

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

The Soaring Eagle Academy

Email *

melissagrimes31@gmail.com

Telephone *

252-916-8159

Fax

Address *

3006 Phillips Road

Unit/Suite

Zip Code *

27834

City *

Greenville

State *

North Carolina

Application Type *

Standard

Proposal Type *

Standard

Operator Type *

Independent



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Primary Contact Name
Melissa Grimes

Has the School Leader Been Identified? 8/5/2020
 Yes No

Do you have any Corporate Partnerships?
 Yes No

Proposed Leader Name *

Proposed School Leader Current Job/Position *

List any principal/leadership programs the proposed leader is currently enrolled in or have completed

Opening Year *
2021

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
K-5	132	154	176	198	198	

Team Members Roaster

Name	Title	Position	Email Address
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Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Roger McKoy	315 W. Summerchase Dr., Fayetteville	28311	mckoyroger66@gmail.com	Education Leadership
Yolanda Johnson	202 Hill St., Kinston, NC	28501	yojodjohn0374@gmail.com	Teacher

NORTH CAROLINA CHARTER APPLICATIONS
NC Public Charters



Power of Attorney	Education	Address	Zip Code	Email	Experience
					8/5/2020
Melissa Grimes		3006 Phillips Rd. Greenville	27834	melissagrimes31@gmail.com	Ed. Leadership/Teaching
Linda Harrell		102 Lindbeth Dr., Greenville NC	27834	beautifulharrellbaby@gmail.com	5-Star Childcare
Judy Gidley		8657 w. Marlboro Rd., Farmville, NC	27828	puddinjc@gmail.com	Community
Carrie Baker		4332 W. Cotton St., Farmville, NC	27828	bakercarrie80@icloud.com	Community
Wanda Carr		2304 British Ct., Greenville, NC	27834	carrwdc@hotmail.com	Finance
Dara Lehner		147 Thornbird Dr..	28376	lehne,dara@gmail.com	Editor/Educator



Q1. **Organization Type**

- Municipality
 Nonprofit Corporation

Q2. **Name of the nonprofit organization**

The Soaring Eagle Academy

Q3. **Has the organization applied for 501C3 nonprofit status?**

- Yes
 No

Q4. **The next few questions will** inquire about 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.

Please provide the Primary Contact's Title/Relationship to Non-Profit

Melissa B. Grimes

Board Member (Acting Chair

Q5. **Primary Contact's**

Mailing AddressCity, State, Zip

3006 Phillips Road

Greenville, North Carolina 27834

Q6. **Primary Contact's Primary Telephone Number**

252-916-8159

Q7. **Primary Contact's Alternate Telephone Number**

Carrie Baker, Board Member

252-753-3116

Q8. **Geographic County in which charter school will reside**

Pitt County

Q9. **LEA/District Name**

740000 - Pitt County Schools

Q10. **Projected School Opening Month**



Q11. Will this school operate on a year-round schedule?

- Yes
 No

Q12. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

The NCDPI, Office of Charter Schools allows schools to increase enrollment approximately 30% each year, the above numbers are within the allowable standards. Also, because this school will be centrally located, the Board is planning for as many students as possible.

Q13. Projected Enrollment Demographics

Q14. Certification of Originality



8.1. Mission and Vision

Q15. The mission statement of the proposed charter school is as follows (35 words or less)

The mission is to provide a student-centered program that builds inter-active learners and creative thinkers ready to meet the challenges of the 21st Century and beyond.

Q16. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

The vision is to produce confident learners that question the norms and seek to build a better world through education in every area of society.

When the school is achieving its' mission, the students will grow by mastering challenging curriculum, becoming active in the community by completing service projects and modeling good character.

Q17. 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. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e).

The Soaring Eagle Academy will serve at-risk students in grades K – 5 in the first year and will increase one grade level each year to incorporate K – 8 students by year five. The proposed location for the school is the Farmville community; however, the school will serve students in the entire Pitt County area and surrounding counties. This population was chosen to serve because of student needs.

Pitt County is divided into six attendance areas for students. The System has approximately 23,470 students according to the most recent released membership report. The demographics of the district is as follows: American Indian 0.2%, Asian 1.6%, Black 46.4%, Hispanic 11.7%, White 35.6%, HI 0.4% and Multi 4.1%. The Soaring Eagle Academy will serve students

as they apply and as space is available; therefore, the school looks to mirror the district demographically. The Soaring Eagle Academy will reflect the Pitt County district.



Students attending Pitt County School's experience significant disparities in student achievement and short-term suspensions. According to the most recent released breakdown (2017-2018), PCS At-Risk populations perform lower on EOG testing Black -

69% below proficiency; Hispanic – 49% below proficiency; EDS – 64% below proficiency and Two or More – 45% below proficiency when compared to White – 27% below proficiency. The school plans to serve no more than 10-12% of students SWD, and ELL students, however, the final numbers will depend on the actual student enrollment and attendance once the school is open.

Q18. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

The Soaring Eagle Academy seeks to enroll a diverse student population that demographically mirrors the diversity in the general population. The Farmville attendance area includes four feeder elementary schools and one middle school. All

information and statistics are from 2017-2018:

1. H.B. Sugg School, a Pre-K – 2 and grade school with approximately 390 students as of the most recent reports. The achievement gap cannot be measured due to this school not have EOG tested grades.
2. Sam D. Bundy, a 3rd – 5th grade school with approximate 410 students. This schools' demographics are: AMIN – 0.5%, Asian 1.5%, Hispanic – 12.7%, Black - 43.7%, Hi – 0%, White – 37.6% and Multi. – 4.1%. When drilled down further the academic performance outcomes are: 51.8% of Hispanic students scored below level three, 68.9% of Black students scored below level three, 47.1% of Two or More Race students scored below level three, as compared to 28.5% of White students who scored below level three. As we continue, 67.5% of Economically Disadvantaged students scored below level three, 45.5% of ELL students scored below level three and 72.5% of Students with Disabilities scored below level three and this is in Math. For many of these same students, the numbers do not look any better in Reading.
3. Falkland Elementary School, a K – 5th grade school with approximately 333 students. This school's demographics are: AMIN – 0.3%, Asian – 1.2%, Hispanic – 93.2%, Black – 75.1%, Hi – 0.3%, White – 10.5% and Multi – 3.3%. When drilled down for these students, the academic performance outcomes in Reading



for all students are as follows: Black – 74.8%, Hispanic – 81.3%, White – 63.2%, EDS – 75.2% and SWD – 87.2% of students scored below level three. 8/5/2020

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4. Farmville Middle School, a 6th – 8th grade middle school with approximately 647 students. The demographic information for this school is as follows: ANIN – 0.3%, Asian – 1.4%, Hispanic – 9.0%, Black – 55.5%, HI – 0.0%, White – 30.6% and Multi –

3.2%. The student academic performance in Math for this school is as follows: 69.7% of Black students scored below level three, 85.2% of Two or More Race students scored below level three, 77.2% of Hispanic students scored below level three, as compared to 33.8% of White students scored below level three. As the data continues, 72.4% of EDS students, 79.3% of ELL students and 82.9% of Students with Disabilities scored below level three. The educational model utilized by The Soaring Eagle Academy is the North Carolina Standard Course of Study and the A+ Model. The elements of the educational model that will meet the needs of the students in the target population by integrating the Arts across the curriculum and in the classroom setting to help students understand the standards being taught and how to apply them in the coursework.

Q19. 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 in grades 9-12).


The total projected enrollment at The Soaring Eagle Academy by year 5 is approximately ____ % of the Average Daily Membership (ADM) of students in grades Kindergarten through 8th grade in Pitt County.

Q20. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

The Soaring Eagle Academy will focus on the Response-to-Intervention (RTI) Model with four tiers of support to assure that no student fall behind and does not get adequate support. The school will also focus on the Flex model of Blended Learning which includes collaborative learning groups, facilitated social interactions, and specific task orientated breakout groups. The Soaring Eagle Academy plans to work with both areas for student success.

Q21. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



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The Farmville Community has been very receptive, even eager to the prospect of a proposed charter school coming to the area. There was a community input session advertised in the Farmville Enterprise, the local newspaper, for July 18, 2019 at 6:30

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p.m. at the Farmville Community Center, to give community members the opportunity to learn about the proposed school, fill out surveys and ask questions. The local newspaper covered the information session and wrote a very good article of thee

event that was featured on the front page. Melissa Grimes also visited local churches in the Farmville community and spoke with people about the school and the groups were very glad to fill out surveys.

The survey was placed on the website of the proposed school and it was advertised on Facebook asking people to answer questions to give the Board members needed information on the community interest in the school opening in Farmville.

The Board recruited local officials in the hopes of making sure to connect with key stakeholders. Mrs. Carrie Baker is a life time resident of Farmville and in 2018 she was the first African American to be named Citizen of the Year in the Farmville community.

Mrs. Baker is the Founder and CEO of The Lost Sheep Foundation, a local non-profit dedicated to the advancement of the people and the Farmville Community. She was also appointed by the Mayor of Farmville to serve on community boards and she has her finger on the pulse of the area. Ms. Judy Gidley also serves on the board for the proposed school and was the also served on the Board of the Farmville Arts Council and worked as the Director of the Farmville Chamber of Commerce for more than five years. Ms. Gidley is a beloved retired teacher that loves her community and continue to find ways to give back to students. The former Mayor was approached about support for the proposed school and was very happy to write a letter of support.

SURVEY RESULTS: Parents showed great interest in their students having the opportunity to attend a charter school. More than 200 surveys were returned through the website, visiting churches and the community meetings. Of the surveys returned

approximately 104 were very interested in the school being in their community.

Melissa Grimes, Linda Harrell, Carrie Baker and Yolanda Johnson visited homes, gyms, churches and daycare centers to interact with the communities and inform them about the proposed charter school.



Q22. Attach Appendix A: Evidence of Community/Parent Support.

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Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :


APPENDIX A.pdf

8.2. Purposes of the Proposed Charter School

Q23. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative 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.

The Soaring Eagle Academy will focus on number 3 of the Six Legislative Purposes of a Charter School: Provide parents and students with expandable choices in the types of educational opportunities that are available within the public-school system.

Opening a charter school in the Farmville community would bring expanded choice to a small community. Farmville is a part of the Greenville Metropolitan; however, it is centrally located between Greenville, Wilson, Snow Hill, Ayden and Kinston and has approximately 4,650 residences (2016). Farmville is 93% urban and 7% rural and the racial makeup of the town is: Black (49.4%), White (46.7%), Hispanic (2.5%), 2 or More Races (0.7%), Asian (0.4%), American Indian (0.2%) and Other (0.1%) which closely mirrors the school system. As previously stated, the At-Risk population perform lower overall on the End-of-Grade test consistently in the Farmville community, especially minority students.



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The opening of the Soaring Eagle Academy will expand parent and student academic choice for a smaller community. The chosen curriculum for the school, the Standard Course of Study (SCoC) will allow the academic standards to be differentiated using the Arts across all courses. The Arts will be used in a three-way approach: Arts Integration (bringing together arts and non-arts standards and objectives to create hands-on experiential learning, connected and meaningful learning experiences), Arts Education (sequential teaching of the arts in specific disciplines that promote practice to the building of working knowledge of the elements and building vocabulary through performance individually or in a group) and Arts Exposure (creating opportunities for students and staff to experience the arts all around them especially in the community). Exposure to the Arts promotes empathy, tolerance and stronger critical thinking skills.

8.3. Goals for the Proposed Charter School

Q24. 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.

The Soaring Eagle Academy plan to institute the following measurable goal over the first 5 years of operation:

YEAR ONE:

Operations – The following goals will apply to this area:

1. Buses – the school plans to contract for bus service starting the first year. Each driver will be required to maintain daily logs and turn them in at the end of each month. The buses will be inspected daily by each driver using the walk-around method, examining the bus. Any problems will be reported to administration. No bus will move unless it is safe for staff and students. Each bus will be inspected by a licensed mechanic at least twice each year (sooner if needed).
2. Cafeteria – The school plans to provide breakfast and lunch to each student. The school plans to partner with the local school system or a local child care facility. The goal is to cook onsite.



3. Building – the school is renting the facility. There will be 2 - 3 inspections of the building per year. The school will have monthly fire drills, lock down drills at least 4 times per year and tornado/bad weather drills at least 2 times each year. The surrounding grass and grounds will be maintained by The Soaring Eagle Academy and monthly reports will be turned in to administration. The Soaring Eagle Academy
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8/5/2020

Academics – The following goals are set for the school:

- 50-60% certified teachers
- 80% of students enrolled in grades 3 – 5 will realize at least one year of academic growth on the EOG's and in-house assessments.
- 80% of students enrolled in grades K1 – 2 will realize at least one year of growth on K-2 assessments in-house and through NCDPI.
- 100% of students in grades K-5 grade will participate in and complete at least one community service project each year.
- 100% of the student population in grades K-5 will begin and maintain portfolios. of original work and community project.
- The school proposes to maintain average student attendance rates of 90% or higher each year.
- Parent will be expected to donate at least 10 hours each year of volunteer services to their child's school in various ways. A volunteer report will be maintained each month by the school secretary and information will be presented to the board and community at the monthly board meetings.

Finance – The school will hire an on-site financial manager that will be directly responsible for meeting all financial deadlines to DPI. Monthly financial reports will be turned in to administration and presented to the board at the monthly board meetings. The 1st year the school plans to have a surplus.

Governance – The Board members will participate in Board development through the North Carolina Department of Public Instruction. Board members will have a monthly board meeting where all information of the school will be provided to the board.



Operations – The following goals will apply to this area:

1. Buses – the school plans to contract for buses for each of the five years, recognizing that many students will walk to school, and parents will transport some students. Each driver will be required to maintain daily logs and turn them in at the end of each

month. The buses will be inspected daily by each driver using the walk-around method, examining the bus. Any problems will be reported to administration. No bus will move unless it is safe for staff and students. Each bus will be inspected by a licensed mechanic at least twice each year (sooner if needed).


2. Cafeteria – The school plans to provide breakfast and lunch to each student. The school plans to partner with the local school system or a local child care facility. The goal is to cook onsite.

3. Building – the school is renting the facility. There will be 2 - 3 inspections of the building per year. The school will have monthly fire drills, lock down drills at least 3 times per year and tornado/bad weather drills at least 2 times each year. The surrounding grass and grounds will be maintained by The Soaring Eagle Academy and monthly reports will be turned in to administration.

Academics – The following goals are set for the school:

- 55-65% certified teachers
- 85% of students enrolled in grades 3 – 5 will realize at least one year of academic growth on the EOG's and in-house assessments.
- 85% of students enrolled in grades K1 – 2 will realize at least one year of growth on K-2 assessments in-house and through NCDPI.
- 100% of students in grades K-5 grade will participate in and complete at least one or more community service project each year.
- 100% of the student population in grades K-5 will begin and maintain portfolios of original work and community project.



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- The school proposes to maintain average student attendance rates of 92% or higher each year.
- Parent will be expected to donate at least 10 hours each year of volunteer services hours to their child's school in various ways. A volunteer report will be maintained each month by the school secretary and information will be presented to the board and community at the monthly board meetings.

Finance – The school will hire an on-site financial manager that will be directly responsible for meeting all financial deadlines to DPI. Monthly financial reports will be turned in to administration and presented to the board at the monthly board meetings. The 2nd year the school plans to continue the surplus.

Governance – The Board members will participate in Board development through the North Carolina Department of Public Instruction. Board members will have a monthly board meeting where all information of the school will be provided to the board.

YEAR THREE:

Operations – The following goals will apply to this area:

1. Buses – the school plans to contract for buses for each of the five years, recognizing that many students will walk to school, and parents will transport some students. Each driver will be required to maintain daily logs and turn them in at the end of each

month. The buses will be inspected daily by each driver using the walk-around method, examining the bus. Any problems will be reported to administration. No bus will move unless it is safe for staff and students. Each bus will be inspected by a licensed mechanic at least twice each year (sooner if needed).

2. Cafeteria – The school plans to provide breakfast and lunch to each student. The school plans to partner with the local school system or a local child care facility. The goal is to cook onsite.



3. Building – the school is renting the facility. There will be 2 - 3 inspections of the building per year. The school will have monthly fire drills, lock down drills at least 4 times per year and tornado/bad weather drills at least 2 times each year. The surrounding grass and grounds will be maintained by The Soaring Eagle Academy and monthly reports will be turned in to administration. 8/5/2020

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Academics – The following goals are set for the school:

- 60-70% certified teachers
- 90% of students enrolled in grades 3 – 5 will realize at least one year of academic growth on the EOG's and in-house assessments.
- 90% of students enrolled in grades K1 – 2 will realize at least one year of growth on K-2 assessments in-house and through NCDPI.
- 100% of students in grades K-5 grade will participate in and complete at least one community service project each year.
- 100% of the student population in grades K-5 will begin and maintain portfolios. of original work and community project.
- The school proposes to maintain average student attendance rates of 94% or higher each year.
- Parent will be expected to donate at least 10 hours each year of volunteer services hours to their child's school in various ways. A volunteer report will be maintained each month by the school secretary and information will be presented to the board and community at the monthly board meetings.

Finance – The school will hire an on-site financial manager that will be directly responsible for meeting all financial deadlines to DPI. Monthly financial reports will be turned in to administration and presented to the board at the monthly board meetings. The 3rd year the school plans to have a surplus.

Governance – The Board members will participate in Board development through the North Carolina Department of Public Instruction. Board members will have a monthly board meeting where all information of the school will be provided to the board.



YEAR FOUR

Operations – The following goals will apply to this area:

1. Buses – the school plans to contract for buses for the each of the five years. We recognize that many students will walk to school, and parents will transport some students. Each driver will be required to maintain daily logs and turn them in at the end of

each month. The buses will be inspected daily by each driver using the walk- around method, examining the bus. Any problems will be reported to administration. No bus will move unless it is safe for staff and students. Each bus will be inspected by a licensed mechanic at least twice each year (sooner if needed).


2. Cafeteria – The school plans to provide breakfast and lunch to each student. The school plans to partner with the local school system or a local child care facility. The goal is to cook onsite.

3. Building – the school is renting the facility. There will be 2 - 3 inspections of the building per year. The school will have monthly fire drills, lock down drills at least 4 times per year and tornado/bad weather drills at least 2 times each year. The surrounding grass and grounds will be maintained by The Soaring Eagle Academy and monthly reports will be turned in to administration.

Academics – The following goals are set for the school:

- 65-75% certified teachers
- 90% of students enrolled in grades 3 – 5 will realize at least one year of academic growth on the EOG's and in-house assessments.
- 90% of students enrolled in grades K1 – 2 will realize at least one year of growth on K-2 assessments in-house and through NCDPI.
- 100% of students in grades K-5 grade will participate in and complete at least one community service project each year.



Powered by  EdLusion community project. 100% of the student population in grades K-5 will begin and maintain portfolios. of original work and 8/5/2020

- The school proposes to maintain average student attendance rates of 95% or higher each year.
- Parent will be expected to donate at least 10 hours each year of volunteer services to their child's school in various ways. A volunteer report will be maintained each month by the school secretary and information will be presented to the board and community at the monthly board meetings.

Finance – The school will hire an on-site financial manager that will be directly responsible for meeting all financial deadlines to DPI. Monthly financial reports will be turned in to administration and presented to the board at the monthly board meetings. The 4th year the school plans to have a surplus.

Governance – The Board members will participate in Board development through the North Carolina Department of Public Instruction. Board members will have a monthly board meeting where all information of the school will be provided to the board.

YEAR FIVE:

Operations – The following goals will apply to this area:

1. Buses – the school plans to have contract for buses for each year. Each driver will be required to maintain daily logs and turn them in at the end of each month. The buses will be inspected daily by each driver using the walk-around method, examining the bus. Any problems will be reported to administration. No bus will move unless it is safe for staff and students. Each bus will be inspected by a licensed mechanic at least twice each year (sooner if needed).

2. Cafeteria – The school plans to provide breakfast and lunch to each student. The school plans to partner with the local school system or a local child care facility. The goal is to cook onsite.



3. Building – the school is renting the facility. There will be 2 - 3 inspections of the building per year. The school will have monthly fire drills, lock down drills at least 4 times per year and tornado/bad weather drills at least 2 times each year. The surrounding grass and grounds will be maintained by The Soaring Eagle Academy and monthly reports will be turned in to administration. 8/5/2020

Academics – The following goals are set for the school:

- 70-80% certified teachers
- 900% of students enrolled in grades 3 – 5 will realize at least one year of academic growth on the EOG's and in-house assessments.
- 90% of students enrolled in grades K1 – 2 will realize at least one year of growth on K-2 assessments in-house and through NCDPI.
- 100% of students in grades K-5 grade will participate in and complete at least one or more community service project each year.
- 100% of the student population in grades K-5 will begin and maintain portfolios. of original work and community project.
- The school proposes to maintain average student attendance rates of 95% or higher each year.
- Parent will be expected to donate at least 10 hours each year of volunteer services to their child's school in various ways. A volunteer report will be maintained each month by the school secretary and information will be presented to the board and community at the monthly board meetings.

Finance – The school will hire an on-site financial manager that will be directly responsible for meeting all financial deadlines to DPI. Monthly financial reports will be turned in to administration and presented to the board at the monthly board meetings. The 5th year the school plans to have a surplus each year of operation.

Governance – The Board members will participate in Board development through the North Carolina Department of Public Instruction. Board members will have a monthly board meeting where all information of the school will be provided to the board.



Q25. How will the governing board know that the proposed public charter school is working toward attaining their mission statement? 8/5/2020

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The governing Board of The Soaring Eagle Academy will know that the school is working toward attaining it's mission by monthly presentations at the board meetings. There will be presentations from each area of the school that will give a verbal and written presentation. This way the Board members can study the information and bring any questions to the CEO/Principal/Head of School.



9.1. Instructional Program

Q26. 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

Soaring Eagle Academy will conduct a student-centered instructional program based upon academic standards set forth in the North Carolina Standard Course of Study for Reading/English Language Arts, Math, Social Studies, Arts Education, Healthful Living, Guidance, Information and Technology, and World Languages. The school will use the Next Generation Science Standards for its Science instructional program.

Soaring Eagle Academy will initially serve Grades K-5 and expand one grade level each year until reaching Grade 8 as the school's terminal grade level. The school will seek to maintain an average class size of 20 students with a teacher-to-student ratio which averages 1-to-12. We plan to have an interactive white board and document camera in each classroom, a computer charging station, and one-to-one Chromebooks. The school plans to maintain a secure digital repository for student academic work products, digital learning materials, and secure digital student workspaces. The school will maintain the flexibility to immediately convert to non-congregate student instructional settings or remote instruction. The school facility will feature broadband Internet access and student Internet access will be Child Internet Protection Act (CIPA) compliant.

The physical classroom setting will feature adjustable classroom lighting to assure optimum student desk top luminescence. Soaring Eagle Academy will feature a classroom and school ecosystem which monitors classroom temperature, test classroom acoustics, and focuses on student safety and security. The school will feature safety rated furnishing and playground equipment. Educational best practices literature suggest that students learn best in an environment where they feel safe and secure and are physically comfortable. (Covey, 1989; Maslow, 1964).



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The school's physical environment will be monitored to assure we create an optimum student learning environment. The school will provide strong professional development to assure the teachers and staff are fully prepared to carry out our educational plan. Pertinent professional development includes Culturally Responsive Teacher (CRT) training. Soaring Eagle Academy is a STEAM Infusion School (Science, Technology, Engineering, Arts, and Math).

Soaring Eagle Academy and its staff will seize every opportunity to create teachable moments in and out of the classroom as part of character education. The school will promote health and wellness as a life choice.

Soar Eagle Academy will use a Response-to-Intervention (RTI) Model with four tiers of support to assure that no student fall behind and does not get adequate support. All students are automatically in Tier I. In Tier I students are working at grade level with their grade level peers and are making adequate progress. Students whose benchmark test data demonstrate that a student is performing below their grade level peers will be assigned to Tier II. In Tier II a student will be provided additional academic support such as participation in small group academic interventions, participation in parent teacher conferences, and other steps to get the student on task and to provide additional needed support. Students who do not make adequate progress in Tier II are moved to Tier III. In Tier III, students may be assigned to tutoring, academic remediation peer support, and a more intensive level of intervention. Students not progressing adequately in Tier III will be assigned to Tier IV. In Tier IV students may be tested by the school psychologist to determine whether cognitive deficits or other issues are responsible for the lack of academic progress. Students may be referred for evaluation to the school's exceptional children's program at any time if indicated, but in Tier IV student are automatically reviewed for eligibility for exceptional children's services.

Major Instructional Methods

Soaring Eagle Academy will use a Blended Learning Methods approach to student instruction. Blended Learning involves a combination of face-to-face instruction and computer mediated or online instruction. The Flex model of Blended Learning includes collaborative learning groups, facilitated social interactions, and specific task orientated breakout groups. Blended Learning instruction is student-centered and



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provides students a learning structure which enables students to matriculate as slow as their cognitive abilities require or as fast as their cognitive abilities permit. The face-to-face component of Blended Learning generally involves Direct Instruction and Differentiated Instruction. Blended Learning is Soaring Eagle Academy's overarching instructional model.

Reading/English Language Arts

The school will use the Orton Gillingham approach to teaching reading, writing, and communications skill development. Students will learn alphabet and associated sounds and master the skills of decoding words on a progressive continuum from Kindergarten and moving forward. Students will first be introduced to reading through teachers reading short stories, poems, and other literature which harnesses the interest and imagination of students. Students are then introduced to the printed text of the literature previously introduced. As a STEAM Infusion School, literature selection will place emphasis on STEAM related themes. Students are systematically introduced to the process of reading and subsequently engaged in grade level appropriate reading activities which include small group reading exercises, vocabulary development, and reading and writing exercises which help students develop reading fluency. The school will use assessed reading levels (such as Lexile Scores) to challenge student reading progress and help select reading level appropriate books and materials which help students make reading and language development progress. The school will teach cursive writing and place an emphasis on student writing skills. Approximately 90 minutes each school day will be apportioned to the development of Reading/English Language Arts skills development.

Mathematics

Students' development of a strong number sense is a major emphasis of our math instructional program. Math will be presented through whole class direct instruction, small group instruction, cooperative learning groups, and technology facilitated instruction and exercises. Student will begin with understanding numbers concepts and place values. Number lines will progress to a tabular approach to understanding addition, subtractions, multiplication, division, and fractions. Students will also work traditional math problems. Student learning will include understanding the concepts and laws of combinations and permutations. The major goal will be to move students in the direction of



comprehending math patterns and algorithms, and their use in the modern world. Soaring Eagle Academy's math program will focus on master of the North Carolina Standard Court of Study grade level curriculum standards. Approximately 60 minutes of math instruction will be apportioned for each academic school day.

Next Generation Science

Soaring Eagle Academy will implement the Next Generation Science Standards at the school. The standards are designed to provide a three-dimensional active learning experience for students. This blended learning approach to science is designed to allow teachers the flexibility to avoid "one-size fits all" approaches to student learning. The Next Generation Science Standards provides a path to mastery of the tested N.C. Essential Standards for Science on the Grade 5 and 8 State End-of-Grade Test. This science instruction will include both face-to-face instruction, lab and experimental activities, and computer-based instruction and exploration. All student at all grade level will participate in science for 60 minutes each academic school day.

Other Courses

Soaring Eagle Academy will provide course work in Social Studies, Guidance, Healthful Living, World Language, Information and Technology, and Arts Education using the North Carolina Standard Course of Study as the curriculum standards to guide the instruction. Teachers will use a Blended Learning approach to the instruction and work to facilitate an academically rigorous educational environment. These other courses will vary in length and duration (See: Score and Sequence, and Academic Schedule which are Attached as Attachments ___ and___).

Assessment Strategies



Soaring Eagle Academy will use the Northwest Evaluation Association's Measures of Academic Progress (MAP) assessment program for student assessment in reading and math (Grades K-8) and science (Grades 1-8). The school will participate in all State required testing, including Grade 3 Beginning of Grade Test (Reading), and End of Grade Testing for Grades 3-8 (Reading and Math). The school will participate in State End of Grade Test for Science in Grades 5 and 8. The school will participate in other required state level testing. The school will have an assigned instructional leader and instructional leadership team which will include a Test Coordinator fully trained in the use of the MAP assessment system. The school will conduct MAP assessment at the beginning of each academic school years by the second week of school. Data collected using the MAP assessment will be used by the instructional leadership team to plan instruction, identify individual needs of students, and guide delivery of instruction to students, including assessment of progress of student subgroups.

After the initial benchmark, MAP assessment will be administered within two weeks after the first, second, and third marking periods. The school will also use MAP assessment for end of year summative assessments for Grades K-2. The school will operate in a one-to-one computer environment. MAP assessment is administered using the Chromebook and lock down browser feature of the Chrome Management Console.

Teachers may use School Net testing resources for formative assessments to assess student mastery of specific academic standards weekly or at the end of a unit of instruction. Formative assessments will be used to help teachers and instructional leadership to determine interim student progress on a micro level.

Assessments are vital to the school's data-driven instructional approach to implementation of the school's educational plan. Soaring Eagle Academy's board of directors and the school administration will monitor data closely to assure the school is on course to achieve academic goals set by the school's board of directors and school administration.

How this instructional program and model will meet targeted students' needs



Soaring Eagle Academy's target student population is educationally disadvantaged students, including, ^{8/5/2020}
inter alia economically disadvantaged students, students with disabilities, English language learners,
homeless students, migrant students, immigrant students, and students not with their natural parents
(including Foster Care, Group Homes, etc.). There is a significant body of research-based educational best
practices literature which suggest the Blended Learning Model of Instruction is an effective strategy with
educationally disadvantaged students. (Banks and Graham, 2012).

Chew, Jones, and Turner (2008) published a critical review of Blended Learning Models and likened
Blended Learning to an "inquiry-based framework." The model is noted to empower educationally
disadvantaged students by providing students the individual teacher support that targeted students may
need but also empowering them to explore the subject matter and gain a hands-on perspective.
Educationally disadvantaged students demonstrate curiosity and imagination in multiple studies. The
inquiry-based approach is an effective strategy to support educationally disadvantaged students. *Id.*

Horn and Staker (2012) identified elements of the Flex Model of Blended Learning which align to research-
based best practices to addressing the needs of educationally disadvantaged students. Specifically,
educationally disadvantaged students have shown increased academic performance where the social
component of learning is enhanced, and students work in a collaborative environment. *Id.*

Soaring Eagle Academy's use of the Orton-Gillingham-based reading consists of use of a well-established
reading system which has demonstrated success in the United States with educationally disadvantaged
groups. Orton-Gillingham provides a method to compensate for early reading deficits which arise from
students' lack of pre-kindergarten reading and language development. (Turner, 2008). Multiple studies
demonstrate that educationally disadvantage students from families in poverty enter school significantly
behind working class and professional class families in language development. (Hart & Risely, 1995). Both
students from poverty and working class are generally significantly behind students from professional
class families. *Id.* Soaring Eagle Academy's Blended Learning instructional program is specifically designed
to address the differential in beginning language development levels.



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The proposed instructional model is designed and was selected because it has demonstrated capacity to help educationally disadvantaged student become successful readers, successfully matriculate in mathematics, and achieve proficiency in science. The curriculum and instructional program is also designed to provide students a well rounded education by providing students needed instruction in Information and Technology, Arts Education (including Theater, Visual Arts, Music, and Dance), Healthful Living, Guidance, and World Languages.

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Soaring Eagle Academy's instructional program integrity will be the subject of professional development with the school's teachers and instructional staff. We submit that our instructional model will meet the needs of our targeted students because we have established within it the means to assess and monitor progress, and the model provides sufficient flexibility to make mid-course corrections if the planned results are not being adequately and timely achieved.

Soaring Eagle Academy's mission includes setting students on a path toward college and career. The most recent average combined SAT scores for high school student graduating from Pitt County Schools is 1,110. Admissions to East Carolina University required SAT scores in the range of 1,030-1,180. Regular admission to Harvard University requires SAT scores of 1,460 or greater. Massachusetts Institute of Technology (MIT) requires a minimum SAT score of 1,500. Duke University requires a minimum SAT score of 1,380. To expand our student future opportunities for college, Soaring Eagle Academy will work diligently to help students build a strong educational foundation which leads to high academic performance.

Q27. 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.

Q108. Curriculum and Instructional Design

Describe the basic learning environment.

Soaring Eagle Academy will ultimately serve three separate grade spans including Grades K-2, 3-5, and 6-8. The average class size is 20 students. Grade spans will be clustered together in the school facility to separate grade spans. Appropriate grade span interactions will be managed by staff. Most student



learning will occur in the classroom or in an online environment. Teachers will include independent study time as a standard feature. Students use of computer technology will be regulated by classroom teachers and include specific assignments. Internet usage will be restricted to approved academic sites. The Chrome Management Console allows the school to limit Internet access to those sites given permission in the security system.

The basic learning environment of the school is planned to be academically rigorous, highly interactive, and consists of a school culture which facilitates high student academic performance. Each school year, students will be provided instruction in school etiquette, classroom rules and expectations, and the school will promote mutual cooperation and establish high expectations for academic progress.

Students will learn in a safe, comfortable setting where teachers and staff work to create a student learning community which supports and promotes high academic achievement. Classroom teachers will use the walls of each classroom to provide positive affirmations, promote positive values, and reinforce learning. The school will promote college and career by exposing students to information about colleges and universities.

Q28. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps

We define "curriculum" to include the applicable academic standards, instructional methods, content materials, assessment, and plans to meet the needs of individual students in need of additional support. Our school mission is "To provide students with a strong educational foundation which prepares them for success in future academic performance and sets them on a path toward college and career." We submit the school's curriculum and mission align to the N.C. Accountability Model by providing students with a pathway to high performance on the State End-of-Grade Test. The mission and curriculum provide for general and specific support to assure student success.

Soaring Eagle Academy's targeted student population is educationally disadvantaged students. The Blended Learning Model of Instruction has been used successfully in the past with educationally disadvantaged students. (Banks and Graham, 2012).



Use of data-driven instruction is critical to our plan to drive academic improvement for all students. The data drive instructional model enables the school's instructional leaders to identify progress levels of all student subgroups. The information is critical to our ability to provide targeted support to individual students. Our RTI system will help us assure that all student subgroups make adequate academic progress.

Blended Learning has success in closing student achievement gaps. (Chew, Jones, and Turner, 2008). In addition, our RTI system and use of data-driven instruction all the school to plan intervention to close achievement gaps. Soaring Eagle Academy will close achievement gaps by first being fully aware of each student's academic status. Next, the school's instructional leadership will work to facilitate student academic progress and work in a step by step fashion to close student achievement gaps.

Q29. 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

Soaring Eagle Academy expects its teachers to master Blended Learning strategies. These instructional strategies include Direct Instruction, Differentiated Instruction, Internet-Based Instruction, Collaborative Learning, and facilitation of small group instruction with social interaction. We anticipate increased student academic achievement for our targeted student population within each grade span will result from implementing these strategies to facilitate students' matriculation through Grade Level standards mastery.

Direct Instruction

Teachers in all grade bands will be required to master direct instruction methods consisting of face-to-face interaction with students. Within the Direct Instruction milieu, teachers will be required to be able to differential instruction as needed to assure they are able to reach all students in their classroom. The school will provide teachers professional development on how Direct Instruction is to be implemented at Soaring Eagle Academy. Direct Instruction will contribute to increased student academic achievement of targeted students by taking students through the step-by-step process of achieving mastery of each curriculum standards. Student assessment is designed to determine if students are mastering Grade Level academics standards contained with the N.C. Standard Course of Study.



Differentiated Instruction

Teacher in all grade levels will be required to development the skills needed to differentiate instruction to assure that all students are learning in their classrooms. The school will provide professional development to support each teacher’s mastery of differentiated instruction. Each grade band will may use different approaches to varying instruction based upon subject matter, grade level, and other relevant factors. We acknowledge that teachers need the skills necessary to reach students where they are and scaffold instruction on top of existing knowledge. Differentiated Instruction is necessary to successfully reach all student, especially students from diverse backgrounds.

Internet-Based Instruction

Teachers will be required to master Internet-based instruction. Soaring Eagle Academy will provide one-to-one student computers, an interactive whiteboard and document camera in each classroom, and access to a digital repository to store student work products and access digital content materials. Teachers will be required to create online lessons for students including connecting relevant online content materials and content materials from the digital repository into the student online learning suite. Teachers will be required to master use of the educational technology including providing technical support for students in navigating the online learning environment. Development of Internet-Based Instructional skills will enable teachers to manage data-driven instruction and drive increased student academic achievement for our students in each grade span. This instructional strategy is designed to facilitate student mastery of Grade Level academic standards within each grade band.

Collaborative Learning



Teachers will be required to master skills associated with face-to-face and online collaborative learning group instruction and support. Collaborative learning facilitates academic achievement by engaging students in interactive activities with their grade level peers to gain mastery of Grade Level academic standards. Collaborative learning works by the teacher assigning a learning task to a collaborative learning group. The group works together to research, discuss, explore or otherwise engage grade level standards with the goal of the group being that all students within the group achieve grade level proficiency on each academic standard.

Social Interactions and Learning

Teachers will be required to gain a working understanding of the nexus between student social interaction and student learning. In Blended Learning, the teach may facilitate or created a framework and controlled opportunities for students' social interaction around master of grade level academic standards. These social interactions may take place face-to-face in the classroom or in an online learning environment.

Q30. 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

Soaring Eagle Academy's instructional plan will require students to achieve at least 70 percent on end of marking period Student Report Cards and achieve a cumulative 70 percent total. To be promoted to the next grade level, or from our terminal grade, the student must achieve 70 percent or greater. Grade level performance on reading, math, and science test will be factored into the students' report card grades. Student readiness for the next grade level is predicted upon grade level mastery of the current grade level.

Q31. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

The school's yearly academic calendar establishes the amount of instructional time that will be available to teachers to provide instruction to students. Conservation and efficient use of instructional time is vital to fully covering grade level academic standards. The calendar establishes a timeline that enables teachers to instruct students on grade level standards and set pacing of delivery of instruction. The mission, education plan, and academic calendar coincides with each other in establishing the boundaries in which the teacher must operate to ensure timely grade level mastery of academic standards.



Q32. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. 8/5/2020

Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

The school's yearly academic calendar establishes the amount of instructional time that will be available to teachers to provide instruction to students. Conservation and efficient use of instructional time is vital to fully covering grade level academic standards. The calendar establishes a timeline that enables teachers to instruct students on grade level standards and set pacing of delivery of instruction. The mission, education plan, and academic calendar coincides with each other in establishing the boundaries in which the teacher must operate to ensure timely grade level mastery of academic standards.

Q33. Describe a typical day for a teacher and a student in the school's first year of operation

The typical day for teachers at Soaring Eagle Academy during the school's first year of operation coincides with the Daily/Weekly academic calendar, except that each teacher is guaranteed to receive one hour of planning time each day. (add additional language)

Q34. Will this proposed school include a high school?

- Yes
 No

Q35. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered

Q36. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Q37. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements

Q38. Attachments Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).

One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 28 Total Files Count: 5

Evidence :



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APPENDIX B.pdf

Q39. If applicable, attach Appendix C: 9-12 Core Content Electives

Provide a visual description of what courses (both 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.

The Soaring Eagle Academy will not have grades 9 - 12.

Q40. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Evidence :



APPENDIX D.pdf

Q41. Attach Appendix E: Daily and Weekly Schedule

Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

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9.2. Special Populations and "At-Risk" Students

Q42. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students

All special populations of SEA will be taught and monitored by professional outsourced personnel to provide quality education to each students defined needs. Students entering SEA will be expected to bring to the school all educational records, including report cards, all test scores and IEP or 504 plans (as appropriate) and will be given the PDI (Personal Diversity Indicator) through E-Colors in Education to help them better understand themselves and how they learn according to their natural

personality. EColors is a personality-based communication program that allows students to know themselves and how they learn best, as well as learning others and how they learn best. Students will also be given an assessment using NWEA (Map) to



establish a baseline for student learning. These two programs along with the student records will give teachers and administration needed information on the students to better serve and educate them. The school will also establish a three step prevention program:

STEP ONE: Working with the outsourced personnel , SEA's classroom teachers will respond to student learning needs as a part of the regular instruction. All students will be given an initial assessment using NWEA at the beginning of the school year, which

will provide needed information for planning effectively. Teachers will also use NWEA assessments as a part of daily/weekly instruction to check for student understanding of materials taught. Any student needing further instruction in the classroom will

receive support through re-teaching, cooperative learning, differentiated instructional for the needed student(s) and special

learning sessions.

STEP TWO: Any student who does not master the content using the strategies in step one will be referred by the teacher for more in-depth help. Teachers will have to report on what things have been done and the results of the interventions. More

intensive learning sessions (small group) will be scheduled for students and the progress will be closely monitored to ensure the effectiveness of the interventions.

STEP THREE: If the data shows that a student is not making adequate progress after step one and step two, the student will be referred for Step Three intervention. Every strategy and the results will be reviewed by the teacher and administration and at this

time the student(s) will be scheduled for one-on-one tutoring sessions. If these session do not produce the desired results, the student will be referred to the IEP team for further testing. IEPs may be scheduled at any time to enhance students success.

SEA considers part of their mission is to empower students to become active learners and creative thinkers through rigorous academics, performing arts, and leadership training that will build self-confidence, develop students cognitively, socially, and



emotionally, thereby: preparing them for a global world.
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Q43. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

There are four members of The Soaring Eagle Founding Board that are current or past teachers and have worked extensively with students with disabilities (including IEP meeting and deploying instruction according to the student's IEP.) Roger McKoy and Melissa Grimes has worked in educational Administration and has over seen teachers and service providers for students with disabilities and is familiar with the overall process and recognizes how important it is to comply. Melissa Grimes and Dara Lehner also has experience in Testing and Accountability to include testing EL students, working with 504 plans and putting measures in place (PED) for students at-risk and do not qualify for any other provision.

All special populations of The Soaring Eagle Academy will receive the special services they qualify for after being tested to provide quality services to each students and help the school in identifying and serving the students according to their defined needs.

Q44. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:
a. Methods for identifying EL students (and avoiding misidentification).
b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
d. Means for providing qualified staffing for EL students.

All special populations of SEA will be taught and monitored by professional outsourced personnel to provide quality education to each student defined needs.

a. METHOD FOR IDENTIFYING ELL STUDENTS

Parents/Guardians of students enrolling in The Soaring Eagle Academy will fill out an application for enrollment. A part of the enrollment application is an English/Language Survey form. This form asks questions about the students first language (the language the student speaks at home). Any student that fills out this form with a language other than English as their first language will alert the staff that the student may need help and start the identification process. Students will also be given the

WIDA test within the first 30 days of school to see how much they know of English. Students taking the WIDA test will automatically be enrolled to take the ACCESS test in February/March of each year to establish how much students have grown in English. The school will be hiring a bilingual teacher in



Spanish and English to facilitate with parents/teacher/school conferences and to monitor incoming students for possible entrance into the ELL program based on previous placement, IEP's and test scores. 8/5/2020

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b. SPECIFIC INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES FOR
ELL LEARNERS

ELL learners will be tested first through WIDA and then through NWEA Map testing two to three times each year along with all other students in the schools. MAPS charts student growth which gives teachers real-time information on student progress and allows them to know how ELL students are progressing. ELL students will also be provided with a web-based program such as "English In A Flash" or Rosetta Stone to teach them the English language. The school will also hire a Spanish teacher and offer Spanish classes for added support. The Spanish teacher will be the school, student, parent liaison (go to person for concerns).

c. MONITORING AND EVALUATING PROGRESS AND SUCCESS FOR ELL
STUDENTS (INCLUDING EXITING STUDENTS FROM SERVICES)

Students who qualify for ELL services (through the Home Language Survey) and WIDA testing will also have to take the Access test later in the school year. They will have to take this test each year no matter what school they attend. These students can only exit from receiving these services through ACCESS testing, they have to "test out" of the program. Additionally, any student failing a course will conference with the teaching team and strategies will be discussed and implemented for student success.

The student will be given a POP (Personal Education Plan) to allow all teachers working with the student to have access to the most current student data.

d. Qualified staff for EL students will be hired.

Q45. Explain how the school will identify and meet the needs of gifted students, including the following:
a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
b. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

a. SPECIFIC INSTRUCTIONAL PROGRAMS, PRACTICES, AND OPPORTUNITIES FOR



Our SEA academic and arts programs are designed to challenge all students at the highest level, while also challenging students at the level they perform. The student schedule will be structured each day to include academic enrichment for academically

gifted students (Special Options Period). Gifted students will have a 2nd portfolio of higher-level work and offerings that they will complete through the school year. The students will have leadership opportunities such as mentoring other students

(especially students in middle school working with the elementary students), participating in enrichment opportunities, and also participation in other events such as: Local, Regional, & National Spelling Bee; Local, Regional, and National Math Competitions, Special programs formed with colleges and universities where students take part in. Bringing in Singers, dancers, theater performers, etc., for students to work with.

b. PLANS FOR MONITORING AND EVALUATION INTELLECTUALLY GIFTED

STUDENTS PROGRESS AND SUCCESS

The NWEA MAP testing is a major tool for setting a baseline for gifted and talented students. A combination of different academic offerings will be made available to students and incorporated in the gifted student program. Teacher and parent referral will be used in the identification and monitoring process for gifted students. The school will contract with a Gifted Specialist to refine curriculum for gifted & talented students. The students referred to the program will be given the appropriate test to determine their placement in the gifted and talented program.

9.3. Exceptional Children

Q46. Identification and Records 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.

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. The Soaring Eagle Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. All special populations will be taught and monitored by



trained professional personnel in conjunction with the licensed company that specialize in services such as Speech, OT, PT, etc., for the respective area to provide quality education to each student according to the needs. There will

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also be an Exceptional Children's teacher/Coordinator that will be the contact person working with the company. When a student enrolls at The Soaring Eagle Academy, there is a question on the application that asks if the student has an IEP, 504 or any other special services. The PowerSchool Data Manager will have a notebook/roster to enter the student's name and specific information for the student if there is any indication on the application that would alert the data manager. The data manager and EC Coordinator will be responsible for making sure all EC records are requested and the EC teacher will be responsible for the EC software. The EC teachers/coordinator will be responsible for attending meetings and coming back to share the information with school personnel as needed to ensure that children who are suspended or having disabilities are properly evaluated and identified.

- IDENTIFICATION OF STUDENTS ELIGIBLE FOR SPECIAL EDUCATION SERVICES:

The special education software in conjunction with the intake process for receiving records will assure that students entering the school will be served as quickly as possible and identified quickly. Again, when parents come to the school to enroll students there is a question on the enrollment application that asks if your student has an IEP of 504, or any other special classification that the school should be aware of. Parents will also be asked to bring a copy of the students records with them or provide the name and address, telephone number and fax number of the previous school the child attended to contact the school to receive the records as quickly as possible. The data manager can also check in PowerSchool to verify that the student has 504 information in the system.

Q47. 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. Include how the school will avoid misidentification of special education students.

PROCESS FOR IDENTIFYING STUDENTS:

Students will be given a pre-assessment using NWEA Map testing along with teacher observation, and student portfolio. The records check of past report cards, end-of-grade test scores, previous assessments, and teacher notes will be helpful for teachers working with potential students. Teacher referral coupled with MAP testing will offer a solid baseline for students who may need further testing. Also, parent request will be honored. Once these indicators are done a student will then be referred for psychological testing (all documentation must be in order). The Soaring Eagle Academy will avoid mis-identification of special education students by having them tested and following the results of the testing.



Q48. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following: a. Requesting Records from previous schools b. Record Confidentiality (on site) c. Record Compliance (on site)

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PLAN DETAILING MANAGEMENT OF 504 AND STUDENTS WITH DISABILITIES:

All special education records will be kept in a locked fire proof file cabinet, and the key will be kept in the administrative offices. If anyone needs to see the records for any reason, they must ask the secretary/administrative assistant, sign the records log,

date it, and put the student's name who records they are checking out at the time.

A. Requesting Records:

A form will be developed for the request of student records. the PowerSchool data manager will fill out the form and fax it to the appropriate school/education facility requesting all records. The form will have a place requesting EC/504 records, testing information, and psychological test (when appropriate). All parents enrolling students in SEA will subscribe to the mission of SEA which is to empower students to become active learners and creative thinkers through rigorous academics, performing arts, and leadership training that will build self-confidence, develop students cognitively, socially, and emotionally, thereby: preparing them for a global world. 30 the school will be asked on the enrollment application if the student has an IEP, or special condition the school should be made aware of such as asthma or take medication at school. Parents may also bring a copy of the student records to the school. If a parent says a student has any special needs and does not have the records, the PowerSchool data manager will immediately request the information from the previous school.

B. Record Confidentiality (on site): The PowerSchool data manager will request records of all students requesting attendance at the school. All records will be received by the data manager, checked in and documented in a records notebook. The log will have the date received, school received from, special issues, and missing items from the records. The data manager will follow-up as needed, documenting the date and time of the follow-up in the notebook. All EC records will be passed to the EC

teacher/coordinator for housing in a separate location under lock and key in the fire proof file cabinet. The key will be kept in the administrative offices.



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C. Records Compliance (on site): EC records will be monitored by the EC teachers/coordinator for compliance and a report presented to administration monthly of record status. 8/5/2020

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.

Q49. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

The learning needs of students with mild, moderate and severe disabilities in the least restrictive environment will occur first by implementing the student's IEP or 504 Plan if they have one. Students will be placed in self-contained classrooms if that is the

specification of the IEP. The Soaring Eagle Academy will utilize the inclusion method for all other student. The Special education teacher will come to the student's classroom and work with the teacher to implement the strategies taught and giving

qualified students the help that need it.

Q50. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

EDUCATIONAL PROGRAM, STRATEGIES, & ADDITIONAL SUPPORT:

The educational plan for EC students mirrors the regular educational program. The NC Standard Course of Study, A+ program and E-Colors In Education and Personal Intervention will be used with notable exceptions:



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- Modification of Instruction - students will be given fewer math problems or fewer spelling words as appropriate. Students will also use the same accommodations in the classroom that they qualify for on their IEP or 504 plans.

- Inclusion - teacher will going into the student's regular classroom and work with the student in the regular setting, making corrections, explaining and giving guidance as needed.
- Leveled Instruction - small group instruction or one-on-one instruction as needed.
- Computer technology - programs such as Study Island or Accelerated Reading and Math will allow the students to work at their own pace on the computer.
- The mission of The Soaring Eagle Academy is to provide a student-centered program that builds interactive and creative thinkers ready to meet the challenges of the 21st Century and beyond.

Q51. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

The Soaring Eagle Academy will institute the SWAT Team (Student Watch and Academic Training) Team. This team will be made up of a cross section of all school personnel. Once each month (or as needed) the group will propose strategies to address the concerns of teacher or other staff members concerning the student. There will be a recorder who will take notes of the concerns and then discussion will be made of possible solutions and pass them along to the Lead Administrator. The Lead Administrator will examine and plan to accept the recommendation or put another solution I place and report back to the SWAT Team.

Q52. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

IMPLEMENTATION OF INDIVIDUALIZED EDUCATION PLAN MONITORING PROVIDING

RELATED SERVICES:

The EC teachers /coordinator (and established team) will generate an IEP check list for compliance and share appropriate information with the staff members at one on the weekly staff meetings with recommendations. The EC teachers/coordinator and

administration will make sure student's IEP's are implemented in full according with IDEA and reviewed annually and sign the checklist once in compliance. They will put procedures and best practices in place to ensure confidentiality of all students with



disabilities as required by the Family Education Rights and Privacy Act (FERPA). The EC
teachers/coordinator is the keeper of all EC records and will provide a secure plan for teachers and service
providers to check out the records as needed. Procedural safeguards will be put in place for EC children
and parents as required by law. These include access to records, notice, the opportunity for mediation of
disputes, and the right to a due process hearing.

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Q53. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

Based on the evaluations of the EC teachers/coordinator all students will have specific accommodations based on their IEPs.

PROPOSED PLAN FOR RELATED SERVICES:

The Soaring Eagle Academy will contract for the following related services as needed: - Speech-Language Therapy - Occupational Therapy - Physical Therapy - Assistive Technology - Deaf/Hard of Hearing (DHH) Services - Psychologist Individuals performing services for The Soaring Eagle Academy shall be licensed with all the proper credentials needed to serve students. The contracting entity shall be responsible for making sure all individuals performing services meet that standard. The Exceptional Children's coordinator shall be the direct line of contact for these services.


9.4. Student Performance Standards

Q54. Describe the student performance standards for the school as a whole.

The student performance standards for The Soaring Eagle Academy are as follows:

- Students maintain passing grades (C or above) on report cards for all classes.
- Students will take responsibility for their learning by participating in E-Colors and Personal Intervention.
- Students will take all assessments and do their best. Students are expected to increase their growth on each assessment given to approximately a total of 5 percentage points by year end.
- Students will be expected to take and pass all end-of-grade tests.
- Students are expected to maintain a portfolio of previous work, to further aide in charting growth.



• Students will take and pass teacher generated tests.
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Q55. 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.

NWEA Map testing will be used to chart student growth. The assessment will be given three times, school-wide each year. Once teachers receive the results of the assessment, they will compare student scores on each assessment to determine if students are growing incrementally in the learning process. The assessment will also highlight the area and skills students are not growing in. The teachers will also utilize programs such as Readworks and Kahn Academy (or other school approved programs) which will produce the same type of information just broken down more. This information will guide teachers to adapt their instruction and offer more focused remedies or accelerated learning opportunities to students. Weekly teacher generated tests (exit tickets) will be used as an ongoing evaluation tool produced from SchoolNet. Teachers will also make use of released test found on the NCDPI website and evaluations in school or at home.

Q56. 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.

Policies and standards for promoting students:

Students are required to pass all subjects in the core areas (language arts/reading, mathematics, science, and social studies) and students are required to pass at least two arts courses or leadership courses. Students must also exhibit satisfactory behavior in their educational journey. Any student not passing courses will be given intensive remediation to cause success in all

areas. It is not the policy of the school to retain students. Students will only be retained under the most extreme (well documented) cases that retention will benefit the student.

Q57. 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 students at risk of dropping out.

Exit standards for exiting grade students:

All students leaving the School must pass all classes as evidenced on the student's report card, pass the end-of-grade and teacher generated test, for promotion to the next grade.

9.5. School Culture and Discipline



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Q58. Describe the culture or ethos of the proposed school. Explain how it will promote a positive environment and reinforce student intellectual and social development

The culture of the Soaring Eagle Academy will be based on mutual respect for staff and students, cooperation, and an overall foundation that it is the responsibility of all staff to help our student become successful. We are the village. This overall concept makes all students important and expects all staff to find ways to help students become proficient.

Q59. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

This culture will be created by all staff modeling what is expected as a school. From day one students will be taught how to conduct themselves at school in all classes and common areas. All expectations will be posted in classroom, hallways and all areas of the schools. From day one teacher will teach expectations and model acceptable behavior for the first two weeks. Teachers will get in contact with parents, introducing themselves and getting all information and having conversations with the parents and forming a partnership with them for student success. Any student who enters the school mid-year will be given all information and expectations; however, most students will fall in line with the behavior of other students.

Q60. Provide a brief narrative that delineates 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:
a. Practices the school will use to promote effective discipline.
b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

The Soaring Eagle Academy will incorporate the following practices to promote effective discipline:

A. E-colors in Education – E-Colors In Education is a program that works with students in helping them to know themselves. When students know who they are it will promote personal responsibility; however, the program goes on to say that when students know themselves, they can know others. This helps students to learn how to interact with the classmates and adults at school and home. The school will also participate in the PBIS Program (rewarding students for positive behavior).

B. A preliminary list of offences which may result in suspension and expulsion are:



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- Assault resulting in serious injury
- Assault involving a weapon
- Assault on school personnel
- Bomb threat
- Burning of school building
- Possession of alcoholic beverage
- Possession of controlled substance
- Possession of a weapon
- Rape
- Robbery with weapon
- Robbery without weapon
- Sexual assault
- Sexual offence
- Taking indecent liberties with a minor
- Simple affray
- Bullying (including aggressive and unwanted behavior, pushing and shoving, intimidation, humiliation, etc.)

C. The School will account for the rights of students with disabilities by – meeting all applicable state and federal requirements including the IDEA and G. S. 115C- 238.29F(g)(5). Students with disabilities will be provided a handbook outlining rights. Individuals will also be given the procedure to file a complaint as needed.



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D. Policies and procedures for due process rights (including grievance procedures) of suspended and expelled students: 8/5/2020

- In the event of a suspension or expulsion from school the parent of the student will be notified in writing of the incident and a follow-up telephone call or text message will be made. Students may return to the school within 24 hours with the parent or guardian only for an initial conference with administration.
- After the conference a decision will be made to continue the suspension or expulsion or return the student to class. Any student not returned to class may file a formal written appeal with the Board of the school within a specified period. Board members will respond in writing within a designated period. The student shall not return to school unless the appeal is resolved in favor of the student.

9.6. Certify

Q61. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

- Yes
 No

Q62. **Explanation (optional):**

The Board of the Soaring Eagle Academy worked in conjunction to produce the final document. Each member brought expertise to the finished product.



10.1. School Governing Body

Q63. **Name of Private Non-profit**

- Private Non-profit Corporation (NCGS 115C-218.1)
- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

The Soaring Eagle Academy

Q64. **Mailing Address**

3006 Phillips Road

Greenville, NC 27834

Q65. **Street Address**

3006 Phillips Road

Q66. **City/State/Zip**

Greenville, North Carolina 2783

Q67. **Phone (xxx-xxx-xxxx)**

252-916-8159

Q68. **Fax: (xxx-xxx-xxxx)**

No Fax

Q69. **Name of Registered Agent and Address**

Melissa Grimes

3006 Phillips Road


Greenville, North Carolina 27834

Q70. **The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status.**

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 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.

Yes



No
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 N/A. The applicant is a tax-exempt municipality

8/5/2020

Comments :

The Soaring Eagle Academy is in the process of applying for the Federal Tax Exempt Status.

Q71. [If applicable, attach Appendix F Federal Documentation of Tax-Exempt Status](#)

Q72. [Federal Tax ID:](#)

The Soaring Eagle Academy is in the process of applying for the Federal Tax Exempt Status

10.2. Governance

The private nonprofit corporation or municipality 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.

Q73. [Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization](#)


Board Member form has been uploaded.


Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Resources :



Evidence :


Initial Members of the Nonprofi...


Initial Members of the Nonprofi...

Q74. [Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator](#)

The role of the governing Board, duties and responsibilities are to develop, oversee, analyze, and refine the charter school and adhere to the school's mission.



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The Board shall also:

- Establish a budget and review the financial condition of the school.
- Approve the hiring decisions of the lead administrator and work with the lead administrator to recruit and hire qualified teachers and other staff.
- Establish policy and procedures that govern the school.
- Work with the lead administrator to establish partnerships for the growth and stability of the school.
- Explore community service opportunities for student participation.
- Oversee compliance matters.
- Participate in establishing measurable goals and objectives for student performance, lead administrator expectations, and financial growth (to include purchasing).

The Board plans to recruit and hire through the following means:

- NCDPI application process
- Teacher, Teacher, Inc.
- Advertise in local newspapers, radio and television (as needed)
- Post positions on the school's website.
- Word of mouth
- Special community event and functions.
- Participate in job fairs
- Establish partnership with Universities for graduating student placement.



The Board will supervise the lead administrator using surveys to be filled out by staff members and parents. The lead administrator will also have to continue their educational development through seminars. Workshops and various programs. The

Board will establish a minimum number of staff development hour for the lead administrator.

Q75. Describe the size, current and desired composition, powers, and duties of the governing board

The Board of The Soaring Eagle Academy will be no more than nine (9) and no less than five (5) members.

The current composition of the board is nine (9) members with extensive educational background, at all levels from pre-school to the top administration, extensive community leadership, banking and media communication. There is not legal expertise on the current Board, however; one Board member has an attorney on her organization's Board that has agreed to be available to answer any questions until the Board can identify an attorney.

The governing board shall have the power to make decisions for The Soaring Eagle Academy, and their duties will include policies and procedures, finances and decision making for the good of the school.

Q76. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

Board Qualifications:

School Leadership and Administration: Roger McKoy and Melissa Grimes both have extensive experience in traditional school administration and charter school to include: Principal, Associate Principal, Testing & Accountability, Student Services,

Supervision of EC Director and IEP, Curriculum Development and Instruction and Performance Management as well as community engagement.



There are numerous Board members with educational experience and expertise: Dara Lehner, Yolanda Johnson, Judith Gidley, which includes Curriculum and Instruction and teacher mentors and staff development. Leading PLC's and Y. Johnson recently began a community center for youth in her community that work with struggling students academically. Linda Harrell has been in early childhood more than 20 years. She started and ran a 5 Star Child facility successfully. She is an excellent teacher in high demand.

Wanda Carr has extensive experience in educational finances as well as serving on community boards where she lends her expertise to financing issues, Wanda has her own financial business and has previously served as the Chief Financial Officer of a non-profit.

All board members are people who currently work in or has previously served in the community on various boards. This Board has also worked many hours (without compensation) to understand the charter school process.

Carrie Baker and Judy Gidley both have extensive community service to the people in the Farmville Community. Judy was President of the Chamber of Commerce and Carrie serve on the Farmville Planning Board and many other community organizations.

Q77. 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 current Board composition will help ensure:

- The expertise of all Board members and their individual desire to work with students as well as their personal integrity will assure that when members receive reports that they make good decisions for the school. Also the School will have yearly audits that will give Board members an in-depth look at the school.
- The Board will evaluate the school leader yearly according to the requirements established for the leader to meet.



• The school will have monthly board meeting
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- That will be open to the public and all meeting minutes will be posted on the school's website.

Q78. 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?

Melissa Grimes began the charter school application process. All current members of the Board were invited to become a part of the Board because of the expertise each possessed that would benefit the school. In the future, an application will be on the school's website for anyone interested in serving on the board. Each candidate will be vetted, and board members will be

brought on from the application pool. However, any specific needs of board members not offered in the application, will be actively recruited through the website and local

media.

Q79. Describe the group's ties to and/or knowledge of the target community.

Most of the board members live in the Pitt County community or have close immediate family that live in the Pitt County community and they visit the area often. Two Board members live in the Farmville community for most of their lives.

Q80. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

According to the by-laws the board will meet at least nine (9) times a year, however, the board calendar will be set up for a monthly meeting.


Q81. 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.

Orientation meetings will be scheduled for new Board members. At the orientation meeting members will receive a packet of information about all aspects of the school. Staff members will be available for questions that may need to be answered. The

areas to be covered are curriculum, testing & accountability, assessment data, financial data, school culture, facility needs and staffing.

All board members will receive board training through NCDPI training modules, and the school is currently looking at companies that can supplement the online board training for all board members. Members will have to obtain at least 1 in-house



training session, 1 on-line training session and 1 supplemental training session for a total of three per year.  EdLusion 8/5/2020

Q82. 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

Each board member has signed a "Conflict of Interest Disclosure Form" revealing any area where a conflict of interest may exist. Melissa Grimes and Linda Harrell are cousins.

The Board of the school will handle all issues that arise according to the Conflict of Interest Policy. Once the School has been approved, if at any time the Board deems a conflict exist, Board members will be asked to resign for the greater good of the

school. This policy has been discussed thoroughly with each existing member and will be discussed with any incoming member and they will be asked to sign the Conflict of interest Disclosure form.

Q83. Explain the decision-making processes the board will use to develop school policies.

The Board will review and analyze policies adopted by other schools, including charter schools, to provide guidance in establishing school policies. However; the Board will develop and adopt policies to meet the needs of The Soaring Eagle Academy.

Q84. 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.

No Advisory Board has been set up at this time; however, if the need arises for further help, individuals will be brought to the full board meeting to address the entire board.

Q85. Discuss the school's grievance process for parents and staff members

The Grievance Policy for Parents:

The process will be in the Parent/Student handbook that will be sent home with the students at the beginning of the school year. There will be a signature page in the book that the parent needs to sign and return to school. The grievance policy will also be posted on the school's website.



The Grievance Policy for Staff:
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The grievance policy for staff will be given to them as a part of their hire process and it will also be posted on the school's website. If a staff member wants to file a grievance, they must fill out the forms and turned in to the front office. The administration has the right to investigate the circumstances and respond within 10 days in writing of the findings. Staff members that do not agree may appeal to the Board to have a final decision made.

Q86. Attach Appendix G Organizational Chart

- 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :

Appendix G -Organizational Cha...

Q87. Attach Appendix H Charter School Board Member Information Form and Resume

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources :



Evidence :

APPENDIX H.pdf

Q88. Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member



Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 50
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Resources :




Evidence :


APPENDIX I.pdf

Q89. [Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality](#)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.

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 3


Evidence :


APPENDIX J.pdf

Q90. [Attach Appendix K Articles of Incorporation or Municipal Charter](#)If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 5

Evidence :


APPENDIX K.pdf

10.3. Staffing Plans, Hiring, and Management

Q91. [Projected Staff](#)Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted



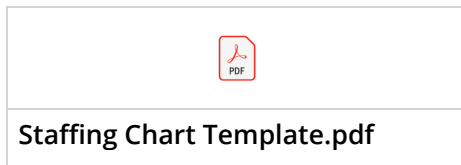
administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget. 8/5/2020
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Attached is the Staffing Chart for The Soaring Eagle Academy.

Resources :



Evidence :



Q92. Staffing Plans, Hiring, and Management. Explain the board's strategy for recruiting and retaining high-performing teachers.

The Board will utilize the state created web-based employment site at NCDPI as well as Teacher, Teacher.com., members will work to form partnerships with local schools and visit college job fairs and utilize the VIF program where possible. The Board will

also advertise on radio, tv, social media and develop a "grow your own" program where community members are recruited that are vested in the community and would like to become teachers. The Board will also offer financial incentives for any employee seeking advanced degrees or certifications.

Teachers and staff will be given maximum support in the educating of students from administration. Also, the school will offer raises and incentives to all staff members as the school is financially able.

Q93. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader

The principal/head of school candidate has not been identified at this time. However; several Board members have extensive traditional school and charter school experience that will benefit this position if needed. Two board members have served as Principal, Associate Principal and many other administrative



positions and is well qualified to lead a charter school if necessary. The two Board members have
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numerous degrees including Doctor of Education and Masters in Administration as well as Principal
license and is well versed in education with extensive connections to others in education (traditional and
charter).

Q94. Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :


APPENDIX O.pdf

Q95. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The Board and charter school employees will not have a direct relationship; however, board members are encouraged to visit classroom to read to students and even volunteer. The Board members will interact directly with the Lead Administrator and indirectly with school employees.

Q96. Outline the school's proposed salary range and employment benefits for all levels of employment.

The following salary range will be proposed to the Board:

- Head of School – 50,000 – 65,000
- Administrators – 40,000 – 50,000 (to include Assistants, Finance Officers, Curriculum Specialists)
- Clerical – 25,000 – 35,000
- Teacher (Core) – 35,000 – 45,000



• Assistants – 25,000 – 35,000
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• Custodian – 25,000 – 35,000

• Bus Drivers – 15,000 – 25,000

There are many factors that go into salaries, therefore, they are all open to negotiation.

Q97. Provide the procedures for handling employee grievances and/or termination

The grievance policy for staff will be given to them as a part of their hire process and it will also be posted on the school's website. If a staff member wants to file a grievance, they must fill out the forms and turned in to the front office. The administration has the right to investigate the circumstances and respond within 10 days in writing of the findings. Staff members that do not agree may appeal to the Board to have a final decision made.

Q98. Identify any positions that will have dual responsibilities and the funding source for each position

No position has been identified as dual at this time.

Q99. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students

The Soaring Eagle Academy plans to hire on-site Exceptional Children teachers according to the population of EC students in the building, and students who need other specialty services (Speech, OT, PT, etc.) a company that specializes in EC services

will be identified to work with the students, including psychological testing. Special teachers will be hired through the stated hiring process to work with EL and gifted students.

Q100. 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).

All Lead Administrators shall hold at least a Master's Degree or higher (higher preferred) and hold or be eligible to hold a NC Principal's License. Experience in the following areas will be given special preference:

- Education
- Public Administration



- Business management

Another Administrator should have at least a Bachelor's Degree.

Teachers: Possess a 4-year degree (preferable in Education) every effort will be made to hire 100% certified and highly qualified teachers; however, per NC Charter School Law 50% of teachers will be licensed.

Exceptional Children Teachers – All EC teachers must have a NC Special Education Teaching Certificate in all subjects.

Teacher Assistants – All TA's must possess a two-year degree or equivalent course work. TA's will be encouraged to move into becoming a licensed teacher.

Clerical – Requires a two-year degree or equivalent experience.

10.4. Staff Evaluations and Professional Development

Q101. Identify the positions responsible for maintaining teacher license requirements and professional development.

The Curriculum Specialist or Assistant Administrator will be responsible for maintaining teacher licenses. The Lead Administrator and Curriculum Specialist will be responsible for staff development.

Q102. 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 and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

The Soaring Eagle Academy plans to rely on the expertise and knowledge of the Board members and their connections. The NCDPI will provide much help and assistance on how to develop plans. The staff members who bring added skills such as former mentors will be utilized. The school will depend heavily of these resources and the online resources.



Staff will be evaluated using the system provided by NCDPI and Administrator walk through and observation. After each step of the evaluation, there will be a conference for questions and answers.

In order to retain teachers and other staff, greater leadership roles will be developed, especially in the area of curriculum. Financial incentives will be offered as available and flexible schedules to the extent practical.

Q103. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The Core components of professional development is the Standard Course of Study, E-Colors In Education, PBIS, Professional Learning Communities, Culturally Responsive Teaching, Socratic Method, NWEA (Maps) Assessments, Project Based

Learning. These core components will provide teachers with ready skills and insight into students and how to implement the skills for student learning and academic success.

Staff Development will be conducted in-house weekly, especially through the PLC's. External individuals will be identified and brought in to train the teachers and all staff, as well as teachers attending Train-the-Trainer conferences on the above components. The atmosphere for the school will be one of cooperation, sharing and helping each with best practices.

Q104. 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 will be held 10 days prior to school opening. The first week will be total staff development especially of the Core Components.

Day One: Standard Course of Study and A+ (How to integrate through each subject area)

Day Two: MAPS & iREADY – The programs that will be used to assess students electronically and how to use the data in the classroom.



Day Three: Culturally Responsive Teaching and The Socratic Method
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Day Four: Professional Learning Communities and Project Based Learning

Day Five: E-Colors In Education and PBIS

The second week will be used mainly for teachers to get their classrooms ready and preparing for open house and getting ready for students.

Q105. 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.

Professional development days/hours will be according to the school calendar which is expected to be one half to one day each month and at least 2 hours after school each week.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining 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 115C-218.45 carefully.

Q106. 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)).

The Soaring Eagle Academy will market to parents and students in several different ways. The school will have community meetings in communities about the opening of the school, we will utilize radio, television, newspaper and fliers, social media and the school's website.

Board members and administrators will make appearances at churches, local malls and special events days at the proposed school location.

Q107. Describe how parents and other members of the community will be informed about the school.

Parents and the community members will be informed about the school through the local media. The local newspapers will be contacted to cover community meeting as well as radio. It is especially helpful to visit local churches and community

organizations to talk about the school and ass out fliers.



Q108. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

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Students will be recruited during the planning year by signing them up at the community meetings (once plan is approved) at churches, after the services and going door-to-door to interact with parents and let them know that the school is in the

community for them. There will be a charter day, that will include fun, bouncy house and the ability for community members to walk through the building.

Throughout the planning year, the Board is meeting each month and visiting churches and communicating on the radio and having community events and having all people to sign in which will generate demographic information to include telephone numbers and email addresses. When the school receives final approval, this demographic

information will be used to contact the parents to fill out application and a relationship will have been built up so that parents and community members may be willing to refer others to the school.

Q109. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

The Soaring Eagle Academy will comply with all laws regarding admission to the school and not discriminate against any student. Students will be accepted to the school and a lottery process will be used if the number of applicants exceeds the

number of seats. The school will not limit admission based on any of the following: intellectual ability, athletic ability, disability, race, creed, gender, national origin, religion, sexual orientation, or ancestry. Students do not have to reside in Pitt County

to attend The Soaring Eagle Academy.

Q110. What established community organizations would you target for marketing and recruitment?

The local newspaper (The Farmville Enterprise, The Daily Reflector, The Chamber of Commerce, J. & L. Enterprises and The Lost Sheep Foundation.

10.6. Parent and Community Involvement



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Q111. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening. 8/5/2020

Once The Soaring Eagle Academy is approved, open-enrollment will begin. All means of advertisement will take place (radio, television, newspaper, visiting churches, etc.) and the Lead Administrator will visit neighborhoods to ensure that all students and

communities are given the opportunity to enroll in the school.

Q112. 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.

The Soaring Eagle Academy will engage parents by establishing immediately a volunteer program for the school. This will give parents the opportunity to participate in their child's school. Administrators and teachers will make home visits to each of

the students they serve at least one visit per year. Each parent that has a student at the school will be expected to volunteer at least 5 hours per year in some capacity. Parents can be utilized as tutors, teacher helpers, etc. at the school.

Q113. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

No specific program has been identified at this time; however, the school will have a parent/teacher/community organization.

10.7. Admissions Policy

Q114. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including: a. 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. b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences. c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers. d. Explanation of the purpose of any pre-admission activities (if any) for students or parents. e. Clear policies and procedures for student withdrawals and transfers.

THE POLICIES AND PROCEDURES FOR ADMITTING STUDENTS TO THE SOARING EAGLE SCHOOL:



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a. Application Period: The application for the prospective students are currently ready; however, they will not be released until final approval from the State Board of Education with no ending period to be scheduled. Advertisement will

be ongoing with the hopes of having a waiting list. The proposed start of school would be very early August 2021.

b. Policies and Procedures for Open Enrollment: The School may give enrollment priority to the siblings of currently enrolled students who were admitted to the school in a previous year and to the children of the Lead Administrator, teacher, teacher assistants and other staff members. If multiple birth siblings apply for admission to the school and a lottery is needed un G.S. 115C-238.29F (g)(6), the school shall enter one surname into the lottery to represent all the multiple birth siblings. If the surname of the multiple birth siblings is selected, then all the multiple birth siblings shall be admitted.


c. Policies and Procedures for Waiting List, Withdrawals, Re-enrollment, and Transfer:

- Waiting List – After the lottery process of each year (if needed) and all classrooms have been assigned according to the number of classrooms projected per grade level, students will be placed on a waiting list for the needed grade level and available space.
- Withdrawals – Parents of students leaving the school will need to put the withdrawal request in writing. Any student that would like to come back to the school will need to re-apply for enrollment through the normal enrollment process.
- Students who transfer away from the school will be required to follow the normal process for enrollment. They will be allowed to return if the space is available.

d. Pre-enrollment Activities: Pre-Admission activities will be held for the school. These activities will introduce the community, parents, and perspective students to the school, school personnel, and school administration.

e. Withdrawals: The School will establish a withdrawal policy for students and the transfer of records. Parents will be expected to call the school or send a note that they are withdrawing their child from the school. Once all school property is returned and the school the student will be attending has sent an enrollment form to the school, the student will be withdrawn from school and



eliminate a student not enrolling in an actual school and falling through the cracks.
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8/5/2020

Q115. **Weighted Lottery** Does your school plan to use a weighted lottery?

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.

Yes

No

Q116. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

Yes

No

Q117. **Explanation (optional):**

The Board of the Soaring Eagle Academy worked in conjunction to produce the final document. Each member brought expertise to the finished product.



Q118. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

- Yes
 No

Q119. Explanation (optional):

The Board of the Soaring Eagle Academy worked in conjunction to produce the final document. Each member brought expertise to the finished product.

11.1. Transportation Plan

Q120. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following:

- Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
- Describe how the school will transport students with special transportation needs and how that will impact your budget.
- Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

a. The Soaring Eagle Academy plan to purchase school buses for student transportation and to give as many students as possible the opportunity to attend the school. The buses will be deployed over the entire Pitt County district. Any student living in Pitt County will be able to ride the bus. In the event there is 15 – 20 students in other counties, transportation will be provided. The Assistant Administrator will be responsible for the oversight of the buses.

b. All students will be expected to ride the bus unless they walk or are transported by parents. Any student with special transportation needs will be evaluated according to the IEP, if the student can be transitioned back to the regular bus, that will occur if not special transportation will be provided with a transportation service in the community and there is cushion in the budget to be able to pay for it.



c. The Assistant Principal will work with the compliance of the transportation system. The Administrator will establish contact with local, state and federal transportation officials and make sure all regulations are followed. 8/5/2020

11.2. School Lunch Plan

Q121. 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. If the school intends to participate in the National School Lunch Program, include the following components in the response: a. How the school will comply with applicable local, state, and federal guidelines and regulations; b. Any plans to meet the needs of low-income students; and c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

The Soaring Eagle Academy will offer lunch to all students regardless to their ability to pay. The School plans to apply for the National Lunch Program, but until that happen, the School will also use the procedure that has been established for the free and reduced lunch program.

a. The School plans to partner with an established program to cater meals for students. The meals will be transported to the school, and the school will comply with the local guidelines by following all inspections.

b. No student will be refused food based on their ability to pay

c. There is a form (to include financial guidelines to determine free, and reduced lunch) and the guide lines available through the Testing and accountability program that will be used to determine eligibility based on parent income. Each student will receive a form at the beginning of school and return to the administrative office to determine who pays and how much. Parents will be

informed.

11.3. Civil Liability and Insurance

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:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;



2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q122. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Resources :



Evidence :

Insurance Coverage .xlsx

Q123. Attach Appendix L: Insurance Quotes

- 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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :

2020 SEA Premium Estimate (1)...

2020 SEA Premium Estimate 2.d...

11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.



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8/5/2020

We, the Board members 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.

The Board Chair must sign this question.

Signature



Q125. Start-Up Plan Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

The Soaring Eagle Academy will adhere to the schedule produced by NCDPI Office of Charter School for the Start-up year. Dr. Melissa Grimes (Board Chair) and Dara Lehner (Board Secretary) has committed to attend all required meetings for the start-up year. Other board members will also attend the meetings as their schedule permits.


Melissa Grimes and Dara Lehner will avail themselves to all the online resources and will share all information with the other board member at the monthly meetings. All coursed will be completed by May of the opening year of the school.

Q126. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

The Board believes the anticipated challenges of the start-up year will be balancing the time it takes to work on the school with family, church and community obligations. However, all members are dedicated to meeting all challenges and opening an excellent school. There is no Start-up Year 0 budget because all Board members are donating theirtime to the process in In-Kind donations.

11.5. Facility



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Q127. What is your plan to obtain a building? Identify specific steps the board will take to acquire a building and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation
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

A building has already been identified in the Farmville area. The address is 3632 South George Street, Farmville, NC 27834 (HB Sugg Community Center). The site is in the process of making some renovations and has recently been used as a child care

facility. The Board has already done a walk through of the building, and a preliminary lease is in place. Occupation and all inspections are expected before the opening of school (6 months)

overall.

Q128. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

The identified facility has a preliminary contract for 9 classrooms, 2 bathrooms (4 stalls each), large conference room, and 2 offices and smaller spaces for storage. The facility also has available square footage if needed by the school. There is more than


enough parking space for buses and employees in the back of the building. There is also space for playground equipment and there is a basketball court already on the property available for the students.

The currently identified building will be used short-term for the school, however, the Board will look to build a more permanent facility in approximately 5 years. The estimated amount in the budget is \$3000.00 per month which is extremely low.

The owners recognize that the renovations and other expenditures would balance out and the charter school being housed in their facility is good for the community.

Q129. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces



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The identified building has extra rooms and if the need arises a science lab, art room, media center, etc. can be set up, but the first years all activities will be in the classrooms. The facility has a gym that is under renovation and a cafeteria that has recently been renovated if needed for use. 8/5/2020

Q130. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location

The facility is approximately 34,000 sq. ft., the total lease cost, including retrofit is approximately \$180,000 annually. The total per sq. ft. is approximately \$5.29 which is significantly below the average of \$10 per sq. ft. for the area.

Q131. 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

The Board members have already identified two suitable facilities for a charter school in the area. Both buildings are located within the city limits and would need up-fit. The Board is committed to the Farmville area.

Q132. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Board members Roger McKoy and Vernon Garrison are all well experienced in renovations and facility acquisition and management.



Q133. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q134. Explanation (optional):

The Board of the Soaring Eagle Academy worked in conjunction to produce the final document. Each member brought expertise to the finished product.

12.1. Charter School Budget

Q135. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

No additional revenue.

Q136. Attach Appendix N: Proposed Budget for Year 1 through Year 5


Click "Resources" (to the right of this text) to access and download the Budget Template.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Resources :



Evidence :


Charter Application Budget Tem...


APPENDIX N.pdf

12.2. Budget Narrative

Q137. How was the student enrollment number projected?

The student enrollment was projected based upon the board's assessment of the demand for the school, available space, and assessment of feasibility of start resources.



Q138. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection 8/5/2020

We believe there is a demand for the school because the existing school are not successful with educationally disadvantaged students and parents desire better opportunities for their children. Our survey data supports our efforts to open this school.

Q139. Provide the break-even point of student enrollment

The break-even is about ____ students.

Q140. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

Our contingency plan consists of scaling down the operation.

Q141. 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. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The budget does not rely on outside resources.

Q142. Provide the student to teacher ratio that the budget is built on

The student to teacher ratio is 20 to 1.

Q143. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

The board has several members with financial related experience. Dr. Wanda Carr has extensive financial experience in educational finances as well as being responsible previously for a million dollar budget as Chief Financial Officer. Currently she works in educational finances at a Kindergarten - 12 grade private school and oversee's their finances. The collective experience of the board along with the experience of Dr. Carr will enable the board to implement the school's financial plan.

Q144. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated

We anticipate the school receive both state and federal exceptional children's funds. If a high needs student or students are accepted in the school's lottery, we will immediately review the IEP and determine whether there are special resources which we can apply for such as PRC 029, special autism funds, or other resources. If extra funds are available, we will timely apply. If no additional funds are available, we will work from local funds. Our budget plan is to maintain a fund balance to address these kinds of contingencies.



Q145. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

We have no outsourcing plans. We will have procurement policies and procedures which will govern any potential outsourcing.

Q146. 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

No, we plan to conduct all operation with staff. The board will adopt a procurement policy and procedure which will apply to large purchases.

Q147. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs

The budget aligns to our mission, curricular offerings, transportation plans, and facilities needs by allocating adequate resources to carry out the school's plans.

Q148. 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 first year of operations will not carry a significant fund balance due to start-up needs. Subsequent years the fund balance will be about 10 percent. We plan to develop the fund balance by running a tight budget, reviewing the monthly budget report, and exercising due diligence on finances.

Q149. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases

The school plans to lease its facilities. The school will also lease completes.

Q150. 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.

The school will not have assets from other sources.

12.3. Financial Compliance

Q151. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

The board will adopt an internal control policy and procedure.

Q152. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)



None.
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8/5/2020

Q153. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated

Larry E. Carpenter, CPA, PA, 2313 Executive Cir., Suite B, Greenville, NC 27834. Telephone: (252) 561-8292;
Fax: (252) 561-8292; Email: lecarpentercpa.com




Q154. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


Charter School Required Signat...


Q155. Sign the attached Contracting Certification Form document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


Contracting Certification Form ...



14. Third-party Application Preparation

8/5/2020

Q156. Was this application prepared with the assistance of a third-party person or group?

Yes

No

Q157. Give the name of the third-party person or group:

None

Q158. Fees provided to the third-party person or group:

None



Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **July 24, 2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q159. ***Application Note:** The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 at 5:00 pm EST for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to North Carolina Department of Public Instruction:

North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

I understand



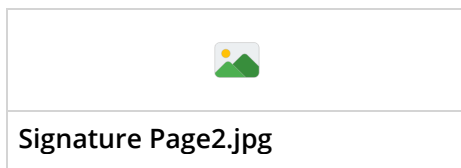
Q160. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :



Q161. Complete

I have finished the application

* Q162. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring School Personnel:

The Lead Administrator and the leadership staff will interview appropriate candidates and vet all individuals. The initial hiring decision will rest with the Lead Administrator. Any individuals for hire will be brought before the Board for final approval. After Board approval, contracts will be signed.

Dismissal of School Personnel:

The Lead Administrator will make recommendation for the dismissal of any school personnel. School personnel will be placed on leave (with or without pay) until a final decision is reached after being submitted to the Board of directors for final approval (with proper documentation.

Criminal Background Check:

All hired employees and even volunteers will undergo a background check. No inappropriate people will be hired to work with children.



INSURANCE PEOPLE

Below are the estimated annual premiums for **The Soaring Eagle Academy**:

Property Premium Estimate **\$450**

Contents	\$270,000
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$1,332**

Rating Basis:	Students	180
	Faculty	20

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$3,057**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non-Owned Auto Liability Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$4,623
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$750,312	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$12,444
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

07/22/2020

Insurance Estimate for The Soaring Eagle Academy

Here's how we suggest you complete the online insurance section of the charter application:

Civil Liability and Insurance

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,332
Officers and Directors/Errors and Omissions	\$1,000,000		3,057
Property Insurance	\$270,000		450
Automobile Liability	\$1,000,000		181
Crime Coverage Minimum/Maximum Amount	\$250,000	\$250,000	332
Workers Compensation	\$500,000/\$500,000/\$500,000		4,623
Other Coverage	\$1,000,000		2,469
Total Cost			\$12,444

Include the "Insurance People" Word document in Appendix L of the application to demonstrate the levels of insurance coverage and projected cost.

Thank you for the opportunity to help start another charter school in N.C.

*John Ramsey
Insurance People
1920 Front Street, Suite 750
P.O. Box 3006
Durham, NC 27715-3006*

*800-825-0442 (Main)
919-210-3907 (Mobile)*

john@inspeople.com

APPENDIX A

Evidence of Community/Parent Support

APPENDIX B

**Curriculum Outline per Grade Span (for
each grade span the school would
ultimately serve)**

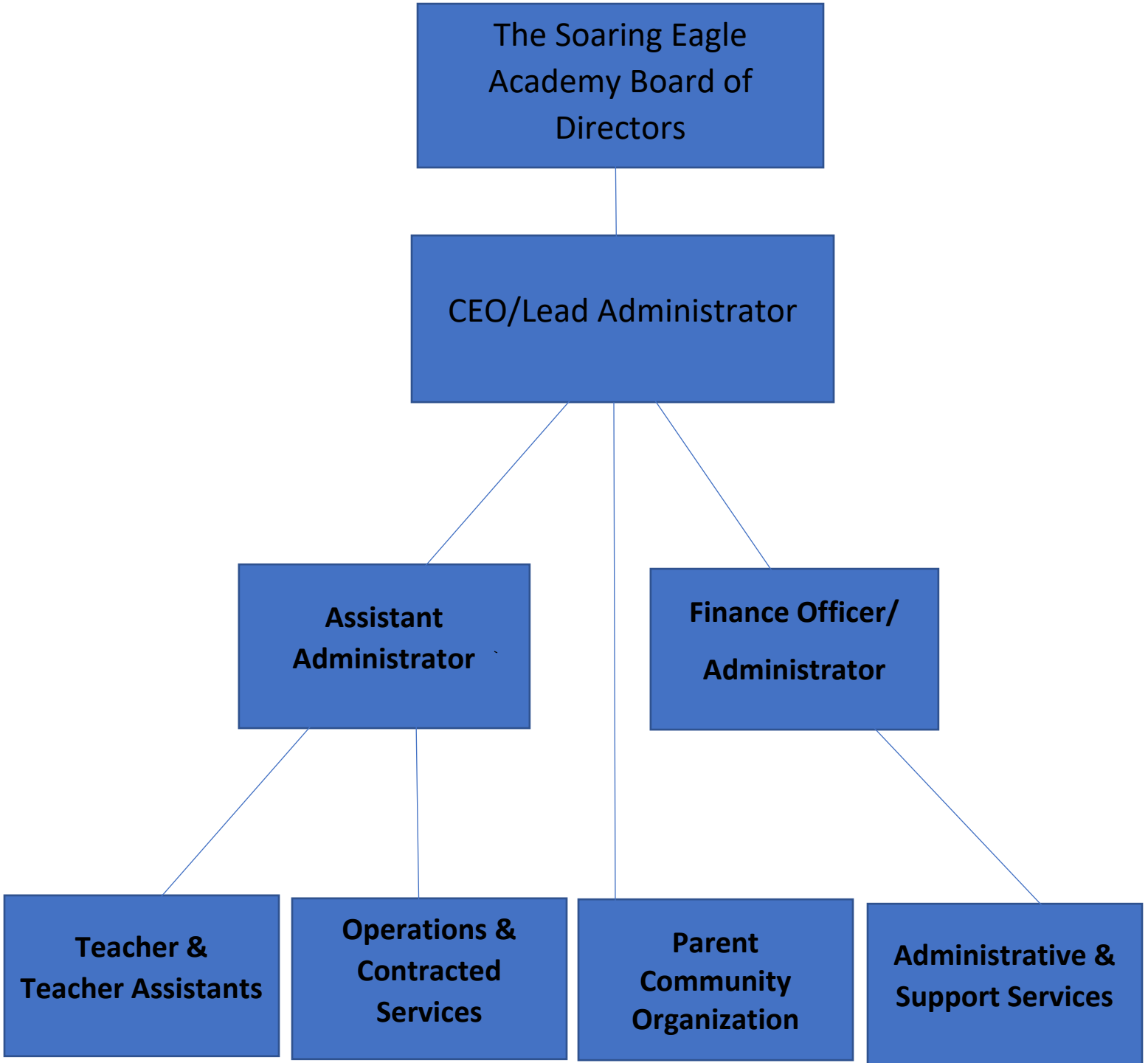
APPENDIX D

Yearly Calendar

APPENDIX G

Organization Chart

ORGANIZATIONAL CHART



APPENDIX H

Charter School Board Member Information Form and Resume

APPENDIX I

Charter School board Member Background Certification Statement and Complete Background Check for Each Board Member

APPENDIX J

Proposed By-Laws of the Nonprofit Organization or Municipality

APPENDIX K

**Articles of Incorporation or Municipal
Charter**

APPENDIX N
Proposed Budget for Year 1
Through Year 5

APPENDIX O

The School Leader's Resume

Budget: Revenue Projections from each LEA Year 1

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.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		740 Pitt County Schools		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,842.97	132	\$771,272.04	
Local Funds	\$1,923.01	132	\$253,837.32	
State EC Funds	\$4,509.25	17	\$75,890.68	
Federal EC Funds	\$1,514.35	17	\$25,486.51	
Total:			\$1,126,486.55	

LEA #2:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds		0		
Local Funds		0		
State EC Funds		0		
Federal EC Funds		0		
Total:			\$0.00	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				

Total:

\$0.00

Charter School Required Signature Certification

Contract Certification Form Document

County of Residence

Pitt

Cumberland

Lenoir

Cumberland

Pitt

Pitt

Pitt

Pitt

Current Occupation

Teacher (ELA)

Retired Principal

Teacher (Math/Science)

Editor/Copywrite

CEO of NonProfit (The Lost Sheep Foun

Retired Teacher

PreSchool Teacher

Business Officer/Manager

Past or Present Professional Licenses Held

1242105

816421

774720

1162914

N/A

729067

N/A

N/A

Any disciplinary action taken against any of these professional licenses?

None

None

None

None

None

None

None

None

County of Residence

Pitt
Cumberland
Lenoir
Cumberland
Pitt
Pitt
Pitt
Pitt

Current Occupation

Teacher (ELA)
Retired Principal
Teacher (Math/Science)
Editor/Copywrite
CEO of NonProfit (The Lost Sheep Foundat
Retired Teacher
PreSchool Teacher
Business Officer/Manager

Past or Present Professional Licenses Held

1242105

816421

774720

1162914

N/A

729067

N/A

N/A

Any disciplinary action taken against any of these professional licenses?

None

None

None

None

None

None

None

None

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



Cost (Quote)

1,322.00
3,057.00
450
181
332
4,623.00
2,469.00
12,444.00

Signature Page

The foregoing application is submitted on behalf of The Soaring Eagle Academy. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Additionally, we understand the final approval of the charter is contingent Preliminary Charter Schools- CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Melissa B. Grimes

Board Position: Board Member

Signature: Melissa B. Grimes

Date: 7/20/2020

Sworn to and subscribed before me this 20 day of July, 2020.

Notary Public: Mary T. Hopkins

Official Seal: **MARY T HOPKINS
NOTARY PUBLIC
PITT COUNTY, NC**

My commission expires: 11-1, 2023.

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader	1	1
Assistant Principal		1
Clerical	1	1
Additional School Leadership		
Core Content Teachers		6
Specialized Teachers (e.g., ELL, foreign language, etc.)		
Electives		1
Student Support Positions (e.g. social workers, psychologists, etc.)		
Exceptional Children's Teacher		1
Instructional Support		1
Teacher Assistants		1

Year 2

Year 3

Year 4

Year 5

1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
7	8	8	9	9
1	1	1	2	1
1	1	1	2	2
1	1	1	2	2
1	1	1	1	1