



NORTH CAROLINA CHARTER SCHOOL APPLICATION
SUCCESS FIRST SCHOLARS ACADEMY

Public charter schools opening the fall of 2014

See **Resource Manual** for Assistance
(Available late November 2012)

Due by 12:00 noon, March 1, 2013

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

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

CHARTER SCHOOL

2013 Application Process

To open a charter school in the 2014-2015 school year

APPLICATION DUE DATE/TIME

January 4, 2013

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

March 1, 2013

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

March 8, 2013

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: SUCCESS FIRST SCHOLARS ACADEMY

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

Name of non-profit organization under which charter will be organized or operated: *SUCCESS FIRST SCHOLARS ACADEMY, INC*

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

Name of contact person: *PATRICIA BOYKIN-MOORE*

Title/Relationship to nonprofit: *DIRECTOR*

Mailing address: PO BOX 755
CLINTON NC 28329-0755

Primary telephone: 910-627-2249 Alternative telephone: 910-990-3985

E-Mail address: *ccbench@yahoo.com/patriciamoore614@gmail.com*

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

County: *SAMPSON*

LEA: *821-Clinton City Schools*

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? *SUCCESS FIRST SCHOLARS ACADEMY, INC*

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05	80
Second Year	K,01,02,03,04,05	80
Third Year	K,01,02,03,04,05	80

Fourth Year	K,01,02,03,04,05	100
Fifth Year	K,01,02,03,04,05	100
Sixth Year	K,01,02,03,04,05	100
Seventh Year	K,01,02,03,04,05	100
Eight Year	K,01,02,03,04,05	125
Ninth Year	K,01,02,03,04,05	125
Tenth Year	K,01,02,03,04,05	200

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

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

sucfsc

PATRICIA BOYKIN-MOORE/LEAD APPLICANT

Signature

Title

sucfsc

03/01/2013

Printed Name

Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Success First Scholars Academy will create unlimited educational opportunities that will facilitate cognitive and affective student learning, skills, and values. Success First Scholars Academy will be a parent choice school where the community is the classroom. Our mission is to foster the innate curiosity of our students, empower their parents, and promote optimum learning by collaboratively developing an educational program designed to meet the needs of each individual student.

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

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

The population for Sampson County totals 63,734. The racial make-up of the inhabitants is 66.9% Whites, 27.7% African Americans, and 16.9% Hispanics. Sampson County has a large Migrant student population. Sampson County has 2 school districts, both located in Clinton, North Carolina, the county seat. The school districts are known as Sampson County Schools and Clinton City Schools. Sampson County is a rural county. There are 2 superintendents and 2 governing school boards. There is 1 high school, 3 elementary schools, and 1 middle school located in the Clinton City School District. The Sampson County School District has 4 high schools, 4 middle schools, and 8 elementary schools (Public Schools K12, 2011; U. S. Census Bureau, 2012). Located within the county are 3 private Christian academies and a HeadStart Program, one governed by private citizens under the auspices of the North Carolina Department of Public Instruction, and the other by the County Board of Commissioners. The overall demographics Sampson County reveal that all of the school systems in the rural districts are minority majority. Each school is administrated by a principal and numerous assistant principals.

The targeted population for the proposed charter school will be all children who are eligible attend according to eligibility requirements as stipulated by the North Carolina Department of Public Instruction, regardless of race, ethnicity, religion, or diverse socio-economic backgrounds. Our target population will include students eligible to enroll in grades K-5 whose parents want a community atmosphere in which their child/children can pursue learning. Our intent is to reach out in community to build economic, ethnic, cultural, and educational diversity in our student base.

The rationale for selecting the location and student body is that Sampson

County does not have a public school of choice and parents need an option as to where their child/children can receive a viable educational experience that prepares them to be successful in all of their academic endeavors. The only charter school in close proximity to Sampson County is located in Fayetteville, Cumberland County, North Carolina and is approximately 36 miles from Clinton, North Carolina.

The North Carolina School Report Cards data for the 2011-2012 School Year for Clinton City Schools show information on the performance of each student group on the ABCs End-of-Grade Test. For Grades 3-5, there is a significant achievement gap in the district between student groups and is as follows based on percentages between White students and their minority peers. The percentage differences in achievement are: Black students 27.6%, Hispanic students, 19.7%, American Indian students 23%, and Asian students 12%. There is not any achievement data provided per school, only overall district information. There is not any data on the Migrant student population for Clinton City Schools.

The North Carolina School Report Cards data for the 2011-2012 School Year for Sampson County Schools show information on the performance of each student group on the ABCs End-of-Grade Test. For Grades 3-5, there is a significant achievement gap in the district between students and is as follows based on percentages between White students and their minority counterparts. The percentage differences in achievement are: Black students 28.7%, Hispanic students 19%, American Indian students 16.8%, and Migrant students 31.8%. The achievement gap percentage between White students and their Asian peers is 2.9%. There is not any data listed for each individual school, only overall district information.

Closing the achievement gap for all students is the major rationale for selecting Sampson County and its student body to locate the proposed charter school.

2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?

The projected enrollment at the charter school for the years 1-3 is 80 students. Although there are 1496 students currently enrolled in the Clinton City Schools grades K-5, the percentage of the Average Daily Membership (ADM) that will be reflected for the local LEA that may be impacted is 18.7%. Since Sampson County Schools is another LEA within the county and has an enrolled population of 3,735 students in grades K-5, if all 80 students were enrolled from that LEA, the percentage of the ADM would not be significantly impacted.

Our goal is increase at rate of 15% each year, whereby we will have to petition the Charter School Advisory Council to allow Success First Scholars Academy to expand based on an active waiting list for parents who desire that their child/children attend a public school of choice.

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

Our education plan will allow teachers the flexibility to think "out-of-the-box" for the purpose of finding a better way to educate each individual student. Our education plan will also allow each individual student to

demonstrate high levels of achievement given a challenging, enriching, differentiated learning environment that is tailored to their individual learning needs and strengths. The instructional methods to be used will reflect current trends in research focused on high achievement and differentiation of curriculum in order to create unlimited educational opportunities that will facilitate cognitive and affective student learning, skills, and values.

Our education plan will allow students to be actively involved learners who are building a personal knowledge of the world around them through action, experience, and reflection. Our mission is centered on contextual teaching and learning and constructivism. Contextual teaching and learning uses problem-based learning, collaborative/cooperative learning, project-based learning, and service learning. We believe that learning requires the active participation of the learner, is both an individual and a social process, and is most successful when it occurs in a variety of ways.

The constructivist learning model treats students as active participants rather than passive recipients of information. Constructivists advocate that students who are engaged in active learning are making their own meaning and constructing their own knowledge in the process. Students make meaning of their learning experiences through interactions with teachers, parents, the community, and their peers.

Students will be provided with early and thorough groundings in reading, writing, mathematics, history, science, and elective courses. The school will focus on core knowledge and essential skills so that students may achieve mastery on which further learning is build. The outcomes will meet the Common Core Standards. In order to prepare students to transition to middle school, our education plan will foster a range of attitudes and behaviors, such as hard work, personal responsibility, constructive engagement in activities, self-discipline to tackle various assignments, as sense of fairness and respect for others.

Students will be expected to develop and hone the skills necessary to formulate questions and define issues. Students will find relevant information using appropriate tools and evaluate it through critical thinking and analysis. The students will solve problems and make decisions based on available information, organize, and present their work both orally and in written or graphic form. We will strive to lead each student to these accomplishments. Interest in rigorous education crosses all demographic boundaries, and we will offer students both excellence and equity in education. The school's strong academic program will reduce achievement gaps by eliminating an important cause the insufficient mastery of basic knowledge and skills required for further academic achievement.

A variety of teaching methods will be used to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or family's socioeconomic and educational backgrounds. Since knowledge and skills are acquired cumulatively and systematically, it will be essential to detect any learning difficulties early and to intervene before proceeding to the next level. Regular formative assessments integrated into the curriculum will will help to evaluate how well students are learning and to identify those areas that need more support or greater challenge. A modified program will be provided for will be provided for those children with diagnosed

disabilities which require adjusted teaching strategies or definitions of success, all within the general framework of our education goals.

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

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

The Six Legislative Purposes of a Charter School are:

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

1. **Improve Student Learning:** Success First Scholar's goal is to offer a superior K-5 education that closes the achievement gaps and positions each student to transition successfully to middle school. SFSA will use the Woodcock-Johnson Psycho-Educational Battery Test which will be given to students the first week of school. The test is a diagnostic tool used by evaluators to determine whether a student has learning disabilities. The test provide as co-normed set of tests for measuring cognitive abilities and academic achievement. The combination of both the cognitive and achievement test results give valuable information concerning the strengths and weaknesses of the student, the students learning style, the possible presence of visual perceptual difficulties, and the students aptitude in academic areas.

SFSA will also use Northwest Evaluation Association's Measures of Academic Progress to measure students' development and progress. The Northwest Evaluation Asssocation's Measures of Academic Progress are diagnostic and analytical tools that help identify each student's weaknesses and strength, and provide teachers with data they can use to differentiate their instructional methodologies to meet the individual needs of all students. Our focus is to prepare students to take an active role in their learning.

2. **Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students:** The utilization of Northwest Measures of Academic Progress and The Wood-cock Johnson Psycho-Educational

Batter Test will enable teachers to effectively provide differentiated instruction that meet the needs of all students, with a special emphasis on at-risk or gifted students. Differentiated instruction will offer students the opportunity to be participatory in their learning and and alternative approaches of exhibiting their mastery of the academic content. Students with learning deficiencies will receive targeted remediation. Gifted students will be offered opportunities to advance their mastery and skills through the use of project-based learning.

3. Encourage the use of different and innovative teaching methods: SFSA belief is that all children can learn and that student learning is impacted by the quality of instruction. As each student brings diverse and unique experiences into the class setting, it is important that instruction is tailored to meet the students where they are at and progress them to where they need to be. Developing and delivering instruction that taps into students' individual learning styles requires more responsive and reflexive instructional strategies, environments, and materials. Instructional methods used must take into consideration that not all students learn in the same way. Teachers will be provided with research-based innovative instructional methods and best practices in meeting the diverse needs of the students. Instructional lessons will be written to address all learning styles. Students will use hands-on activities and real-life applications to supplement and enhance their learning.

Through the use of professional learning communities, teachers will receive effective and continuous staff development to enhance the curriculum and learning tasks for the students. The teachers will continuously seek and share learning act on what they learn. The goal is to enhance teachers' effectivenessn as professionals so that students benefit.

4. Create new professional opportunities for teachers, including opportunities to be responsible for the learning program at the school site: Teachers are essential to the health of the school. Student learning depends first, last, and always on the quality of the teachers, therefore our goal in strengthening the capacity of education for all students is to enable teachers to be a part of the educational policy and decision-making system at SFSA. Our intent is to develop teacher leaders.

Teacher leadership is about mobilizing the untapped attributes of teachers to strengthen student performance at the ground level and working toward real collaboration in the daily life of the school. Weekly staff meetings will be used to keep teachers abreast of the latest research about teaching effectiveness and student learning. Teachers will have mandatory common planning, wherein they will assist each other in acessing and using research in order to select appropriate strategies to improve student learning, analyze student learning data, collaboratively interpet the results of student learning data, apply the findings to improve teaching and student learning.

Teachers will collaborate with higher education institutions and other organizations engaged in researching critical educational issues in order to collect, analyze, and communicate data from their classrooms to improve teaching and learning. Teachers will visit and observe each other's classrooms and attend outside staff development training that will support what they are doing within the classroom.

5. Provide parents and students expanded choices in the types of educational opportunities that are available within the public school system: SFSA will provide parents the power to select a school program that best serves their child's or children's individual educational needs by offering smaller class sizes and a school culture more conducive to a student's success in school. The need for this school is to specifically provide parents and students in Sampson County and the surrounding areas with a curriculum and performance standards that determine what students should know and be able to do. Our intent is to offer parents and students a connected, disciplined environment that impact learning at the point of instruction. Connected learning is scalable learning that offers teachers the opportunity to customize content.

SFSA will offer in addition to its rigorous academic program, a range of diverse programs, such as academic support, homework help, arts and cultural enrichment, parent literacy programs, and family-oriented activities. SFSA is committed to giving our students the tools, skills, and guidance to flourish intellectually and morally. It is our intent that our program will give parents and students expanded opportunities that are not available for all students in our community.

6. Hold the school accountable for meeting measurable student achievement results: Success First Scholars Academy will be fully accountable for student learning and achievement. We will participate in the North Carolina READY School Accountability Model, including the current end-of-grade tests for grades 3-5. In addition, we intend to use the normed diagnostic assessment tool, Northwest Measures of Academic Progress, and The Wood-cock Johnson Psycho-Educational Battery Test (Forms A & B), to help us identify each student's strengths and weaknesses at the beginning of the school year, during the school year, and before the end of the school year in order to address each student's individual needs. Both formative and summative assessments will be used, included level readers and running records for K-2 grades.

Goals for the Proposed Charter School:

1. *How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?*

Several indicators of school performance are cumulative in that documented trends provide a macroscopic view of the proposed charter schools adherence to its mission statement. These indicators include:

1. the number of students applying to school,
2. teacher effectiveness,
3. the performance of students,
4. the number of teachers applying to teach at the school,
5. the daily attendance of students and teachers,
6. the student and teacher transfer rates,
7. the input from community meetings and focus groups, and
8. the survey results.

A metric that will be used to gauge success is the students' performance on the state required standardized test and other assessments (percentage of students performing at proficiency, percentage of students scoring at each

state performance level), because they determine if the school can meet AYP and expected growth. Gain scores will be used to measure growth. Growth-to-standard scores will be used to determine how much growth is needed each year, on average, for each student to reach the standard target. We will also measure criterion-referenced longitudinal growth using the percentage of students making adequate growth to reach or maintain proficiency and the percentage of students who have moved to a higher performing level beginning with Year 2.

Quantitative and qualitative data will be reviewed quarterly to drive decisions about the areas where improvements are needed. Performance management will key in gauging the success of the organization's mission as the performance measures create a focus on results, fosters better alignment of SFSA processes to its goals, provides a balanced body of evidence for internal and external purposes, and and signal the needs for modification of the educational plan or organizational structure. Our total focus will to determine if our school has attained its mission statement will be based on students' learning outcomes.

The school administrator shall submit to the Board of Directors bi-annually a report containing aggregate statistical data of the performance of every grade on state-mandated tests and on other major assessments specified by the curriculum. These data shall not identify individual students, but they shall include statistical comparisons to indicate whether students collectively are benefiting from their instruction. After the administrators report has been accepted by the Board of Directors, the data shall be summarized in the Annual Report in the form prescribed by the North Carolina Department of Public Instruction and copies shall be submitted to the chartering authority, and upon request, to the parents or caretakers of the students attending Success First Scholars Academy.

Another metric that will be used to gauge success is that Success First Scholars Academy will be financially viable and will be able to support the academic needs of the students. Parents and staff will rate the school every six months to determine if the schools design provides multiple opportunities for academic enrichment and support; also if the school has been able to successfully articulate the schools mission in the Year 1 and 2. For Years 3-5, the parent, teacher, student survey will be completed annually.

All of the above measures will allow the Board of Directors to assess and analyze if our proposed charter school has attained its mission statement.

2. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

The specific and measurable student achievement performance goals for the schools education program and the method of demonstrating that students have attained the skills and knowledge specified for those goals are expressed in four domains: Intellectual, Social, Personal, and Creative and are aligned to the mission of SFSA. The school will meet AYP Years 1-5 as students demonstrate continued proficiency measures in reading, mathematics, and science. Grades 1-2 will take diagnostic tests 4 times per year and Grades 3-5 will take diagnostic tests 6 times per year in addition to the EOG tests

as required by the NCDPI.

Intellectual Goals

Goal 1: Each student shall become proficient in reading, composition, listening, speech, understanding, interpreting, analyzing, and synthesizing information.

Demonstrated by every student achieving in Years 1-5 at least 85% proficiency as measured by EOG test results and other available teacher created assessments.

Goal 2: Each student shall become proficient in applying mathematical concepts and skills and the relationships among them to solve problem situations in varying complexities in order to become competent mathematical problem solvers.

Demonstrated by every student achieving in Years 1-5 at least 85% proficiency as measured by EOG test results and other available teacher created assessments.

Goal 3: Every student shall understand the basic concepts of life, physical, and earth science to become proficient in applying the processes of analysis, synthesis, and evaluation to the solutions of scientific problems and inquiry.

Demonstrated by: Every student achieving in Years 1-5 at least 85% proficiency as measured by EOG test results and other available teacher created assessments.

Goal 4: Every student shall understand local, State and United States history, geography, systems of government and economics and their relationship to the history, geography, systems of government and economics of other countries in the world.

Demonstrated by students' working knowledge of U. S. and world history, geography, and world history through teacher created formative and summative assessments.

Social Learning Goals

Goal 1: Environmental Stewardship: Every student will understand the environment and his/her ecological relationship with it in order to recognize the importance of the quality of life in a healthy and balanced environment.

Demonstrated by students proficiency in their understanding and ability to describe components of ecosystems, components, and functions as evaluated by teacher created formative and summative assessments.

Goal 2: Citizenship: Each student shall acquire and have opportunities to practice in the school and the community, skills necessary for active, productive participation in civic

life.

Demonstrated by use of skills that indicate abilities to work effectively with other as evaluated through their observed conduct and interaction with their peers and others.

Personal Learning Goals

Goal: Active Participation in Learning: To help students develop capabilities, talents, self-understanding and feeling of self-worth and acknowledge students for effort, achievement and growth. Encourages students to become independent life-long learners and to collaborate with others in developing knowledge, skills, and new ideas, and to accept ownership for their learning.

Demonstrated by goal-setting and realistic outline/objectives for attainment as developed by the teacher, student, parent/caretaker.

Creative Goals

Goal: Analytical Skills: Apply the K-W-L- + 1 model to locate and manage information from multiple resources, solve problems, and make decisions, including the process of analysis, synthesis, creativity, and evaluation through the use of strategies and skills for locating information.

The use of technology must be an integral part of teaching and learning.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

The instructional program of the proposed charter school provides an enriched, innovative educational program focusing on reading, writing, mathematics, and language arts. Research and evidence show that there is a critical set of skills that students will need to succeed in a changing world. These deeper learning skills: critical thinking, problem solving, collaboration, communication, and learning how to learn will be the core focus of instruction at SFSA. We believe that learning should be compelling for students and connected to the real life contexts. The proposed charter school will use a research-based curriculum that is hands on, engaging, interesting, challenging, and project based. The curriculum can be differentiated to meet the needs of every student at different levels of readiness, is research-based, and incorporates hands on learning activities.

When students are taught using multiple learning opportunities that are relevant, engaging, and purposeful, learning becomes exciting. Education is more than an assimilation of facts and uses uncommon means to achieve exceptional results. Success First Scholars Academy will be dedicated to ensure that all students: struggling, proficient, special needs, or gifted are successfully at fulfilling their individual academic potential. Multiple instructional methods will be use based on research and practice and they will be used to reach the unique needs of each student. The instructional methods include but are not limited to the following: Limitless Learning Method: maximizes student growth and success by assessing where they are academically and modifying curriculum to keep them challenge; Kinesthetic Learning Method: a teaching and learning style in which learning takes place with the student actually carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. Hands-on experience aids in creating a deeper understanding of concepts; Integrated Method: combines multiple courses or topics to provide additional opportunities for application and enriches comprehension for a deeper understanding; Inquiry and Problem-Solving Method: suggests that learning occurs when individuals think critically and solve problems. The predominant basis of this method is that it is important to know how to retrieve and apply information, not merely to have instant recall and possession of it; Elective Method: provides an opportunity for students to pursue individual interests and excel in special focus areas. Students are engaged in activities that respond to their particular needs, strengths, and preferences such as group or individualized projects or elective courses; Progressive Method: a compilation of specific knowledge that builds on what has been taught in prior years to create a strong foundation, deeper understanding, and prepare students for specific concepts that will be

taught in succeeding years.

Discussion Method: encourages learning through sharing of information and concepts within a group. A discussion leader is prepared to recognize each student's level of understanding and can respond at the level that is most helpful to the student. Our assessment program will be designed to help students learn, inform teachers about student progress and involve parents in the assessment process. Assessment is based in the actual work that students are doing. Teachers assess achievement in subject areas with on-going classroom assessments, such as teacher observations, student work, tests, and math, reading and language arts evaluations. The main components of the proposed charter school assessment program includes: The main components of the proposed charter school assessment program includes: portfolios, personal learning plans, standardized tests, formative assessments, conferences, and parents observations.

K-8 Curriculum and Instructional Design:

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

The combination of a rigorous curriculum, an integrated academic program, and highly qualified teachers coupled with a deep commitment to learning among its students will make the proposed charter school an excellent learning environment. The learning environment will be classroom-based. The class sizes will be small (10-15) students per class. The classroom structure will contain students who share an interest in problem-solving, project-based learning, math, reading, and language who develop a culture that will allow them to collaborate with each other on common interests. This classroom structure is normally not found in the traditional public school. The classroom structure will reflect the children, their needs, and their educational accomplishments, and be one in which all students can learn and parents are partners in the child/children education. The classroom structure will be welcoming and conducive to student learning, will promote a sense of belonging and self-esteem, and will promote communication and interaction. The learning environment will be one where all types of intelligence and competence are respected and supported, expectations are high for all children, progress is regularly monitored, and achievements and performance are rewarded and praised. Teachers will also be confident and knowledgeable in their ability to teach to the diverse learning styles of each child.

Provide a synopsis of the planned curriculum, including:

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

The curriculum is mapped to the North Carolina Accountability Model and its assessment anchors. The adopted textbook and supplemental resources will support the scope and sequence of the curriculum maps and state standards. The curriculum maps will serve as a guide for instruction and will facilitate the basis for assessment and remediation. The Common Core Standards meet the state curriculum standards and are scientifically research-based. The planned instruction will align to the sequence of the standards and assessment anchors.

The curriculum is organized to meet the developmental and academic needs of our students by a student-by-student tracking process that looks at each child's progress as measured by assessments linked directly to the standards. This information will be both aggregated to get school-wide data and disaggregated to get classroom and student group level information to guide teacher planning. Benchmark assessments will be used to monitor the progress of all students in the testing grades 3-5. Our schools mission is to empower students as learners and one of the ways we will implement this component of our mission is through inquiry-based methodology. Our teachers will accomplish this by using methods such as multiple-intelligences, cooperative and collaborative learning and meeting state standards by ensuring that they are incorporated early in planning lessons and guiding students toward questions that will help them learn the required materials.

Teachers will be trained in differentiated instruction and scaffolding strategies that are designed to increase student retention and understanding of the content knowledge. Teachers will use Blooms Taxonomy approach that helps in designing lesson and sharpen students critical thinking skills. The instructional approaches focus on enrichment for all students through high levels of engagement and challenging learning experiences constructed around students interests. To achieve the mission of our proposed charter school, teachers will have a dual methodological focus, in that they will use direct instruction to make certain that every child becomes proficient in the basic skills. A thematic approach to curriculum that is spiraled to foster in-depth learning will help maintain growth in all grades.

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

The primary instructional strategies that the school will expect teachers to master are research based. Marzano, Pickering, and Pollock (2001) suggested that instructional strategies are student-centered, teach critical thinking skills, and hands on. Teachers must use diverse instructional strategies because students learn in different way and in different time frames. The following instructional strategies will influence student learning: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, non-linguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and cues, questions, and the use of advance organizers (Marzano, Pickering, & Pollock, 2001). The teachers at the proposed charter school will know or learn how to use each the aforementioned instructional strategies to tailor instruction to meet the individual learning style of each student. The teachers must understand how, when, why the strategies are used in order to raise student achievement and use the instructional strategies consistently.

The instructional strategies will work as follows and will be used for the following reasons:

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic

forms are a good way to represent similarities and differences. Summarizing and note taking skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned. According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of non-linguistic representation has proven to not only stimulate but also increase brain activity. Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and do not overuse this strategy-be systematic and consistent in your approach. Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes. Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

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

The school academic calendar coincides with the tenets of the proposed mission and education plan as it allows students to receive optimal instruction, while providing teachers with opportunities for professional development. Numerous opportunities are also provided for teachers to communicate with parents/caretakers about their child's progress. The greatest factor in the quality of education our children receive is the quality of our teaching staff. The greatest factor in the quality of education our children receive is the quality of our teaching staff. In an era of high expectations and accountability for student and teacher performance the school calendar provide days throughout the school year that enables students and teachers to rest, re-energize, and refocus so they can perform their best work. The benefits stated above have the potential for improving student achievement. Some research studies indicate that students who attend school on a balanced calendar demonstrate improvement in school attendance, behavior, and achievement.

Special Programs and "At-Risk" Students

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

Success First Scholars Academy will use Response to Intervention (RTI), a multi-level intervention system, to address deficiencies for students that

are not performing at expected levels and to ensure their continuing progress and academic student growth. The RTI method ensures that SFSA teachers are providing rigorous, relevant, and high-quality instruction and interventions matched to individual students needs. All students will complete a screening assessment at the beginning of each school year to enable teachers to plan effective instruction.

RTI has three levels of prevent, and at all levels, focus should be on fidelity of implementation, with consideration for cultural and linguistic awareness and identification of learners strengths. The three components of RTI are: Universal Screening, Progress Monitoring, and Data-based Decision Making.

Screening will be conducted to identify or predict learners who may be at risk for poor learning outcomes. The screening is conducted with all students at a grade level, and is following by additional testing or short-term progress monitoring to corroborate students at risk.

Progress monitoring is used to assess students academic performance, to quantify a student rate of improvement or receptiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or the entire class.

Data analysis and decision making occurs at level of RTI implementation and all levels of instruction. Grade level teams will use screening and progress monitoring information to make decisions about instruction, progression within the multi-level prevention system, and disability identification (in accordance with state law).

Based on the data analysis results, students with deficiencies in learning will begin working on an individualized basis in a smaller setting one-on-one with a master teacher or coach. A research-based program specifically design to target each students deficits will be used. Identified students will be assessed weekly during a six week period in order to monitor progress. Trained teacher assistants will help the grade level teacher during the intervention and assessment process. After the six weeks period, students who make will continue to work with the regular classroom teacher. For students who are still academically deficient a conference will be held with the appropriate staff and parents/caretakers to discuss outcomes. The student will be referred for EC testing with the consent of the parent.

Students still experiencing performance difficulties will:

1. Receive Individualized Educational Plans (IEPs) containing the individual students goals and provide the basis from which to measure student improvement if needed once EC testing results are analyzed.
2. Receive tutoring,
3. Participate in special group and/or individual instructional sessions designed to improve their progress, and
4. Receive specific skill development instruction designed to eliminate their deficiencies.

In addition, for students who fail an End of Grade Test, Personalized Educational Plans (PEPs) with intervention strategies will be completed, during a meeting with the appropriate staff and parents/caretakers.

Throughout the school year, assessment will be a continuous process that involves teachers observations of student performance in the classroom through the use of various research-based instructional methodologies: differentiated instruction, cooperative learning, learning centers, oral responses, presentations, project-based learning, direct instruction, exhibits, and other approaches to measure students knowledge of the concept or skill taught.

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

Emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency. The Common Core State Standards for English Language Arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students, including English language learners.

SFSA will identify ELLs and each student will be given a copy of the Home Language Questionnaire (HLQ) upon acceptance to the school. All acceptance documents will be provided in English and Spanish, and if the student population is such that another language is necessary, translation services will be provided. Questions on the HLQ inquire if the students' primary or home language is other than English. If a determination is made that primary or home language is other than English, the student will be enrolled in classes and given the same opportunities as all students.

ELLs will be assessed to determine their proficiency in English. North Carolina is a member of the WIDA Consortium, therefore the W-APT (WIDA-ACCESS PLACEMENT TEST) will be the assessment tool used. The results of the W-APT will guide the services provided to the students. Annual assessment of English proficiency of ELL students will occur through the administration of ACCESS for ELLs test. The assessment data will be used to modify instruction to meet each individual students needs as well as to determine if a student is ready to exit the ELL programs provided at the school. Teachers, administrators, parents/caretakers of the students will be informed of placement test scores. Each student will have a Language Acquisition Plan (LAP) created to meet his or her individual needs. The plan will contain information on primary language, proficiency in English, recommended amount of English Language Development support per week, and individualized goals. The LAPs may be modified at any time in the best interest of the student.

The model selected to meet the instructional needs of all ELL students is Structured English Immersion. The regular classroom teacher will provide instructional strategies and differentiation to meet the language and literacy needs of the student. Instructional specialists and/or instructional paraprofessionals will provide linguistic and academic support to ELL students in the general education classroom by using an inclusion

model. Some students may leave the mainstream classroom or receive language instruction during an intervention period for up to an hour per day. Pullout sessions will provide intensive language acquisition instruction and are delivered in a setting with a low student/teacher ratio.

Monitoring will take place using review of grades, attendance, parent communication, teacher input, and student self-assessment. Students who have demonstrated fluency on the ACCESS test are monitored as they attend mainstream classes. In cases where students are not succeeding, they will be placed back into the ELL program. Continuous monitoring of the ELL program will take to ensure best practices are implemented for all ELL students. The school will use teacher created assessments, NWEA assessments, curricular assessments to monitor the individual and aggregate progress of all ELL students. The assessments will allow teachers to identify if modifications need to be made to the current ELL program.

Students that test at the state approved level for exiting the ELL program (at least 4.8 composite score with reading and writing scores of at least 4.0) will be exited from the ELL program if their performance on assessments (EOG) demonstrates their ability to experience success academically without additional support. Students that have exited the ELL program will be monitored for two years to ensure that they maintain a high level of academic success.

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

The Board of Directors of Success First Scholars Academy believes that all students deserve an education that challenges them to meet their fullest potential. The Board shall provide gifted and talented opportunities for learning that commensurate with their particular abilities and talents. The principal or a designee shall ensure full participation of eligible students regardless of their ethnic, cultural, linguistic, or economic background.

Some students may possess exceptional gifts and talents and should be granted the opportunity to interact with intellectual peers. There will not be a gifted program at Success First Scholars Academy, however we understand the need for specialized educational experiences to meet the needs of gifted students. SFSAs gifted population will have a challenging full service education so they can thrive in the manner in which they are capable. The curriculum will be modified to meet the needs of the gifted students. Group interaction and simulations and flexible pacing are two methods that will be used for managing activities that support process modification. Through differentiated instructional experiences, gifted students will develop advanced research methods and independent study skills, creative thinking and creative problem-solving skills, higher order and critical thinking skills, and advanced communication skills. Activities will be used in ways that encourage self-directed learning.

The schools leadership team will be responsible for working with teachers to develop plans for addressing the needs of students identified as gifted, as well as evaluating gifted services to review lesson plans and will evaluate

services and the progress that gifted students make with respect to their learning goals. Classroom teachers will monitor mastery of curricular content, which will be measured through classroom assessments that are administered as part of the formative assessment process. Grade level chairs will meet with the teachers weekly to review lesson plans and provide feedback. Teachers will be observed weekly and provided with feedback on the quality of their instruction and effectiveness in meeting the needs of all students, including those who are gifted.

Staff development shall be provided to support teachers of gifted and talented students in understanding the unique learning styles and abilities of these students in developing appropriate instructional strategies.

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

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

Success First Scholars Academy will accept special needs children under the federal legislation *Individuals with Disabilities Act (IDEA)* (20 U. S. C. 1400 Et seq.) and the state legislation (G. S. 115C-106 Et seq.). The school shall not discriminate in admission or enrollment practices on the basis of a child having or being suspected of having a disability. All students will be monitored to ensure that school is meeting its Child Find exceptional children responsibilities.

SFSA will make efforts in its student recruitment process to ensure that the school will entice an equivalent percentage of students with disabilities as compared to the district. The school will provide through its advertisements and other marketing strategies specific information about the schools Exceptional Children's Program and the staff where appropriate. At the open-house sessions, information will be available that is geared specifically for parents of exceptional students. One-on-one meeting between the school principal and/or the exceptional children's parents or caretakers can be held to discuss how the school can meet the particular needs of their child or children.

Upon enrollment all students will be screened for a previously diagnosed disability/Individualized Education Program(IEPP). Utilization of the NWEA's Measures of Academic Progress as an assessment tool will help identify students who are at-risk and need individualized instruction.

Any enrolled student who has been previously identified special need, or by the receipt of a students record from another school, will be provided comparable services until the parents or caretaker can meet with the schools IEP team and review the existing IEP and determine continued eligibility. Students who are who exhibiting growth on the benchmark tests, who are proficient on North Carolina EOG assessments, and who are struggling in the general education classroom will be referred to the Intervention Assistance Team (IAT) at the school. The IAT will be comprised of general education teachers who will assist the students classroom teacher with strategies to improve the students educational performance. If after the intervention strategies are implemented, tried for a specific period of time, and documented, the student continues to experience difficulty in the classroom, the student will be referred to the IEP team to determine if the student has a specific disability and is in need of specially designed instruction-special education services.

Parents/Caretakers will have the option of referring their child at any time for consideration for special education services by writing a letter to the school expressing their concerns and requesting testing. Upon the parents or caretakers request assistance will be provided by SFSA's personnel if help is needed in writing the letter.

Procedures and practices will be put in place to insure the confidentiality of all information regarding children with disabilities as required by the Family Educational Rights and Privacy Act(FERPA). The EC Coordinator will ascertain that all providers of services to EC students at the school are aware of FERPA and have access to records are providing the required services. SFSA will ensure that the EC children and their parents/caretakers are guaranteed procedural protection as required by law, which include access to records, notice, the opportunity for mediation of disputes, and the rights to a due process. EC students records shall be maintained in a locked file and only school personnel and service providers who have a need to know or evaluate the students.

Exceptional Children's Education Programming

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

SFSA will educate students with disabilities in the least restrictive environment with their non-disabled peers based on their IEP needs. To support exceptional children one-on-one instruction or in-class instructional support will be provided within the regular class setting to ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE).

A full-time highly-qualified Exceptional Children's coordinator and teacher

will be hired. Additional EC personnel will be hired as our EC population increase. Services for speech, occupational and physical therapy will be contracted out. Our intent is to also contract with a school psychologist to provide needed onsite evaluation of potential EC students.

The teacher(s) of the exceptional children will have small class sizes and will individualize instructional to meet the needs of each individual child. Exceptional Children teacher assistants and other personnel will aid the classroom teachers in designing a classroom that will meet the needs of all EC students.

After a determine for eligibility or continuing eligibility for special education has been made, the IEP team will review the students present level of academic and functional aptitude and develop targeted goals and objectives that will enable the student to progress in the general curriculum. The team will determine the least restrictive, most appropriate placement for the student to make progress towards the IEP goals. The Common Core Curriculum will be followed and skills necessary for mastery will be targeted at each individual students instructional level. Multiple instructional strategies and technology will use used to present instruction to identified students. Progress Reports representative of the targeted IEP goals will be sent to parents with the students report cards.

All Individual Education Plans (IEPs) will be reviewed by the IEP team of which parents are a member, on a semi-annual basis and all eligibility determinations for services will be reviewed at least once a year by the IEP team.

Instruction will be facilitated by teachers certified in special education and licensed by the North Carolina Department of Public Instruction. Success First Scholars Academy's intent is to ensure that all students, regardless of academic ability, are given opportunities to succeed.

Student Performance Standards

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

The student performance standards for the school will be 85% of all our students performing at or above grade level each year. The charter school will use standardized test, formative assessments, performance tasks and projects that are evaluated with a rubric or other forms of authentic assessments. We will be able to use progress monitoring data collected on a frequent basis to gauge the students progress (or response to an intervention). Formative assessments will be collected in classrooms to give teachers feedback about students understanding of the material presented and what minor or major adjustments to their instruction may be needed to improve students understanding. Data received will allow teachers to identify students who are at risk for difficulties with certain subjects,

such as mathematics or reading, in order to provide more intense instructions to students identified as at risk. Data-driven instruction is a way of making teaching less subjective, more objective, less experienced-base, more research-based. Data from formative assessments that inform further instruction is needed. Valid, reliable assessment data, formative and summative are needed to help plan and drive curriculum.

If a student with special needs standardized test scores are not indicative of their performance, teachers will provide compelling, verifiable evidence to support promotion of the child. Teacher judgment may include, but are not limited to: demonstrated performance, observations and anecdotal records, checklists, student portfolios, current grades, and other classroom assessments. The student will not be retained based solely on standardized test scores. For students at risk of being promoted, weekly progress reports will be completed to be given to the parent. Parents and students will be ask to attend a conference with the intervention team to plan interventions that can enhance the students' achievement. Every reasonable attempt will be made for the school to be responsible for supporting the learning needs interventions and assistance of all students with special needs.

The proposed charter school exit standards will for graduating students or for students transitioning from one grade level to the next will be dependent upon numerous factors. Standardized test scores will not be the sole basis for determining if a child is promoted, as they are not indicative of a child's ability to academically achieve. To exit or transition to the next grade level, students must show mastery of content, skills, and knowledge in the core subjects.

Student Conduct:

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

Provide a draft copy of the student handbook within the appendices (Appendix C).

Be sure to include:

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

Success First Scholars Academy's Board of Director's goal is to offer a quality education program that create unlimited educational opportunities that will facilitate cognitive and affective student learning, skills, and values. To fulfill this goal, students need a a positive, safe, and disciplined school environment in which learning can take place without disruption. SFSA's discipline policy will support the attainment of the school's mission. SFSA will implement a positive discipline model that leads to a nurturing school environment that sets the stage for engagement and academic excellence. School leadership and staff will be responsible for establishing a positive school climate. Staff will identify and model appropriate behaviors within the academic setting.

The Student Code of Conduct is to ensure a safe, positive learning environment in the school while taking into consideration the behavioral development of the students. The aim of disciplinary measures is to correct the students and help them learn from their actions, except in cases where the conduct is so severe that it puts the safety or integrity of the school in jeopardy. Teachers will have the authority to handle situations in the classroom requiring immediate, effective disciplinary action. Intervention by the principal or his or her designee is warranted if the offense is serious or repetitive in nature. In any disciplinary action that may result in suspension or expulsion, the principal will be included in the decision making process and parents/caretakers will be immediately notified.

Students who fail to observe rules of good conduct in the classroom or on any school property decrease both the learning and safety of others, as well as their own opportunities to learn. SFSA will take a very proactive role in enforcing the Student Code of Conduct. Our expectation is that students demonstrate respect and courtesy to staff members, their peers, parents, and community stakeholders who visit the school. Students will also demonstrate respect in regards to the school's property.

A student in violation of any acts of misconduct listed in the the Student Code of Conduct may be disciplined under the Student Code of Conduct. The acts of misconduct listed in the Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the order of the school, the proper functioning of the educational process, or the health and safety of students and staff. The Board of Directors will revisit, revise, and update student conduct and discipline rules when necessary.

A student who engages in an act of misconduct that violates the law may be referred to the proper police authority. A student who engaged in an act of misconduct while enrolled in another school for which the disciplinary action has not been fully served maybe required to serve out thelength of the suspension or expulsion.

Students will follow the Code of Conduct when:

1. on school property;
2. in a motor vehicle used for a school-related purpose;
3. at a school-related activity, function, or event;
4. at any time or place (including en route to or from school) when the student's behavior has a direct or immediate effect on maintaining order, safety, health, and discipline in the school.

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. A Behavior Referral Report will be completed for each violation of the Code of Conduct and copies will be made for parent and kept in the student's file. Discipline records will be included in any student file properly requested by the parent to be transferred to another school. Corporal punishment is prohibited as a means of discipline.

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal or his designee.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: SUCCESS FIRST SCHOLARS ACADEMY, INC

Mailing Address: PO BOX 755

City/State/Zip: CLINTON NC 28329-0755

Street Address: 304 EASTOVER AVE

Phone: 910-627-2249

Fax:

Name of registered agent and address: PATRICIA A BOYKIN-MOORE
PO BOX 755
CLINTON, NC 28329-0755

FEDERAL TAX ID: 26-0258386

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
PATRICIA BOYKIN-MOORE	BOARD MEMBER/NON-	SAMPSON	TUTOR/TAX PREPARER/DISSERT

	VOTING		ATION EDITOR
MAE PARKER	BOARD MEMBER	SAMPSON	RETIRED EDUCATOR
DELYNN BOYKIN-SOLICE	BOARD MEMBER	SAMPSON	RETIRED FHA/HUD HOUSING AUTHORITY MANAGER
DR. RUBY A. BELL	BOARD VICE-CHAIRPERSON	SAMPSON	MT. OLIVE COLLEGE CHAIR OF EDUCATION DEPT
TAMAR R. FOSTER	BOARD TREASURER	SAMPSON	CRISIS INTERVENTION TEACHER ASSISTANT
KRISTI A. BLACKWELL	BOARD SECRETARY	SAMPSON	DAYCARE LEAD TEACHER
THOMAS F. FARROW, JR	BOARD CHAIRPERSON	SAMPSON	PASTOR OF FIRST BAPTISHT CHURCH, INC
CHOYA C. BOYKIN	BOARD MEMBER	WAKE	CEO/LIFE LEADERSHIP ACADEMY

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

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

The quality, structure, and partnership of the schools leadership, governance, and management are critical to the success of Success First Scholars Academy.

The governing board serves as the corporate board of directors and is governed in its operations and actions by the corporate bylaws of Success First Scholars Academy, Inc., which are consistent with the Charter Schools Act and other applicable laws. The governing board has final authority for all aspects of the schools operation and educational programs. The governing boards main mission is to ensure that students are achieving success and the schools mission guides all decision-making. Additional roles and responsibilities of the governing board include but are not limited to: finance, monitor fiscal solvency and management, approve budgets/spending and fiscal policies, monitor student perform, ensure curriculum aligns with the schools mission, hire/evaluate personnel, approve personnel policies, and enter into contracts.

The model for governance of SFSA is the shared board model, wherein parent representation on the board will be substantial and administrators will serve on the board as ex officio (non-voting) members. This model will give parents, teachers, and administrators as sense of ownership in the school. To build a solid foundation, the school board must be effective in promoting the schools vision and mission, planning for the future, setting sound policy, modeling professionalism, evaluation, and building relationships.

The board will identify and hire a capable administrator who shares the mission and vision of the school. The administrator must be an

instructional leader who can oversee instructional staff, engage with students, elevate school culture and morale, represent the school to parents and the community, manage conflict, promote the school to ensure SFSA meets all local, state, and federal laws, encourage academic and professional excellence, and guide the school toward meeting its goals. The board will write a detailed job description for the position and decide how it will interview and select qualified candidates. The job description will include the minimum professional qualification, such as the type of degree, certification, and work experience; and the job duties, such as educational leadership, communication with parents and other community stakeholders, student performance evaluation, and other tasks. The board will form a committee to develop an employment announcement, strategies for interviewing candidates, and expectations for what is considered a quality candidate. Staff, parents, and other stakeholders will provide the committee with recommendations regarding leadership characteristics and interview questions. Recruitment strategies include contacting other charter schools and reliable peers within the education community for candidate recommendations and advertising the position in places that cater to the charter community such as job posting websites. The board will check with former employers to verify dates of employment and inquire about the candidates past performance. The board may also seek information about the applicant by inquiring with individuals who know the candidate, but may not be listed as a reference. If the candidate has been terminated by another education organization, the board will assume the situation has two sides and ask questions of several individuals involved.

The boards supervisory role begins and ends with the charter school leader. The board employs, supervises, assesses, compensates, and (if necessary) terminates the charter school leader.

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

Success First Scholars Academy governing board is comprised of 8 Board Members, one of whom is a non-voting member. The Boards composition is 2 males and 6 female and all come from diverse backgrounds, for example educators, counselor, and business owners or managers. The Board members have the skills and knowledge to address strategic priorities such as staffing, programs, planning, finances, etc. The Board is staffed with members that represent a variety of values, opinions, and perspectives that enables the Board to make holistic decision-making. All board members have a strong passion for the mission of the charter school and are willing to give their time and effort to create innovative solutions to effectively educating the children. The board operates as a team and contains all the skills and experience required to govern the organization.

This governance structure and composition will help ensure that the school will be an educational and operational success by having strong policies and procedures in place that are aligned with schools vision, mission, and educational and operational success by having strong policies and procedures in place that are aligned with schools vision, mission, and educational goals that focused on student learning.

The board will evaluate the success of the school and school leader by ensuring that every student performs academically at proficient or advanced levels. The school board will develop a strategic long-term plan to ensure the school stays on a path toward fulfilling its mission and vision. Outcome data will be used to evaluate progress toward goals and formulate school improvement strategies. The strategic planning process will include representatives from all stakeholder groups in order to encourage consensus building and mutual ownership of the plan. The strategic plan will enable the school to be proactive and intentional rather than reactive.

The board will be responsible for the annual evaluation of the school leader and the setting of professional goals for improvement. The board will use performance appraisal as a useful way for the school leader to demonstrate his/her abilities to achieve the directions jointly set with the Board. The evaluation will also ensure that the principal facilitates the internalization of the mission and vision of the school and uses these founding documents to set goals and oversee activities and actions. The appraisal will be used to provide feedback on the performance of the principal, identification of further professional development needs, and if the employment contract of the principal will be renewed.

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

The founding board members were recruited and selected from within the community based upon their availability, willingness to serve, diversification of abilities, and backgrounds. Founding board members were contacted by telephone calls and emails to gauge their interest in becoming a board member of Success First Scholars Academy. Each board member recruited and selected had to communicate in writing his or her understanding about the role of charter schools and their educational philosophy. The recruited board members had to have qualities that will help the board function competently, such as an understanding of the community and its needs, passion for successfully educating children, a willingness to commit time for board meetings, committee meetings, planning sessions, and special events, had to be a team player that works well in a group setting, and someone who listens well and is thoughtful in considering issues.

If a position is vacant, recommendations will be accepted immediately by the board concerning qualified community members to select for recruitment. The Board shall appoint a nominating committee, charged with the responsibility of presenting a recommendation of candidates for office. The Board may accept or decline recommendations made by the nominating committee. The recommended community members shall be contacted by letter with an application attached, and if selected, will be contacted for an interview by the board. The vacancy shall be filled by a majority vote of the remaining members of Board of Directors at any meeting. The nominee must agree to the nomination and fulfill the duties of position if so elected to the position. Elections for a vacant position are held openly.

4. *How often will the board meet?*

The board will meet six times per year, and the annual meeting will be in June.

5. *What kinds of orientation or training will new board members receive, and what kinds of ongoing*

professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).

Board orientation is intended to prepare new board members for their role in the organization and to ensure that all board members are operating from the same script. Orientation is intended to be a strong-team building activity and occurred at the first regular board meeting after all board members had been recruited. Once a year, the board will have a retreat. All board members are required to participate. The board orientation program will focus on the strategic plan of the charter school.

The board chair and the director will facilitate the orientation session. Specific topics addressed or to be addressed included: The mission, vision, and goals of the charter school, the Bylaws, articles of incorporation, current budget, roles and responsibilities of the board and staff, the administrative calendar which schedules major activities of the board, organizational chart, including the list of current and planned committees, how the board conduct meetings, and Roberts Rules of Order. Each board member will serve on current or new committees and current board members will be assigned a mentor to help orient the new board member.

Professional development will be ongoing to ensure that the Board possesses the competencies necessary for effective board performance and will depend on the nature and needs of the charter school organization. Professional development also increases the boards capacity to accomplish their responsibilities, overcome challenges, and work together. Through understanding of the schools curriculum, state standards and testing, and other programmatic operations and their impact on student achievement, the board can better make long and short-term planning decisions. The board will used a needs assessment to determine what additional training they need. The Board Development Committee will plan specialized training and development activities to strengthen the leadership skills of board members.

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

An effective board must avoid actions or habits that impede cause conflicts of interest. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts to the board considering the proposed transaction or arrangement.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

An interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that result in the conflict of interest.

The chairperson of the board shall, if appropriate, appoint a disinterested

person or committee to investigate alternatives to the proposed transaction. After exercising due diligence, the board shall determine whether the school can obtain a more advantageous or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the schools best interest and for its own benefit and whether the transaction is fair and reasonable to the school and shall make its decision as to whether or not to enter into the transaction or arrangement in conformity with such determination.

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

Within the boards Code of Conduct, a statement includes such topics as confidentiality, treatment of sensitive information, and placing the best interests of the school before the best interests of any individual child or other stakeholder.

Board members who may benefit from an action of the board must recuse themselves from any vote regarding that action. Board members must engage in respectful discourse during periods of conflict. If necessary, the board will receive training in conflict resolution and mediation.

When confronted with an apparent conflict of interest, there are reasonable steps that the board can to preserve its integrity. The board will use the following steps offered by Paul and Kurtz (2013) to avoid conflict of interest:

1. Full disclosure: Board members in decision-making roles will make known their connections with groups doing business with the school. All disclosures will be recorded in the board meeting minutes.

2. Documenting decisions: Board members need not be disqualify simply due to conflicts of interest, but documentation will include that any decision made is in the best interests of the school.

3. Abstention from discussion and voting: Board and staff members who have an actual or potential conflict of interest should not participate in discussions or vote on matters related in any way to matters involving the area of conflict.

4. Self-monitoring: A carefully written conflict of interest policy, signed by each board member, was developed during board formation and has been recorded in the board meeting minutes.

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

The Success First Scholars Academy Board of Directors has ultimate authority and accountability for school results and outcomes, including the general

roles and responsibilities previously described.

The Board establishes organization-wide policies that provide a framework for future decisions, directions, and actions of the board. The Board strives to achieve decisions through consensus. If consensus cannot be reached, a quorum of the board will vote on a motion that has been seconded.

The Board conducts its business through regularly scheduled meetings, whose schedule and agendas will be available on the schools website. The Board will delegate day-to-day management to the school principal, who makes decisions about school programs and operations based on the parameters and policies established by the schools Charter and Board of Directors.

Working with the Principal, the Board will establish the structures, systems, and processes to delegate decisions that are not related to governance, including but not limited to committees, staffing, parent, and volunteer engagement.

For effective decision-making, the board will access and use relevant information that is accurate, balanced, and presented as an efficient guide for action, and it is focused on several board concerns, such as resolving immediate crises and strengthening longer-term educational results. The board will discuss issues deliberately, objectively, and openly. Board members will also be honest and forthright in their exchange of viewpoints and put aside personal differences and hidden agendas and consider the merits of a particular situation or issue without prejudice. The board will consider alternative actions that show the board has discussed different points of view, heard from all sides and assessed the positive and negative consequences of various choices. The board will work toward consensus to try to find areas of commonality, tolerate differences, and recognize the need for compromise in reaching agreement.

The board will use a decision-matrix to clearly define the authority, responsibilities, and decision-making roles of the board in relation to other school constituencies, although the final interpretation rests with the board. The decision-matrix will provide the board with benefits of saving time by clarifying "who does what", increase the impact of the boards efforts, help build stronger relationships among the board, staff, parents, and other communities, ensure that parents and school staff are referred correctly, ensure that there is a responsible party for each task, and prevent duplication of effort.

The executive committee, consisting of the chairperson, vice-chairperson, secretary, and treasurer, and sometimes, chairs of key standing committees or at-large members assure representation of diverse perspectives. The executive committee facilitates effective decision-making by playing three critical roles: planning the board meeting agenda, making decisions on behalf of the full board, and serving as a communication link with other

board members.

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

The board has established the Strategic Planning Council (SPC). At this time, the SPC is composed of the board and three community liaison members. The SPC is not fully operational at this time, but once the administrator is hired the SPC will complete a plan that contain the vision and mission statements, the schools strengths, weaknesses, opportunities and threats (SWOT analysis), annual and long-term objectives, functional strategies, individual responsibilities, and status toward meeting established goals that cover student achievement, professional development for the board, administration and staff, educational program objectives, facility development or improvements, financial stability, and external (parents/community) and internal (staff/board).

The board has established the Community Outreach Committee to:

1. Seek out and solicit help from community resources (including individuals and organizations) that can contribute funds or can benefit the classrooms as field trips, mentors, guest speakers, etc.,
2. Research student community service opportunities and organize projects, and
3. Develop public relations and goodwill throughout Sampson County and surrounding counties.

The board has also established the Success First Scholars Academy Parent Participation Group which is a volunteer group working exclusively on behalf of all children at Success First Scholars Academy. Success First Scholars Academy Parent Participation Group:

1. Offers many different opportunities for parents to participate in their child(ren)s education.
2. Provides a place for parents to meet other parents and discuss parent and school ideas or questions.
3. Helps parents concerns be heard by staff and/or the governing board.
4. Brings in and/or supports current and new programs for the students.
5. Gives parents a voice in deciding where money raised should be spent.

The Communication Committee has been established to:

1. Provide regular communication between the school and community through press releases, newspaper articles, photo submissions, etc.,
2. Produce and distribute a monthly school newsletter, and
3. Help other committees produce flyers or mailings.

The Parent Partnership Council will be established to:

1. Update the volunteer list,
2. Coordinate volunteers for committees and events,
3. Track and record volunteer hours,
4. Provide a committee member for each classroom to serve as the teachers helper to organize classroom volunteers, implement a phone tree, and

organize class events and activities,

5. Organize parent-to-parent social events to deepen parent interactions in support of the school, also to develop a sense of school community and to encourage parents face-to-face to serve on committees and get involved, and
6. Organize volunteer appreciation and teacher appreciation week.

A Development Committee is being formed to review the budget and work with Success First Scholars Academy to identify needs and set goals for short-term and long-term fundraising, and to develop and implement the Annual Giving and major donor programs. The Development Committee will also organize a subcommittee to write grants or liaison with a professional grant writer, and follow the process through to fruition.

Upon receipt of the charter, a Parent Teacher Organization (PTO) and a School Advisory Council will be established. Other committees to be established includes the charter compliance committee, curriculum review committee, and facilities committee.

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

Include in the Appendices:

9. 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).
10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance

officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

The Board of Directors is aware that attracting and retaining high-performing teachers and other staff members will be critical to success of the school. The Board of Directors will approve a committee who will work to recruit high caliber individuals for all positions. The committee will ensure that each selected employee continues to meet the ongoing needs of students and parents, and that appropriate intervention steps are taken to maintain a quality workforce. Once the director, principal, and human resources director are hired, they will take control of the hiring process and will recommend all new hires to the Board for approval.

Advertisements will be placed on the schools website, in newspapers, and with placement centers at local universities: Johnson C. Smith, Pembroke University, Fayetteville State University, Mount Olive College, East Carolina University, North Carolina Central University, NC A&T University, Winston Salem State University, Methodist College, University of North Carolina-Chapel Hill, UNC-Wilmington, and North Carolina State University in an effort to recruit high-qualified teachers. The Principal and Director will also attend job fairs in an effort to recruit high-performing teachers.

Interested applicants will have to submit a resume and cover letter and, after a review of the resume, selected candidates will be an employment application. Once the employment application and supporting documents are received, the selected candidate will be invited for a structured interview. The interviews will be conducted by the Principal, Director, and Human Resources Director. After the interview, selected candidates will have to present a sample lesson before an evaluation committee comprised of teachers, parents, and administrators. The principal makes the hiring decision and will recommend all new hires to the Board for approval.

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

The nonprofit board of directors shall be responsible for clearly defining and articulating the charter schools mission and for providing overall leadership and strategic direction to the charter school. The board will monitor the Principal and Director to ensure that the boards policies are being realized. The nonprofit board will foster an open dialogue and remain sensitive to being good listeners while responding in a factual way to all questions and issues that may arise with the charter school employees. The board of directors will take care to avoid specific matters related to the employees jobs, which are best handed by the Principal or Director of the School. The nonprofit board shall not micromanage the charter school employees. For matters having to do with employees concern about schools Principal or Director, the nonprofit board shall perform their own due diligence and bring it to the attention of the Principal or Director for resolution at the appropriate time. The board has developed an employees handbook to inform employees of the charter schools employment policies and

to enforce their at-will policies.

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

All school personnel, including substitute teachers, must complete new hire paperwork for their position. The documents are required to meet the requirements of applicable state and federal laws for a school employee, including conducting criminal background checks. All employees will receive information about the withholding of taxes and benefits. A Human Resource Specialist will ensure that the appropriate paperwork is accurately completed and all documents will be placed in the employees' personnel files. All teachers will be employed upon Board approval, and termination of a teacher's employment or related personnel actions must have Board approval.

All candidates must submit applications. Applicant screening, interviews, and selection will comply with all employment non-discrimination laws and policies. Applicants will be required to submit three references, and each candidate for employment will have a criminal background check as required by law. Teachers who are nominated by the school leaders and who are appropriately certified will be presented to the Board for consideration and hired in compliance with the Charter Schools Act and No Child Left Behind.

Candidates approved for employment will be offered a letter of appointment, confirming the employees start date and pay rate. The purpose of the letter is to define and clarify circumstances under which employment will occur. Employment is "at-will" and may be terminated by the employee or the school with a 30 day notice. Once a candidate is selected, the recruitment team will help to facilitate final referencing and criminal background checks, and then the candidate will be presented to the Board for consideration for employment. Criminal backgrounds checks must be completed and examined before formal offers of employment are tendered. Candidates who received formal offers of employment must notify the principal of their acceptance or rejection of the offer within 7 business days.

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

Success First Scholars Academy will be located in a rural county, therefore in order to recruit and hire highly qualified employees at all levels of the organization the salaries must be competitive. The Board of Directors perused the North Carolina Public School Personnel State Salary Manual to determine the appropriate salary range of all potential employees. The proposed salaries are in line, though some may be significantly higher than those paid in the proposed LEA. Success First Scholars Academy will be in competition with other charter school entities, therefore we must offer salaries that will offer employees who come from other school systems within and outside of the rural area salaries that will allow them to take care of their obligations. The Board of Directors has voted to provide health insurance and retirement based on the North Carolina State Retirement System to all hired employees. As a further incentive to recruit and hire highly qualified employees in all areas, the Board voted to augment salaries by paying supplements to all employees for high performance. As the proposed charter school demonstrates continuous success, the Board will review the salaries and employment benefits to be offered in order to provide better compensation and benefits to all employees. Our intent is to remain

fiscally stable while ensuring that our employees are not harmed by inadequate pay or lack of minimum benefits. Our intent is to also retain employees long-term once they are hired based on our belief that continuous staff turnover does not benefit the parents, students, or community stakeholders.

5. Provide the procedures for employee grievance and/or termination.

The Board of Directors has established the following procedures for implementation of this policy.

Step 1: The employee shall present the grievance in writing to the grievant's immediate supervisor or the supervisors designee. The written grievance shall name the employee against whom the grievance is filed and shall set forth the facts constituting the grievance and specific laws, regulations, policies, procedures, or terms or conditions of employment involved. A meeting shall take place at a mutually agreed upon time with five (5) days after receipt of the grievance. Each party may have one (1) representative at this meeting. The immediate supervisor or designee shall deliver a written decision to the grieved employee within five (5) days after the meeting. Note: The five (5) days begin the day after the meeting.

Step 2: If the grievance is not resolved at Step 1, within five (5) days of receipt of the Step 1 decision, the employee may refer the grievance for review by Director. The Director or designee shall meet with the employee within five (5) days after receipt of the appeal. Each party may have one (1) representative at this meeting. The Director or designee shall deliver a written decision to the aggrieved employee within five (5) days after the meeting.

Step 3: If the grievance has not been resolved at Step 2, the grievant may submit a written request to the Board of Directors for a review. This request must be submitted with ten (10) days of receipt of the Step 2 decision. Each party may have two (2) representatives at the hearing before the Board.

If the grievance involves the dismissal, demotion, or suspension without pay of a non-certified employee, the employee enters the grievance process at Step 3. An employee entering a grievance for any of these reasons has the right to request and receive written notice of the reason(s) for the dismissal, demotion, or suspension without pay prior to a hearing before the board.

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

There are not any positions that will have dual responsibilities at this time.

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

The key to the continuing development and successful education of the anticipated special needs, population, ELL, and gifted students is a highly educated, highly motivated, and professional teaching staff. Teachers professional competence is essential to the academic success of students. SFSA will seek professional teachers who are in agreement with and committed to the mission, goals, and educational approach of the school. The school

administrator will be responsible for advertising jobs and soliciting applications from qualified candidates. A search committee of administrators, teachers, and parents will screen all applicants and make recommendations from the candidate pool and interview the selected candidates. Teachers for the anticipated special needs population, ELL, and gifted students must teach students to the level of proficiency. All core subject teachers will be highly qualified in the subjects and will work closely with the regular education teacher.

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

Director: The primary objective of the Director is to uphold and advance the mission and goals of the school. The director assumes general responsibility for all facilities and services. The Director is responsible for planning, coordinating, and supervising the day-to-day business operations of a school office, and serves as administrative aide to the school principal, relieving him/her of administrative details.

Qualifications: Must have a Masters Degree in Education Administration or eligible to hold a Masters Degree or experience as a director or equivalent combination of training and experience. This person must demonstrate the ability to effectively manage the facility and service operations of the school. The person in this position shall have no felony convictions or pending felony charges.

Principal: The Principal will lead a school that is committed to the ongoing development and well-being of its students, teachers and staff. The Principal will provide strategic and instructional leadership and will oversee management of the day to day operations of the school. The Principal is accountable for: providing strategic leadership for school improvement and development, ensuring high standards of achievement for all students, ensuring an orderly, motivational and aspirational culture and a strong school community where teaching, learning and health relationships can thrive, and ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported.

Major areas of responsibility: school development, learning and teaching, school culture and behavior, management and development of people, systems and resources, student recruiting and admissions, and parent and community relations.

Qualifications: The person hired for this position must have a Masters Degree or above in Education Administration, 3-5 years of experience as a classroom teacher or an equivalent combination of training and experience. A demonstration of leadership qualities is required. The person must have experience in effectively managing the academic operations of the school. The person hired for this position shall have no felony convictions or pending felony charges.

Assistant Principal: Assist the Principal in performing all duties and functions of the Principal, as requested, function in role of Principal in absence of the Principal, address student needs/issues related to behavior management, recommendations for disciplinary action, record-keeping, student

activities and parent/student communications with the school, and assist with the overall management of school operations with a focus on school/community relations.

Qualifications: Masters degree in education, minimum of three to five years of teaching experience, proven track record for obtaining results, demonstrated record in instructional leadership

The person hired in this position shall have no felony convictions or felony charges pending.

Finance Officer: An employee in this office is responsible for managing the fiscal affairs of a school system through the installation and maintenance of an integrated system to plan fiscal needs, and to ensure valid disclosure of receipts and disbursements. This employee interprets and follows regulations prescribed by the Local Government Commission, funding agencies and the board of education. Errors may cause significant disruption of the school system's operations and/or loss of considerable funds. The employee receives general direction and the work is evaluated through accomplishments and the reports of official audits.

The special education teachers hired must have a sincere willingness to collaborate and share their knowledge, skills, and energy with other staff and families to benefit the children they serve. Key competencies that we will look for in hiring special education teachers are: their ability to maximize literacy learning, implement positive behavior supports, to teach children who have significant disabilities, to use technology to support curricular access, participation, and learning, and helping teams implement effective practices for diverse learners in general education classrooms. All ELL teachers hired will need to be fluent and competent in the four domains of language assessed by the English Language Proficiency Assessment: Reading, Writing, Speaking, and Listening. All teachers hired for the special education, ELL students, and gifted students will need to be certified or eligible to hold a North Carolina license. They will also be required to undergo continuing professional development in order to ensure their use of best practices to ensure the students academic success.

Narratives detailing roles and responsibilities, qualifications, and appropriate licenses for each position:

Teachers:

Duties and Responsibilities: develop lesson plans that ensure the attainment of state learning standards and the additional grade-by-grade learning standards set forth in the charter, develop lesson plans that support project based learning (staff development training will be given in this area), address individual needs of students through long and short term planning, prepare students adequately for all required assessments, evaluate students' progress on a continuous basis, prepare individual student achievement reports for parents, provide an inviting, exciting, innovative, and challenging learning environment, engage in effective and appropriate classroom management, involve families in the education process, work effectively with parent volunteers, collaborate with other staff members to create meaningful community learning opportunities and community-based partnerships, participate in staff development programs, work with other staff members to form a positive, supportive team atmosphere, and perform other duties, as deemed appropriate, by the Principal

Qualifications: Possession of a valid North Carolina License or eligible to

hold a license, demonstrated ability to work with diverse children, demonstrated ability to work well with families, ability to work effectively as a team member, willingness to be held accountable for student results ability to evaluate tests and measurements of achievement, experience with using creative teaching techniques and curriculum
The persons hired for this position shall not have any felony convictions or felony charges pending.

Para Educators (Teacher Assistants): Support and execute academic and youth development activities for students as directed by lead teacher, perform instructional and classroom management duties to support a positive learning environment, work effectively with lead teacher to advance student achievement, develop social skills and love of learning, support lead teacher in monitoring and ensuring safety and compliance with behavioral guidelines for students, support lead teacher in communicating regularly with students and parents can include home visits, student and parent meetings, etc., assist in participant assessment process, ensures timely and accurate submission of student data

Qualifications: High school diploma and an Associates Degree
The persons hired for these positions shall have no felony convictions or felony charges pending.

Qualifications of the finance officer and other positions are in the appendices.

Staff Evaluation and Professional Development

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

Teachers that hold a license are responsible for knowing and satisfying license renewal requirements. Human Resource personnel will be available to teachers who have renewal questions. Staff developers will provide professional staff development.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

To maintain their standards of excellence, teachers, administrators, and staff need to be continually and actively engaged in their own learning throughout their career. Success First Scholars Academy is committed to supporting its teachers, administrators, and staff in this pursuit.

The principal and leadership team will be responsible for determining the schools professional development needs and will work in collaboration with the staff developers to develop a customized plan designed to meet the identified needs of teachers, administrators, and staff. Success First Scholars Academy will invest resources and time in order to provide strong and meaningful professional development opportunities.

At SFSA teachers and staff will accomplish professional development goals through designated professional development days, classroom walk throughs, mentoring and peer support, professional learning communities, and action research. Professional development will begin with an intensive teacher

orientation and training before the first school year and will be continuous throughout the year. In addition to the teacher orientation, new teachers will have teacher induction that supports their growth and professional development. By helping new teachers achieve their full potential, the New Teacher Induction Program (NTIP) supports Success First Scholars Academy's vision of achieving high levels of student performance. The NTIP will inform the new teachers of the schools purpose and vision and address specific curricular and instructional needs. Professional development for all teachers and staff includes seminars, conferences, web-based resources, action research studies, e-Learning, field trips to higher-learning institutions, and access to both internal and external experts and consultants.

All teachers, staff, and administrators will be apprised of the teacher certification and licensure requirements for teachers as designated by state law and No Child Left Behind during the teacher orientation and NTIP.

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

Research findings indicate that educator excellence is one of the most critical motivators on student academic achievement (Chetty, Friedman, & Rockoff, 2012). High quality professional learning that spans the continuum of an educators career is vital to increasing educators knowledge, skills, attitudes, and beliefs so that they may enable all students to learn at high levels. Professional development that is most effective in improving educator practice is:

1. Intensive, ongoing, and connected to practice;
2. Focused on student learning and addresses the teaching of specific curriculum content;
3. Aligned with school improvement practices; and
4. Builds strong working relationships among teachers (Darling-Hammond, Wei, Andree, Richardson & Orphanos, 2009).

The start and end points of all professional development at Success First Scholars Academy is student achievement. SFSA's approach to professional development for teachers, administrators, and staff will allow:

1. Teachers, administrators, and staff to engage in personal reflection and dialogue,
2. Acquire research-based strategies and best practices and apply them in the classroom,
3. Develop electronic materials immediately ready for classroom use, and
4. Integrate pedagogical techniques with internet resources.

Success First Scholars Academy's consistent goal is to engage educators in professional development that is framed by standards, advised by stakeholder input, evaluated for impact on student achievement, and informed by research on effective practice. Our entire school community, including teachers, administrators, Board of Directors, parents, and community members, acknowledge that ongoing professional development is essential to student success.

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will*

be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Our professional development plan will be based upon student learning data that strengthen educator knowledge of content and teaching skills enabling the school to meet student learning and school improvement goals. Principals and administrative staff will be instructed on the principles of effective instruction and the instructional strategies that enhance learning in each of the core content areas. Training on formative assessments will be integrated throughout the training to emphasize the importance of assessing individual student learning to adapt instruction to meet individual students needs and learning styles. Each grade level teacher will also receive specific training in the use of the curriculum components. Professional development training sessions will begin with a period of reflection and problem solving. During this period, professional development attendees will be presented with a guiding question. All participants will engage in hands-on activities directed toward a practical product to be used in the classroom. The professional development activities will set the instructional activities into the participants real world contexts, culminating with a hands-on interaction activity.

All new teachers will be required to interact with and receive instruction from master teachers in their specific content area or at their specific grade level. Master teachers will aid the new teachers in developing classroom management plans, examining the schools character development curriculum, reviewing effective research-based instructional practices, as well as collaborating on differentiating instruction to meet the individual needs of each student. Special education teachers will receive training in relevant areas by master special education teachers, experts, or consultants.

SFSA's professional development plan is designed to continuously improve the quality of teacher instruction by providing ongoing support related the curriculum, curricular tools, and the formative assessment process. Teachers will also receive ongoing individual professional development and support through weekly classroom observations and one-on-one meetings with their grade level chairs, both written and verbal feedback, to ensure that the curriculum remains both relevant and viable through instruction. Professional development will be school-wide and individualized and will include multiple modes of delivery to best meet the needs of the school and staff.

All administrative staff and teachers will participate in additional staff development days prior to the beginning of school wherein additional expectations are communicated, including non-instructional methods and procedures, and to provide new teachers with the opportunity to conduct grade level planning with their colleagues. The additional days are designed to deepen erudition about core concepts related to the formative assessment process, classroom management, building student/teacher/parent relationships, school-wide behavior support systems, curriculum, instruction, and school routines and procedures.

Teachers will work collaboratively with the chair of each department on a weekly basis to focus on specific individual professional development needs. The school will focus on providing professional development for needs identified by School Improvement Team (SIT). SIT will conduct an annual

comprehensive needs assessment and analysis of student achievement, school environment, teacher/parent/community, and administrative data from which professional development will be based on.

SFSA's professional development plan is designed to continuously improve the quality of teacher instruction by providing ongoing support related the curriculum, curricular tools, and the formative assessment process. Immediate and ongoing feedback throughout the year to measure the perceived value of the professional development and to design future professional learning opportunities.

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

Professional development for teachers and administrators will be systemic and ongoing in nature as our charter school seeks continuous improvement. Success First Scholars Academy's goal for professional development is to improve the teaching of the teachers and assistants to help students learn more and successfully achieve. The Professional Development Team will:

- * Collaborate around the needs of all the schools stakeholders
- * Make decisions based on data
- * Commit to quality support to school in real time
- * Be passionate about the success of all students
- * Provide authentic learning experiences for all

Prior to the opening of the proposed charter school, summer sessions for a majority of the workshops will be held on Monday, Tuesday, Wednesday, and Thursday for two (2) weeks. Sessions will be from 9:00 a.m.-12:00 p.m. and from 1:00 p.m.-4:00 p.m. Teachers and administrators attendance at all workshops are mandatory. Workshops to be offered will be determined at a later date.

The format of the workshops is as follows:

- * Content is aligned with North Carolina standards for professional development and is tailored to the needs of the requesting school system. Offerings are based on theory, classroom strategies and subject matter content.
- * Sessions offered are a combination of lecture and processing activities with time to process the learning with other participants.
- * Follow-up activities include a required evaluation of the professional development session, electronic, and in-person follow-up session.
- *Materials are included in the cost of the workshops.

During the school year, professional development will be embedded in the calendar. Professional development will take place on teacher workdays (8hrs) once monthly and after school based on professional development needs for no more than 2 hours each session.

All Success First Scholars Academy's employees will participate in Professional Development learning opportunities, and apply these experiences to their work assignment.

Enrollment and Marketing:

-

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

Marketing Plan

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

Details of the enrollment process and deadlines, lottery date, registration requirements, and waiting list information will be publicly available at the school's website and office. Success First Scholars Academy will use brochures, flyers, newspaper ads, websites, mailings, and open house as marketing tools.

Several people in the community have requested to become community liaisons who will visit throughout the community and surrounding areas to give presentations in order to reach potential parents and students.

Each board member will hold a community forum in designated, centrally located areas of Sampson County and surrounding counties. The locations and dates will be selected and approved by the Board of Directors.

Other marketing strategies we are proposing to use include:

1. mailing postcards with dates of open houses and registration dates,
2. placing public service ads on TV and radio stations,
3. writing press releases on our charter school with contact information included,
4. sponsoring booths at local events,
5. identifying new parents who can serve as promoters of the school,
6. offering parents volunteer hours to parents who bring in new students,
7. dropping brochures off to the fast food restaurants, banks, community centers, doctor offices, churches, convenience stores, grocery stores, book stores, and other local businesses,
8. posting notices at the local preschools,
9. posting notices and brochures at the local apartment sites, and
10. making appointments at local churches and other civic organizations to speak about our school.

Marketing will be a continuous process.

Parent and Community Involvement

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

Parents and community members are integral to the stability and success of SFSA. A characteristic of high-performing schools is high levels of collaboration and communication. Effectively communicating with parents,

other caretakers, and community stakeholders is a critical component of SFSA goals. Our goal is that parents, caretakers, and community stakeholders know that they are and play an important role in our endeavors to provide equitable education opportunities that meet the needs of each individual student.

Our intent is that there are authentic high levels of family and community engagement beyond just casual engagement. There is a necessity for SFSA to take responsibility for communication and we intend to listen to the public and create dialogue, ensure that two-way regular, clear communication is occurring, build partnerships with the parents and community to promote the well-being of the student, and provide multiple means for communicating with all stakeholders, for example, newsletters, home visits, electronic communications, and open house on a regular basis.

Parents, caretakers, and members of the community will be asked to volunteer in supporting and assisting the students and school. SFSA believe that we have a responsibility to help parents, caretakers and families understand that they should be involved in their students educational pursuits, know that they are capable of making a contribution, and feel invited by the school and their children at all times. We also believe that community involvement benefits students, the school, and families through formal partnerships, informal relationships, and activities.

A Parent/Teacher Association (PTA) will be formed and the elected PTA president or designee will present a report from the association to the Board of Directors at each board meeting. The intent is that the Board Members are made aware of the parents and their input into the school. Parents and caretakers will also be able to address the Board of Directors during the Board of Directors meeting about any concerns they may have. Other community stakeholders will also be invited to address any concerns they may have or to provide input of their ideas of how SFSA can more effectively serve the students, parents/caretakers, and community.

Admissions Policy

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

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Enrollment

Success First Scholars Academy will accept any student who is qualified for admission to a public school. Applications will be available to the public at the school office, via mail, and on the school's website. Applications for a specific school year will available during the Open Enrollment Period from the beginning of December through the end of March. In the event SFSA has more student applications than available spaces for any grade level, a public lottery will be held.

In the first year of operation, children of the school's principal, assistant principal, and teachers will receive priority enrollment. For the first year only, SFSA's board members may also have priority enrollment for their children provided these children do not exceed 10% of the school's total enrollment or 20 children, whichever is less.

At the end of the Open Enrollment Period, if the number of applicants is equal to or less than the number of spaces available, all applicants will be enrolled. If there are fewer applicants at any grade level than the number of spaces available, additional students will be accepted on a first come basis until the grade capacity is reached.

Any application received after the enrollment period will not be entered into the lottery.

In accordance with NC Charter School Law, applicants who do not gain admittance to the school during one year may not retain their position on a waiting list for the following year but must reapply during the Open Enrollment Period to be placed into the Lottery again.

Lottery procedures will comply with NC Open Meeting Law provided in G. S. 143-128.10(a) by publicizing the date and location of the meeting to allow anyone to attend.

Lottery Procedure

1. Each prospective student's name and grade level will be placed on an index card. Multiple birth siblings will be listed by surname on one index card. If the index card with the multiple siblings listed is selected, all of the multiple siblings will be admitted.

2. Prior to the beginning the lottery, the school's administrator will empty one grade level's cards into a container in from of the audience. The container will be shaken and a member of the Board of Directors or a designee will draw one student's name at a time from the container. Names will be drawn until all available seats have been filled. Remaining names will be placed on a waiting list in sequential order.

3. The process will be repeated for all remaining grade levels.

As spaces become available, they will be offered to applicants based upon their position on the waiting list. If applicants who are selected for admission decide not to enroll, the parents or caretakers of the next child in the list for that grade level will be notified.

After completing the acceptance by lottery, there will be a specific and reasonable timeframe in which the accepted applicants must notify the school if they are accepting or declining continuation of the enrollment process. The school's enrollment policy, including all time frames, will be declared on the original application completed by the applicant.

Withdrawal Policy

Parents who choose to withdraw their child or children from the school must complete and sign the appropriate withdrawal form and return it to the Administrative Assistant prior to the child or children leaving the school.

All textbooks must be returned and all outstandings fees must be paid before the withdrawal process is complete. When a student transfers to another school, upon request from the new school for the student's record, SFSA will transfer the record with appropriate documentation.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Clinton City Schools
 LEA #2
 LEA #3

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 821	LEA 000	LEA 000	LEA 821	LEA 000	LEA 000	LEA 821	LEA 000	LEA 000	LEA 821	LEA 000	LEA 000	LEA 821	LEA 000	LEA 000
Kindergarten	15	0		15	0		15	0		15	0		20	0	
Grade 01	15	0		15	0		15	0		15	0		20	0	
Grade 02	15	0		15	0		15	0		15	0		20	0	
Grade 03	15	0		15	0		15	0		15	0		20	0	
Grade 04	10	0		10	0		10	0		10	0		10	0	
Grade 05	10	0		10	0		10	0		10	0		10	0	
	80			80			80			80			100		

Transportation Plan:

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

In agreement with state law, SFSA will not allow transportation to be a barrier to any child attending. Our expectation is that most parents/caretakers will provide transportation for their child. As stipulated in this document, our position in believing that parental involvement is important has not changed. Parental involvement is critical to our schools mission and financial priorities. Parents who provide transportation for their child gives themselves an extended opportunity to be involved in the day-to-day operation of the school and are able to develop a deeper bond with teachers, school administrators, and other families. We anticipate all parents being involved in this way, but we recognize that family circumstances may make this impossible. SFSA will have a designate Transportation Liaison to facilitate and coordinate transportation needs. Families who cannot provide transportation for their child will be able to complete sign-up forms that will be matched to other families within close proximity of their residents for carpooling. The school board and director will work diligently to ensure that SFSA is open and accessible to all students, including those who are low-income and homeless. Free transportation will be provided for homeless students and for special-needs students as required by their IEP.

School Lunch Plan:

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

Charter Schools in North Carolina are not required to provide lunch to children, Success First Scholars Academy belief is that children should not attend school all day without a nutritious meal. In some cases, the meal at school may be the only meal a child receives for that day. SFSA's Board of Directors upon approval may opt to join the state's Child Nurtrition Program or seek other affordable meal options. The school's nutrition specialist will be the liaison and upon the Board 's approval provide the Board with information concerning the school lunch options. If the option to join the state's Child Nutrition Program is approved, free and reduced price lunches will be offered. All students attending Successs First Scholars Academy will be provided a nutritious breakfast and lunch every day.

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

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

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

7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$3,068.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$350,000		\$650.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$500,000	\$332.00
Other	\$1,001,600		\$6,459.00
Total Cost			\$10,690.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

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

sucfsc 02/25/2013

(Board Chair Signature) (Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

The Board of Directors has been identifying vacant buildings within Clinton City that may meet the standards for educational occupancy. A facility to data has not been identified as there are several that might meet the criteria. Several realtors have been contacted about buildings available and to request, because many of the buildings are for sale, if the owner/owners will consider a long-term lease. A building own by an alumni association has also been identified, however at this time, a meeting has not been set up to discuss the terms of a lease. We will continue to identify sites but will not take further action until our Charter has been received. Once the Charter is received the facility will be leased and, if necessary, renovated

to meet our educational needs per all city, district, and state standards for schools.

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.*

If a facility the board has identified will not be ready by the time the public charter school will be opening, the contingency plan is to consider leasing space from one of the local churches or lease 2 modular units with 4 classroom spaces that will be compartmentalized to meet our grade level and office space needs.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2014-15

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

The formula for figuring these allotments can be found in the Resource Manual Finance Section.

See **Charter School Dollars per ADM** on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/fbs/allotments/support/>

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.
- These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015. For local funding amounts, applicants will need to contact their local offices or LEA.

LEA #1821 - Clinton City Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$5,255.17	80	\$420,413.60
Local Funds	\$859.00	80	\$68,720.00
Federal EC Funds	\$3,743.48	10	\$37,434.80
Totals			\$526,568.40

Total Budget: Revenue Projections 2014-15 through 2018-2019

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$37,435	\$37,435	\$37,435	\$37,435	\$37,435
-Local Per Pupil Funds	\$68,720	\$68,720	\$68,720	\$85,900	\$85,900
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$420,414	\$420,414	\$420,414	\$525,517	\$525,517
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$526,569	\$526,569	\$526,569	\$648,852	\$648,852

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank statements, etc., on the availability of these funds.**

Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
Personnel:															
Director	1	\$72,000	\$72,000	1	\$72,000	\$72,000	1	\$72,000	\$72,000	1	\$72,000	\$72,000	1	\$72,000	\$72,000
Principal	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000
Assistant Principal	1	\$52,000	\$52,000	1	\$52,000	\$52,000	1	\$52,000	\$52,000	1	\$52,000	\$52,000	1	\$52,000	\$52,000
Finance Officer	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000
Core Content Teacher(s)	6	\$40,000	\$240,000	6	\$40,000	\$240,000	6	\$40,000	\$240,000	6	\$40,000	\$240,000	6	\$40,000	\$240,000
Para Educator(s)	3	\$23,226	\$69,678	3	\$23,226	\$69,678	3	\$23,226	\$69,678	3	\$23,226	\$69,678	3	\$23,226	\$69,678
Electives/Specialty Teacher(s)	4	\$40,000	\$160,000	4	\$40,000	\$160,000	4	\$40,000	\$160,000	4	\$40,000	\$160,000	4	\$40,000	\$160,000
Exceptional Children Teacher(s)	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Related Service Teacher(s)	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Contracted Personnel	2	\$14,953	\$29,906	2	\$14,953	\$29,906	2	\$14,953	\$29,906	2	\$14,953	\$29,906	2	\$14,953	\$29,906
Food Service Staff	2	\$25,000	\$50,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000
Transportation Staff	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000
Professional Development	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Custodian	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000
Receptionist/Data Manager	2	\$33,600	\$67,200	2	\$33,600	\$67,200	2	\$33,600	\$67,200	2	\$33,600	\$67,200	2	\$33,600	\$67,200
Wan Engineer	1	\$46,991	\$46,991	1	\$46,991	\$46,991	1	\$46,991	\$46,991	1	\$46,991	\$46,991	1	\$46,991	\$46,991
Total Personnel	32	\$617,770	\$1,177,775	32	\$617,770	\$1,177,775	32	\$617,770	\$1,177,775	32	\$617,770	\$1,177,775	32	\$617,770	\$1,177,775
Benefits:															
	# Staff	Cost Per	Total												

SUCCESS FIRST SCHOLARS ACADEMY

Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Health Insurance	32	\$4,931	\$157,792	32	\$4,931	\$157,792	32	\$4,931	\$157,792	32	\$4,931	\$157,792	32	\$4,931	\$157,792
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	32	\$13,598	\$435,136	32	\$13,598	\$435,136	32	\$13,598	\$435,136	32	\$13,598	\$435,136	32	\$13,598	\$435,136
Retirement Plan	30	\$139,745	\$4,192,350	30	\$139,745	\$4,192,350	30	\$139,745	\$4,192,350	30	\$139,745	\$4,192,350	30	\$139,745	\$4,192,350
Social Security	32	\$58,242	\$1,863,744	32	\$58,242	\$1,863,744	32	\$58,242	\$1,863,744	32	\$58,242	\$1,863,744	32	\$58,242	\$1,863,744
Staff Supplements	32	\$5,465	\$174,880	32	\$5,465	\$174,880	32	\$5,465	\$174,880	32	\$5,465	\$174,880	32	\$5,465	\$174,880
Total Benefits	158	\$221,981	\$6,823,902	158	\$221,981	\$6,823,902	158	\$221,981	\$6,823,902	158	\$221,981	\$6,823,902	158	\$221,981	\$6,823,902
Total Personnel Budget	190	\$839,751	\$8,001,677	190	\$839,751	\$8,001,677	190	\$839,751	\$8,001,677	190	\$839,751	\$8,001,677	190	\$839,751	\$8,001,677

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Operations Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Copy Paper	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Curriculum/Texts	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
	Instructional Materials	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Other	\$0	\$0	\$0	\$0	\$0
	School Supplies	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Testing Supplies	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Human Resources Costs	Legal Counsel	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800
	NC Wise	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Personnel Software	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
Other	Food Plan	\$86,400	\$86,400	\$86,400	\$86,400	\$86,400
	Insurances	\$11,250	\$11,250	\$11,250	\$11,250	\$11,250
	Marketing Plan	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Transportation Plan	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Travel Expenses	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Rents and Debt Services	Custodial Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Extermination	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Facility Lease/Mortgage	\$32,000	\$32,000	\$32,000	\$32,000	\$32,000
	Maintenance	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Rent of Equipment	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
	Security/Alarm	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Technology Hardware	Instructional Software	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	Network/Internet	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Office Software	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Other	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
Utilities	Electric	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
	Energy	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
	Phone	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	Water/Sewer/Trash	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500
Total Operations		\$571,950	\$571,950	\$571,950	\$571,950	\$571,950

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$8,001,677	\$8,001,677	\$8,001,677	\$8,001,677	\$8,001,677
TOTAL EXPENDITURE (OPERATIONS)	\$571,950	\$571,950	\$571,950	\$571,950	\$571,950
TOTAL EXPENDITURES	\$8,573,627	\$8,573,627	\$8,573,627	\$8,573,627	\$8,573,627
TOTAL REVENUE	\$526,569	\$526,569	\$526,569	\$648,852	\$648,852
ANNUAL NET PROJECTIONS	-\$8,047,058	-\$8,047,058	-\$8,047,058	-\$7,924,775	-\$7,924,775

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

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

- 1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?*

The budgetary projections were made using the NCDPI Salary Schedule to estimate approximate salaries for staff based on the project student enrollment figures. Local funding, the cost of food, staff development needs, books, materials, supplies, legal fees, technology requirements, benefits for staff members, and operational expenses were held to a minimum. The board did not want to project a large student enrollment during the first three (3) years as parents in the community have to buy-in to the public school of choice model. The salaries for all teachers and staff will be maintained at the current figures for the first five (5) years. The budgetary projections are based on 32 personnel positions. The operations expenditure projections are based on similar budgets for charter schools with enrollment as the proposed charter school. If the budget projections are lower than anticipate, the budget will be adjusted by reducing the operations costs for technology and other items that will not affect the mission of the school in ensuring that everyone of the students received an effective, equitable education. Resources that are not deem necessary and will not infringe on the rights of every child to receive a viable education will be deleted from the budget. The determined break-even point for student enrollment is 65.

- 2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors*

The school will have a finance officer who will handle all school budget responsibilities except for payroll and audits. The board contacted Acadia Northstar, LLC after recommendation was made from a charter school organization school leader who uses their services. Acadia Northstar is a full-service financial accounting and management firm dedicated to offering clients accounting, tax, budget, and financial management services. The firm was chosen based on its credibility and commitment in ensuring that the staff could tailor its services to meet the needs of the proposed charter school. Acadia Northstar, LLC offers training to in-house staff and assured the board of confidentially and responsibility in handling the school's payroll and invoices. The school's audit will be conducted by Thomas, Judy, & Tucker. The board contacted Kristen Hoyle of the firm who informed the board that the company works with Acadia Northstar as the financial group knows what to provide to them for the audit. The board is confident in the

contractors abilities to provide the best service possible. The proposed charter school board is taking the measures to contract services because most charter schools close due to in-house financial mismanagement. The board of the proposed charter school wants to provide evidence at the end of each year that the school is fiscally stable.

3. *Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.*

The spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs in that they are all in the best interest of the students. The board will look at the real cost of educating all of the children. Technology is needed, however all of the technological tools proposed in the budget does not have to be purchased at one time. The board will also ensure that utility costs are kept in check through measures that will not overly impact the budget, but keep the children and staff in an environment that is safe and healthy. At this time there is no cash on hand, bonds, real estate or grants as part of this application package. The board of directors intent is not to over spend the budget to maintain quality reserves. The contingency reserve will be supplemented through fundraisers to ensure that the school remains fiscally stable.

4. *Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.*

There are no amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grates, etc.

5. *Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?*

The board has discussed a contingency plan to meet the financial needs if anticipated revenues are not receive or are lower than estimated. Our concern is ensuring that the teachers and students have the necessary resources needed to teach and learn. At the point the anticipated revenues are not receive or are lower than estimated, salaries will be negotiated and the minimum highly qualified staff other than teachers will not begin working until funds are in place to ensure solvency. The board members have agreed to use personal funds if funding is not receive or falls short and to secure personal loans to ensure the success of the school. The school's break-even student enrollment figure for each of the first five years is 65. As our enrollment increases we will have additional funds available to meet the financial needs of the school and build the contingency fund.

6. *Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.*

In Year one in the event that revenue projections are not met in advance of opening, the board will hold fundraisers. Fundraisers have been planned but have been put on hold until the board is notified that the charter has been awarded. We have contacted business members in the community about donations since the school will not have start-up funds. The board has proposed to

hold one major fundraiser a month and solicit donations from community members. The charter board will have dinner sales, car washes, community talent night, dances, candy sales, doughnut sales, bake goods sales, and yard sales. We have composed a letter that will be sent to family and friends to solicit donations.

Fundraising is an extremely integral part of our budgeting process. Another other suggestion for potential fund raising include:

Newsletter & Web sites: The school will have two on-going communication and fundraising vehicles: a web site and a weekly newsletter in which local business can buy ads.

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

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

The Board is aware that if our charter is approved we have a fiduciary responsibility to taxpayers. We will ensure that Success First Charter Academy maintains the highest standards of fiscal responsibility and accountability. Part of that responsibility includes annually contracting with an independent public accounting firm licensed by the State of North Carolina to perform the financial audit for the school in accordance with specific compliance requirements stipulated by the State of North Carolina.

The audit will be performed in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller of the United States.

The audit will include a review of the adequacy of the system of internal controls ensuring financial statements are accurately presented in accordance with generally accepted accounting principles.

A report will be issued on the auditors consideration of the internal control system over financial reporting and will include a test of compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters.

If Success First Scholars Academy expends \$500,000 or more in federal funds during a fiscal year, the independent auditor will perform the federally required A-133 Federal Single Audit. The audit fieldwork will be conducted during August to ensure that the report will be completed by the October 31 deadline. The audit expense will be included in Success First Charter Academy's budget approved by the Board.

Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

When selecting a firm to perform the audit, in addition to the requirement that the firm is approved by the NC Local Government Commission, the Board reviewed the qualifications and experiences with other charter schools and the cost of the audit. The annual audit will be completed and filed by October 31 after the first year of operation.

Their contact information is as follows:

Thomas, Judy & Tucker
4700 Falls of Neuse Rd
Suite 400
Raleigh, NC 27609
919-571-7055 Fax #: 919-516-0277

