1 technology and consistent access to a plethora of resources, students of TCA will have the world at their fingertips, while also working in a personalized learning plan, in which a teacher and adult learner advocate will support and monitor as partners in education for the student's individual success. The Learner Advocate role will enhance both the role of the teacher and parent in helping each and every student meet goals successfully and understand their own individual and unique strategies to be successful in their learning.

Cross-curricular teaching will build on students' prior knowledge, ensure transfer of learning in a rigorous, well-rounded and culturally inclusive learning setting. Teachers will focus on the implementation of strong pedagogy and instructional delivery, engaged students as communicators, problem solvers, and high levels of application learning. Evidence of learning progressions will include portfolios, formative and summative assessments, project-based learning artifacts, anecdotal evidence of performance, and self-assessment tools used by students to evaluate

progress.

Major instructional methods and assessment strategies will include:

* Curriculum and Content- Scholars demonstrate proficiency, apply learning, think critically, and communicate ideas daily. Connecting learning to real-world learning expeditions, projects, field work, and service learning make learning authentic both in and outside of the classroom. Lessons have explicit purpose, guided learning targets, teachers talk less, scholars think, talk and discover more.

* High Quality Work - Scholars demonstrate excellence and high levels of thinking, transfer or apply information/demonstrate understanding, and create authentic thinking and voice connected to real-world.

* Integration of Technology- Teachers use technology to create, implement lessons and measure student progress. They deliver instruction through engaging forms of media, including videos, audio clips and interactive games. Digital tools are utilized to gather immediate feedback to determine scholars understanding then they use this information to customize subsequent lessons. With 1:1 technology, scholars deliver multi-media presentations or products to demonstrate understanding and skills in digital citizenship.

* Assessment/ Mastery of Knowledge and Skills-Scholars develop ownership skills of standards-based mastery, continuous assessments, critique of work, reflection, and understand assessment results, from rubrics, to formal assessments, data disaggregation, and identifying gaps in their own learning.

* Character and Culture- Scholars develop mindsets for success, responsibility, perseverance, collaboration, citizenship and service. School structures such as community meetings, crew time, exhibition of student work, service learning, and citizenship are evident and celebrated. A focus is building a culture of respect, responsibility, courage, and kindness. Opportunities for students to embrace the 4 Cs of the 21st Century Learner (P-21) and develop the whole child through participation in club activities determined by students' interest and passion are in place.

* Leadership - Cohesive governance and team structures focused on student achievement and continued growth, based on wise use of data to improve learning.

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.

EL Education is built on ten design principles that is a research-based model for transforming teaching, learning, and the culture of schools. These principles correlate significantly with the vision of the TCA Board for Triumph Charter Academy and its mission to develop engaged contributors in a global society grounded in excellence, innovation, collaboration and nurturing of the whole child.

Research based approaches governing the transformation of teaching and learning within the school culture are also included in the core design principles of EL Education Program and the four Cs of 21st Century Learning, which are:

- * Self-Discovery: Students learn with emotion, challenge, and critical thinking abilities.
- * Curiosity and Innovative /Inquisitive Learning: Students have time to experiment and make sense of learning.
- * Responsibility of Learning: Everyone learns both individually and in social groups and become increasingly responsible for both personal and collective learning.
- * Empathy and Caring: Learning is fostered in an environment of mutual trust that is physically and emotionally safe
- * Success and Failure: Success builds confidence and increases the scholars capacity to take risks and face challenges, as failures become opportunities.
- * Collaboration, Creative Thinking, Communication, and Critical Thinking: Focus on personal best, group action, rigorous excellence. Scholars increase their problem-solving abilities, respect, rich ideas, and creative power.
- * Diversity and Inclusion: Learning groups are heterogeneous, valuing differences and talents of communities and cultures.
- * Natural World: Scholars become good stewards of nature, renewal, recycling, and value future generations.
- * Solitude and Reflection: Scholars will have time to explore, reflect, make personal connections for self and with other students and adults.
- * Service and Compassion: Scholars embrace attitudes and skills of service to others.

The EL Literacy curriculum is designed with instructional supports for English Language Learners and Universal Design for Learning which teachers will be required to participate in professional development to ensure they master instructional strategies necessary to implement the EL curriculum with fidelity. Both the Eureka and Ready Math curricula under consideration are designed with similar supports for diverse populations through the incorporation of Universal Design for Learning strategies and Response to Intervention strategies.

These selected curricula align with the NC Standard Course of Study which serves as the basis for the NC Accountability Model and assessments.

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.

TCA teachers will be expected to master and implement high impact instructional strategies identified by Robert Marzano's and John Hattie's meta-analyses of educational research on effective teaching. While both Marzano and Hattie have published their own top lists of instructional strategies, there are eight instructional strategies that are in common. These strategies include: 1) clear lesson goals; 2) explicit instruction and modeling; 3) student engagement with the content through linking to prior knowledge and the use of graphic organizers; 4) effective feedback on student work; 5) multiple exposures (rehearsal/practice and review); 6) application of knowledge (problem solving); 7) opportunities for students to collaborate and work cooperatively; and 8) building students self-efficacy. The instructional strategies listed above were identified in educational studies involving diverse student populations across all grade spans. The instructional strategies above also align with research-based strategies for meeting the needs of students of poverty as identified by the Francis Marion University's The Center for Excellence. These instructional strategies also overlap with culturally responsive strategies identified by evidence.

The EL Literacy curriculum is designed with instructional supports for English Language Learners and Universal Design for Learning which teachers will be required to participate in professional development to ensure they master instructional strategies necessary to implement the EL curriculum with fidelity. Both the Eureka and Ready Math curricula under consideration are designed with similar supports for diverse populations through the incorporation of Universal Design for Learning strategies and Response to Intervention strategies. As with the EL Literacy curriculum, teachers will complete mandatory professional development to ensure their instructional practices allow for implementation fidelity of the curriculum.

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.

While TCA will adopt a single curriculum source for each content area across all grade spans. This will allow for a natural vertical alignment and ensuring students have been taught the foundational knowledge and skills in each content area before being promoted. The use of assessments such as NWEA will allow teachers and students to identify gaps in knowledge and understanding, which will allow for additional instructional supports to be implemented to ensure students are ready and prepared to be successful at the next grade level.

The instructional plan:

- * Will close critical achievement gaps for English language learners and for Hispanic, African American, Native American and low-income students. Students will learn with a purpose, be highly engaged, motivated to master academic content and produce high quality work.
- * Will ensure that all students are college or career ready for the high school experience and ultimately gain skills sets such as a young age that include inquiry, research skills, and habits of mind that motivate them to

work independently, think critically.

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.*

TCA will operate on a traditional 10 month academic calendar year. Students will begin school in early August and complete the school year in May. The TCA Board has opted to provide 180 calendar days in the school year with operational hours to meet the NC Calendar legislation of 1025 minimum hours/year. In year one, the school calendar closely mirrors the typical school year offered in PSRC. We chose to implement a phased approach giving consideration to the fact that the TCA instructional model differs from the traditional education model most parents, students and teachers may be accustomed to.

In year one, we will concentrate first on preparing for the transition by concentrating in (2) areas: focusing on teacher training and support to empower and equip teachers to lead our unique approach to teaching and learning; secondly, a focus on helping parents understand the the instructional model and expectations of students. In year 2, the school calendar and/or the instructional day may be an extended day or modified calendar. We will seek parental input in the school calendar development for year two.

In year one, the TCA learning environment will accommodate enrichment, authentic learning experiences and program activities within the regular school day experience. In year two, a modified calendar will allow the expansion of activities beyond the school day. This will allow for a greater integration of authentic learning experiences into the curriculum such as enrichment, project-based learning units, community service projects as the classroom begins to look more like a 21st Century workplace rather than a 20th Century environment.

In the calendar for 2020-21, professional development will be built into the academic calendar year to ensure that staff is engaged in instructional and curricular training opportunities that support classroom instruction and teacher/leadership development.

The calendar features the following:

- 180 days of instruction with 1025 hours
- Enrichment and authentic learning activities for students
- In the planning year, the Head of School and the instructional team may decide to adjust for early release days for teacher professional development, based on needs for PD; and awareness training for parents

- Curriculum focused professional development days are built-in
- Monthly opportunities (1 per 20 days except Jan) for teacher workdays, PD, or parent conference days.

The calendar and daily schedule will support TCA's mission and education plan in that it provides for authentic student learning and effective instruction that maintains high expectations and cultivates a culture of high achievement.

There are a number of work days set aside for various purposes, including professional development, grade preparation and reporting. In year one, we will provide professional development and instructional coaching to teachers on the EL Education curriculum, Eureka Math (or I-Ready), as determined by the Head of School and instructional team, the Leader in Me, NWEA MAP Assessment and digital content such as Discovery Education and any other training as determined by the Head of School.

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.*

Our learner-centered model is by design a system of prevention and intervention that allows for increased differentiation of instruction. It is designed to address the diversity of students individual backgrounds meeting them where they are helping them to grow so each student can achieve their learning goals using a variety of personalized resources customized for their own unique learning styles, abilities, and interests. This includes the use of "smart" learning systems which leverage technology to dynamically track and manage student learning needs while providing a platform for engaging content, resources, and learning opportunities that can eventually be accessed anywhere, at anytime, beyond the walls of our school building. TCA plans to create a teaching and learning environment that utilizes technology and extends the impact of highly effective teachers, personalized student learning experiences, and real-time data-based decision-making to track individual student growth and levels of proficiency towards college- and career-readiness. Students who master a concept will no longer have to wait until the rest of their class acquires these skills to move on to the next lesson. Similarly, a struggling student who needs additional reinforcement will no longer be forced to progress to the next unit without acquiring essential concepts first. Students will experience technology-infused blended learning environments with teachers serving in the roles of learning facilitator, coach, mentor, and tutor instead of that of a lecturer. The basis for the development of the TCA learner-centered model was designed with at-risk students in mind, whether academically gifted, or academically struggling, limited in English proficiency, or a child with disabilities, TCA will inspire and empower all students to reach his or her potential.

Our teachers will receive comprehensive, job-embedded professional development to support them in acquiring the skills necessary to serve in this new role and implement learner-driven strategies that empower students

to assert ownership of their learning process and trajectory. Another part of our system of prevention and intervention are PLCs. PLCs are a core component for teacher development but it is also a built-in system of monitoring success of interventions and progress of individual students. These same-grade or same-subject teams will meet regularly to collaborate, analyze, and develop strategies on common issues related to curriculum, assessment, and instructional strategies. Sample PLC activities include creating standards-aligned lesson plans and units, using data analysis to inform instruction, providing differentiated instruction, and planning and providing progress monitoring and assessment. The school's instructional performance specialist (IPS) will support all teachers in working together to identify, share, and coach best practices for reaching all at-risk students with disabilities, ELL, academically-gifted and other specialized needs of students.

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

TCA will comply with federal and state laws and procedures for identification, evaluation and services for ELL students with disabilities.

Identification

At enrollment, a Home Language Survey will be given to students, unless such a form exists already in the student's school record. Parents are required to answer four questions and if a language other than English appears on the language survey, the student is considered a national origin minority student and will be scheduled for assessment on the W-APT/WIDA Screener in listening, speaking, reading, and writing to determine if he/she is limited English proficient. Once a student has been identified as ELL, the parent or legal guardian is contacted for an interview. Parents will sign permission for their child to receive services. A signed waiver will be obtained if services are declined.

Instruction

An ELL student is scheduled for ELL services depending on the student's grade level. The school team and our ELL teacher will work together to determine each student's academic achievement level to ensure appropriate services, placement and scheduling. The students native languages, cultures, and histories are valued and are an integral part in developing the student's second language, sense of pride, and self-esteem. TCA will provide instruction that will offer a reasonable opportunity for ELL students to progress academically. Our learner-centered model is our system of prevention and intervention that allows for increased differentiation of instruction and our ELL teacher working with the instructional performance specialist will ensure that each student can achieve their learning goals using a variety of personalized resources customized for their own unique

learning styles, abilities, and interests.

An Individual Service Plan will be maintained for all ELL students in the program. It outlines the language skills students must attain. These are taken directly from the WIDA Standards. It also allows for teacher comments, suggestions, and resources being used to work with the students. The ELL teacher will maintain a portfolio for every ELL student in the program with samples of their work as part of regular monitoring. Student work consists of, but is not limited to, alternative assessments such as: reading logs, oral interviews, writing samples, journals, projects, and teacher observations.

Evaluation

The ACCESS, the state-adopted English language proficiency test, will be administered yearly once a student has been initially assessed on the W-APT and identified as ELL. During the yearly two-month testing cycle (February-March), any student identified as ELL will be assessed. When an ELL student reaches the proficiency level in the four language domains he/she "exits" the program. An Exit Form will be completed and a letter is sent home to the parent or legal guardian notifying him/her of their child's progress and recommendation that the child is no longer ELL and no longer needs services.

ELL students who are exited from the program will be monitored for a minimum of 6 months.

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.*

TCA will comply with state requirements for Academically or Intellectually gifted (AIG) students. This includes the standards for defining and identifying our academically gifted and talented scholars. Our Head of School and instructional team will develop screening, referral, and identification procedures for the TCA Board to adopt. Identification methods will include multiple evaluation measures to identify students including tests, student portfolios, teacher observation, formative and summative assessments. All rights for AIG students and their parents will be appropriately extended and safeguarded. Parents will be required to provide written consent for any actions pertaining to identification, placement, re-evaluation and exiting of services.

Our learner-centered model allows for increased differentiation of instruction so each student can achieve their learning goals using a variety of personalized resources customized for their own unique learning styles, abilities, and interests. The AIG program implementation will offer students access to a rigorous college preparatory curriculum and opportunities to engage in challenging work and projects that encourage students to guide their own personal best and with rigorous standards of excellence. For identified students these opportunities can be expanded, based on need, to further expose AIG students to higher-level thinking skills and advanced content to support their academic growth. Documentation

will be maintained and reviewed annually to ensure programming meets individual student needs.

Monitoring and evaluating the progress and achievement for identified AIG students will be the same as for all TCA scholars and may include additional assessments.

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)*

After being admitted at TCA, and as part of the enrollment process, we will ask parents and guardians to provide all information about their child's academic background including any special needs that have been identified and or any special needs that may be suspected. We will secure all documentation to support the identification of a special need including the Individualized Education Plans or Section 504 plans.

TCA will engage in Child Find by contacting preschools and surrounding elementary schools to receive records and or anecdotal notes about a child's academic and social progress to ensure continued implementation of IEP or other necessary supports. As required by IDEA, a student will be referred for special education services upon parent request, if TCA suspects a student is in need of special education services, or after collecting data that supports that the child may need services. TCA will hire full-time, certified special education teachers. The EC Coordinator (ECC) will work with teachers to identify students with special needs. The ECC will train teachers to use data collected daily and weekly to identify students who are not progressing either academically or behaviorally at an age appropriate rate. For students who do not show minimum progress after teachers have implemented various strategies, we will design a robust intervention plan in accordance with the best practice of Response to Intervention (RTI). The plan will be implemented and closely monitored for indicators of progress. If this yields no evidence of student progress within a specified time, we will work with the child's parents to discuss additional options for support

including an evaluation for special education services. If a parent or guardian agrees to have testing for special education services conducted, TCA will conduct the testing or consult with a licensed educational psychologist to perform the assessment. After testing, if the student is identified as having a disability, the IEP committee will meet and develop an individualized education plan (IEP). After the IEP is developed it will be reviewed at least once a year, with a re-evaluation of the child at least every three years. TCA will ensure that parents receive a copy of the Handbook on Parents Rights and procedural safeguards. In addition to identifying students based on data on the school level, we will evaluate students for a disability at the request of a parent or guardian. The ECC will ensure that students who are entitled to the protections of Section 504 receive the supports and accommodations necessary so that they can participate and engage in the school day.

TCA will take reasonable steps to obtain records in a timely manner, including copies of current IEPs and supporting documents, and any other special education or related services records from previous schools of all enrolled students. These steps will include sending a formal record request, telephone calls and/or arranging to pick records up from the PSRC school the student was previously enrolled, if warranted. When possible, we will make contact with the previous special education staff regarding special education accommodations and provide services outlined in prior written plans until TCA is able to conduct our own evaluation and/or adopt the most current IEP or develop a new IEP.

TCA will ensure full compliance with the Family Educational Rights and Privacy Act (FERPA) regarding student records. TCA will have a written educational records policy and will take appropriate steps for ensuring compliance. Student educational records are confidential. A confidential folder shall be maintained for each child evaluated for or receiving exceptional children's services. These records will be maintained in a locked file cabinet accessible to appropriate school staff requiring access.

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.*

TCA will support the needs of every scholar to uphold our mission that all students are provided a rigorous and engaging curriculum and authentic learning experiences to inspire and empower them to reach their full potential. We are committed to the success of every scholar and will provide the individualized supports required to ensure that all students with disabilities receive a Free and Appropriate Education (FAPE). We will comply fully with NC Policies Governing Services for Children with Disabilities and all other applicable state and federal law including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1974. We will use an inclusive, learner-focused model to ensure that the

special education services identified on a student's individualized education plan (IEP) are provided in the least restrictive environment (LRE).

Although we cannot predict exactly what services and accommodations will need to be provided to our scholars until they are enrolled, we are prepared to allocate all required services to students identified with disabilities, as determined by the school's IEP team including the full continuum of placements as appropriate. Our ECC along and EC teachers will ensure that all classroom teachers are supported in implementing all IEPs with fidelity. EC teachers will participate in a weekly consultation meetings with the grade-level teaching team to review student progress. To the greatest extent possible, instruction for students with disabilities will be implemented in an inclusive, heterogeneous educational program that maximizes the academic potential of all students. EC teachers will modify assessments and class work for students with special needs where needed. Classrooms will have the necessary resources and adaptive technologies to ensure students with disabilities access to the curriculum and authentic learning experiences. The goal of our program is to maximize accommodations and minimize modifications for our students with special needs. The EC teachers will frequently evaluate and monitor the progress of students with disabilities to determine whether our program is effective in meeting the needs and IEP goals of every scholar. We will communicate student progress with our families to ensure we can partner with them to support their children to the greatest extent possible.

TCA will contract with the appropriate related service providers, including speech therapists, physical therapists and occupational therapist. All related services stated in the IEP services will be provided by certified and licensed contractors approved by the Head of School. Funds are allocated in our budget for these 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.*

Goal: In 3rd-grade literacy, the percentage of students reading at or above grade level will increase annually as measured by state assessments. By year three, TCA will promote 95% of 3rd graders under Read to Achieve (RtA).

The 22 public schools from which TCA will draw students promote 70% of 3rd graders under RtA.

Goal: Student achievement in the areas of reading, math, and science will exceed the state average of performance by 10% on state assessments by the end of year three. By year three, student proficiency or higher in grades 3-8 (based on current state averages) will be Reading 63%, Math 63%, Science 80%. For reference, here are current Robeson County and state average proficiency or higher rates:

PSRC Reading 36.4%, State Reading 57.5%

PSRC Math 34.6%, State Math 57.5%

PSRC Science 61%, State Science 72.8%

TCA will administer the NWEA Map assessments three times a year in addition to mandated tests. TCA will use the mCLASS: Reading 3 assessments to measure literacy skills in order to align with the state Read to Achieve law and drive literacy instruction for students. Teachers and support staff will analyze NWEA data to determine what students have and have not mastered. Teachers and support staff, through horizontal and vertical PLCs, will analyze a variety of assessment data to inform instructional decisions and to gauge the curriculum effectiveness. The data will be used to identify effective teaching strategies that will be shared with all teachers. Grade-level teams will use the data analysis to modify the curriculum and identify appropriate instructional supports prior to the EOG assessments. Teachers and support staff will annually review all assessment data to determine gaps in each grade-levels curriculum. The two-tiered analysis will allow each grade-level team to close curricular gaps for following years, as well as, allow subsequent teams to be prepared to address potential weaknesses students may have during the following year. Individual teachers and support staff (including EC and ESL teachers) will review data to determine needed instructional supports to provide personalized learning for each student. Students not on the track to meet grade-level standards by the end of the year will be provided targeted instruction and supports to close gaps.

Promotion standards for K-2 students will be the achievement of grade-level proficiency in reading and mathematics as measured through mCLASS Reading 3D and NWEA. Promotion standards for grades 3-8 students will be the achievement of grade-level proficiency or higher on EOGs and completion of other grade-level requirements as approved by the Head of School. Students not meeting the promotion standards will have their assessment data reviewed for adequate growth by the Head of School, the classroom teacher, and other support staff. The Head of School will make the final decision concerning promotion. Types of data to be reviewed may include NWEA assessments, mCLASS Reading 3D, classroom assessments, and IEP, 504, and/or EL plans as appropriate. Ultimately the TCA Board will adopt a promotion policy with input from the Head of School and instructional staff.

Parents will be informed of the promotion criteria through the school's handbook and website, and additional parent communications. Criteria will be shared with students throughout the year, as teachers and support staff help students monitor their own academic progress. Parents will receive quarterly report cards and be able to review their student's grades through the PowerSchool Parent Portal. Classroom teachers and support staff will review students' progress quarterly. Students not on track to meet grade-level

standards by the end of the year will be identified as "At Risk for Non-Promotion". The classroom teacher and support staff will request a conference with the parents of these students to discuss strategies for moving the student back on track.

The exit standards for eighth-grade students will be proficiency on reading, math, and science EOGs. Eighth-grade students identified as EC or EL will be required to demonstrate the appropriate mastery as documented in their IEP and/or EL Plan.

Student Conduct:

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

Be sure to include:

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

As part of our mission, TCA inspires and empowers a community of learners and learning that instills ethical values and virtues of respect, gratitude, self-control, compassion, integrity and perseverance. This is the foundation of our school's code of conduct. Teachers at TCA will implement evidenced-based practices for managing an active classroom, which will promote effective discipline. In all classrooms, teachers will create norms that tell students what's expected and will frequently reflect and articulate these expectations. They will give directions clearly and concisely, as this technique prevents misbehavior and ensures that students are on task and moving purposefully. In our instructional approach, students are engaging in various tasks simultaneously at their own level, so teachers will use multistep protocols to guide students in complex tasks to foster student success and responsibility. Teachers will maintain positive relationships with scholars acting as mediators for those who may struggle with managing emotions. All these practices are incorporated into TCA's EL and Leader in Me curricular, which is a whole child approach that integrates leadership and social-emotional learning and develops skills and self-confidence students need to succeed in school and a global community. A number of research studies show that the Leader in Me program has positive impact on decreasing student disciplinary rates and referrals.

TCA believes that keeping our school safe is a shared responsibility among parents, students and staff. Parents and students will receive a copy of the Code of Conduct to ensure they are fully aware of the potential consequences if a scholar misbehaves. TCA will adhere to state laws regarding severe infractions as defined in the state's Annual Report of School Crime and Violence. Offenses that could lead to consequences from in-school disciplinary action to long-term suspension, referrals to the counselor or community resources are:

*Significant infractions in class and/or school rules that are disruptive to

the learning community

*Integrity, such as cheating, forgery

*Inappropriate interpersonal/sexual behavior

*Disrespect and noncompliance

*Harassment, abusive, offensive language

*Bullying and hazing

*Possession of contraband items such as lighters, matches

*Physical, written or verbal aggression, or threatening behaviors

*Trespassing, theft or destruction; defacing or vandalism of school property

*Possession of a weapon, tobacco, narcotics, alcohol, or controlled substances

Dismissal will be the last resort after a reasonable number of attempts and interventions to redirect student behavior.

TCA will adhere to discipline procedures for students with disabilities (SWD) outlined in the Procedures Governing Services for Children with Disabilities. School staff will consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate. A change occurs with a removal of a SWD from their current placement due to disciplinary infractions to an appropriate interim alternative placement, another setting, or suspension, for not more than 10 consecutive school days and for removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct. The following will occur: 1) Parents will be notified immediately and given a notice of procedural safeguards; 2) the IEP team will meet within 10 school days after removal to conduct a manifestation determination; 3) Services will continue to ensure FAPE; 4) IEP team will develop a functional behavioral assessment and implement a positive behavior intervention plan; and 5) FAPE will be provided beginning on the 11th cumulative day of removal.

Appropriate due process will be given. Any parent who disagrees with any decision regarding placement, or the manifestation determination may appeal the decision and request a due process hearing.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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.

Name of Private Nonprofit

: Empowered ED Group Inc.

Mailing Address: 502 Post Oak Ct.

City/State/Zip: Lumberton NC 28358

Street Address: 502 Post Oak Ct.

Phone: 910-736-3411

Fax:

Name of registered agent and address:

Ronald Barnes
502 Post Oak Ct.
Lumberton, NC 28358

FEDERAL TAX ID: 83-1969566

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)
 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 School Governing Body:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Joy L. Hunt	Board Member	ROBESON	Teacher	Early Education; ED Supervision-Administration	N
Taylor Nicole Pevia	Board Member	ROBESON	Sales Manager; Youth Outreach Leader	None	N
Toby Vince Carter	Board Member	ROBESON	EMS Faculty-Clinical Coordinator Paramedic/EMT	K-12 Teaching; NCOEMS; CCEMTP	N
Tanya S. Head, Ed.D	Board Member ; Chair	ROBESON	Retired Assistant Superintendent	Superintendent; K-12 Admin ; Elem Ed	N
Priscilla J. Maynor, Ed.D	Board Member ; Vice	WAKE	Business Owner; Education Leadership	Superintendent; K-12 Admin; Special Education	N
Rachel Ann McBroom, Ph.D	Board Member	ROBESON	Chief Operations Officer-NC Virtual	Science (K-12); Science (6-9); Curriculum Speciali	N

Please provide the following in this location of the APPLICATION:

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

TCA will be governed by the Board of Directors of the Empowered ED Group, Inc., an independent non-profit organization, whose ultimate function is policymaking to ensure the mission of the school is carried out in full adherence to the charter agreement. Our duties are to provide oversight that ensures 1) the school produces measurable student achievement; 2) the school complies with all applicable state, federal, and local laws, as well as the authorizers requirements; and, 3) the school is financially viable in both the short and long-term, managing public funds ethically and soundly, and maintaining the public's trust in all its decisions and actions.

Governance Structure:

The TCA Board will have up to seven Directors and each Director shall serve a three (3) year term, except to the extent necessary to implement a system of staggered Directorships, in which case Directors may serve terms of less than three (3) years. Each Director may serve up to three successive terms (i.e., up to nine total consecutive years). This will permit for stability in the TCA's governance while still allowing for new members over time. The

Board will be led by four (4) elected officials: Chairperson, Vice Chairperson, Treasurer and Secretary. To enhance the efficiency and effectiveness in governing, the Board will do its work through a committee structure which consists of the Governance and Operations Committee, Academic Excellence Committee and the Finance and Development Committee. An advisory group is in place to offer a broader range of cross-discipline experience and expertise to strengthen the Board's decision making process.

Role and Responsibilities: It is the role and responsibility of the TCA Board to create and champion the shared vision for TCA that keeps students as the focus of its work. TCA will demonstrate its strong commitment by using this focus to guide all decision making and communications. Secondly, we know it is critical to establish the structure to achieve our mission by hiring the right school leader, setting standards for excellence, planning strategically, putting into place processes for effective staffing, operations, fiscal management, school facilities and inspiring and empowering innovative approaches to teaching and learning that prepares our scholars. Lastly, we have the responsibility of accountability to measure, evaluate and communicate to our community and parents how well TCA is accomplishing its mission.

School Leader: The Board is ultimately responsible for hiring the Head of School and will recruit and hire, set compensation for, supervise and evaluate annually this individual. The Board realizes that hiring a stellar school leader is critical to TCA's success in carrying out its mission. To recruit a school leader, multiple strategies will be utilized such as advertising in print locally and nationally such as in Education Week, through executive recruiting social media, consults with university leadership programs and professional associations. The Board will also leverage the broad education network of its Board members as part of its recruitment plan.

As a governing body, the Board does not manage the day-to-day operations of the school, but instead will supervise and evaluate the results of the Head of School in carrying out these operations. This position is the only staff member who will report directly to the Board. The Head of School will be responsible for the hiring and evaluation of all other staff. The Board will approve personnel contracts for these hires as well as contracts for third-party vendors presented by the Head of School. The TCA Board will use the NC School Principal Evaluation Instrument as the framework to hire and to evaluate the Head of School's capabilities on the performance standards, competencies and practices of strategic, instructional, cultural, human resource, managerial, external development, micro-political leadership and academic achievement.

- 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 TCA Board of Directors will consist of no more than seven members. Currently, there are six founding Governing Board members with one open vacancy available to fill. Five members reside in Robeson County and one

member, who is native to the county currently resides in Wake County. First and foremost, it is our desire for all TCA Board of Directors to meet the following qualifications: have a belief in charter schools and the specific mission of TCA; belief that all children can achieve the highest levels of academic excellence when provided a high-quality public education; offer expertise in education, law, real estate, technology, finance, personnel, marketing, fundraising, community outreach, education, leadership development, and experience working on mission-aligned and accountable teams; willingness to use personal and professional networks to benefit the school; and willingness to serve on one or more committees and contribute the time and energy needed to govern the school effectively. We believe the current makeup of the TCA Board represents a breadth of knowledge, capabilities, professional experience and constituencies to draw upon, which is a strong assurance for a smooth school start-up and long-term sustainability of a high performing school in Robeson County. The Board membership consists of current and former educators whose experiences span from the classroom, school and district administration, and state level education leadership, university and community college teaching; community outreach and youth development. We have a solid group of professionals: a retired assistant superintendent of a local district, business owner, healthcare professional, a teacher, a sales manager and the chief operating officer for the state's virtual school. A majority of the Board have served on nonprofit boards previously including one member with experience in starting a charter school in North Carolina. Several members are associated with national organizations, foundations and other valuable constituencies. In addition, we have the TCA Board Advisory Network (TCA-BAN) as a resource to engage a broader community of supporters and knowledge base. These individuals will provide the Board access to expertise in corporate and contract law, facilities construction and management, faith-based ministry, higher education, venture capital funding, non-profit and business management, and marketing. With this span of expertise, TCA has all the assets required to support a successful execution of the Board's vision to open an operationally sound, performing and quality school of choice for students and families in Robeson County. In addition, both the founding Governing Board and membership of the TCA-BAN is representative of parents and grandparents of school-age students currently residing in Robeson County.

The TCA Board will leverage the talents and resources of its governance structure and the willingness of its partners in:

Meeting educational and operational success-by putting into action the development of long and short-term plans and annually revising through a process involving extensive participation, information gathering, research of evidenced-based practices and reflection.

Evaluation of the School and School Leader- by developing a culture that promotes a growth mindset and regularly evaluating progress towards achieving our goals for the school. We will evaluate the performance and effectiveness of the Head of School and the TCA Board, report our progress to stakeholders and always celebrate the achievements of our scholars and others who have contributed.

Ensuring active representation of stakeholders by continuously seeking

others who can help expand educational opportunities for our scholars and provide information on the knowledge and skills our students will need in the future to be productive, global citizens.

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

The vision of a school and strategic planning began five years ago by ministry leaders, and over time the process engaged many business and industry owners, educators, community leaders and elected officials, both within and outside of the county. In recent years, increased concern for the quality of performance of the school district has heightened the dialogue and demand for a high-quality school option, a significant factor initiating the 2018 charter school application process. The current makeup of the founding governing board includes individuals who were a part of initial conversations. Ron Barnes, a ministry and community-based organization leader, and incorporator for the independent nonprofit, and Dr. Priscilla Maynor interviewed individuals and recruited three members. Another member expressed interest in serving after attending the community interest meeting. All members were carefully selected on the basis of their alignment and commitment to the mission of TCA, their knowledge and understanding of the target community, their passion and commitment to the children of Robeson County, and willingness to actively serve. A pool of interested individuals was generated from our community survey and meeting. No later than August 2019, the board will recruit an individual, preferably with expertise in facilities, to fill the vacant board position.

The Governance and Operations Committee, upon full board approval, may serve as the Nominating Committee, and will be responsible for soliciting potential new members from prospects presented by members of the full Board, conducting initial outreach and early due diligence on any prospect(s), presenting viable candidate(s) to the full Board for its consideration and vote, and onboarding any selected members should the board formally approve their membership. This committee will consist of at least three board members, including the Board Chair, and will ensure that any new members go through an orientation to understand all policies and procedures and their oversight responsibilities.

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

According to the bylaws, the TCA Board shall meet a minimum of eight times annually with a goal of monthly regular meetings at at other times deemed necessary by the chair or designee. TCA will follow the NC Open Meeting Law for each meeting.

- 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 will invest its time and resources into its own continued development to ensure that as the governing body it is well-equipped and effective. All board members will complete 12 hours of training in their first year and 6 hours of training in subsequent years, which will address best practices on school governance, constitutional and statutory

requirements relating to the public records and meetings, and the requirements of applicable statutes and charter school rules and regulations. This support will include, but not be limited to, training and evaluations to ensure the board understanding of duties and responsibilities and how to maintain and apply accountability tools in their academic, financial, and regulatory oversight. As indicated in the outcomes-based calendar (Appendix O) development sessions will be included on the annual agendas in October, January, and April, as part of the Boards monthly meetings. Development opportunities will be differentiated for the whole board and individual members based upon the experience and needs of each member. Other activities include participating in the states RTO professional development training and attending state and national conferences.

The board will complete an annual self-evaluation to identify weaknesses and strengths, followed by strategic planning at the annual meeting in June. The annual board evaluation will evaluate whether the goals in the approved charter are being met, its progress on being on track for future renewal of the charter agreement, the performance of the Head of School and the performance of the board and its members. Likewise, the strategic plan will propose goals and strategies that address the board's professional development needs for the upcoming year; and other areas of improvement.

In July of each year, when applicable, new members will be provided an orientation and will receive mentoring from a tenured board member in order to support their effectiveness as members of the governing board. During this orientation, each new member will be provided training and items in an electronic board binder which will include documents such as a list of all members with term expirations; a copy of the Articles of Incorporation and Bylaws; the Charter Agreement, governance and management documents that outline the board's relationship to the Head of School; the state's charter school performance framework and summary of the school's academic performance report; board agendas and minutes from the past six months; and the Board policy manual. The training will require the new member to read the charter application, charter agreement, bylaws and ethics in public service. Training topics may include roles (vision, governance and management structure, accountability, advocacy) and responsibilities (ie. policymaking, hiring the school leader, planning and goal setting, financial management, staffing and evaluation, instruction, student performance and supports for their well-being, school facilities, communication and outreach, and advocacy), liabilities, open meetings law and board ethics.

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.

In terms of conflict of interest and as stated in the Boards Bylaws, a member of the Board of Directors shall not be disqualified from serving as a member of the Board because of the existence of a conflict of interest, so long as the persons actions comply with the schools conflict of interest policy as provided in G.S. 115C-218.15(b)(3) and applicable law. Reference 115C-218.15. Charter school operation.

Service is a public trust and the TCA Board of Directors are committed to

performing this privileged duty faithfully with care, loyalty and obedience. A set of guidelines or code of ethics will be established and adopted by the Board. However, the Board's bylaws clearly detail its procedure for identifying and handling any actual or perceived conflicts. On September 19, 2018, the full TCA Board of Directors met with an attorney who addressed in detail all governance documents associated with serving as a member of a nonprofit corporation, including a discussion of conflict of interest and the appropriate procedures and actions to avoid violations. There are no known existing relationships or potential conflicts of interest as it relates to the charter application for TCA. (Ref: TCA bylaws)

The TCA Board of Directors understand and will comply to all statutory requirements pertaining to conflict of interest including:

(a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

The TCA Board will ensure full disclosure of identity of any relationships of the governing board or employees or potential contracts will be communicated, reviewed and vetted in an open forum. Appropriate actions and decisions will be made by the remaining board members in accordance to requirements. More specifically, the procedures for addressing conflict of interest matters and violations will adhere specifically to procedures articulated in the Boards approved Bylaws, as follows:

(1) An interested person may make a presentation to the Board of Directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(2) The Chairman of the Board of Directors, or the chair of the committee if a committee meeting is appropriate, shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Corporations best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

The minutes of the Board will clearly record a quorum of the Board and all

conflicts of interest disclosures and abstentions.

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

We believe that policymaking is a cooperative effort involving the Board, staff, and school community, governed by the law. In our process we will make sure TCA policies clearly state the Board's intent, the course of action expected, key responsibilities, and desired outcomes. The Board will set policy, the Head of School will implement policy. The TCA board may respond to requests and/or concerns from the school community and stakeholders. New policies will be governed by changes in the law or as deemed appropriate by the board when presented through the right channels. Secondly, after identifying the concern, the Board will deliberate to understand and clarify the problem/concern to solve. After the problem is defined, the Board will take measures to collect and review facts necessary information (ie: risks, implications, costs, legal obligations). The TCA-BAN will be in consult as needed. In complex cases, the issue may be delegated to a standing committee to further analyze and draft policy changes. The committee will report back to the board or make a recommendation. Based on analysis of data, the full board will discuss, deliberate, and take appropriate action. Decisions will be made by considering the information in relation to the school's mission (doing the right thing), the values (for the right reasons - our scholars) and the culture (in the right way). Board decisions are made by majority vote as articulated in the bylaws. All decisions of the board will be recorded appropriately in the minutes. Finally, the board will inform all stakeholders of the decision. As needed, an action plan will be developed with follow up reports from the Head of School on a periodic basis. Policy will be disseminated and communicated in school communications and updated in appropriate procedural manuals. The TCA Board will annually review its policies. The executive team will manage the Board's decision and policy work.

The Chairperson will: preside over all meetings; develop agendas for Board meetings in coordination with the Head of School, other Board officers, and Committee chairs; share important information with Board members; review organizational efficacy and set priorities and goals for the future; and monitor the effectiveness of the Board's governance.

The Vice-Chairperson will: serve in the capacity of the Chair in the event of his/her absence; and support the Chair in execution of all duties as needed.

The Treasurer will: serve as the chair of the Finance and Development Committee; ensure that the school complies with all LEA/charter school, state, federal and other reporting requirements; work with the Board Chair and Head of School to ensure financial records are up to date and accurate; find and recommend an external auditor to the board for the annual financial audit; work with school administration on third-party vendor contracts and work to ensure that financial records are available as requested by auditors, the board or other parties; review monthly financial statements prepared by the school's administration; ensure that financial reports are prepared accurately and in a timely manner; report to the Board regularly to ensure the Board understands the financial health of the organization.

The Secretary will: certify and keep hard and electronic copies of the up-to-date Bylaws; record official minutes and ensure timely notice in

compliance with Open Meeting Law.

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 TCA governance structure includes an advisory group of the Board, the TCA Board Advisory Network (TCA-BAN). The Board chose to form this group to expand its access to a broader segment of expertise, within and outside the county and state. The TCA-BAN is an active community of partners intentionally designed to help the TCA Board solve distinct problems that may impact the effectiveness of the school and/or learning community and to advise in areas of facilities, finance and development, legal contracts and agreements, academics and governance. This group will be led by a Chairperson from the school community who will work closely with the Chairperson of the Governance and Operations Committee. The TCA-BAN will meet with the full Board a minimum of three times per year, and more frequently as required.

The organizational chart depicts a committee structure that we believe will enhance the board's overall effectiveness. These committees will complete the majority of the board's work, freeing the full board to attend to matters such as responding to emerging critical issues, strategic planning, major policy development, and long-range financial planning. The TCA Board will utilize a standing committee structure that allows for parent and community members to contribute to the board's work and the school by volunteering to serve on committees. The initial committees will include a Governance and Operations Committee, Academic Excellence Committee, and Finance and Development Committee. In the school start-up phase, the Board will designate a Facilities Committee that will work directly to manage the process for securing a Certificate of Occupancy by July 1, 2020. Each board member will be required to serve on at least one committee that aligns with their expertise and interests. Committees will be delegated with tasks and then required to make formal reports and informed recommendations to the Board. The Board may decide to add a committee at any time to further enhance its operations and effectiveness. The primary role and responsibilities of the committees in supporting the full board are as follows:

Governance and Operations Committee- will evaluate the overall health of the school, the board, including all parts of the organization. It will recruit, nominate and train new members and evaluate the Board in alignment with the bylaws of the school and established policies.

Academic Excellence- will work with the Head of School and the leadership team to define academic excellence, the goals and clear performance measures to monitor the goals. The group will make sure board members are knowledgeable of the mission of the school in terms of the teaching and learning program and the commitments made to the community and in the charter agreement.

Finance and Development- will collaborate with the Head of School to create the fiscal year budget and present budget recommendations to the board. They will monitor the implementation of the approved budget including the work of the board's potential financial management service provider, Acadia NorthStar and financial auditing firm, Rives and Associates. The committee will recommend appropriate policies for the schools assets. Development will be a key task for this committee. In this capacity, the committee will be expected to raise additional funding and resources to support the school's mission. This committee will be chaired by the Treasurer of the Board.

By year 2, the TCA Teacher of the Year will serve as a non-voting advisory member on the Board of Directors.

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

The TCA Board encourages parents to express their concerns and complaints through the established policy based process and protocols. Concerns should be expressed as soon as possible to allow early resolution. If an informal conference regarding a complaint fails to reach the outcome requested by the parent after meeting with the Head of School, the parent may initiate a formal process by filing a written complaint and following the board's grievance policy and process. The Governance and Operations Committee will review the grievance, gather appropriate information pertaining to the matter and determine the next steps.

Employee concerns or complaints should be addressed initially with their direct supervisor as soon as possible to allow for early resolution. The grievance protocols and policy will follow the due process legalities, enforced by the Head of School. After meeting with the Head of School and no satisfactory resolution is achieved, the employee may request in writing the opportunity for a board review and/or hearing to resolve the grievance. The Governance and Operations Committee will review the grievance, gather appropriate information, and determine the next steps.

Governance and Organizational Structure of School Governing Body (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).*

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

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

X Not Applicable

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.

For year one, the following staff positions will be hired to support the projected enrollment of 470 K-6 students

Full-Time Positions

Head of School - 1

Assistant Principal -1

Instructional Performance Specialist - 1

Core Content Teachers - 22

Teacher Assistants - 10

EC Teacher/Coordinator - 1

EC Teacher - 1

ELL Teacher - 1

PE Teacher - 1

Guidance Counselor/Learner Advocate - 1

Technology/Media Lead - 1

Business Manager - 1

Administrative Assistant - 2

Part-Time Positions (20 hrs or less/week)

Nurse - 1

Art Teacher - 1

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

The TCA Board will first recruit a high-performing Head of School who will

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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.

lead the recruitment and hiring process for the remaining staff positions. The principal will recruit through various methods including postings on the school website, social media sites, local/regional news outlets, and participation in local/regional job fairs. The principal will partner with educator preparation programs at nearby universities/colleges to advertise open positions with highly-qualified candidates. TCA's success is highly dependent upon retaining a high-performing staff. TCA will create a culture in which teachers are treated as highly valued members of a professional community, including leadership opportunities, professional development opportunities, and solicitation of their input related to the school through an annual survey. Additionally, teachers will have an opportunity to earn an annual performance bonus. The principal will develop a rubric for determining eligibility of the performance bonus. The TCA Board will approve the rubric.

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

TCA's Board will hire, supervise, and evaluate annually the Head of School. The Head of School will be responsible for the recruitment and selection of all other employees. Upon completion of the recruitment/interviewing process, the Head of School will make employment recommendations to the TCA Board. The TCA Board will be responsible for the development of employment policies and procedures and approval of all employment decisions including hiring and terminations. During the first year of operation, the teaching faculty will select a teacher representative to serve a one-year term as a non-voting advisory member to the TCA Board. Beginning in year 2, the TCA Teacher of the Year will serve a one-year term as a non-voting advisory member to the TCA Board.

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

Qualified applicants will be recruited through various methods including postings on the school website, social media sites, local/regional/national news outlets, participation in local/regional job fairs, and when applicable in partnership with surrounding educator preparation programs.

The TCA Board will complete an initial screening of applicants for the Head of School position. Candidates making it through the initial screening process will be interviewed by the TCA Board. The selected candidate must pass a national criminal background check prior to being approved for employment by the TCA Board. Once the Head of School position is filled, he/she will lead a similar recruitment/selection process for all other staff positions. The Head of School will be responsible for screening applicants and selecting candidates to be interviewed. All selected candidates must pass a national criminal background check prior to being submitted for approval to the TCA Board.

The Head of School will be responsible for observing and evaluating the performance of all staff members. Teacher observations will be completed in collaboration with the Assistant Principal and Instructional Performance Specialist. If an employee does not meet job performance expectations, the Head of School will be responsible for providing a written action plan with strategies for improvement and a timeframe for improving job performance. The Head of School is expected to provide resources and support as appropriate to help staff members improve their performance. The Head of

School may recommend termination of employment to the TCA Board if the staff member's job performance does not meet expectations at the completion of the action plan. In extreme situations, the Head of School may recommend immediate termination to the TCA Board. All hiring and dismissal decisions must be approved by the TCA Board.

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

Full-Time Positions

Head of School - \$75,000-\$85,000
Assistant Principal - \$55,000-\$65,000
Instructional Performance Specialist - \$55,000 - \$65,000
Classroom Teachers - \$35,000-\$55,000
Teacher Assistants - \$20,000 - \$23,000
EC Teacher/Coordinator - \$35,000 - \$45,000
Guidance Counselor/Learner Advocate - \$40,000-\$50,000
Technology/Media Lead - \$40,000-\$50,000
Business Manager - \$35,000 - \$40,000
Administrative Assistant - \$18,000 - \$23,000

Part-Time Positions

Nurse - \$25,000 - \$28,800
Art Teacher - \$17,500 - \$22,500

TCA will provide full-time employees with health insurance coverage for the staff member only. Additional levels of coverage would be at the expense of the employee. Other benefits such as dental insurance, vision insurance, life insurance, short-term and long-term disability, and retirement options will be available as employee paid benefits. No benefits will be provided to part-time employees.

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

Employees who feel they have been treated unfairly or unjustly will have due process for seeking resolution. The first step will be for the employee to attempt to resolve the matter with the other party or parties. Should a resolution not be achieved at this step, the employee will submit a written request for a meeting with the Head of School to discuss the grievance. The Head of School will schedule the meeting within 5 business days of receipt of the written request. The Head of School will provide a written response to the grievance within 5 business days of the meeting. If the employee is not satisfied with the response from the Head of School, he/she will have 5 business days to notify the Head of School in writing that the grievance be elevated to the TCA Board. The TCA Board will have 5 business days to determine the merit of the grievance and decide whether to schedule a meeting with the employee. All decisions by the TCA Board will be considered final and will be provided in writing to the employee and Head of School.

The TCA Board will develop a clear policy and process outlining reasons for termination. The Head of School will be responsible for implementing the process and adhering to the policy. All terminations must be approved by the TCA Board.

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

The following positions will have dual responsibilities:

- One EC teacher will also serve as the EC Coordinator.
- The Guidance Counselor will also serve as the Learner Advocate.

Each position will be funded through state and local allocations.

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

The TCA Board projects a year 1 total enrollment of 470 students with 57 EC students, 33 EL students, and 47 AIG students. TCA plans to hire 2 licensed Exceptional Children's teachers and 1 licensed ESL teacher. Hiring preference will be given to candidates who are licensed in AIG for the Instructional Performance Specialist position. Should the hired Instructional Performance Specialist not hold the AIG license, he/she will be required to earn the license within 24 months of hire. The EC teachers, ESL teacher, and Instructional Performance Specialist will work closely with all teachers to ensure the needs for each child are met in the classrooms. TCA has budgeted for contractual services such as psychologist, speech therapy, occupational therapy, physical therapy in accordance with the IEP. Decisions regarding placements for students with special needs will be determined by the school committee.

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

Head of School: The Head of School will be responsible for the day-to-day operations and leadership of TCA. Duties include ensuring compliance with state and federal laws/policies, staffing (including hiring, evaluation, recommendations for staff performance bonuses), oversight of the instructional program, creating a culture that supports the TCA mission and vision, and engagement with diverse stakeholders. The Head of School must hold an advanced degree (Masters or higher) in education, school administration or similar field and have previous professional experience leading a school. Preference will be given to candidates holding or eligible to hold an administrative or supervision license.

Assistant Principal (AP): The AP will primarily support school operations, including facilities, testing, and transportation. The AP will also evaluate and coach classroom teachers in collaboration with the Head of School and the Instructional Performance Specialist. The AP will maintain teacher licensure requirements. The AP must hold an advanced degree (Masters or higher) in education, school administration or similar field. Preference will be given to candidates holding or eligible to hold an administrative or supervision license.

Instructional Performance Specialist (IPS): The IPS will primarily support the academic program of the school. The IPS, in conjunction with the administration, will be responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. The IPS, in conjunction with the EC and ESL teachers, will provide supports to ensure all students needs are being met. The IPS will lead the school's professional development plan. The IPS must hold an advanced degree (Masters or higher) in education, curriculum and instruction, or a similar field. Preference will be given to candidates who hold the AIG license. Should the selected candidate not hold the AIG license, he/she will be required to complete the licensure requirements

within 24 months of hire.

Teachers: Teachers will create authentic learning opportunities that cultivate excellence, innovation, collaboration, and nurturing the whole child. Teachers are expected to have subject matter expertise and must hold a bachelors degree. Teachers hired for the EC and ELL positions must hold the appropriate state license. At least 50% of teachers will be licensed and all teachers will meet state and federal requirements as appropriate. Preference for teaching positions will be given to candidates holding the appropriate state license.

Teacher Assistants (TA): TAs duties include collaborating with and supporting teachers in the development and delivery of classroom lessons and working with individual students as assigned to support the child's learning and development. TAs must hold at least a 2-year degree.

Guidance Counselor/Learner Advocate: The Guidance Counselor/Learner Advocate will be responsible for implementing a guidance program for the school and working collaboratively with other staff to help students achieve their goals. The Guidance Counselor must hold an advanced degree (masters or above) in counseling. Preference will be given to candidates holding the appropriate state license.

Technology/Media Lead: The Technology/Media Lead will provide technical assistance, maintain an accurate inventory of technology equipment, work collaboratively with administrators to manage the schools 1:1 program, and other duties as assigned by the Head of School. The Technology/Media Lead must hold a bachelors degree and technology experience in an educational environment. Preference will be given to candidates holding a state teaching license.

Business Manager: The Business Manager will serve as the liaison with Acadia, process all purchasing/finance documents, support the administration of the school's enrollment lottery process, student data entry into the SIS, and the production of reports for the TCA board. This position must hold a four-year degree with a hiring preference for Finance, Business, or Management majors.

Administrative Assistant: The Administrative Assistant will be responsible for providing clerical support, ordering supplies, and other duties assigned by the Business Manager and/or Head of School. This position must hold a high school diploma with a preference for candidates with a two-year degree.

Nurse: The School Nurse will be a part-time employee and will be required to hold a current nursing license. The School Nurse must hold a bachelors degree with preference to candidates with experience in a school setting.

Staff Evaluation and Professional Development

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

The Head of School, Assistant Principal, and the Instructional Performance Specialist will collaborate on the school's professional development plan. The Head of School and AP will maintain teacher licensure requirements.

- 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.*

TCA will implement a Beginning Teacher Support Program (BTSP) to ensure a high-quality induction program for teachers with less than 3 years of experience. Beginning teachers will be assigned a mentor within the building. Mentors will be identified from veteran teachers and administrators. The Instructional Performance Specialist will also be available to support beginning teachers. TCA will partner with UNCP to participate in the NC New Teacher Support Program. The NC New Teacher Support Program through UNC Pembroke to pay for additional mentoring and support for beginning teachers. The NC New Teacher Support Program was developed by the UNC General Administration with the goal of improving the effectiveness of beginning teachers through intensive induction support aligned to each teacher's individual needs, teaching assignment, & school environment. Through the NC New Teacher Support Program, TCA's beginning teachers will have access to an instructional skills institute, professional development, and instructional coaching.

TCA will implement the NC Educator Evaluation System (NCEES) in accordance with NCGS 115C-333 and NC State Board Policy EVAL-004. Staff members serving in roles that align with a State Board approved set of professional educator standards and evaluation instrument will be evaluated against those standards with the appropriate rubric. The Head of School and TCA Board will develop a performance rubric to be used for staff positions not covered under NCEES (Business Manager, Administrative Assistant, etc.) Evaluations for those positions will follow a process similar to the NCEES process allowing for staff member self-assessment, the identification of annual performance goals, a mid-year performance review and end-of-year performance review.

The Head of School and the Assistant Principal will be responsible for monitoring teacher licensure requirements and ensuring all teaching staff meet educational and/or testing requirements in adherence to state and federal laws. The implementation of a BTSP and the NCEES will allow any TCA staff on an Initial Professional License to meet requirements necessary for conversion to a Continuing Professional license.

TCA will retain staff by creating a culture in which teachers are treated as highly valued members of a professional community, including leadership opportunities, professional development opportunities, and solicitation of their input related to the school through an annual survey. Additionally, teachers will have an opportunity to earn an annual performance bonus.

- 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.*

TCA will provide a combination of individualized and uniform professional development through both internal and external opportunities. Uniform professional development opportunities provided through external means will focus on preparing staff for the implementation of curricular components

including the EL curriculum, The Leader in Me, Eureka Math, the Spark curriculum, the i5 approach to lesson planning, and research-based strategies for supporting students in poverty through the Francis Marion University's The Center for Excellence. One key professional development strategy at TCA will be twice monthly participation in professional learning communities (PLC). A strong PLC allows teachers to lead and to also learn and grow from their peers as they seek to use data to improve all students academic performance. Discussions during the PLC will provide data related to the fidelity of the implementation of the curriculum.

The mission of TCA is to inspire and empower students to reach their true potential as learners. In order to meet this mission, TCA teachers must be inspired and empowered to reach their true potential as teachers and learner advocates. One strategy for inspiring and empowering teachers is to provide them with individualized professional development opportunities that allow them to direct their own professional learning. Topics for individualized opportunities will be driven by teacher self-assessments and student achievement data and may include topics such as problem-based learning, blended learning, STEM integration, literacy strategies. These individualized opportunities may be met through participation in online courses, completion of online self-directed modules, conference attendance, and completion of college/university coursework. Coaching and support provided by the instructional performance specialist will be another method of providing individualized professional development via an internal resource.

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.*

Professional Development Schedule Prior to School Opening

July 2020 (10 days)

- TCA Mission and Vision
- Trans-disciplinary approach to STEM integration
- EL Curriculum and Collaborative Planning
- Math Curriculum and Collaborative Planning
- The 7 Habits

August 2020 (5 days)

- NCEES Orientation
- NWEA assessments
- Marzano's high probability instructional strategies
- Blended learning environments
- Problem-based learning

The TCA Board will provide stipends for staff to participate in 10 days of professional development in July 2020, prior to the school opening in August 2020. Eight days will be focused on developing a shared understanding of the TCA mission and vision, introducing and preparing staff for the implementation of the EL and math curriculum, and helping teachers to understand TCAs trans-disciplinary approach to STEM integration. Two additional days of professional development will ensure all staff have a common understanding of Stephen Covey's 7 Habits which are foundational to

the Leader in Me paradigm. These professional development sessions will be a combination of vendor training sessions and collaborative curriculum planning among the TCA staff. Teachers will have five teacher workdays immediately preceding the first day of school for students. These workdays will be a combination of collaborative planning, training sessions, and work in individual classrooms. Professional development topics to be addressed during the week immediately preceding the start of the year will include the NCEES orientation, NWEA assessments, Marzano's high probability instructional strategies, designing blended learning environments, and problem-based learning.

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.

During year 1, TCA will require 153 hours of professional development. The majority of these hours (100) will take place in the summer prior to the first day of school for students. This includes two weeks in the month prior to the opening of school in which teachers will be paid stipends for participation. The remaining 53 hours will be a combination of teacher workdays, common planning periods, and book studies. The TCA calendar has built in six scheduled teacher workdays without students between the first and last days of school for students. Three of those teacher workdays have been designated for professional development. Additional professional development requirements are the twice-monthly PLC meetings and staff book studies. The Head of School will be responsible for scheduling opportunities for the common planning periods through specialty class scheduling and the use of teacher assistants to ensure each grade-level has a minimum of two opportunities a month to meet as a PLC. Book studies will be incorporated into mandatory monthly faculty meetings which will occur outside of the instructional day.

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 G.S. 115C.218.45 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)).

Summer & Fall 2019

- * Information to be conveyed on social media and website
- * Develop bi-lingual: website to include announcements & manage initial inquiries, brochures & fliers, Frequently Asked Questions, Letters of intent (include "How did you hear about us" so that we can determine our best marketing tactics to streamline for the future.)
- * Leverage relationships with local media such as Spectrum community news, Radio Station & local papers for opportunities

- * Tent & banners for use at events & community meetings, apparel & mascot to distribute fliers at events
- * Attend community events such as Pembroke Day, Fairmont Farmers Festival, Rumba On The Lumber, Robeson County Book Fair, Robeson County Fair, Artist Market, Relay For Life & other cultural events for distribution of information

Winter 2019 & Spring 2020

- * Bi-lingual press release to encourage completion of letter of intent & inform about curriculum development
- * Ads in local media (TV, County newspaper & local papers)
- * Postcards to target areas most prevalent in community interest surveys
- * Present at local affinity groups where parents participate- Chambers of Commerce, Kiwanis, Junior League, Women's & Mens organizations, Business & Professional Women, Mommy & Me groups, Rotary Clubs
- * Referral network to include- Pediatricians, Robeson County Partnership for Children, Healthy Start, day cares, Boys & Girls Clubs
- * Leverage relationships with those in the community who are leaders, business owners & others who can support the community in ways that generate funds & enrollment. These can include activities for families & for children such as interactive storytelling & concerts for children. We will involve learning, creativity & literacy as key components in these events to help break the generational poverty & substandard academic achievement of the region.

- * Community information sessions
- * Order & distribute yard signs
- * Continue brochure & flier distribution

Summer 2020

- * Finalize community partnerships
- * Continued website & social media presence
- * Continue brochure & flier distribution
- * Create agreements with parents as to their level of engagement/participation

Fall 2020

- * Doors open
- * Orientation & family event- (promotional materials for sale)
- * Solicit parents as volunteers
- * Procure & utilize contact management software or program
- * Collecting email addresses of those interested & enrolled
- * Weekly newsletter to those interested & enrolled about updates & completions
- * Continue to attend the same fairs & events as in the marketing plan to maintain relationships & visibility
- * Create a TCA app
- * Weekly digital newsletter

Contact management plan

- * Regular emails & phone communications
- * FB page/email weekly
- * Community meetings will be held 2x year
- * Community Nights/Open House will feature parent/child competitions & games

minimum 1 per semester

Parent and Community Involvement

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

(1) TCA has a presence on social media through Facebook (456 followers). We will expand this to include Twitter, Instagram, Snapchat and other sources. After approval, we will launch a website and implement strategies to drive targeted audiences to it for the purpose of engagement, recruitment and information sharing. Founding Board members generated the following ideas for how to engage parents and community members:

- a. Connect with Robesonian, the local newspaper, to post TCA hosted events and parent information articles
- b. Reach out to all local nonprofits, daycares, churches, and small businesses
- c. Reach out to all public housing in the community
- d. Connect with the Chamber of Commerce
- e. Post the TCA hosted events on social media
- f. Invite a local elected officials to visit school site during development
- g. Provide free snacks and coffee for frequent TCA meet-ups
- h. Partner with other larger events at the University and Community Colleges
- i. Ensure that all materials are in both English and Spanish and offer a live translator for events

(2) At TCA, we will redefine family-school partnerships. We want to ensure that our scholars reach the highest levels of academic success and know that we can only achieve this in partnership with our families. We will begin to create these strong partnerships before students walk in the door with home visits and family-focused activities and events. We will continue to invest our time and resources to strengthen these bonds through a sequence of family engagement programs structured to positively affect our students and their learning throughout the year. Our families will become our partners and together we will ensure that every scholar achieves academic success and gains a solid foundation built on excellence that will inspire, empower and develop graduates who continue on a path of success in life, college and career, and as productive, contributors in a global society.

TCA will foster a welcoming and inviting school climate. Teachers will make personal contacts with families through e-mail, phone calls or home visits. We will also make home visits at the transition points of elementary and middle to help our families and scholars understand what to expect. We plan to offer workshops to inform families of the high expectations and standards

their children are expected to meet in each grade level and provide ways for them to support the expectations and learning at home. We plan to also provide families with opportunities to work with their children in setting their annual academic, college and career goals. Another strategy for engaging families will be to establish formal mechanisms for families to communicate with the Head of School and teachers as needed (such as direct phone numbers, e-mail addresses, weekly hours for families to call or meet). Next, we will create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (such as curriculum, budget or school safety). This will be informed by conducting a survey of parents to identify volunteer interests, talents and availability, matching these resources to school programs and staff-support needs. Lastly, by year three, TCA plans to create an asset map of community resources and organizations, both formal and informal in partnership with families who often have localized expertise and knowledge of useful resources. We will then ask those organizations to become cultural brokers to help us connect with families and promote school engagement and improved literacy. Through community partnerships, staff at TCA will facilitate families access to community-based programs such as health care and human services to ensure that families have resources to be involved in their children's education.

TCA plans to partner with a Parent and Teacher Organization to help advance student learning.

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.*

TCA will enroll any eligible student without discrimination in accordance with 115C-238.29F (g) (5). If the child reaches the age of five years on or before August 31st of the year they wish to apply, the child is eligible to enroll. If their fifth birth date falls on or after September 1st, the child is not eligible to enroll. Proof of age can be required.

An open enrollment will be open for a minimum of 30 days each academic year beginning tentatively on February 1, 2020, and will close on March 31, 2020. All applications received after the open enrollment period are date and time stamped and will be handled in the order in which they were received. Any

application received after the open enrollment deadline will be placed on the waitlist in order of receipt.

Applications will be made available online in both English and Spanish. TCA will direct families with limited English skills and/or those with no access to a computer or internet services to resources that may offer assistance in completing application forms.

After the enrollment period ends, and in accordance with NC charter school law, if more students apply for a particular grade than the school can accommodate, a public lottery will be held of a designated date to select students.

In the event of a public lottery, each student will be assigned a number. The numbers for the students who meet all admission requirements will be placed in a pool and a drawing will be conducted to randomly select the students to be offered a slot for admission. All students not selected in the lottery will be placed on a waitlist. Students will be given ten days from the notice of acceptance to confirm attendance. If a student declines enrollment or does not respond within the timeframe, the enrollment will be offered to the next student on the waitlist until all slots are filled.

If a public lottery is not needed, all students will be accepted and parents or guardians will be notified. Parents will be required to respond with a confirmation of plans to attend within five days of notice.

In all cases, reasonable attempts will be made to contact families using methods such as email, phone calls and home visits. If there is no response, the TCA reserves the right to remove the student from their enrollment roster and offer the next student on the waiting list the slot.

In accordance with NC charter school law, TCA will adhere to the following in regards to student enrollment preferences:

- (1) Children of active board members and full-time employees will receive priority admission, up to 15% of the total enrollment.
- (2) Multiple siblings will be placed in the lottery as one surname, and should that surname be selected, all eligible siblings who submitted an application for enrollment will be admitted.
- (3) After year one, siblings of current students will receive priority admission, if available.

If a student withdraws, the next student on the waitlist for that grade will be extended the slot. Parents will be given one day following the offer to accept or decline. A transfer of records request will be made immediately to the school the child is in attendance. If a student transfers from TCA, parents will be expected to notify TCA immediately. A letter of withdrawal verification will be required. Following this, the next student on the waitlist will be extended admission. Any student who withdraws and wishes to return will be placed on the waitlist.

Pre-admission activities will include well-publicized efforts in various forms to inform the community and parents about the TCA open enrollment period, including community meetings, open forums, social media and the local newspaper.

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

PROJECTED ENROLLMENT Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Public Schools of Robeson County
 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 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000
Kindergarten	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 01	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 02	88	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 03	44	0	0	88	0	0	100	0	0	100	0	0	100	0	0
Grade 04	44	0	0	44	0	0	88	0	0	100	0	0	100	0	0
Grade 05	44	0	0	44	0	0	44	0	0	88	0	0	100	0	0
Grade 06	50	0	0	50	0	0	50	0	0	50	0	0	100	0	0
Grade 07	0	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 08	0	0	0	0	0	0	50	0	0	50	0	0	50	0	0
	470			576			682			738			800		

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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.

TCA is committed to ensuring that every family wishing to send their child to our school will be able to and will not see transportation as a hurdle. It is likely that families residing within a five (5) mile radius of the school's location will elect to transport their children. However, we anticipate a greater number of our students will need a transportation option. To meet this need, TCA plans to offer a central "cluster-stop" option where the bus will pick-up and drop-off groups of children. Bus route locations will be determined based on the enrollment patterns and needs of our families. TCA will offer this option through a bus lease/contract that will include the lease for at least four buses allowing all students in all designated attendance areas to utilize the transportation services.

TCA will ensure compliance with 34 CFR300.34(c) (16) of the Individuals with Disabilities Education Act (IDEA) regulations to provide transportation for students with disabilities, as required by the law. The planning for transportation will occur during the enrollment process during which our Head of School will collect all incoming students' IEPs, immediately analyze them for any transportation needs. Prior to the first day of school the EC Coordinator will conduct a final review of EC student rosters and IEP records to ensure that we meet the transportation needs of those students that qualify for transportation. TCA will contract alternate transportation services to meet any need required.

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.

TCA will not operate a school lunch program in its initial year of operation. Families will have the option to provide packed meals for their child or purchase reasonably priced lunches from local restaurants and/or catering services that offer options for well-balanced meals. Given the demographics of the county, we anticipate a percentage of families desiring to enroll their child at TCA may require assistance. TCA is committed to ensuring that no child will go without a meal due to financial need. TCA has made arrangements, through a community-based partnership, to provide funding in the initial years of the schools operation to meet any student needs. This plan will be in place until TCA's eligibility for the federal school lunch program can be determined. The long-term goal of our Board is to offer a school lunch program, if eligible. The local school district (PSRC), as part of its participation in the federal school lunch program, participates in the Community Eligibility Provision (CEP), a part of the Healthy Hunger Free Kids Act of 2010. The overall purpose of the CEP is to

improve access to nutritional meals for students by providing meals "at no cost" to all students. CEP is a four-year reimbursement option for eligible LEAs and Schools. TCA will also explore this option as part of its long term plan.

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

The Nonprofit

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	\$1,000,000		\$3,800.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,500.00
Property Insurance	\$500,000		\$3,250.00
Automobile Liability	\$1,000,000		\$550.00
Crime Coverage Minimum/Maximum Amount	\$50,000	\$250,000	\$400.00
Other	\$500,000		\$7,100.00
Total Cost			\$19,600.00

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

Health and Safety Requirements:

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

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

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

The TCA Board plans to lease an existing facility. The TCA Board has partnered with 5 Porches, a non-profit organization and Greater Hope International Church (GHIC), a faith-based organization, who are working with the Walton Corporation to secure a 131,600 sq. ft. existing facility (former SAM's building) for dual purposes use in the community. A meeting is planned for October 10, 2018 for further negotiations of a potential donation of the building by the Walton Foundation. The Walton Foundation has made significant investments in launching charter schools in low income communities across the country and is interested in making such an investment in Robeson County; therefore, the current plan will require dedicating and renovating 68-70,000 sq.ft. of the building space to house Triumph Charter Academy. The lease agreement for the school space will be with GHIC.

The facility is located at exit 22 off I95 in Lumberton, NC and totals 17.8 acres of property. Additionally, the facility has a paved parking area, additional acreage adjoining the property, approved DOT entrances, and covered shelters are existing features that make this facility a perfect location to meet the instructional facility needs for TCA. An existing 15 acres adjoins the property for future expansion. The non-profit, GHIC and TCA Board will work jointly to ensure that the city planning and zoning board and architectural planning is conducive to the facility and program needs of the charter school. This process is scheduled to start in late October. Based on preliminary conversations with construction contractors, there would be no issues in obtaining an educational certificate of Occupancy prior to July 1, 2020.

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 expected annual lease payment is \$72,000. This results in \$1.02 - 1.05 sq.ft. Given the charitable partnerships, this is an excellent value for comparable spaces.

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.*

Regarding facilities, the board has researched options for leasing an existing facility, building a new development, and land purchases in areas of most centrally located based on interest in communities. A realtor was

secured in January 2018 and three separate properties have been identified as potential locations for land purchase. Options for new development have been explored, as a contingency facility plan, including the identification of a developer with significant experience in charter school development.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1780 - Public Schools of Robeson County

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,446.71	470	\$3,029,953.70
Local Funds	\$525.11	470	\$246,801.70
Federal EC Funds	\$3,868.59	57	\$220,509.63
Totals			\$3,497,265.03

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	\$3,029,954	\$3,713,304	\$4,396,656	\$4,757,671	\$5,157,368
-Local Per Pupil Funds	\$246,802	\$318,741	\$377,398	\$408,387	\$442,696
-Exceptional Children Federal Funds	\$220,510	\$267,356	\$316,557	\$342,550	\$371,328
-Other Funds*	\$565,000	\$600,000	\$600,000	\$600,000	\$600,000
-Working Capital*	\$25,000	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$4,087,265	\$4,899,401	\$5,690,611	\$6,108,608	\$6,571,392

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

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

Personnel Budget: Expenditure Projections 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	\$85,000	\$85,000	1	\$85,000	\$85,000	1	\$88,000	\$88,000	1	\$88,000	\$88,000	1	\$90,000	\$90,000
Assistant Administrator	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$68,000	\$68,000	1	\$68,000	\$68,000	1	\$70,000	\$70,000
Finance Officer	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$43,000	\$43,000	1	\$43,000	\$43,000	1	\$45,000	\$45,000
Clerical	2	\$23,000	\$46,000	2	\$46,000	\$92,000	2	\$23,000	\$46,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000
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:	5		\$236,000	5		\$282,000	5		\$245,000	5		\$249,000	5		\$255,000
Instructional Personnel:															
Core Content Teacher(s)	22	\$45,000	\$990,000	27	\$45,000	\$1,215,000	32	\$45,000	\$1,440,000	34	\$45,000	\$1,530,000	36	\$47,000	\$1,692,000
Electives/Specialty Teacher(s)	3.5	\$45,000	\$157,500	4.5	\$45,000	\$202,500	4.5	\$45,000	\$202,500	5.5	\$45,000	\$247,500	5.5	\$47,000	\$258,500
Exceptional Children Teacher(s)	2	\$45,000	\$90,000	2	\$45,000	\$90,000	2.5	\$45,000	\$112,500	3	\$45,000	\$135,000	3	\$47,000	\$141,000
Instructional Support	2	\$55,000	\$110,000	2	\$55,000	\$110,000	2	\$55,000	\$110,000	2	\$55,000	\$110,000	2	\$47,000	\$94,000
Teacher Assistants	10	\$23,000	\$230,000	10	\$23,000	\$230,000	10	\$23,000	\$230,000	11	\$25,000	\$275,000	12	\$47,000	\$564,000
B - Total Instructional Personnel:	39.5		\$1,577,500	45.5		\$1,847,500	51		\$2,095,000	55.5		\$2,297,500	58.5		\$2,749,500

Triumph Charter Academy

A+B = C - Total Admin, Support and Instructional Personnel:	44.5		\$1,813,500	50.5		\$2,129,500	56		\$2,340,000	60.5		\$2,546,500	63.5		\$3,004,500
Administrative & Support Benefits															
Health Insurance	5	\$6,401	\$32,005	5	\$6,401	\$32,005	5	\$6,401	\$32,005	5	\$6,401	\$32,005	5	\$6,401	\$32,005
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	5	\$4,000	\$20,000	5	\$4,000	\$20,000	5	\$4,000	\$20,000	5	\$4,000	\$20,000	5	\$4,000	\$20,000
D - Total Admin and Support Benefits:			\$52,005			\$52,005			\$52,005			\$52,005			\$52,005
Instructional Personnel Benefits:															
Health Insurance	39.5	\$6,401	\$252,840	45.5	\$6,401	\$291,246	51	\$6,401	\$326,451	55.5	\$6,401	\$355,256	58.5	\$6,401	\$374,459
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	39.5	\$3,300	\$130,350	45.5	\$3,300	\$150,150	51	\$3,300	\$168,300	55.5	\$3,300	\$183,150	57.5	\$3,300	\$189,750
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:			\$383,190			\$441,396			\$494,751			\$538,406			\$564,209
D+E = F - Total Personnel Benefits			\$435,195			\$493,401			\$546,756			\$590,411			\$616,214
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	5		\$288,005	5		\$334,005	5		\$297,005	5		\$301,005	5		\$307,005
B+E = H - Total	39.5		\$1,960,690	45.5		\$2,288,896	51		\$2,589,751	55.5		\$2,835,906	58.5		\$3,313,709

Triumph Charter Academy

Instructional Personnel (Salary & Benefits)														
G+H = J - TOTAL PERSONNEL	44.5		\$2,248,695	50.5		\$2,622,901	56		\$2,886,756	60.5		\$3,136,911	63.5	\$3,620,714

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	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Paper	\$10,000	\$11,000	\$12,000	\$14,000	\$14,000
	Computers & Software	\$350,000	\$116,200	\$116,200	\$392,350	\$48,300
	Communications & Telephone	\$12,000	\$12,000	\$10,800	\$10,800	\$10,800
	Copier leases	\$3,600	\$3,800	\$4,000	\$4,200	\$4,400
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Student Accounting	\$56,400	\$69,120	\$81,840	\$88,560	\$96,000
	Financial	\$3,120	\$3,120	\$3,120	\$3,320	\$3,520
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$72,000	\$72,000	\$72,000	\$72,000	\$72,000
	Maintenance	\$0	\$0	\$0	\$0	\$0
	Custodial Supplies	\$9,600	\$9,600	\$9,600	\$9,600	\$9,600
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$9,300	\$9,500	\$9,800	\$10,000	\$10,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$9,000	\$9,000	\$9,500	\$10,000	\$10,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$1,500	\$1,500	\$1,500	\$1,800	\$1,800
	Trash	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Transportation	Buses	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$15,000	\$15,000	\$10,000	\$10,000	\$10,000
	Child nutrition	\$0	\$0	\$0	\$0	\$0
	Travel	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$575,720	\$356,040	\$364,560	\$650,830	\$314,620
	Instructional:					
Instructional Contract	Staff Development	\$65,000	\$50,000	\$30,000	\$30,000	\$30,000

Triumph Charter Academy

Classroom Technology	Software	\$90,540	\$91,540	\$92,540	\$93,540	\$94,540
Books and Supplies	Instructional Materials	\$73,320	\$73,320	\$75,000	\$75,000	\$85,000
	Curriculum/Texts	\$65,400	\$65,400	\$65,400	\$70,400	\$75,400
	Copy Paper	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000
	Testing Supplies	\$8,500	\$8,500	\$9,000	\$9,000	\$9,500
	Other	\$350,000	\$30,000	\$30,000	\$5,000	\$350,000
	L - TOTAL Instructional Operations	\$662,760	\$329,760	\$313,940	\$295,940	\$658,440
	K+L = M - TOTAL OPERATIONS	\$1,238,480	\$685,800	\$678,500	\$946,770	\$973,060

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year5
J - TOTAL PERSONNEL	\$2,248,695	\$2,622,901	\$2,886,756	\$3,136,911	\$3,620,714
M - TOTAL OPERATIONS	\$1,238,480	\$685,800	\$678,500	\$946,770	\$973,060
J+ M =N TOTAL EXPENDITURES	\$3,487,175	\$3,308,701	\$3,565,256	\$4,083,681	\$4,593,774
Z - TOTAL REVENUE	\$4,087,265	\$4,899,401	\$5,690,611	\$6,108,608	\$6,571,392
Z - N = SURPLUS / (DEFICIT)	\$600,091	\$1,590,701	\$2,125,355	\$2,024,928	\$1,977,619

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.

There are currently two charter school options in Robeson County and both maintain a waitlist for enrollment, thus a significant demand exists for parents and families that seek tuition-free school choice options.

Based on community interest surveys, the demand was evidenced as high, with 93% of respondents expressed an interest in another charter school option for the area. Surveys were available online, pencil-paper, and in English and Spanish. TCA enrollment projections in years 1-5 will accommodate less than 1% of the public school population. Year 1 enrollment will include students in grades K-6, expanding to grades 7 and 8 in subsequent years 2 and 3. The following structure will be implemented.

2020-21 K (100); 1st (100); 2nd (88); 3rd (44); 4th (44); 5th (44); 6th (50) YEAR 1= 470 students

2021-22 7th (50) YEAR 2= 576 students

2022-23 8th (50) YEAR 3= 682 students

****By year five, the K-8 total enrollment would include an 800 student enrollment for TCA. Staffing allocations will be adjusted accordingly.

Future expansion is expected.

Enrollment required for break-even would be approximately 452 of the 470 students.

Finally, based on NCDPI school report card data examined just prior to the application planning, 53.7% of schools in the LEA received school report card grades of D or F and 29.3% did not meet expected growth. The TCA Board believes that a high quality, high performing school can exist and will seek to offer an innovative approach to teaching and learning for students and families.

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

Local funding to the students in Robeson County remains low in comparison to other LEAs. The TCA Board has reached out to possible funders and a non-profit organization to ensure that funding supports start-up costs.

The contingency finance plan for TCA, should enrollment fall below the projections as presented in this application, will be to reduce personnel, purchase fewer devices and over a 3-year period, and purchase quality used furniture rather than new furniture to meet funding limitations. The TCA board believes that the transportation and facilities costs are already at excellent price points via the leasing program of each.

TCA would also consider a reduction of salaries and bonuses at a lower percentage. It is also important to note that while 4% has been budgeted across the board, it is not likely that all staff will meet the criteria to receive bonus funding using a balanced scorecard metrics and the Head of School evaluation process for determination.

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

TCA will begin with a start-up reserve of \$25,000, donated to TCA by the "5 Porches" nonprofit organization. The 5 Porches non-profit organization was created in 2013 and has five focus areas: 1)abused women and children; 2)drug addiction; 3)community unity; 4)reintegration into society from prison; and 5)education. TCA will be the be one of the more significant, large-scale educational models of 5 Porches non-profit.

The offset revenues total approximately \$800,000 in year 1 and \$575,000 in subsequent years 2-5. The offset funding amounts are noted in Appendix M as contributions and/or lease options to TCA Charter School.

An existing facility (former SAM's building) is proposed to be upfitted by the 5 Porches non-profit organization at an estimated cost of \$4,000,000. Approximately 68-70,000 square feet of the building facility would be dedicated space to the school's program for classrooms, office spaces, labs, and a media center. Remaining space in the facility will house a shared gym, multi-purchase room, auditorium, and cafe space with both the non-profit and a church. The facility is located at exit 22 off I95 in Lumberton, NC and currently totals 17.8 acres of property. Additionally, the facility has a paved parking area, additional acreage adjoining the property, approved DOT entrances, and covered shelters are existing features that make this facility a perfect location to meet the instructional facility needs, central location of the data collected from surveys, and the shared facility model will offer a tremendous opportunity to have spaces such as an auditorium, gym, multi-purpose room, and cafe...and very few schools currently in the district have these additions to enhance program activities for students and families. An existing 15 acres adjoins the property for future expansion. The non-profit and TCA Board will work jointly to ensure that the city planning and zoning board and architectural planning is conducive to the facility and program needs of the school. This property is currently valued at \$12 million dollars and the non-profit and faith-based partners are currently working with the Walton Foundation in efforts to secure this facility for dual purposes in the community. A meeting is planned for October 10, 2018 for further negotiations.

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

Gr. K-1 (1:20); Gr. 2-5 (1:22); Gr. 6 (1:25)

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.

TCA will seek third party contracts/vendors to provide student support and operational services as follows:

financial/accounting, auditing, student information management/PowerSchool, insurances, legal services, student meals plan, speech therapy, OT & PT services, psychological services, bus transportation; and technology support as needed for training, website design, and technology repairs and maintenance, design and maintenance.

TCA seeks to identify contractual providers that are experienced in charter school operations, are competitive in pricing models, and have a reputable support model for both professional development and operationally. The board is currently in negotiations for proposals from Acadia NorthStar (Finance/PowerSchool), transportation services, child nutrition/meal services with Sodexo, and professional development services with Discovery Education, iReady Math, EL Education, Leader in Me, and the SPARK curriculum. Criminal background checks for all personnel providing services to the school will be conducted.

Large purchases will be approved by the TCA Board. Purchases in excess of \$10,000.00 will be presented by the Head of School, show alignment to the school's program and mission, and will be approved by the Head of School prior to action. Likewise, purchases in excess of \$20,000 will be requested by the Head of School and approved by the TCA Board. All purchases below \$10,000 will be the decision of the Head of School and budget team.

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

The TCA budget will reflect the school's mission, as evidenced by budgeting priorities. A high focus on students, teaching and learning is reflected with approximately ~84% of the budget allocated to academic program and resources, personnel, and professional development for teachers and leadership to ensure success. Additional expenditures will include anticipated support for the school lunch and uniform program. This has been calculated in the budget at 30% of the school population and will be determined as a needs-based support. The remaining 70% of students will purchase school uniforms and meals via a third party vendor.

Additionally, we anticipate a large percentage of our population to need transportation. A bus lease/contract will include the lease of four buses and drivers to provide a designated community stop transportation model, allowing all students in all attendance areas to utilize the transportation services of TCA. Bus drivers will be hired through the non-profit and Teacher Assistants will serve as substitutes as needed, or may be hired via the non-profit after their assigned workday hours are completed at TCA. TCA will comply with all Fair Labor standards laws in such instances. The full cost of transportation fuel, maintenance, and upkeep of the four buses will be the responsibility of the non-profit for the full five-year budget cycle, as indicated in the commitment letter attached in the appendix. At the end of the lease period of five years, TCA will renegotiate a new lease. For the initial five years, the cost of the lease will be \$10.00/month per bus for 10 months. This equates to a total cost of \$4000.00 annually to the TCA

budget. TCA has valued this transportation cost at an estimated \$87,000 to the non-profit organization, however, TCA will only be obligated to the \$4000.00 cost annually for buses and maintenance. This cost is included on the operations budget page.

Regarding facilities, the board has researched options for leasing an existing facility, building a new development, and land purchases in areas of most centrally located based on interest in communities. The board has narrowed facility to two leasing options, budgeted at approximately 10-15% of the overall budget in years 1-5. At current, the board is negotiating an existing facility in a lease program. The anticipated cost of the lease would be \$6000.00/month or \$72,000 annually. The lease would be inclusive of facility maintenance, custodial services, insurances, and any costs associated in building upgrades or facility renovations. TCA would pay for a portion of the utilities, waste management, internet and VOIP communication/telephone, and the purchase of some custodial supplies for the facility.

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 net surplus for year 1 will be minimal due to start up costs and expenditures necessary to open the school and maintain operations in years 1-2. Based on conversations and advisement from Acadia, our goal is to maintain a fund balance of at least one month of school operation or approximately \$200,000. With the support of our non-profit and with faith and university-based partnerships, TCA believes that the contributions and very low-cost leasing opportunities will allow for a strong fund balance through offset costs within the program. We further believe that the magnitude of these financial contributions from the community are evidence of the desire and need for an exemplary model charter school in the area.

In years 3-5, TCA seeks to maintain a minimum of 3 months of an operational budget in the fund balance.

At current, the TCA projected estimates of revenue will require a strong enrollment within 5% of the projected enrollment number. Due to start-up costs, one time expenditures, and calculations for recurring expenditures in years 1 and 2, it is estimated that the surplus of funds would be less than 2% of the budget. Thus the offset funds through contributions, partnerships, donations, and economical lease programs will be critical to the financial health of the TCA organization. By year five, TCA is expected to continuing increasing partnerships and will remain under the advisement of both Acadia and NCDPI to ensure that a high majority of funds are utilized to support students and their learning needs at TCA with an innovative and futuristic approach to educating our children in Robeson County! Students first!

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

5 Porches, a North Carolina-based non-profit organization, has committed to provide both start-up funds to support the operation and facility needs of the school. (See Appendix M for assurances.) As noted in the Appendix and MOU between TCA and 5 Porches, support funding will be sustained in stages through this commitment, with particular emphasis on greater support during the first three years. At the time of this application, the board is working

on two options for facilities: 1) lease of an existing facility or 2) construction of a new school. With either option, the board seeks to keep the lease expenses low in the initial 2-3 years. Should the board elect to purchase land and build a new school site, TCA would lease to own for a defined period. Lease of the current existing facility would be for an initial term of 5 years with a re-evaluation of the site location at the end of the lease agreement. The goal for the TCA facility is to have a centrally located site, easily accessible to all students and a population that is racially, ethnically, and socioeconomically diverse.

(Ref: offset/in-kind revenue in budget)

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

See letter of commitment from "5 Porches" nonprofit that will offset annual expenditures for the TCA, a public charter school in Robeson County include the following supports.

- *\$25,000 for start-up costs for the period of July 1, 2019 -June 30, 2020.
- *One-year salary, benefits, taxes and travel for Head of School to be hired to work with the governing board during the Ready to Open planning year. (HOS hired by July 1, 2019)
- *Provide computer devices for teachers and students (K-6)during years 1-3 (lease agreement with Apple (I-Pads K-2, laptops grades 3-6)
- *Lease for buses, maintenance, fuel, insurance, driver pay- Years 1-5.
- *Funding to cover the cost of meals for qualifying students based on need; Years 1-3 of operation or until eligibility for federal school lunch program can be determined.
- *Funding to cover the cost of three (3) uniforms for qualifying students based on need.
- *Funding to cover purchases of curriculum materials and instructional resources- Years 1-3

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 TCA Board will contract with a third party vendor (Acadia NorthStar) for financial management/operations and the student information system (PowerSchool). The cost will be \$120.00 per ADM and is included in the budget.

TCA will hire a business manager to handle the day to day financial operations of the school, with the following internal controls.

1. Financial/Budget policies will be clearly defined and communicated
2. Financial protocols will be monitored daily by the Head of School and business manager.
3. All financial activity will be recorded in LINQ financial software.
4. The TCA Board will establish a spending structure to manage levels of purchasing power/required approval signatures.
5. A finance committee at the school will be created to review and make recommendations for all instructional purchases.
6. Record-keeping and all financial activities will be reviewed at least every 30 days and signed by the Head of School.
7. Documentation of all purchases, financial records will be maintained and accessible upon request.
8. TCA will contract with an auditing firm at the end of year 1. Financial audits will be conducted annually.
9. The Head of School in collaboration with the Technology Lead/Media staff member will implement an asset inventory process.

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

At the time of this application, no related party transactions are known to the TCA Board.

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.

Auditing Firm: Rivers and Associates

Jay E. Sharpe, CPA, CFE
Director of Audit Services
4515 Falls of Neuse Road, Suite 450 Raleigh, NC 27609
Phone: (919) 832-6848
Email: jsharpe@rivescpa.com

Evan W. Rives, CPA, CGMA
Audit Partner
212 W. Center Street Lexington, North Carolina 27292
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I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

