



NORTH CAROLINA CHARTER SCHOOL APPLICATION

The Capitol Encore 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.

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	4
	<u>Grade Levels Served and Total Student Enrollment:</u>	4
II.	<u>MISSION and PURPOSES</u>	6
	<u>Mission:</u>	6
	<u>Educational need and Targeted Student Population of the Proposed Charter School:</u>	6
	<u>Purposes of the Proposed Charter School:</u>	7
	<u>Goals for the Proposed Charter School:</u>	9
III.	<u>EDUCATION PLAN</u>	10
	<u>Instructional Program:</u>	10
	<u>K-12 Curriculum and Instructional Design:</u>	11
	<u>Special Programs and "At-Risk" Students</u>	14
	<u>Exceptional Children</u>	16
	<u>Student Performance Standards</u>	18
	<u>High School Graduation Requirements</u>	21
	<u>Student Conduct:</u>	22
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	24
	<u>Governance:</u>	24
	<u>Governance and Organizational Structure of Private Non-Profit Organization:</u>	24
	<u>Proposed Management Organization (Educational Management Organization or Charter Management Organization)</u>	28
	<u>Private School Conversions: complete</u>	32
	<u>Projected Staff:</u>	32
	<u>Staffing Plans, Hiring, and Management</u>	32
	<u>Staff Evaluation and Professional Development</u>	35
	<u>Enrollment and Marketing:</u>	36
	<u>Marketing Plan</u>	36
	<u>Parent and Community Involvement</u>	37
	<u>Admissions Policy</u>	38
	<u>PROJECTED ENROLLMENT 2014-15 through 2018-2019</u>	40
	<u>Transportation Plan:</u>	41
	<u>School Lunch Plan:</u>	41
	<u>Civil Liability and Insurance</u>	41
	<u>Health and Safety Requirements:</u>	42
	<u>Facility:</u>	42
	<u>Facility Contingency Plan:</u>	42
V.	<u>FINANCIAL PLAN</u>	
	<u>Budget: Revenue Projections from each LEA 2014-15</u>	44
	<u>Total Budget: Revenue Projections 2014-15 through 2018-2019</u>	45
	<u>Personnel Budget: Expenditure Projections 2014-15 through 2018-2019</u>	46
	<u>Operations Budget: Expenditure Projections 2014-15 through 2018-2019</u>	48
	<u>Overall Budget:</u>	49
	<u>Budget Narrative:</u>	49
	<u>Financial Audits:</u>	52
VI.	<u>AGREEMENT PAGE</u>	
	<u>LEA Impact Statement:</u>	53
	<u>Applicant Signature:</u>	53

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: The Capitol Encore 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: *The Capitol Encore Academy*

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: *Angela Romanowski*

Title/Relationship to nonprofit: *Founding Board Member*

Mailing address: 7877 Stead Suite 100
Utica MI 48317

Primary telephone: 734-365-3465 Alternative telephone: 586-731-5300

E-Mail address: *angela@selectacademies.org*

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

County: CUMBERLAND

LEA: 260-Cumberland County 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? The Capitol Encore Academy

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	260
Second Year	K,01,02,03,04,05,06	306
Third Year	K,01,02,03,04,05,06,07	352

Fourth Year	K,01,02,03,04,05,06,07,08	398
Fifth Year	K,01,02,03,04,05,06,07,08,09,10	464
Sixth Year	K,01,02,03,04,05,06,07,08,09,10,11	533
Seventh Year	K,01,02,03,04,05,06,07,08,09,10,11,12	579
Eight Year	K,01,02,03,04,05,06,07,08,09,10,11,12	579
Ninth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	579
Tenth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	579

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.

aromanowski
Signature

Board Member
Title

aromanowski
Printed Name

02/27/2013
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:

Mission Statement:

The Capitol Encore Academy will develop artists who inspire others with principles of design and artful thinking through the integration of academic excellence, virtuous character and disciplined artistry.

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 Capitol Encore Academy (ENCORE) will serve students in Kindergarten through twelfth grade, primarily in the Fayetteville area whom are interested in a structured approach to an integrated arts and academic education program. The students would represent a diverse community mirroring the population of Cumberland and surrounding counties in ethnicity, socio-economic background, intellectual and academic level, in addition to civilian and military connected populations. Encore Academy would recruit and be open to all school age children. Specific details on demographics are listed in the Needs Assessment in Appendix A.

- 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 proposed total enrollment is just under 600 at 579 students in grade K-12. This represents less than one percent of the Average Daily Membership of the Cumberland County School District.

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

ENCORE has a focus in the Arts. This is a specialized area of education that is strong in the surrounding community, but minimal in the local LEA. (specific data further explains in the Needs Assessment in Appendix A) Providing instruction in the arts teaches our students to be creative thinkers and doers. Based on current research, which can be found in Daniel Pink's book, *A Whole New Mind*, the recruiting workforce of today is very different than in past times. It is seeking and embracing creative designers and problem solvers. In addition to teaching the creativity involved in the Arts, focusing on "disciplined" artistry also relates to the professionalism associated with presentation and viewing. Our students will be more prepared for success in the 21st Century workforce as professionally displayed creative thinkers.

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.*

PURPOSE 1: Teaching at ENCORE will create an opportunity for highly committed and creative individuals to use their expertise in an engaging manner. Additionally, positions will be available for those who teach fine arts, which is crucial considering arts education is an area continually being cut in more traditional districts. ENCORE would not only employ their expertise, but they would be a main stage position and feel their importance and presence on the teaching team and in the school community.

PURPOSE 2: ENCORE will utilize assessment data to guide instruction (Performance Series and ACCUPLACER Diagnostics) as well as the NC required standardized tests as an evaluation of instruction. The structure of performance-based accountability will include teacher evaluations, student achievement scores, student growth in performance, parent feedback, as well as school-wide formative and summative assessments. ENCORE will not retain or promote employees with poor performance records. Additionally, when possible and applicable, teacher performance pay and/or incentive pay will be implemented.

PURPOSE 3: ENCORE will provide the surrounding community with a quality educational choice that is geared towards meeting the unique needs of the arts community and the 21st Century learner. Currently students are assigned to schools based on their residential area, but they can participate in the "governed choice" program. There are only two arts programs in the Cumberland County School District serving 2,174 of 60,140 total district students in two different schools. One is a K-5th grade program and one is a 9-12th grade program. Because the community has been involved in the needs analysis for the school and because there are not many

options for students K-12 with no options for students in grades 6-8, the expanded educational choice that ENCORE would offer is one that meets the needs of effective student learning, embraces innovation, and provides the community with the support and outreach they desire.

PURPOSE 4: The ENCORE program combines three research-proven methodologies of teaching and learning beginning with Doug Lemov's Teach Like a Champion mastery based learning, Harvard Project Zero's theory of Artful Thinking, and John Dewey's learning by doing all through a foundation in the Arts to create improved student learning and 21st Century Skills development.

Pursuant to the No Child Left Behind act, the arts now share equal footing with what was always considered the "core" academics: math, science, language arts, and social studies. This has resulted from much research surrounding Gardner's multiple intelligences learning theory: a student's learning is optimal when implemented in their dominant intelligence. The arts combine multiple intelligences naturally from visual to kinesthetic to audio to verbal to both inter and intrapersonal and then of course the world around us. When you combine this theory of learning to that of John Dewey's learning by doing and Harvard's Project Zero artful thinking, there is a meeting of learning methodology with tremendous power.

Providing instruction in the arts teaches our students to be creative thinkers and doers. Our students will not only learn skills and knowledge of the arts and academics, but also be more prepared for successes in the workforce as professionally articulate creative thinkers and problem solvers.

PURPOSE 5: The design of ENCORE naturally lends itself to the learning of all students by focusing on arts integration which is interpretive of teaching using multiple intelligences and application of knowledge through learning by doing. Structured direct lessons will utilize multiple strategies to ensure expanded learning and emphasis on special population needs, such as CPA; concrete, pictorial, abstract. This strategy is very effective in teaching all learners because the lessons start with a concrete component where students are physically moving and manipulating materials. Next, the lesson moves to a visual component where students are drawing out problems and answers or pictures and connections. Students end the lesson with the abstract application (the algorithm or traditional way of doing the problem in math in a real world context), or auditory part of the learning, applying the knowledge to its context. The program framework is ideal for all levels of learners and especially successful with at-risk learners ensuring they grow and are challenged to reach their potential. Additionally, Doug Lemov's Teach Like a Champion taxonomy has proven extreme success with all learners. Schools in which this program is implemented with integrity reach students in the highest levels of poverty and produce the highest levels of proficiency. The three philosophies combined connect all the top research to direct meeting the needs of all learners.

PURPOSE 6: The development process of ENCORE is a unique collaboration between community needs and wants, best practices in arts schools across the country, and researched-based strategies for 21st Century Skills development. Teachers will be provided with a framework for implementation and high impact professional development through top arts integration consultants as well as Teach Like a Champion. Teachers will be responsible for modeling the skills that we desire students to learn. The ENCORE

program is not only an opportunity to expand educational choices for students in the Fayetteville area, it is designed to break traditional barriers of school programming and act as a catalyst for educational programs globally.

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?*

The board of Encore will utilize the S.M.A.R.T. goals listed in the section below to measure the attainment of the school's 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.*

PERFORMANCE GOAL 1:

Academic excellence will produce academically proficient and competitive students in all core areas with an emphasis on post secondary and career preparation.

PERFORMANCE GOAL 2:

Character Education will provide virtuous character producing respectful, responsible, and resourceful individuals who contribute actively at school and in the community.

PERFORMANCE GOAL 3:

Arts Education will produce artists who are disciplined to work towards a craft with exceptional skill possessing qualities of creative problem solving, production and presentation through principles of design.

PERFORMANCE GOAL 4:

Encore Academy will recruit and retain a community of committed students, families, and high quality staff members who will support and participate in the accomplishment of our mission and vision to produce individuals that inquire - think curiously, imagine - think beyond, innovate - think creatively, and inspire - influence excellence in a global society.

SEE APPENDIX R: Encore MSG Summary for specific details

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 Encore teaching and learning approach is cemented in its mission. ENCORE develops artists who inspire others with principles of design and artful thinking through the integration of academic excellence, positive character and disciplined artistry. Through these initiatives our purpose at ENCORE is to enrich the mind, body, and spirit of every child with standards of excellence, ultimately preparing globally competitive artists of their chosen craft. ENCORE prepares students for success in college, career, and life by developing resourceful individuals who possess the abilities to problem solve and express critical and creative thinking articulately. Through collaboration with home, school, and community, every ENCORE graduate will be well prepared for the demands of the 21st Century.

Two educational theories, learning by doing and artful thinking, are the foundational elements of the ENCORE program. These complimentary theories assist target students in learning in and through both arts and academics. Integrated with Doug Lemov's Teach Like a Champion Taxonomy, the process of teaching becomes explicit yet experiential. This balanced approach focuses on structured skill development and cross-contextual application, which requires inquiry, imagination, and innovation. Students will follow the North Carolina Arts process of learning literature/content, history/theory, skill, and practice for all subjects and then participate in a fully integrated experience of applying their learning to real-world themes.

The implementation of the ENCORE teaching approach is based on the importance of foundational skill development and thoughtful application to the real world. In accomplishing this process of organization there are two taxonomies at work. First, the taxonomy of strategies found in the Teach Like a Champion by Doug Lemov and The ARTS Book; Designing Quality Arts Integration with Alignment, Rigor, Teamwork and Sustainability by Linda Whitesitt, PhD and Elda Franklin, EdD. The research based teaching techniques found in Teach Like a Champion assist teachers in utilizing every moment of their classroom for student engagement and high impact learning acquisition. These techniques are simply the vehicle for ensuring that required skills are built and time is ample for integration and application of arts and academics. The Arts Book, provides a logic model for the implementation of an arts integration program focusing on the design of four key elements of alignment, rigor, teamwork, and sustainability. This model assists teachers and leadership personnel in the implementation of a highly effective arts integration program. Both of these resources, in combination with the learning theories, learning by doing and artful thinking, assist in driving the attainment of the mission and build the framework for the ENCORE

program of study.

The National Common Core and NC Essential and Extended Standards will form the foundation of the curriculum. ENCORE will draw upon the resources of local colleges, Advanced Placement, and online distance education for high school curriculum as an enhancement where it proves to be of value. ENCORE will utilize the computer-adaptive, Performance Series and ACCUPLACER Diagnostic assessments to quickly identify students' strengths and weaknesses, guide instruction, and provide each learner with the tools needed to improve their skills. The Achievement Series assessments will be utilized to benchmark interim achievement towards curriculum standards. Finally, the DRA2 and other formative assessments will be utilized to drive instruction and mastery of learning standards.

K-12 Curriculum and Instructional Design:

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

The overall integration program will:

- *Require students to construct meaning and impose structure on situations rather than expect to find them already apparent.

- *Ask students to demonstrate a thorough, in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, or creativity.

- *Be active (either through conversation or hands-on or minds-on activity; with questioning and discovery going on), deep rather than broad (project-based); and engaging (each learning has made a real connection with the material to be learned); there's a sense that the learning is hard but satisfying.

- *Class sizes will be average in size, but the schedule will be structured to allow mastery of skills and require integration of arts and academics. The school schedule is one of the most important frameworks to the school and is innovative in nature hosting an integration studio where team teaching by arts and core teachers is paramount. The teaching schedule (Bell, Integration, Arts Disciplines) can be found in Appendix R.

In the classroom student engagement will include:

- *Students actively listening or watching the teacher or other students by focusing attention and making eye contact with the presenter.

- *Students responding to the teacher/artist prompts or questions

- *Students are engaged in questions, exploring or discussing the learning topic with the teacher, artist, or one another.

- *Students engaged in collaborating with each other, the artist or teacher, on a project or other task related to learning in or through the arts.

- *Students engaged in activities that require critical/creative thinking (analysis, evaluation, problem solving, decision making, or reflection) in or through the arts.

- *Students participating in arts learning that connect to other areas of the curriculum.

- *Student body language is open and relaxed, with appropriate smiles or laughter.

In the classroom teacher instruction will include:

- *The teacher involving all students by inviting and expecting equal participation.

*The teacher using active, experiential instructional approaches related to learning in or through the arts.

*The teacher providing opportunities for students, artists, and/or the teacher to collaborate on a project or other task related to learning in or through the arts.

*The teacher encouraging creative/critical thinking in or through the arts.

*The teacher connecting the current lesson to students previous learning experiences.

*The teacher using modeling to convey the lesson.

*The teacher is providing one-on-one instruction or attention.

In the classroom the implemented lesson plan will include but not be limited to:

*The lesson/unit organized around an overarching idea or concept.

*Authentic and natural connections made between/among the disciplines.

*Activities that are age and grade level appropriate.

*In-depth learning in and through the arts.

*Terminology is appropriate.

*The artistic processes of principles of design, artful thinking, and creating, performing and/or responding are incorporated through the lesson.

*Assessment/reflection is ongoing, with appropriate feedback provided.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for each division (elementary, middle, high) the school would ultimately serve.
2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.
3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The curriculum and implementation align with the mission, student population, and NC Accountability model by focusing on academic excellence through arts education. Fayetteville is rooted in artist culture and high regard for education, which are the foundation for our program. The schedule and practice at ENCORE are based on structured independent content skill building, which is called "lecture". The time for background building is designated in the schedule to be succinct. ENCORE teachers will use the 49 teaching techniques in Teach Like a Champion in combination with the ENCORE curriculum based on the Common Core State and NC Essential Standards to build this foundation. The lecture courses will include literacy lecture (all English Language Arts contexts), math lecture, science lecture, and arts lecture. Upon completion of the lecture portion, students will participate in an integration studio. During integration studio, classroom teachers and arts teachers will team-teach the multidisciplinary approach to arts integration. There will be a rotating schedule to ensure that course work is dedicated, thorough, and provides a deep understanding of both the arts and academics.

In order to ensure rigor at the curriculum and instructional level the ENCORE team will provide application suggested by Whitesitt and Franklin RealVisions 2007, requiring students to, "construct meaning and impose structure on situations rather than expect to find them already apparent." A

rigorous curriculum expects students to "demonstrate a thorough, in depth-mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem-solving, evaluation, or creativity." A rigorous curriculum is active, either through conversation or hands-on/minds-on activity; it is deep rather than broad with an emphasis on long-term arts integrated projects that embrace a wide range of cognitive and procedural learning in and through the arts. There's a sense that the learning is hard but satisfying."

The instruction of skills during integration studio will follow that of the process in Artful Thinking. Artful Thinking is designed to engage students in responding to learning through various thinking routines that pose open-ended questions about the art-work or other learning. It has two goals; one is to help teachers create rich connections between works of art and curricular topics and the other is to help teachers use art as a force for developing student's thinking dispositions. They do this through a metaphoric art palette made of 6 thinking dispositions; Reasoning, Questions & Investigating, Observing & Describing, Comparing & Connecting, Finding Complexity, and Exploring Viewpoints. They refer to them as 6 colors, or forms, of intellectual behavior that possess dual power. The way basic colors can blend together to make other colors is metaphorically displayed by the way each of the dispositions is used to explore art and explore other subjects across the curriculum. The thinking dispositions are taught through thinking routines, which are short, easy-to learn mini-strategies used to extend and deepen students thinking. This process is used flexibly and repeatedly through the teaching of all art and academic content.

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

ENCORE utilizes a multidisciplinary approach to integration infused with the 49 teaching strategies of Teach Like a Champion. It is a more comprehensive and complex form of arts integration. It involves focusing on the organization of disciplines around a common theme or concept along with mastery of skill and critical thinking, all resulting in increased academic achievement for the children of Fayetteville.

According to A+ Schools, arts education is approached in three ways:

- *through arts integration: bringing together arts and non-arts objectives to create hands-on, experiential, connected and meaningful learning experiences
- *through pure arts education: developing understanding and comfort in the elements, principles, history, processes and works of each art form
- *through arts exposure: creating opportunities for students and staff to experience artistic works and performances in both their school and their community

The ENCORE program utilizes this same philosophy. Using this approach, art integration doesn't just become a tool, but includes a whole toolbox to help student move through the learning and ultimately successful growing and learning because it teaches and models visible thinking.

Visible thinking expresses a powerful view of knowledge. Knowledge is a living thing, continually shaped and reshaped by human thought; it can't be represented by neat and orderly lists of facts. Visual representations like the ones used by Ludka and Thompson allow for ongoing annotations, revisions, and additions. And they reveal key relationships between claims and evidence, facts and questions, and certainties and uncertainties. Making

these messy, changing, and interlocking relationships visible, helps students build authentic knowledge instead of just memorizing facts. Visible thinking demonstrates the value of intellectual collaboration. When engaged in visible thinking practices, students often work with partners or share their ideas in small groups, eventually adding their thoughts to a larger pool of class ideas.

Visible thinking changes the classroom culture. When a teacher works to make thinking visible, the mood in the classroom is palpable. The displays of students thoughts and questions, the visible representations of their developing ideas, and even the tone of interaction in the class all send a message that thinking is highly valued. In this kind of classroom culture, students have ample opportunities to express and explain their ideas. This in turn encourages students to become more alert to opportunities to think things through for themselves, and helps them become active, curious, engaged learners.

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

All academic content and assessment goals are focused on college readiness benchmarks. These targets begin in 2nd grade and are monitored all the way through graduation. The measurement is based on Performance Series Scores in 2-8th grade, Accuplacer and EPAS in 8-12th grade. Alignments within the curriculum are designated for Common Core Standards and ACT correlations. Our goal is to equip our students with knowledge and critical thinking skills so they can problem solve and compete globally in the 21st Century workforce.

6. 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 calendar provides for 185 instructional days. The calendar is compatible with both military and non-military schools schedules. Because Cumberland County is a large military community supported community, the calendar is specifically aligned with the Fort Bragg schedule of training holidays. Military families face frequent separations making it crucial for students to have time off according to the post calendar thereby offering them critical time for bonding and connection. Additionally, it is aligned with all traditional family events and holidays. Thus, creating a school calendar that is beneficial to the entire community.

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.

Students at-risk to meet performance and growth goals as measured by Performance Series and ACCUPLACER tests will be placed into the RTI program, which will be implemented utilizing the following process.

Tier 1 of intervention begins with evidence-based instruction, progress monitoring and support that is provided to all students through differentiated instruction. This includes utilizing Individual Student Plans (ISPs) and assessment data to drive student instruction. Classroom Action Plans (CAPs) are also provided for teachers to assist in grouping and guiding cohorts of students within their classroom during whole class intervention time. The CAPs include a list of objectives that students need to work on in order to make growth in core academic areas. When students

begin to falter academically, they receive more specialized prevention or remediation within the general education setting.

Tier 2, students who have not been successful in tier 1 receive targeted interventions and progress is monitored frequently to determine the interventions effectiveness. If one intervention is not successful, another more intense intervention will be tried. At this stage, general education teachers typically receive support as needed from other educators in implementing interventions and monitoring student progress. During this stage, students may receive assistance in a more individual and focused method including potential pull-out services for a designated time period. These services may include students working in a small group setting of three or less with a support staff member focused on the missing learning objectives.

Tier 3, with parental consent, a comprehensive evaluation may be conducted by a team to determine eligibility for special education. This multi-tiered approach is designed to deliver research-based instruction informed by data, including individualized instruction with remedial opportunities made available in the general ed setting. The regular monitoring of the students response to instruction is particularly important as a means to determine if a student should move from one stage of support to the next. Those students at risk of not meeting end-of-year goals are identified for more frequent progress monitoring and remedial instruction. If students in tier 3 make significant progress, they can move back to tier 2 and receive less intensive instructional interventions.

Expected Levels of Performance:

K-8th

Students will demonstrate proficiency on the EOG and EOC assessments as measured by the SBE. K-8th grade students will demonstrate college readiness standards on the Performance Series by meeting the 60th Percentile and above in Reading, Math, and ELA. Students will meet their individual target growth as measured by the Performance Series. Student will meet their individual target catch-up growth as measured by the Performance Series (0-25th percentile equals 2 years worth of growth, 26th-49th percentile equals 1.75years worth of growth)

9-12

Students in 9th and 10th grade will demonstrate "limited proficiency" or higher in math and English as measured on the ACCUPLACER Diagnostics Students in 11th and 12th grade will demonstrate "proficiency" in math and English as measured by the ACCUPLACER Exam Students in 9th-12th grade will achieve college readiness benchmarks as defined by ACT on the Explore, PLAN and ACT test.

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.

Students who are learning to speak English need accommodations in school to

facilitate their learning. Families will answer questions on a "Home Language Survey" that will prompt assessment so that English Language Learners (ELLs) are supported in their language acquisition. If determined ELL, classroom teachers and a Response to Intervention Coordinator will design accommodations and instruction geared toward fostering language development including, but not limited to differentiated materials and supplemental support services. Essentially, they will become part of the RTI program with an individualized student plan to meet language acquisition goals in addition to grade level state goals. If families do not notify us, teacher recommendation will be utilized to prompt ELL assessments. Monitoring and evaluation will take place through consistent testing practices and maintenance of individual student plan. Once proficiency is met with language acquisition, the school will continue services until student has closed learning gaps that may have resulted from ELL development. Proficiency in these terms are measured by the RTI program requirements.

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.

ENCORE will challenge students to learn to the maximum of their ability by offering advanced opportunities either within the general education setting or through advanced sections of classes for students identified as gifted in those subjects. Students will be identified by proficiency levels on the Performance Series assessment. All students, despite their struggling or advanced levels, will be provided curriculum and instruction at their level to challenge them to reach their potential. Therefore, all students will receive differentiated instruction within the classroom, requiring work that challenges them to go deeper in their understanding, apply their knowledge and be creative in their work. Where appropriate and necessary, students will be provided additional opportunities to experience learning within their area of need to either be challenged or receive intervention. All students will be assessed three times each year on the Performance Series assessment to monitor their growth and progress. Based on the results, ISPs will be adjusted with goals and plans to reach their desired performance levels.

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)

1. Parents will identify students upon enrollment by checking the appropriate box on the enrollment form, and will provide the most recent Multidisciplinary Evaluation Team (MET) and Individualized Education Plan (IEP) or 504 Plan. Office staff will photocopy the paperwork and give it to the special education (SE) or 504 coordinator. The SE or 504 Coordinator will then obtain any further paperwork from the previous school and contact the parents to ensure the appropriate plan is in place moving forward.

2. For identifying students in need of special education services, the school will employ a Response to Intervention (RTI) model. Students who do not make expected gains after going through all levels of the RTI process will be considered for special education testing. Testing will be completed by a qualified school psychologist, speech pathologist, social worker, Occupational Therapist, or other professional depending on area of need. If the student is found eligible for 1 or more services, an IEP will be written. Whether the student is found eligible or not, the IEP Team will conduct a meeting including the parent to discuss the results and the next steps.

For identifying students in need of a 504 plan, the school will evaluate based on knowledge of a medical situation which has impacted a student's ability to be successful at school. A 504 coordinator will follow the written procedures to notify the parents and sign permission to move forward with an evaluation. The evaluation team will consider all required areas including the necessary medical documentation, performance in all school settings, attendance, motivation, etc. If it is determined the medical situation is impacting their ability to move forward at school, a 504 plan will be created. In both special education and 504 services, the parents will be provided clarity and understanding of the process and their rights under IDEA and Section 504.

3. (1) A form allowing the school to request special education records and/or 504 plans will be signed by parents at the time of enrollment. School staff will send the request to the previous school. If records are not sent in a sufficient time period, the SE or 504 coordinator will call appropriate staff at the previous school and resend the request. (2) Special education and 504 records will be kept with all other student cumulative file paperwork in a locked location. Keys must be requested from proper staff and staff must sign out whose records they are reviewing with the time and date. (3) Records will be audited throughout each school year by the SE or 504 coordinator to ensure compliance.

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.

ENCORE will provide a full continuum of exceptional children's education programming. It is the goal and intent to meet the needs of all learners despite disabilities or challenges. We believe all children can and will learn and that it is our responsibility to provide appropriate programming and support to ensure this.

1. ENCORE will provide resource room and push-in services as determined by each student's least restrictive environment. Accommodations, modifications, strategies, and other programming will be determined on an individual basis at annual IEP meetings. The school will also provide services from a licensed speech therapist, occupational therapist, audiologist, and physical therapist or social worker as needed.

2. Students with disabilities will be provided with a Free Appropriate Public Education based upon the least restrictive environment as determined by the IEP team, which will include the parent. Special education and general education staff will be provided with training to ensure they are following the IEP in providing FAPE. The SE coordinator and the building administrators will do observations, evaluations, and periodic audits to be sure staff are following procedures.

3. IEP meetings will be held annually and will include the parent. If the parent cannot attend, their input will be obtained by the caseload manager and will be considered and included in the IEP process. Special and general education teachers will be in contact with parents at least once per marking period (other than planned conferences) to ensure that they are aware of student progress. Progress on IEP goals will be reported as determined at the IEP meeting, typically during each grade-reporting period.

4. Related services will be provided as determined by the IEP meeting. Providers will be contracted or hired by ENCORE depending on the needs of the population. Vendors have already been contacted to discuss available services and prices should the charter be issued.

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.

1. ENCORE will monitor progress according to an absolute performance index including the school performance composite, the schools national percentile ranking and comparison growth progress, college-readiness benchmarks as defined by the EPAS system of testing and ACCUPLACER scores, future-ready core participation, and the 5-year cohort graduation rate. Please refer to Mission Specific Goal Summary in Appendix R, which describes the benchmarks for measure against the three focus outcomes of Encore Academic Excellence, Virtuous Character, Disciplined Artistry.

2. A culture of continuous improvement is inherent to the design of ENCORE. The school will utilize data continually to improve school culture, organization, management, curriculum and instruction to advance student learning. **FORMATIVE:** The high level of interaction between the teacher and students will allow for one method of ongoing evaluation of student mastery. Individual Student Plans will be kept and used by teachers to benchmark growth in learning. Formative assessments will be used daily as required within the curriculum pacing guides and lesson plan template. **GROWTH:** Encore will partner with Performance Series testing by Global Scholars for grades K-8 and ACCUPLACER testing by College State Board to provide another level of assessment, which will guide instruction. Students begin with Performance Series and ACCUPLACER Diagnostics at the start of each school year. These computer-adaptive assessments provide a detailed analysis of each student's academic strengths and weaknesses. Based on performance on the diagnostic test, a personalized learning path will be created for each student. Students will test on Performance Series three times (fall, winter, and spring) and ACCUPLACER Diagnostics at minimum two times during the school year (fall & spring) and students and staff members will be held accountable for meeting specific growth targets. **BENCHMARK:** Achievement Series by Global Scholars will be utilized as interim assessments to benchmark mastery of grade level curriculum standards. The Achievement Series tests we have created align the National Common Core Reading and Math and our curriculum pacing guides to ensure that we can intervene and reteach as necessary. This will help provide teachers a road-map to closing achievement gaps and moving students forward in their learning. **ABSOLUTE PERFORMANCE:** Encore will utilize the state adopted performance-based accountability system to ensure at least a year's growth in learning for all students as a minimum standard, with the goal to advance most students beyond the yearly annual target to close gaps and keep our students aiming for college level readiness. The school will continue to monitor the progress of the changing standards of measurement through the NC Accountability and Reform Effort (ACRE) in order to accurately demonstrate student mastery of content and growth.

In accordance with the state's accountability model, Encore will administer Explore, PLAN, ACT (EPAS) and WorkKeys to the appropriate grade levels for the purpose of providing additional diagnostic tools for students and teachers. The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school.

Encore will offer Advanced Placement (AP) instruction in addition to dual enrollment and those scores will be considered as indicators of college-preparation success. All students will be prepared for a college experience on the spectrum from local community colleges to highly selective universities.

3. Report Cards will be provided at the end of each trimester and progress reports mid-trimester. Parent-conferences will be held 2x per year to discuss progress.

ENCORE Academy recognizes that the personal, social, physical, and educational growth of children will vary and that students should be placed in the educational setting most appropriate to their needs at the various

stages of their growth.

It is the policy of ENCORE that each student shall be moved forward in a continuous pattern of achievement and growth that is in harmony with his or her own development. Such a pattern should coincide with the system of grade levels established by the Board of Directors and the instructional objectives established for each.

A student will be promoted to the next grade level when s/he has:

- A. Demonstrated the degree of social, emotional, and physical maturation in line with their learning plan, IEP, or 504, necessary for a successful learning experience in the next grade and
- B. In the opinion of the professional staff, achieved the instructional objectives set for the present grade.
- C. Demonstrated sufficient proficiency to permit him or her to move ahead in the educational program of the next grade.

However, in addition to these considered factors each year, a student who by the conclusion of the 2nd, 5th and 8th grade, has not scored within the designated grade level range on Encore's chosen nationally norm referenced assessment will be retained and required to repeat their current grade level in order to develop the skills necessary to succeed at the next grade level. The school principal or designee approves the final determination of promotion and Retention.

In addition, the following factors are considered when making a decision for retention by the professional staff in the students academic and social livelihood:

Student performance based on report cards, portfolio, academic records, assessments, discipline record, attendance record, maturity and social level, age of the student, reading level, previously retained, interventions, special education services or any other pertinent information.

The school principal/designee, however, reserves the right to retain a student in the same grade when in his/her judgment, despite the objection of a parent, and in combination of the above-listed factors strongly suggests that a student needs to have another year of growth in order to be successful at the next grade level.

4. Please see Appendix B2 for Graduation Requirements: Students at Encore Academy will graduate with the skills necessary to be successful in college, work, and life including:

- *They will be globally competitive with 21st Century with knowledge, skills, performances, and dispositions.
- *They will be healthy and responsible.
- *They will be able to communicate at a basic level in the four arts disciplines -- dance, music, theatre arts, and visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.
- *They will be able to communicate proficiently in at least one art form including the ability to define and solve artistic problems with insight, reason, and technical proficiency.

*They will be able to develop and present basic analyses of works of art from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.

*They will have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

*They will be able to relate various types of arts knowledge and skills within and across the arts disciplines. This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.
2. Explain the plan for graduating students with special education needs.
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

1. ENCORE will meet and exceed the Future-Ready Core requirements. Appendix B2 includes a chart comparison of Encore graduation requirements with Future-Ready Core requirements. In addition to explicit content, the ENCORE program trains individuals in intellectual behaviors and habits that will prepare them to be successful in their post-secondary endeavors. The development team has a specific timeline of academic goals, designed to ensure college-career readiness. Growth in students is benchmarked throughout each year from 2-11th grade to ensure students are on target with the application of their knowledge to be accepted and perform successfully in college. ENCORE will measure grade-points on a 4.0 scale consistent with most traditional post-secondary institutions. Transcripts will be created using the NC Wise/Powerschool System and contain all required and pertinent information for college entrance including but not limited to courses taken, grades and credits achieved, honors, citizenship, basic demographics, Plan of study, and appropriate standardized test scores. The transcripts be approved by a school official.

2. Graduating a student with special needs starts with the IEPT and the ability to forecast and plan to prepare a special needs student with the Least Restrictive Environment to ensure they have the same opportunities to graduate as any other student. Through the IEP process transition planning will be conducted when students enter the 9th grade to begin preparation for graduation. If alternate routes are deemed necessary by the IEPT, plans will be made and set in motion to fulfill the terms of alternate routes to graduation.

3. Encore is designed to create success for all students. In that regard, the schedule has been designed in trimesters which allows for creative ways to offer credit recovery within the normal school day. Students will also have the opportunity to participate in online learning through designated vendors with supervision from Encore staff. Additionally, because of the small community within the school, the culture of Encore serves as prevention from drop out and late graduation. Teachers and staff form relationships with students that support positive attainment of goals. Finally, as the school

grows, Encore plans to implement an Alumni Success Program, which helps and guides students through and to success in the post-secondary setting. It has proved successful at other schools we've researched.

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.

The Draft Student Handbook provides further description of each item below and is found in Appendix C.

1. Encore seeks to prevent disciplinary problems by focusing on building virtuous character, one of the pillars of the schools mission. Self-discipline is the goal for all Encore students. To encourage the development of this virtue, positive reinforcement will be used. Students are expected to follow the rules and regulations of Encore Academy. The Academy will uphold the code and will exercise proper discretion as it pertains to each student. When necessary, school discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the most common discipline problems involve non-criminal student behavior.

The tools and concepts of positive discipline include: Mutual respect. Identifying the belief behind the behavior. Effective communication and problem solving skills. Discipline that teaches (and is neither permissive nor punitive). Focusing on solutions instead of punishment. Encouragement (instead of praise).

2. List OF Typical Disciplinary Actions: Conference with student, Parent Conferences, Referrals, Detention, In-School Suspension, Suspension, Expulsion from the Academy

K-12th Grade List of General Suspension or Expulsion Incidents: Fighting, Serious Roughhousing, Severe Disrespect Towards Authority, Harassment, Serious Threat, Sexual Harassment, Profanity or Obscenities, Bullying, Gambling, False Alarm (Fire, Threat), Drug /Alcohol/Tobacco/Fire materials possession, Compromising public safety, Weapon possession, arson, criminal sexual conduct.

3. DISCIPLINE & SPECIAL EDUCATION STUDENTS: These policies shall be applied in a manner consistent with the rights secured under federal and state law to students who are determined to be eligible for special education programs and services.

School officials may suspend a disabled student (as identified by IDEA 2004)

for up to ten (10) consecutive days without implementing procedural safeguards. However, a suspension in excess of ten (10) consecutive school days constitutes a "change in placement" for which procedural safeguards must be implemented.

Before implementing a suspension for a disabled student for more than ten (10) consecutive school days, the school district must provide due process protection given non-disabled students, and must take the steps described in the draft student handbook in Appendix C:

4. Due Process for Disciplinary Action: The Encore Board of Directors assumes its responsibility to assure every students right to an equal education opportunity. These procedures include a notification of discipline and an opportunity for students to explain their version of what happened. When discipline involves long-term suspension or expulsion, students will be provided a formal hearing.

PARENT GRIEVANCES: Encore Academy is committed to an equitable and timely process for grievances. A student, parent, or guardian may initiate the grievance procedure to appeal any final decision (a decision from a school employee from which no further appeal to a school administrator is available) of school personnel within the school system, as outlined in this policy. Grievances that involve an alleged violation of board policy or state or federal law or regulation by a final administrative decision may be appealed to the School Board. All other grievances may be appealed to the superintendent/designee but may only be appealed to the board at its discretion.

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: The Capitol Encore Academy

Mailing Address: 2405 Robeson

City/State/Zip: Fayetteville NC 28305

Street Address: 2405 Robeson

Phone: 910-323-3600

Fax: 910-323-3640

Name of registered agent and address: Robert Poole II
2405 Robeson Street
Fayetteville, NC 28305

FEDERAL TAX ID: 45-5389101

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
Jeremy Feibig	Board Member	CUMBERLAND	Theater Director and Producer

Steven Barnard	Board Member	CUMBERLAND	Military Relationship Specialist
Linda Huff	Board Member	CUMBERLAND	H&H Homes, President
Wallis Quaintance	Board Member	CUMBERLAND	Actor, Educator
Robert Poole II	Board Member	CUMBERLAND	CPA
Angela Romanowski	Board Member	Out of State	Director of School Development and Programs

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 Encore Board supports a governance philosophy where the board makes broad policies based on school obligations, mission, and goals, and where the board has an advisory role, focusing on productivity and results. We strive to have each board member bring value to the school through active participation and to sustain cooperation and harmony between management and the board. Lastly, we recognize that the success of our school lies in part in our ability to govern with commitment and skill.

The Board of Director's shall develop the standards and criteria by which they will evaluate themselves. In developing the standards and criteria, the board is to be in agreement on what performance standards and criteria are important to ensure that the school is doing the right things in the most efficient and effective manner possible.

The board process will center on the opportunity to engage in a constructive dialog about making the future better. The Board will focus its duties and responsibilities as follows:

- : Conduct of board meetings, how we work together as a group as well as what we accomplish as a group
- : Board adherence to policies and bylaws
- : Board member preparation
- : Long range planning and monitoring
- : Board time spent on educational and student achievement issues
- : Board member communication

In addition, the board will annually evaluate its progress toward meeting its organizational and performance goals.

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

The Board is currently comprised of 6 members with the desire to be no less than 5 and no more than 7. The goal is to have a skill set on the board

composed of Business, Education, Arts, Finance and Military Community. Other considerations will be legal and parent. The board will be contracting with legal counsel so it was not the priority over the parent option for the 7th member. This structure will help to balance all the facets required to implement school success. a.) Charter schools need strong educational expertise to employ innovation and excellence as well as sound expertise in business and financial practices because charters are in fact businesses. In addition to that framework, Encore will provide a focused arts program and therefore needs expertise grounded in the arts. Also, because there is a strong military community presence in Fayetteville, we want to ensure the school is connected in that area, as well. The key is that ALL board members are passionate and committed to the mission and vision of the school and want to share their expertise to make it a success. b.) the board will evaluation the success of the school and the school leader based on the progress toward the mission specific goals and the benchmarks set forth. (Refer to Encore MSG Summary in Appendix R.) The board will also participate in strategic planning to ensure that the goals remain updated and relevant over time. c.)The board will ensure that there is active representation of all desired stakeholders including parents. If there is not direct representation of a particular stakeholder on the board itself such as a parent or military community representation, those members will be recruited to participate in the board committees, which tentatively would be Finance, Operations, Performance, and Governance to ensure they are involved at a high and valuable level in the planning and goal setting for the school.

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?*

According to the National Charter School Resource Center, "Effective board governance does not come without first finding people who are willing and able to serve. As the number of charter schools has grown, so has the need for people to serve on boards." It is essential that the recruitment of board members is intentional and focused, not just on the willing, but on those who have a passion for quality educational choice as well as a specific skill-set that will contribute to the overall health of the board and ultimately, the school. The recruitment of board members for Encore Academy has been deliberate to ensure a well-rounded group, representative of many different perspectives and skills. The skill sets range from extensive education experience, to business and finance, and then to the arts. Encore is focused on the arts and therefore needs to secure board representation with this knowledge and skillset.

When filling a board vacancy, the Encore founding team believes that it is necessary to seek specific, targeted recommendations from a wide variety of sources. Upon receiving recommendations, all potential board members must go through an appropriate vetting process to educate them on the responsibilities of a board member and to see if they will be a good fit for the team. Encore seeks to have no board position open for longer than 6 months.

4. *How often will the board meet?*

The board will meet a minimum of one time each month on a 12 month calendar.

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).*

The Encore Board will use The National Charter School Institute (NCSI) for Board training and development of Board Policies. This service will assist the Board in crafting accurate and necessary policies for successful governance. It will also ensure that the Board continues to update its policies as new laws or regulations are introduced. Access to the policies is also secure and web based, making the policies themselves more user friendly and readily able for distribution. Training from NCSI will help the Board members to more clearly understand their roles and responsibilities in the governance of the school.

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

Board membership often involves situations where ethics come into play, making even the appearance of a conflict of interest problematic for both the board member and the school they represent.

It is important for the board to be diligent as new contractual relationships are considered and to avoid conflicts or the appearance of conflicts. It is also important for the board to understand the interest and relationships of potential new board members prior to considering their appointment as a board member.

A conflict of interest is defined as an instance in which a public official's decisions are influenced by his/her personal interests. Members of government boards must at all times be scrupulously cognizant of their public trust in relation to their private business dealings. Because of the deep community impact Encore has incurred, the founding board recognizes the opportunity for conflicts of interest amongst board members. The board members have agreed to high levels of integrity and removing personal hats in the interest of the school. The by-laws hold that if a conflict arises the board member will abstain from any discussion or vote on the matter. If the board member cannot excuse themselves from this matter they will step down from their position. If other members of the board feel their has been conflict, they will immediately seek to resolve the situation even if to vote to remove a member based on unethical behaviors.

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

The Encore Board will use The National Charter School Institute(NCSI) for Board training and development of Board Policies. This service will assist the Board in crafting accurate and necessary policies for successful governance. It will also ensure that the Board continues to update its policies as new laws or regulations are introduced. Access to the policies is also secure and web based, making the policies themselves more user friendly and readily able for distribution. Training from NCSI will help the Board members to more clearly understand their roles and responsibilities in the governance of the school.

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.*

Encore will develop a "Family Teacher Organization" (FTO). Encore recognizes that the age-old adage "it takes a village to raise a child" is of strong importance today. It is no longer just parents raising children and includes extended family. The goal of the FTO is to develop a core of involved caregivers to lead an effort in increasing family involvement in

the education of their children. The concept of the FTO is to enhance relationships between teachers and caregivers by building strong family school partnerships. Monthly meetings will highlight family engagement strategies.

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.

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: The Romine Group
Address: 7877 Stead, Suite 100
Utica MI 48317
Website: www.therominegroup.com
Phone Number: 586-731-5300
Contact Person: Will Kneer
Fax: 586-731-5307
Email: will@therominegroup.com

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include a copy of the proposed management agreement as Appendix J of the specified EMO or CMO.*

The Romine Group (TRG) successfully completed the North Central Associations Corporate Accreditation process as of January 25th, 2012. TRG demonstrated evidence of encompassing the Seven Standards of NCA as evidenced by artifacts, interviews, and building observations. As a systems entity, this extends to any and all TRG schools. Any school managed by TRG is automatically afforded NCA Accreditation status after remitting dues. This allows new schools the opportunity to take part in NCA benefits right from

start up, and gives new schools access to the support network within NCA.

The accreditation process involves three ongoing components: 1) meeting high quality standards; 2) implementing a continuous process of improvement; and 3) engaging in quality assurance through internal and external review. The corporations accreditation is for a five-year term with regular monitoring of progress and reporting occurring during the term.

Systems Accreditation as conferred by the AdvancED Accreditation Commission provides TRG a nationally-recognized mark of quality. It demonstrates to parents, students, and education partners a high commitment to excellence, openness to external review and feedback, and a desire to be the best on behalf of the students.

- 2. What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

Several other management companies with extensive experience were examined in the development of this application. The history and fees associated with National Heritage Academies, Charter Schools USA, as well as self-management were taken into consideration along with TRG. Founding team members have shown optimism towards a partnership with TRG during conversations and planning meetings that have taken place thus far. TRG as compared to other management companies show a balance between structured best practices and allowing a school to be innovative to meet the needs of the community. Initial conversations have lead the team to believe that The Romine Group possesses the qualities and experience necessary to fulfill the needs that have been identified. Based on the wants and needs of the community in the design and implementation of the school along with the experience of The Romine Group to implement successful schools, the Encore Board feels confident with this decision and will continue to evaluate and monitor the management contract and accountability. The Board recognizes the responsibility for holding TRG, or any other EMO, accountable for the responsibilities outlined in a management agreement and ensuring that our students and schools best interests come first at all times.

- 3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

Performance:

The Romine Group trains the staff at all schools they manage in a systematic, data-driven approach to student achievement. The students at TRG schools benefit from targeted and timely intervention starting in the early grades and continuing on through high school, with every teacher owning the performance of the students within their classroom. Each TRG school has achievement targets based on National Percentile Rankings as well as growth targets based on the needs of individual students. The highest performing school managed by TRG is Merritt Academy, located in New Haven Michigan. The students at Merritt have significantly outperformed the state average as well as their host district. Merritt Academy has a committed and effective teaching staff, who understand the needs of the students in the building and possess the skills to address those needs. The school leaders at Merritt have worked diligently to equip and train the staff and they have a low

teacher turnover rate.

The lowest performing school managed by TRG is The New Standard, which is located in the projects of Flint, MI. Historically, the people in the city have not been offered a quality educational choice other than private schools, which most people in the area cannot afford. The New Standard opened in the Fall of 2012 and with time, TRG believes the school will raise the bar and provide great promise for the educational future of the young people in Flint.

For further information regarding the academic performance of TRG schools, please refer to Appendix R "TRG Performance Data."

Governance:

With all schools The Romine Group manages, The Board of Directors is responsible for the oversight and governance of the school. Through a management agreement with TRG, the Board delegates the responsibility of day-to-day operations and planning. TRG is charged with the responsibility of ensuring the schools academic success, financial viability and operational structure. The Board evaluates TRGs effectiveness by monitoring progress towards objectives determined by the board, which can be found in the proposed management agreement. TRG reports at monthly meetings regarding their progress towards set objectives, challenges that have arisen and opportunities or methods to overcome these challenges. Historically, TRG has demonstrated a focus on productivity and results, the efficient use of resources as well as the ability to maintain harmony and a positive working relationship with the boards of the various schools they manage. Legal counsel has confirmed that provisions exist within the contract between TRG and Encore Academy that would allow for the school to terminate the contract at any point, with or without cause and without penalty.

Financial:

: Extensive accounting policies and procedures are in place to safeguard the assets of TRG managed schools.

: An outside-certified public accounting firm has performed financial audits of all Academies annually. These audits have never received anything other than an unqualified opinion (This is the best opinion that can be received in a financial audit).

: TRG has prepared applications for short-term financing from the State to allow the Academies to meet cash flow needs.

All Romine Group schools operate with a positive fund balance as seen in the section below detailing financial information over the past 3 years.

4. *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

The Board of Directors will be responsible for the oversight and governance of the school. This governance will start with identifying and adopting policies related to academics, discipline, personnel, finances and compliance. A key component to ensuring that these policies are upheld will be in managing the Boards contractual relationship with TRG, and developing and upholding measures of accountability for TRG. TRG will be held responsible for the successful operation of the school and its ability to provide academic results against Board goals. The Board will demonstrate

due diligence when considering information and recommendations made by TRG concerning staffing, budgets, policies, rules, compliance and general operational decisions. The Board will at all times have the authority to make decisions based on the schools best interest pertaining to governance, accountability, contractual relationships and compliance with State and Federal guidelines.

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

The Encore staff will fall into two separate employment agreements. School administration and support staff will be directly employed by The Romine Group, while teachers will be jointly employed by TRG and the Board. Joint employment indicates that the hiring of a teacher is subject to review and approval of the Board, as is termination or any other related action concerning their employment. The joint employment offers teachers the opportunity to participate in the TRG employee benefits and retirement package. Both groups of employees will pursue integrating the Board's mission and vision into the school while operating under the guidance of the policies that the Board adopts. All employees will operate within the guidelines of the TRG Encore Employee Handbook as well as the Encore Staff Handbook to be developed with administrative team.

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*

The Board of Directors will be responsible for the oversight and governance of the school. Through its management agreement the Board will delegate the responsibility of day-to-day operations and planning to TRG. TRG will be charged with the responsibility of ensuring the schools academic success, financial viability and operational structure. The Board will evaluate TRGs effectiveness by monitoring progress towards objectives determined by the board, which can be found in the proposed management agreement. It is expected that TRG will report at monthly meetings progress towards set objectives, challenges that have arisen and opportunities or methods to overcome these challenges. TRGs ability to make progress towards, and ultimately reach these goals, will determine the ongoing relationship between the Board and EMO. Legal counsel has confirmed that provisions exist within the contract with TRG that would allow for the school to terminate the contract at any point, with or without cause and without penalty.

7. *Is the facility provided by the EMO/CMO? N If so what is the rental cost per square foot?*

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

The EMO has not managed a school in North Carolina, however, you will find fund balances and surpluses by fiscal year for other schools they have managed in the last three years.

Merritt Academy

FY 6/30/12: Fund Balance, \$101,794: Surplus, \$56,024

FY 6/30/11: Fund Balance, \$45,770: Surplus, \$25,499

FY 6/30/10: Fund Balance, \$20,270: Surplus, \$8,874

Trillium Academy

FY 6/30/12: Fund Balance, \$1,442,071: Surplus, \$189,631

FY 6/30/11: Fund Balance, \$1,252,440: Surplus, \$306,861

FY 6/30/10: Fund Balance, \$945,579: Surplus, \$255,413

Madison Academy

FY 6/30/12: Fund Balance, \$478,792: Surplus, \$65,259

FY 6/30/11: Fund Balance, \$413,533: Surplus, \$71,383

FY 6/30/10: Fund Balance, \$484,916: Surplus, \$279,361

Hanley International Academy

FY 6/30/12: Fund Balance, \$725,934: Surplus, \$380,157

FY 6/30/11: Fund Balance, \$1,106,091: Surplus, \$270,988

FY 6/30/10: Fund Balance, \$835,103: Surplus, \$109,591

St. Clair County Intervention Academy

FY 6/30/12: Fund Balance, \$699,793: Surplus, \$42,666

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.*

High salaries are often thought of as the "silver bullet" when it comes to recruiting and retaining high quality teachers, but the Center for Teaching Quality has done extensive research demonstrating that high salaries may bring a teacher to a school but they are often not enough to make them stay. Retaining a quality staff is a combination of factors including salaries, preparedness, working conditions, and adequate support. Keeping these factors in mind, the vision of teacher development at Encore should be thought of in terms of "human capital management," or a people-centered approach. Essentially, the greatest asset to a school is an effective teaching staff. In light of that truth, Encore will devote resources to the development and support of talented individuals to encourage the growth of our "human capital" and yield the greatest dividends in terms of student achievement.

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.*

All teaching positions will be jointly employed by TRG and the Encore board. A further explanation of this is the hiring or termination of a teacher may be recommended by TRG, but approval by the school Board is required. Additionally, teaching staff jointly employed can then participate in the pay schedule and benefits package offered by TRG. Although employed by both TRG and the board, the policies and regulations of the TRG Staff Handbook will apply based on Board approval.

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

criminal background checks.

The hiring or termination of a teacher is subject to review and approval by the school board. TRG has numerous recruitment and hiring policies in place to ensure that staff members have adequate education and certification in order to satisfy the requirements set forth by State law and NCLB. Certification and/or graduation requirements are listed along with each job posting. Prior to securing an interview an applicant must provide all needed documentation including necessary proof of certification. Once an applicant with the necessary qualifications has been identified as a desired potential candidate they will enter into the employment process, which again will require them to provide TRG and the school with proof of any necessary certification, licensing or graduation requirements as well as a bevy of other necessary employment documentation. The board at Encore Academy shall adopt a policy requiring all school personnel to be checked for a criminal history before the applicant is offered an unconditional job. The board shall apply this policy uniformly in requiring applicants for school personnel positions to be checked for a criminal history.

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

The following outlines annual starting salary ranges for full-time employees of Encore Academy.

School Administrator I: \$3349-\$5833/monthly + benefits

Teachers (Bachelors Degree): \$30,800-34,450/annually + benefits

Clerical: Salary Grade: 55: \$1,875.09-\$2,000/monthly + benefits

Custodian I: Salary Grade: 50: \$1,856.73-\$2,000/monthly + benefits

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

All TRG employees are "At Will Employees" and are free to resign at any time with or without cause, just as TRG is free to separate from employment at any time with or without cause. TRG considers its employees to be its largest resource, and thus invests a substantial amount of time and money into developing each employee. If a decision is reached to terminate an employee it is viewed that somewhere along the hiring/employment process that we have failed to accurately assess or develop an employee and is not a decision that is taken lightly.

Employees are observed and given feedback on a regular basis. This feedback is given in written form and will include areas that can be improved upon and resources available to help foster such improvement. If an employee is not showing desired improvement in an area of need they may be placed on a Corrective Action Plan (CAP). The CAP will contain documentation indicating past efforts to correct the issue and a plan, which will ensure employee success. If the desired improvement is not seen within a specified amount of time action may be taken up to and including termination. At times an employees actions or lack thereof can result in immediately being placed on a CAP. When such is the case the timeline for improvement will typically be much shorter. Additionally, there are circumstances that will necessitate an employee to be terminated immediately. Upon termination an employee will receive a Letter of Separation, which will detail any remaining pay due to the employee and an explanation and schedule of benefits.

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

ENCORE seeks to hire specialized arts teachers with dual concentrations to allow for a full-time schedule. When that is not possible, ENCORE will hire multiple part-time staff to ensure appropriate licensure.

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.*

ENCORE acknowledges and understands that the school is responsible for assuring that all students attending ENCORE receive a free appropriate public education (FAPE). This includes special needs students, ELL and gifted students. ENCORE will use the combination model for the delivery of appropriate services. Specifically, ENCORE will be responsible for providing instruction according to the IEP's of special education, and in accordance with the individual needs of ELL's and gifted learners. ENCORE will deliver specialized education instruction primarily within the regular classroom, and will provide resource room and other pull-out services as required. As the foundation and driving force to the provision of services, the principle of excellence will direct all decisions. The state and federal laws define the minimum requirements for ENCORE and the school will consistently go above and beyond to deliver the highest level of educational services to all students.

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).*

General Qualifications for Individual Positions

: PROFESSIONAL EDUCATOR'S LICENSE QUALIFICATIONS: STANDARD PROFESSIONAL 1 (SP1) Professional Educator's Licenses are intended for teachers with 0-2 years of teaching experience, and are valid for three years: STANDARD PROFESSIONAL 2 (SP2) Professional Educator's Licenses are intended for teachers with 3 or more years of teaching experience, and are valid for five years.

: ADMINISTRATORS/SPECIAL SERVICE PERSONNEL REQUIREMENTS:

Requirement for All Areas:

Obtain a valid Standard Professional 2 (SP2) Professional Educator's License.

: SCHOOL ADMINISTRATOR - SUPERINTENDANT: Eligibility to serve as a superintendent must be verified by the State Board of Education prior to election by a local board of education in addition to the following: Minimum of one year of experience (or the equivalent) as a principal: Advanced graduate level (sixth-year degree) in school administration: Meet the required score on the School Leaders Licensure Assessment (SLLA) test administered by Educational Testing Service (ETS)OR: At least a bachelor's degree from a regionally accredited college or university and five years leadership or managerial experience considered relevant by the employing local board of education.

: SCHOOL ADMINISTRATOR - PRINCIPAL: Completion of an approved program in school administration at the master's level or above: Meet the required score on the School Leaders Licensure Assessment (SLLA) test administered by Educational Testing Service (ETS).

: SCHOOL ADMINISTRATOR - ASSISTANT PRINCIPAL: Completion of an approved program in school administration at the master's level or above: Meet the required score on the School Leaders Licensure Assessment (SLLA) test administered by Educational Testing Service (ETS): Provisional principal's licenses are issued for service as an assistant principal if the local board determines there is a shortage of individuals with principal licensure.

: EXCEPTIONAL CHILDREN PROGRAM ADMINISTRATOR: *Licensure as an exceptional children program director is a supervisory classification: A master's degree in an exceptional children area or an advanced (sixth year) degree in school psychology: Three graduate semester hours of credit in each of the

following: Administration, curriculum development, supervision: NTE/Praxis Educational Leadership: Administrative and Supervision. Educational Testing Service (ETS)OR: A master's degree in administration and/or curriculum instruction: Nine semester hours of course work in exceptional children: NTE/Praxis Educational Leadership: Administrative and Supervision. Educational Testing Service (ETS).

: SCHOOL COUNSELOR: Completion of an approved program in school counseling at the master's level or above
NTE/Praxis School Guidance and Counseling test. Educational Testing Service (ETS)

SCHOOL SOCIAL WORKER: Completion of an approved program in school social work at the bachelor's level or above

Staff Evaluation and Professional Development

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

TRG shall provide instructional personnel with at least the minimum number of professional development hours as required under the Authorizing Law. The Romine Group in cooperation with the school leader will monitor teacher licensure requirements.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, 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.*

Attracting, developing, focusing and retaining high performing employees will be essential to the success of the school and the completion of it's mission, to develop artists who inspire others with principles of design and artful thinking through academic excellence, positive character, and disciplined artistry. In conjunction with the principal of the school, TRG will work to recruit high caliber individuals who are selected based on their credentials and belief in the type of programming Encore seeks to provide. Moreover, TRG and the board 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. Formal teaching staff evaluations will be conducted three times each year with interim informal observations completed for feedback and coaching. Staff members will be required to participate in mentoring relationships with veteran employees according to designated hours and criteria to ensure that new staff members receive the support and guidance they need to be successful at their jobs. When possible, Encore will use pay for performance, with performance being measured by student achievement and attainment of Encore goals.

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.*

The entire Encore teaching staff will be exposed to the top educational practices and methodology through professional development, which takes place annually and throughout the each school year. The professional development experiences will extend into professional learning communities where teams of teachers work together continuously on book studies, online sessions, workshops, and weekly team meetings to assess student work, explore data, provide content coaching and collaborate for innovative lesson plans.

Professional development opportunities will include weekly observation and feedback, web-based resources, online courses, book studies, seminars, conferences, materials developed by our partners, and access to both internal and external consultants. The school will be supported by professional experts in arts and core academic integration who will provide on-site and web-based assistance and professional development around instructional practices, data use, curriculum, and school culture each with the goal of promoting excellent teaching and learning throughout the school.

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.*

Through our relationship with Uncommon Schools (Teach Like a Champion), Education Closet and/or RealVisions, Encore will provide intentional training and development programs focused on improving teaching and learning through research-based best practices. Professional development for teachers will be an integrated element of the school's culture, beginning with intensive orientation and training before the first school year and continuing throughout the year. The proposals included in the appendices show the extensive range of activities and support to ensure that the high quality arts integration will meet and exceed the expectations of the Encore vision.

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 Schedule:

August 13-26: Professional Development All Staff

November 7: Professional Development All Staff

February 13: Professional Development All Staff

Total Professional Development Days: 12

The school will be arranged into Professional Learning Communities where teachers share a common prep time to allow for collaboration and feedback.

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 reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

The marketing goal of Encore Academy is to provide information access year round about the Academy and events. We want people to "know" Encore and how to access the school and events. Providing year round marketing opportunities helps to maintain the necessary enrollment without having to exhaust efforts for one main marketing "push" during the year. The following are the marketing strategies and opportunities at Encore:

ON SITE MARKETING:

- *School Sign: Posting of school events and recruitment opportunities
- *Friday Folders: Informing of school events and family/friends events
- *Website: Easy access to basic school information

ADDITIONAL MARKETING:

- *Newspaper: Fayetteville Observer; Fayetteville Press
- *Television, Radio, Billboard: Explore cost effective most optimal option
- *Direct Mailing: To students in the Fayetteville area within the current enrollment age-range.
- *Flyers: Flyers distributed in local pre-schools, recreational facilities, local businesses, museums, etc.
- *Special Publicity Events: Press release opportunities for human-interest stories, awards and recognitions, projects and educational events, sports and extracurricular events.

SPECIFIC MARKETING EVENTS:

- *Parent Information Meetings: Scheduled for open enrollment, once per school year usually late winter early spring and advertised on school sign, newspaper, and mailing.
- *Kindergarten Round Up: Scheduled late winter early spring and advertised on school sign, newspaper, mailing, and flyers posted at local preschools.
- *Bring a Friend Night: Scheduled during open enrollment, late winter or early spring. Currently enrolled students can bring friends that do not attend Encore. Entertainment and light refreshments provided.

COMMUNITY PARTNERSHIPS: Build connected relationships based on positive interactions and reputations. These relationships offer opportunities of sharing information about the school and simply "putting our name out there."

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.*

ENCORE has the advantage of building upon many already outstanding community partnerships. These will be sustained and enhanced with a goal of tailoring our community partnerships in a manner that directly supports the educational plan and goals of the school. The core community partnerships listed below will be pursued and expanded in close consultation with the faculty. There are numerous additional community partnerships being explored and considered. Community partnerships will also be regularly reviewed and overseen by the Board of Directors.

1.) Fayetteville Technical Community College: Encore will benefit from working with the FTCC Arts Department to offer a mutual benefit of its students to interact with the Encore students to enhance the teaching and learning of the Arts.

2.) The Council for the Arts: Encore has developed a supportive relationship with the Fayetteville Council for the Arts. The Council for the Arts will be located in close proximity to the school and will offer the opportunity to participate in shows and exhibits at the Council in addition to participation in the Artists in Schools program. The program is designed to help local artists give back to the community and support arts education by

guest teaching in K-12 educational classrooms in a high quality arts teaching and learning experience.

3.) Parental Involvement: Encore will develop a "Family Teacher Organization" (FTO). Encore recognizes that the age-old adage "it takes a village to raise a child" is of strong importance today. The goal of the FTO is to develop a core of involved caregivers to lead an effort in increasing family involvement in the education of their children. The concept of the FTO is to enhance relationships between teachers and caregivers by building strong family school partnerships. Monthly meetings will highlight family engagement strategies.

The founding team believes that school partnerships are most effective when the following occur:

: Communication between home and school is regular, two-way and meaningful:
Responsible parenting is promoted and supported: Parents play an integral role in assisting student learning: Parents are welcome in school and their support and assistance are sought: Parents are partners in the decisions that affect children and families: Community resources are utilized to strengthen school programs, family practices and student learning.

4.) General Fayetteville Community: It is a priority for Encore Academy to have students experience community-based learning, bringing local artists, organizations, and experts from the community into the school as well as sending students out into the community for internships and other hands-on experiences. Fayetteville has been welcoming and supportive to the needs of Encore Academy downtown.

5.) Military Community: Encore Academy has been supported by the military connected families and the Fort Bragg community. Encore will set a goal of having at least one military connected member on the Encore Board of Directors to ensure the military community has a voice and can participate.

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.*

As a charter school in the state of North Carolina, Encore Academy will be open to all pupils in grades K-12 (following the grade expansion plan) who are qualified for admission to a public school under the laws of the State of North Carolina and who reside within the state of North Carolina. It is expected that the majority of students will reside in Fayetteville. The school will likely serve students from Cumberland, and Harnett Counties. Within one year after the charter school begins operation, the population of the school shall reasonably reflect the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located.

In administering the admission requirements set forth below, no admission decision shall discriminate against any student on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

In accordance with the law in the state of North Carolina, Encore Academy may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired (G.S. 115C-391).

Upon final State Board of Education approval, the school will have an open enrollment period starting on or approximately March of each year with duration of 2 weeks (14 consecutive days). After the first year, in the weeks prior to the open enrollment period, the school will conduct a re-enrollment period where current students will have the opportunity to claim their continuation for the upcoming school year. If the number of applicants exceeds the number of spots available, there will be an open and public lottery on that date. There will be written notice of the open lottery stating its purpose and it shall be posted, published and advertised pursuant to NCGS 143-318.12.

Enrollment Preference:

Preference is first given to currently enrolled students. Next preference would like to be afforded to the following ordered categories of applicants:

1. In the first year of the school's operation, children of the initial members of the school's Board, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less.
2. Children of the school's administrators, teachers, and support staff.
3. Siblings of currently enrolled students who were admitted to the school in a previous year.
4. All remaining applicants (If multiple birth siblings apply, one surname will be entered into the random selection process to represent all of the multiple birth siblings.)

Random Selection Drawing (RSD or Lottery):

The lottery will be held in a public forum and will be easily understood and followed by all observers. All students whose applications were filed by the application deadline will be separated by grade and entered into the lottery. A drawing of names by grade will then be held until all spaces are filled. An impartial individual will draw the names. To minimize the risk of bias, the school will exclude from the task of drawing names those who are employed by the school, or whose relatives are school employees, as well as those who are seeking admission for their children. One surname shall be entered into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be offered the first available seat in their respective grade or placed on a Sibling Priority Waiting List. Siblings are defined as children who have at least one common parent/legal guardian AND are living in the same household at least 50% of the time.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 260	LEA 430	LEA 000	LEA 260	LEA 430	LEA 000	LEA 260	LEA 430	LEA 000	LEA 260	LEA 430	LEA 000	LEA 260	LEA 430	LEA 000
Kindergarten	26	16		26	16		26	16		26	16		26	16	
Grade 01	26	16		26	16		26	16		26	16		26	16	
Grade 02	26	16		26	16		26	16		26	16		26	16	
Grade 03	26	16		26	16		26	16		26	16		26	16	
Grade 04	29	17		29	17		29	17		29	17		29	17	
Grade 05	29	17		29	17		29	17		29	17		29	17	
Grade 06	0	0		29	17		29	17		29	17		29	17	
Grade 07	0	0		0	0		29	17		29	17		29	17	
Grade 08	0	0		0	0		0	0		29	17		29	17	
Grade 09	0	0		0	0		0	0		0	0		29	17	
Grade 10	0	0		0	0		0	0		0	0		12	8	
	162	98		191	115		220	132		249	149		290	174	
	260			306			352			398			464		

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.

Encore will not allow transportation to be a barrier to any child attending the school. We expect that most parents will provide transportation for their children. When this is not a feasible option, the school will contract transportation services or make alternative arrangements for students in need of transportation. The school will designate a staff member to coordinate transportation needs so that all students who wish to attend the school have the opportunity to do so. Through the enrollment process Encore Academy will identify students who are experiencing homelessness as defined by McKinney Vento and ensure that they may attend the school through the provision of free transportation.

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.

Encore will participate in the National School Lunch Program, which means that any child at Encore may purchase a meal through the National School Lunch Program. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. (For the period July 1, 2012, through June 30, 2013, 130 percent of the poverty level is \$29,965 for a family of four; 185 percent is \$42,643.) Children from families with incomes over 185 percent of poverty pay a full price.

After-school snacks are provided to children on the same income eligibility basis as school meals.

*Encore will contract with a food service provider that adheres to the full dietary guidelines and requirements laid forth by the National School Lunch Program and the USDA.

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	\$4,807.00
Officers and Directors/Errors and Omissions		\$1,000,000	\$.00
Property Insurance		\$700,000	\$1,050.00
Motor Vehicle Liability		\$1,000,000	\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other		\$1,000,000	\$6,288.00
Total Cost			\$12,658.00

*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.

aromanowski 02/08/2013

(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 has located a facility utilizing a local realtor. Renovation plans have been drawn up and tentatively the plan moving forward is for The Capitol Encore Academy will be located in downtown Fayetteville, at 126 Hay Street. The facility offers a multifaceted achievement of the school's mission by supporting the historical significance of the structure, location, and name, the instructional program, and being a nucleus within the community.

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.*

A facility has already been designated, but does need interior construction to prepare for school. If something should happen with regard to our initial plan and effort to acquire this facility and construct it per our designs,

then the contingency plan would be a temporary resort. Depending on what the issue was, we would either lease or rent space in another facility while seeking a later occupy date or a new facility. We would research local churches and empty schools for temporary rent or lease options. The ideal location would be First Baptist Church 201 Anderson Street. This location is diagonally located to the current proposed facility. Additionally, First Baptist is equipped for a school with facilities including a gymnasium, classrooms, and playground area. The school is no longer in service and preliminary conversations are favorable to a partnership. We have inquired on utilizing some of their facilities already.

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 #1 260 - Cumberland County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,536.81	162	\$734,963.22
Local Funds	\$1,440.48	162	\$233,357.76
Federal EC Funds	\$3,571.78	18	\$64,292.04
Totals			\$1,032,613.02

LEA #2 430 - Harnett County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,932.03	98	\$483,338.94
Local Funds	\$1,001.16	98	\$98,113.68
Federal EC Funds	\$3,743.48	9	\$33,691.32
Totals			\$615,143.94

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	\$97,983	\$112,614	\$127,244	\$141,875	\$163,821
-Local Per Pupil Funds	\$331,471	\$389,826	\$448,180	\$506,534	\$590,184
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$1,218,302	\$1,434,109	\$1,649,917	\$1,865,724	\$2,175,429
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$1,647,756	\$1,936,549	\$2,225,341	\$2,514,133	\$2,929,434

***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:															
Lead Administrator	1	\$56,000	\$56,000	1	\$56,672	\$56,672	1	\$57,805	\$57,805	1	\$58,961	\$58,961	1	\$60,140	\$60,140
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	.5	\$46,000	\$23,000	1	\$47,858	\$47,858
Core Content Teacher(s)	12	\$31,600	\$379,200	14	\$31,979	\$447,706	16	\$32,619	\$521,904	18	\$33,271	\$598,878	22	\$33,936	\$746,592
Para Educator(s)	0	\$0	\$0	0	\$0	\$0	1	\$19,000	\$19,000	1	\$19,380	\$19,380	1	\$19,768	\$19,768
Electives/Specialty Teacher(s)	3	\$31,600	\$94,800	3	\$31,979	\$95,937	4.5	\$32,619	\$146,786	6	\$33,271	\$199,626	6	\$33,936	\$203,616
Exceptional Children Teacher(s)	1.5	\$34,000	\$51,000	2	\$34,408	\$68,816	2	\$35,096	\$70,192	2.5	\$35,096	\$87,740	3	\$35,798	\$107,394
Professional Development	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Counseling/Social Work	.5	\$34,000	\$17,000	.5	\$34,204	\$17,102	1	\$34,344	\$34,344	1	\$35,031	\$35,031	1	\$35,732	\$35,732
Office Manager	1	\$24,000	\$24,000	1	\$24,288	\$24,288	1	\$24,580	\$24,580	1	\$24,875	\$24,875	1	\$25,174	\$25,174
Secretary	1	\$22,502	\$22,502	1	\$22,772	\$22,772	1	\$23,046	\$23,046	1	\$23,323	\$23,323	1	\$23,603	\$23,603
Office Assistant	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	.5	\$19,000	\$9,500	1	\$19,380	\$19,380
Custodian	1	\$22,290	\$22,290	1	\$22,558	\$22,558	1	\$22,829	\$22,829	1	\$23,103	\$23,103	1.5	\$23,381	\$35,072
Total Personnel	21	\$255,992	\$666,792	23.5	\$258,860	\$755,851	28.5	\$281,938	\$920,486	33.5	\$351,311	\$1,103,417	39.5	\$358,706	\$1,324,329
Benefits:	# Staff	Cost Per	Total	# Staff	Cost Per	Total									
Disability	21	\$324	\$6,804	22	\$325	\$7,150	23	\$340	\$7,820	30	\$349	\$10,470	35	\$352	\$12,320
Health Insurance	21	\$5,192	\$109,032	22	\$5,400	\$118,800	23	\$5,616	\$129,168	30	\$5,841	\$175,230	35	\$6,075	\$212,625
Life Insurance	21	\$74	\$1,554	22	\$75	\$1,650	23	\$78	\$1,794	30	\$80	\$2,400	35	\$81	\$2,835
Medicare	21	\$461	\$9,681	23	\$463	\$10,649	30	\$468	\$14,040	35	\$468	\$16,380	40	\$487	\$19,480

The Capitol Encore Academy

Retirement Plan	21	\$2,541	\$53,361	22	\$2,553	\$56,166	23	\$2,668	\$61,364	30	\$2,736	\$82,080	35	\$2,757	\$96,495
Social Security	21	\$1,969	\$41,349	23	\$1,978	\$45,494	30	\$1,999	\$59,970	35	\$1,999	\$69,965	40	\$2,084	\$83,360
Total Benefits	126	\$10,561	\$221,781	134	\$10,794	\$239,909	152	\$11,169	\$274,156	190	\$11,473	\$356,525	220	\$11,836	\$427,115
Total Personnel Budget	147	\$266,553	\$888,573	157. 5	\$269,654	\$995,760	180. 5	\$293,107	\$1,194,642	223. 5	\$362,784	\$1,459,942	259. 5	\$370,542	\$1,751,444

***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	\$4,000	\$4,000	\$5,000	\$5,000	\$6,000
	Curriculum/Texts	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Instructional Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	School Supplies	\$5,000	\$5,000	\$6,000	\$6,000	\$7,000
	Testing Supplies	\$3,500	\$4,000	\$4,500	\$5,000	\$6,000
Human Resources Costs	Audit/Legal Council	\$10,000	\$22,000	\$22,000	\$22,000	\$22,000
	NC Wise	\$4,000	\$2,000	\$2,000	\$2,000	\$2,500
	Professional Development	\$20,000	\$15,000	\$15,000	\$10,000	\$10,000
Other	Business Services	\$73,098	\$213,020	\$244,788	\$276,555	\$322,238
	Contracted Ec Related Services	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000
	Food Plan	\$35,000	\$37,000	\$40,000	\$43,000	\$46,000
	Instructional Equipment	\$82,500	\$52,500	\$32,000	\$22,000	\$22,000
	Insurances	\$12,000	\$12,400	\$12,800	\$13,200	\$13,600
	Marketing Plan	\$10,000	\$8,000	\$8,000	\$6,000	\$6,000
	Office Equipment	\$40,000	\$15,000	\$15,000	\$10,000	\$10,000
	Transportation Plan	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
	Travel Expenses	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Rents and Debt Services	Custodial Supplies	\$10,000	\$10,000	\$12,000	\$12,000	\$14,000
	Extermination	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Facility Lease/Mortgage	\$226,418	\$263,992	\$318,790	\$346,628	\$427,352
	Maintenance	\$40,000	\$40,000	\$45,000	\$45,000	\$47,000
	Security/Alarm	\$9,000	\$4,000	\$2,000	\$2,000	\$2,000
Technology Hardware	Network/Internet/Support	\$15,000	\$15,000	\$20,000	\$20,000	\$25,000
	Student Data Analysis Tool/Warehouse	\$1,000	\$1,000	\$1,500	\$1,500	\$2,000
Utilities	Electric	\$40,000	\$40,000	\$43,000	\$43,000	\$46,000
	Energy	\$15,000	\$15,000	\$18,000	\$18,000	\$20,000
	Phone	\$8,000	\$8,000	\$9,000	\$9,000	\$10,000
	Water/Sewer/Trash	\$5,000	\$5,000	\$6,000	\$6,000	\$7,000
Total Operations		\$741,516	\$865,912	\$957,378	\$999,883	\$1,150,690

***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)	\$888,573	\$995,760	\$1,194,642	\$1,459,942	\$1,751,444
TOTAL EXPENDITURE (OPERATIONS)	\$741,516	\$865,912	\$957,378	\$999,883	\$1,150,690
TOTAL EXPENDITURES	\$1,630,089	\$1,861,672	\$2,152,020	\$2,459,825	\$2,902,134
TOTAL REVENUE	\$1,647,756	\$1,936,549	\$2,225,341	\$2,514,133	\$2,929,434
ANNUAL NET PROJECTIONS	\$17,667	\$74,877	\$73,322	\$54,308	\$27,301

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

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

- 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?*

An analysis on projected enrollment figures was conducted based on North Carolina law mandates regarding classroom size as well as the indicators surrounding typical classroom size in the two potential local districts, Cumberland and Harnett County School Districts. This information combined with our previous experience regarding the year-to-year growth within a charter school. For the type of program in which Encore seeks to provide and the uniqueness of its design, beginning as a K-5th grade school will offer a solid foundation to have enough financial support for the program without growing too large too fast. The Encore goal is to start with a strong focused program and be able to have marginal growth to ensure sustainability in years 1-4. In the 5th year, the Encore team feels it will be a financially stable program with secure staff and plans to add 9th and 10th grade. The 9th grade students will move up as the previous year's 8th graders. Adding 9th grade means that there will be an additional requirement for teachers that are highly qualified in each subject area. In order to accommodate this need, it is the belief of Encore that adding 9th and 10th together will support the necessary components and make the high school experience for the 9th grade students more comprehensive. Encore also believes that after 4 years of existence, the culture of the school will be steady and able to accommodate this additional growth.

Should actual enrollment numbers be lower than projected, the first financial move would be to adjust the number of staff. We will continue to maintain the same small class sizes but if we have the ability to consolidate classes and remove a teaching position from the budget then we will do that. A reduction in staff would also provide the opportunity to reduce expenses that accompany staff. These reductions would include benefits, staff development, supplies, and equipment. Certain expenses directly related to students would include lunch, support services, business services and rent, which are based on student count. Because rent and business services are based on student income, these expense numbers will automatically fluctuate with enrollment.

Enrollment could drop by as much as 20% and the school could maintain positive cash balance. Breakeven for each school year are as follows: FY14 - 205; FY15 - 240; FY16 - 275; FY17 - 310; FY18 - 384. It is important to note that the academy expects to receive supplemental federal funds that

will reduce some of the pressure should enrollment drop below anticipated enrollment. These funds include IDEA, Title funds and School Lunch reimbursements.

- 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*

Encore intends to contract with an EMO who will handle the responsibilities associated with accounting, purchasing and payroll. In selecting an EMO it will be necessary for them to illustrate a successful historical track record in financially managing Charter Schools. It is expected that the EMO with governance from the Board of Directors and in partnership with school administration will create a financially viable budget, will oversee and manage the budget and will report directly to the Board of Directors by providing necessary documentation for a Treasurers report.

Purchases will be made within the confines of the budget and will follow procedures agreed upon by the Board. An allowable procedure will include School Administration creating a requisition identifying the budget line that will fund the purchase, as well as providing detailed vendor and items specifics necessary to complete the purchase. The EMO will receive and review the requisition and if it falls within the framework of the budget will order the requested items.

Payroll services will be provided by the EMO. Payroll allowances will be included in the general budget to be approved by the board. School administration will submit documentation prior to each payroll indicating employees and amounts to be paid.

The Board will choose an independent CPA to provide financial auditing services. Language contained within the EMO Contract will indicate that the EMO must fully disclose any and all financial information pertaining to The Capitol to the independent auditing firm.

- 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 have been aligned to meet the needs of the budget by allocating a significant portion of funds to staffing, facility, and professional development. These will be the most crucial components to the unique design of the arts school. We need adequate staff to fulfill the program and scheduling requirements, the proper facility to permit this type of learning, and structured professional development to ensure excellent execution of the learning theory and practice.

The Board realizes its fiscal responsibilities. Aside from regularly reviewing the financial status of the school via reports, the board intends on contracting the maintenance of the schools finances to The Romine Group (TRG). TRG has 16 years of experience in building, monitoring and maintaining charter school budgets. They have dealt with schools that have had financial challenges as well as schools with large enrollment where the challenges aren't as pressing. No TRG school has had deficit spending or been threatened with charter revocation as a result of fiscal management. The Board in combination with TRG will partner in the creation of the budget

on an annual basis as well as review financial statements at it's regular board meetings. Upon formation of the board, goals will be established that will be directly related to fund balance both short and long term.

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.*

The pre-operational funds will be limited to the planning grant funds and other grant opportunities which may be available during this initial phase. Only those grants which allow the Academy to fulfill their proposed goals will be pursued. No additional grants have been secured at this time. Upon the granting of a charter, Encore will seek out all traditional funding available to a public school academy. These will include state aid, and additional funding from state and federal sources. Other sources may include State Aid Anticipation Notes, Capital lease agreements, contributions, etc. Notes and leases are secured by the assets the funds provide to the Academy. There are no firm commitments for these funds until a charter is granted. Encore anticipates operating with a positive fund balance. The budget will be amended if projected revenues require this.

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?*

Should actual enrollment numbers be lower than projected, the first financial move would be to adjust the number of staff. We will continue to maintain the same small class sizes but if we have the ability to consolidate classes and remove a teaching position from the budget then we will do that. A reduction in staff would also provide the opportunity to reduce expenses that accompany staff. These reductions would include benefits, staff development, supplies, and equipment. Certain expenses directly related to students would include lunch, support services, business services and rent, which are based on student count. Because rent and business services are based on student income, these expense numbers will automatically fluctuate with enrollment.

*Break-even student enrollment figures are listed above.

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

If the revenue projections are not met prior to opening, Encore would look for lenders to establish a cash flow loan and/or the EMO would be capable of advancing funds until the revenue was received. Additionally, the budget would be amended to reflect any contingency issues necessary.

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.

When selecting a firm to perform the audit, in addition to the requirement that the firm be approved by the GCC, the Board reviews qualifications and experience with auditing other charter schools, firm reputation, and the cost of the audit. The Board and the appointed auditor will enter into a contract approved by the GCC and will submit it to the GCC for review and approval. The annual audit will be completed and filed with the GCC and North Carolina Department of Public Inspection by October 31, beginning with October 31 after the first year of operations. The audit will be conducted in accordance with Governmental Auditing Standards and will meet the specific compliance requirements set forth by the State of North Carolina.

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.

After the Board has an approved charter contract, the Board anticipates appointing BDO, which is approved by the North Carolina Local Government Commission. Their contact information is as follows:

BDO
5430 Wade Park Blvd., Suite 208
Raleigh, NC 27607
919-754-9370
919-754-9369 Fax

